



Petition for Charter Renewal

Presented to:

Santa Clara County Board of Education

April 8, 2016

Charter Renewal Term:

July 1, 2017 – June 30, 2022

Submitted by:

Wanny Hersey

Superintendent/Principal

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AFFIRMATIONS

As the authorized lead petitioner, I, Wanny Hersey, hereby certify that the information submitted in this petition for renewal of a California public charter school named *Bullis Charter School* (the “School” or “BCS”), located within the boundaries of the Los Altos School District (“District”) and authorized by the Santa Clara County Board of Education with oversight from the Santa Clara County Office of Education (collectively referred to herein as the “County”) is true to the best of my knowledge and belief; I also certify that this petition for renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the BCS will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

- Bullis Charter School shall admit all pupils within the State of California who wish to attend the School and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required 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. Preference in the public random drawing shall be given as required 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)-(C)].
- The School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- 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 of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The School shall at all times maintain all necessary and appropriate insurance coverage.
- The Bullis Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1).
- 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. [Ref. Education Code Section 47612.5(a)(2)]

- The Bullis Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60605 and 60851, 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 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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code 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)]
- The Bullis Charter School shall be declared the exclusive public school employer of the employees of Bullis Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- Bullis Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- Bullis Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- Bullis Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- Bullis Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- Bullis Charter School shall comply with the Public Records Act.
- Bullis Charter School shall comply with the Family Educational Rights and Privacy Act.
- Bullis Charter School shall comply with the Ralph M. Brown Act.
- The School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Signed

Wanny Hersey
Superintendent/Principal
Bullis Charter School

Date

EXECUTIVE SUMMARY

“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 public 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 nonprofit 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 public school in order to create one with the goals of individualized learning and to inspire faculty, staff, and students to achieve full potential. The Bullis Charter School was approved on appeal by the Santa Clara County Board of Education 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. In 2012, the Bullis Charter School was renewed for another five (5) year term by the County. Now entering its twelfth year of operation, the Charter School continues to flourish while remaining true to its original forward-thinking mission and demonstrates what is possible in public education.

BCS HIGHLIGHTS

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 (990 for 2013) consistently places BCS in the top 1% of all schools and as the highest performing charter school in California.
- The results of the 2015 California Assessment of Student Performance and Progress (“CAASPP”) scores place BCS as the top performing elementary school in California (see Attachment A)
- 2014 California Distinguished School (previously also awarded in 2008)
- 2104 Exemplary Visual and Performing Arts Program Award – CA Distinguished School
- 2014 National Blue Ribbon School
- 2014-present Digital Citizenship Certified School
- 2015 6-year WASC Accreditations (previously also approved in 2009) See [Appendix G](#)
- 2015 National P21 School (one of 59 in the US)
- 2015 Bilitracy Pathways Award School

- 2015 NAESP Champion Creativity Award
- 2016 California Gold Ribbon School (pending)
- BCS 7th grade teacher Lisa Stone and Teacher On Special Assignment (TOSA) Jessica Lura have been recognized as one of the Teachers of the Year by the Santa Clara County Office of Education
- David Malpica, Stanford Transformative Learning Technologies Lab Fellow
- TOSA Jessica Lura – Google Certified Innovator 2015
- Teacher Lisa Stone – LearnZillion Educator 2014
- Superintendent/Principal Wanny Hersey - 2016 NAESP Digital Leaders Early Learning Award (one of 5 in the US)

BCS is committed to educating the whole child. Every student receives instruction in STEAM, drama, dance, vocal and instrumental music, art, and PE by certificated teachers. BCS also offers an integrated World Language Program, the first of its kind in a Los Altos public school. In addition, every student participates in a variety of elective topics 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 (French, Latin, Bullis Kids' News, World Cultures, Conflict Managers, Student Council, etc.). A variety of extra-curricular classes (free of charge to all students and taught by credentialed teachers) 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 achievements:

- Archery: 1st Place – NASP Archery Tournament - middle school (individual)
- Architecture: National 1st Place – 2015 SchoolsNEXT Design Competition; competed in the international competition (8th grade team of 3 students)
- Art: permanent collection – 2014 & 2015 SCCOE Young Artists' Showcase
- Bilingual Multimedia: 1st Place – 2016 NABE Bilingual Multimedia Contest K & 1-2 grades divisions (2 students)
- Choir: California Music Educators' Association 2015 & 2016 Choral Festival – all five (5) BCS choirs received a “Unanimous Superior” ranking
- Chess: 1st Place - 2015 US Chess Federation Junior Congress Championship (BCS Team)
- Chess: 1st Place – 2015 National Chess Championship 6th grade/Novice (individual and team)
- Colorguard: 1st Place – 2016 NoCal Band Association Competition (Middle School Team)
- Current Events: 2nd Place – 2015 National Current Events League (entire 6th Grade Class)
- Current Events: Top Individual US Scorer – 2015 National Current Events League (individual)
- Mandarin: 1st Place – 2014 Chinese Star Contest Drawing/Painting (individual)
- Mandarin: 2nd Place – 2015 Chinese Language Teachers Assoc. Public Speaking Contest (3 individuals) – in previous years, students have placed 1st – Honorable Mention
- Math: 1st Ca & USA – 2015 Genius Kids Math Kangaroo Contest
- Spelling: 24th Place – 2016 CBS Bay Area Spelling Bee
- Technology: Best Overall – 2015 SJ Technology Museum Tech Challenge (4th Gr. Team)
- Technology: 1st Place – 2015 Dare 2B Digital Contest (8th Gr. Team)

- Writing: 1st Place – 2015 Margaret Thompson Historical Essay Contest (3rd Gr. Student)

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 Nepris, Roominate, eSpark, Panorama
- One of the first schools to implement innovative programs such FreshGrade, Edthena, Brainology, KidLead, FabLab@BCS
- Stanford Design School (dschool) Home Team to engage communities and inspire a creative confidence utilizing design-thinking
- Teachers' Guild
- FabLab Learning Conference/Stanford School of Education: students presenting on ways educators can innovate and engage students using innovative curricula

BCS is committed to sharing best practices. The School has opened its doors to educators from around the world: Norway, UK, China, Singapore, Canada; teaching colleges and organizations across the state and country: San Jose State, Silicon Valley New Teacher Project & the New Teacher Center, Notre Dame de Namur, Innovate Public Schools, Columbia University, New York University, Stanford, Google for Education, Leadership of Mountain View; public and private schools: Cambrian SD, New Haven SD, Navigator Charter Schools, Santa Ana USD, Ross SD; and engaged the larger educational community in constructive dialogue:

- Presenters (partial list for 2015-2016):
 - California Charter Schools Conference
 - California STEM Symposium
 - SCCOE STEAM Symposium
 - CISC Symposium
 - Teaching and Learning Conference
 - CUE Conference
 - NSTA STEM Expo & Forum
 - NAESP Conference
 - P21 Conference
- Global Education Summit – BCS student and teachers
- SCCOE/BCS STEAM Practicum – BCS students and staff

BCS is committed to engaging with and contributing to the local and greater community. Below is a partial list of some of the many initiatives and recognitions in this area:

- 2015 NOAA Climate Stewards Program School
- 2015 NOAA Ocean Guardians School
- 2013-present Green Up Our Schools Consortium
- BCS 1st graders raise and release endangered steelhead trout into the watershed
- BCS has partnered with the Leatherback Trust the past 12 years in an effort to save Leatherback Turtles (BCS students have contributed 11 years of data towards scientific research) and was awarded the 2015 Sea Turtle Conservation Award
- 2nd Harvest Food Drive – annual school-wide drive as well as individual classroom projects tied to the curricula

- Staff and students participate in the Hashtaglunchbag initiative
- Mountain View Community Services Agency – donate vegetables from school garden and left over food from lunch program to this food bank
- Hidden Villa and Los Altos Hills – students work to abate erosion and restore sections of the Adobe Creek as part of their annual Project-Based Learning unit
- Los Altos Hills Mayor's Award for environmental contributions to the community
- Biennial Charter School Junior Olympics (since 2008 with over 750 participants from 8 bay area charter schools)

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.

PRESENT PROJECTS

SCCOE/BCS STEAM PBL Practicum

BCS is extremely proud to be partnering with the SCCOE STEAM Team to create and host this unique professional development model for administrators and teacher leaders throughout Santa Clara County who are committed to transforming their organizations.

Presently training forty-four (44) administrators and teacher leaders from ten (10) school districts and one (1) educational organization over the course of 7 full-day sessions in the 2015-2016 school year, the Practicum utilizes a variety of instructional strategies such as book study, panel interviews, tours, assignments, mentoring, activities, guest presenters, online forums, lesson planning, etc. in order to engage the participants as well as to share BCS best practices that can be brought back and utilized at their organizations. This year's Practicum will culminate at the SCCOE STEAM Symposium on April 22 when BCS will also be one of the sites where participants from around the state can visit as part of the Field Experience.

Stretch To Kindergarten ("STK")

In the summer of 2015, BCS entered into a 3-year partnership with the Family Engagement Institute ("FEI"), an organization out of Foothill College committed to providing continued educational opportunities that increase family engagement and leadership for parents/caregivers, educators/providers, and the community to ensure a child's healthy development and academic success. BCS and FEI joined together to provide *Stretch To Kindergarten* ("STK"), a tuition-free, parent participation kindergarten readiness program offered each spring and summer targeting students within the Los Altos School District.

The purpose of STK is to cultivate strong, enduring partnerships among families, schools, and the community in order to give low-income children the skills and support to successfully transition into kindergarten. With an emphasis on students who have not had the opportunity to attend pre-school, the STK program provides an educational experience that helps prepare students and families for kindergarten and school.

As a partner with FEI, BCS's commitment to this program is comprehensive and includes agreements such as:

- Participate in the design, planning, and implementation of the STK program

- Provide lead person to meet regularly with FEI personnel
- Provide facilities from April – August
- Provide outreach
- Secure funding
- Recruit, interview and hire teachers who meet the STK qualifications
- Provide breakfast, snack and lunch program for students and staff
- Provide transportation

In its inaugural year, the STK program, taught by two BCS teachers, served sixteen (16) students with the following demographics.

GENDER: Boys Girls	56% 44%
No prior preschool experience	56%
ETHNICITY: Hispanic/Latino	94%
HOME LANGUAGE: English only Spanish only English & Spanish	13% 63% 25%
SPECIAL EDUCATION (IEP):	13%
FAMILY STRUCTURE: Both parents in home Single Parent	78% 22%
PARENT EDUCATION: None or elementary Less than high school High school diploma Some college College degree or higher	20% 7% 27% 20% 27%
Speaks at least Fairly Well: English Home Language (other than English)	64% 93%
Reads at least Fairly Well: English Home Language (other than English)	62% 86%

BCS has enlisted the assistance of the Los Altos School District to help identify and refer students who qualify for the program in hopes that this will also help with the School's on-going efforts to increase the number of socio-economically disadvantaged and ethnically and racially diverse students it strives to serve.

Five-Year Settlement Agreement with the Los Altos School District

In 2014-2015, an "Agreement Between Los Altos School District And Bullis Charter School For A Multi-Year Charter School Facilities Solution And For Resolution And Cessation Of Existing Legal Proceedings" was reached.

Since then, regular meetings have been held with Board and Staff representatives from BCS and LASD as well as staff-to-staff meetings, as necessary. As a result, there is more on-going communication between the School and LASD allowing for more opportunities to collaborate and reach consensus. For example, the timeline of the installations of the buildings was modified for 2015-2016 in order to save time and expenses in 2016-2017. BCS and LASD also worked together to pass a bond in order to provide the resources for a long-term facilities solution for all local public school students.

This Settlement Agreement has paved the way for more staff and parent collaborations as well:

- Egan PTA & BCS BBC working on Student & Traffic Safety
- Math Talks Family Night Evening between BCS & Covington
- BCS, Blach, Egan, Covington and Springer choirs planning and performing together in an annual Choral Showcase
- LASD assisting BCS with identifying eligible students for the STK program

FUTURE PLANS

The BCS Strategic Plan was updated in 2015-2016 with 15 new Action Plans within 6 strategies created by staff, parents, and community members over the course of 3 months. Adopted by the BCS Board of Directors in January 2016, these Action Plans pave the course for the next five years' work in BCS's uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed the School's present capacity. From competency based learning to replication, the next five years will require BCS to dedicate its resources and energies toward the continuous creation of systems to achieve these plans.

STRATEGY I: We will build innovative educational programs and spaces that enrich the learning experience, inspire the individual student, and model what is possible in public education.

- **Action Plan #1:** We will seek to understand the concept of competency-based learning (which provides students an innovative educational approach with individualized progression of achievement) and evaluate its possible implementation within the current BCS model. Adopted: Spring 2016- June 2017
- **Action Plan #2:** We will utilize indoor and outdoor spaces to spark student curiosity, encourage risk-taking, and instill an excitement for learning.

STRATEGY II: We will define, measure, and promote student success consistent with the BCS mission.

- **Action Plan #1a & 1b:** Create, practice, and promote a consistent definition of student success in a way that it is clear to and valued by the student, the teacher, the family, and the community at-large, and incorporate it into student evaluations. Adopted: Spring 2016- June 2017
- **Action Plan #2a & 2b:** Develop an innovative student evaluation system that accurately reflects the BCS definition of student success and provides a comprehensive, descriptive characterization, including SEL, of each child's path to success.

STRATEGY III: We will foster a world-class staff of professionals that is supported, entrusted, and empowered to do amazing things in education.

- **Action Plan #1:** Proactive strategic recruitment that nurtures and then leverages relationships with mission and culture-aligned prospective employees. Adopted: Spring 2016- June 2017
- **Action Plan #2:** A climate of professionalism that honors, appreciates, and supports staff.

STRATEGY IV: We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.

- **Action Plan #1:** Parents are engaged in the BCS community and volunteer at a level that exceeds our needs in quality and amount.
- **Action Plan #2:** Parents are engaged as partners by sharing their skills and passions to support the vitality of BCS.
- **Action Plan #3:** Parent volunteerism and engagement is celebrated and understood to be a core tenet of Bullis Charter School. Adopted: Spring 2016- June 2017

STRATEGY V: We will identify and attract enduring, diverse funding sources to realize BCS's goals and aspirations.

- **Action Plan #1:** Obtain funding from grants, non-profit partnerships, and/or corporations Adopted: Spring 2016- June 2017
- **Action Plan #2:** BCS receives full and fair public funding.
- **Action Plan #3:** Support the Foundation and its efforts

STRATEGY VI: We will positively impact more students through the strategic sharing and replication of our innovative educational model.

- **Action Plan #1:** Open a nearby school in Santa Clara County that serves a high number of FRLP-eligible students. Adopted: Spring 2016- June 2017
- **Action Plan #2:** Provide expanded year-round learning opportunities during BCS school breaks for nearby students who are free- and reduced-lunch eligible.
- **Action Plan #3:** Strategically share our best practices with educators through a broader online presence.

A. 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)

Mission Statement

Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of educational innovation, BCS inspires children, faculty, and staff to reach beyond themselves to achieve full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the BCS program nurtures mutual respect, civic responsibility and a lifelong love of learning.

1. Targeted School Populations

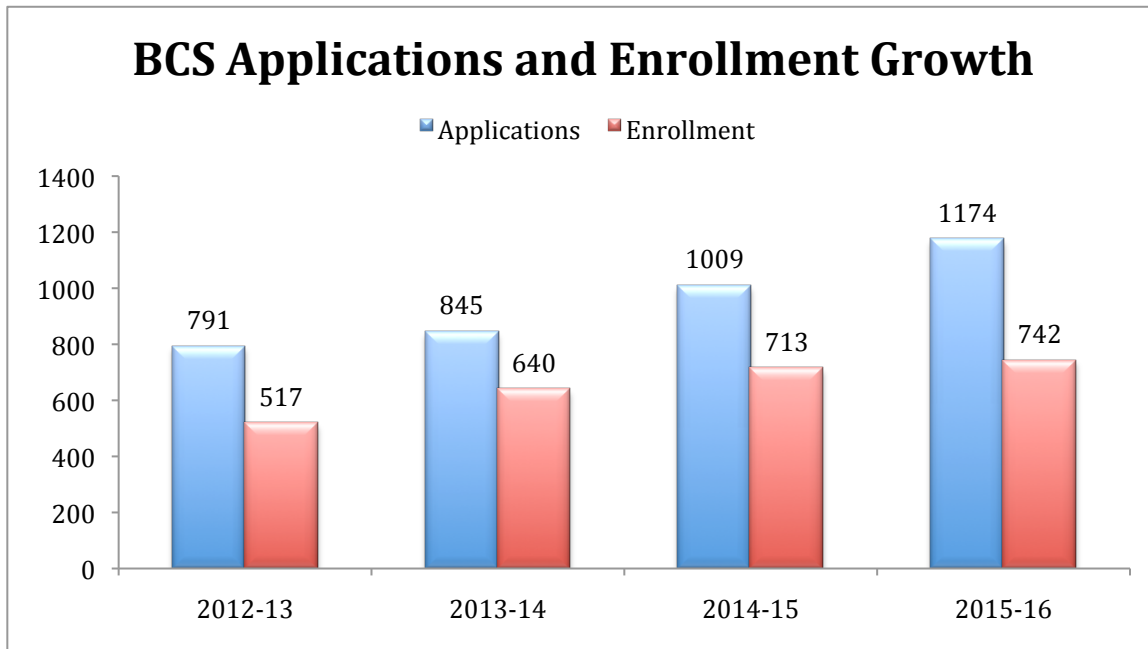
The School seeks to educate all students in the state of California who wish to attend the School subject only to capacity, with a focus on serving students in the Los Altos Elementary School District. The School seeks to maintain a community school environment, serving kindergarten through eighth grade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

Presently, the School’s enrollment is 742 with an average class size of 21 students per class in grades kindergarten to third, 25 students per class in grades 4 and 5, and 24 students per class in grades 6 to 8.

Number of Students per Classroom 2015-2016								
K	1	2	3	4	5	6	7	8
21	21	22	22	27	25	24	24	22
20	21	20	20	25	23	24	24	24
21	21	21	20	24	24	24		
20	21	22	22	26	25			
21	21							

BCS targets an enrollment of 908 students when our school is fully enrolled in 2018-2019.

2015-16	2016-17	2017-18	2018-19
742	828	883	908



The School’s enrollment numbers have continually increased each year, reflecting the community’s strong demand for and support of the BCS educational program thereby ensuring the School’s ability to reach its targeted enrollment numbers.

2. Attendance

While desirous to be located on one site, the School is presently split over two, approximately 4 miles away from each other, co-locating with the Los Altos School District’s junior high schools, Egan (BCS North Campus) and Blach (BCS South Campus).

The school year begins annually in August. Teachers and staff return by the beginning of the month to participate in 10 days of staff development prior to the first day of school. BCS shall offer the same or greater number of instructional days as the local school district. Since opening its doors, BCS has offered 180 student days every year.

Approved
September 14, 2015

BULLIS CHARTER SCHOOL 2015 - 2016 School Calendar

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

LEGEND:

- Legal Holiday
- Local Holiday
- ▲ Teacher Work Day (NO STUDENTS)
- ‡ Staff Development (NO STUDENTS)
- ▶ Parent Teacher Conference Day (NO STUDENTS)
- ▼ Pre-School Staff Development (NO STUDENTS)
- * FLG Parent Teacher Conference Days (students-full day)

- 180 Student Days
- 2 Teacher Work Days (8/18, 6/9)
- 3 Staff Development Days (8/14, 8/17, 1/19)
- 2 Parent Teacher Conference Days (10/6, 10/14)
- 187 STAFF DAYS
- 0 Buy Back Days
- 187 TOTAL STAFF DAYS
- 9 Pre-School Staff Development
- 196 TOTAL: ALL STAFF

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 41,225 minutes/year, 6250 minutes more than the state required number of minutes. The Kindergarten schedule is set up so there is a 45 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 4-5 and grades 6-8 programs with students attending 60,860 minutes/year and 72,316 minutes/ year respectively. With the state requiring only 52,457 minutes/year, BCS students have ample time to participate in extended learning activities such as co-curriculars, as well as special programs such as world language, art, music, and drama.

Daily Schedule

Kindergarten: AM: 8:15 am – 12:10 pm
 PM: 11:25 am – 3:10 pm
 Fridays: 8:15 am – 12:40 pm

Grades 1 – 5: 8:35 am* – 3:15 pm**

- * Extra-Curricular classes begin at 7:45 am
 - ** Extra-Curricular classes go until 4:15 pm
 - North Campus: Mondays, Tuesdays, Wednesdays
 - South Campus: Mondays, Tuesdays, Thursdays
- Play rehearsal: Mondays – Fridays 3:30 pm – 4:30 pm

Grades 6 – 8: 8:00 am* - 3:29 pm**

- * Extra-Curricular classes begin at 7:15 am
- ** Office Hours and After School Sports go until 4:30 pm

	Instructional Minutes		
	Requirement	Reduced	BCS Actual
Kindergarten	36,000	34,971	41,225
Grade 1	50,400	48,960	60,860
Grade 2	50,400	48,960	60,860
Grade 3	50,400	48,960	60,860
Grade 4	50,400	52,457	60,860
Grade 5	50,400	52,457	60,860
Grade 6	50,400	52,457	72,316
Grade 7	50,400	52,457	72,316
Grade 8	50,400	52,457	72,316

The process for student attendance and reporting at BCS is as follows:

- Teachers take attendance at the beginning of the day for kindergarten thru sixth grade and at the beginning of every period for seventh and eighth grades.
- Registrar contacts families who have not indicated a reason for the absence and ensures all absences are coded correctly.
- Teachers verify attendance accuracy weekly and sign attendance reports.
- Monthly attendance reports are created and reviewed by the principal.
- The monthly attendance reports are submitted to SCCOE.

The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

3. 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 design thinking process;
- Knowledge of history;
- Ability to think critically, creatively, analytically, and logically;
- Ability to effectively use technology as a tool and understanding its uses;
- Ability to gather and organize information;
- Understanding of the mathematical process including application;
- Ability to critically assess data;
- Ability to appreciate, enjoy and respect the visual and performing arts;
- An understanding of 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 social 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.

“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, average 21 students or fewer; 4-8, 26

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.

4. 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 and social-emotional 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.

To this end, all BCS programs incorporate Essential Elements:

1. **High Expectations:** Academic rigor; exceed state standards; highly qualified staff; intensive professional development; prepare students for high school regardless of environment; contributing role in society, and life.
2. **Personalized Learning:** Personalized Learning Plans; self development (develop passions, find voice, agency, social-emotional development); life skills assessed and emphasized (learn how to learn, technological competence, career/vocational opportunities)
3. **Integrated Learning:** Collaborative teaching; interdisciplinary studies (curriculum transcends multiple subject areas, opportunities for inquiry); flexible scheduling (time for depth & mastery & project-based learning); authentic assessment (exhibit mastery across curriculum).
4. **Real World Applications:** Increase student engagement through meaningful learning (immersion, relevance through action, application to reinforce learning); “Intersession” (learning beyond classroom; synthesizes previous learning; applies learning to new experiences); global education; biliteracy pathways
5. **Community Supported Learning:** Mentor Program (experts, field professional, researchers); workplace internships; utilize technology & resources; global awareness & participation; service learning; parent education

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 (see below regarding CCSS and NGSS). 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.

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 ABC Mouse 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 design online nutrition games using Scratch; 7th graders utilize online applications to track their reading progress; and 8th graders design and code educational apps using the design thinking process; and all students manage their eportfolio using FreshGrade to track their learning and to communicate their progress on their FLGs. 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).

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 7 biospheres as well as assist in the preservation of the Leatherback Turtles; our partnership with Foothill College has allowed BCS to organize and host our biennial Junior Olympics event for over 750 students from 8 bay area charter schools. 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 psycho-somatic ailments; and the social effects may include deviant and destructive behavior, a lack of productivity, and an inability to sustain stable interpersonal relations (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.

BCS continues to partner with Carol Dweck's team at Stanford University as we are one of the first schools to implement Brainology to develop a growth mindset in students and will often be asked to host educators who are also interested adopting that program.

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); this, over 70% or 520 of the 742 students (K-8) has participated in one of the 7 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.

Instructional Program and Strategies

BCS's curriculum provides a rich, student-centered, project-based learning program designed to help children become independent problem solvers and critical thinkers who draw upon a solid foundation of basic skills in order to solve challenging problems and complex tasks. With a thorough grounding in the common care state standards, and by following the grade level standards in all curricular areas, we ensure that all students receive a balanced curriculum in English Language Arts, Math, Science, and Social Studies as well as Physical Education, Art, Music, Drama, Engineering & Technology, and World Language (Mandarin and/or Spanish).

Standards for what each student will master and expected learning outcomes provide a basis for articulation among teachers and successful transitions each year for our students. Working within grade level teams, teachers use these standards, a variety of assessment tools, and current research on educational practices to design dynamic curricula to meet our students’ specific needs, ensuring that every student has equal access to the same delivery of content and opportunity for success.

Although our curriculum is coherent and meets the state standards, it also reflects the rigor of our specific school vision and charter: high expectations, individualized learning, interdisciplinary inquiry-based learning, real world applications, and community supported learning and provide a framework for the ‘4Cs’ of 21st century learning: critical thinking and problem-solving; communication; collaboration; creativity and innovation. Programs must also facilitate flexible grouping strategies, accommodate a variety of instructional levels and learning styles, lend to integration to other subject matter, and include technology and quality, authentic assessment tools. The educational program emphasizes experiential, hands-on, collaborative learning based on the assessed individual needs of students as envisioned in the school mission.

Programs and Materials

	English/Language Arts	
Grade	Primary	Supplemental
<i>Kinder</i>	Handwriting Without Tears Units of Study for Teaching Reading (Calkins) Units of Study in Opinion, Information, and Narrative Writing (Calkins) Step Up to Writing Site-Created Materials	Frontline Phonics, Leveled Library, Reading A-Z, Next Step in Guided Reading (Jan Richardson), Words Their Way, Site-Created Materials TECH: BrainPOP Jr., GoNoodle, Starfall Education, TeachMe Kinder & 1st Grade (iOs)
<i>1st</i>	Units of Study for Teaching Reading (Calkins) Units of Study in Opinion, Information, and Narrative Writing (Calkins) Reading A-Z The Daily 5 Site-Created Materials	Open Court, Step Up to Writing, Site-Created Materials TECH: Explode the Code, TumbleBooks Handwriting Without Tears
<i>2nd</i>	Units of Study for Teaching Reading (Calkins) Units of Study in Opinion, Information, and Narrative Writing (Calkins)	Handwriting Without Tears, Reading A-Z, Step Up to Writing TECH: Discovery Streaming, Typing.com Words Their Way

<i>3rd</i>	Units of Study for Teaching Reading (Calkins) Units of Study in Opinion, Information, and Narrative Writing (Calkins)	Guided Reading Books, LearnZillion, Reading A-Z, Step Up to Writing TECH: SpellingCity
<i>4th</i>	Units of Study for Teaching Reading (Calkins) Units of Study in Opinion, Information, and Narrative Writing (Calkins)	Daily Language Review (DLR), Developmental Reading Assessment (DRA), Fountas and Pinell, Harcourt, Step Up to Writing TECH: Newsela, TypingClub
<i>5th</i>	Units of Study for Teaching Reading (Calkins) Units of Study in Opinion, Information, and Narrative Writing (Calkins)	Houghton Mifflin, "Interact" Units, Step Up to Writing, TIME for Kids, Site-Created Materials TECH: Newsela
<i>6th</i>	LearnZillion Units of Study for Teaching Reading (Calkins) Step Up to Writing Site-Created Materials	Achieve the Core, LearnZillion, ReadWorks, Story Corps, TIME for Kids, The Moth, CNN Student News TECH: Biblionasium, Membean, NoRedInk
<i>7th</i>	LearnZillion, Curated material that accompanies PBL units	Get-Lit, Glencoe (Grammar and Language, Spelling Power Workbooks), Nanowrimo Young Writer's Program, Step Up to Writing, Site-Based Materials TECH: Classcraft, Biblionasium, Blendspace, Membean, Padlet
<i>8th</i>	Glencoe (Literature) McGraw-Hill (California Treasures)	Glencoe (Grammar and Language, Spelling Power Workbooks), LearnZillion, Lucy Calkins, Step Up to Writing, TCI TECH: Membean, SpellingCity

English Language Arts:

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

Developing confidence and a love of reading is the heart of any successful reading program. To do this, students engage in reading across all subjects, reading a balance of fiction and nonfiction, with an increasing focus on nonfiction texts. To develop independent, self-directed readers, students analyze strengths and weaknesses in reading, and in conjunction with parents and teachers, set reading goals. This allows each student to be challenged in the area of reading, regardless of his/her reading ability.

Primary grade teachers focus on developing strong foundational skills and the Open Court language arts program, CCSS-aligned materials and guided reading books are all used. Students receive a combination of whole class and small group instruction in a reader's workshop model to teach decoding and comprehension skills. Teachers use rhymes and songs to develop phonemic awareness and use explicit instruction in phonics to teach decoding skills. In addition, repeated readings of predictable texts and guided reading at a student's instructional level allow students to increase their fluency.

To further develop reading skills, older students use the Houghton Mifflin language arts program, guided reading books, and nonfiction sources. Whole class novel studies allow for deeper discussions while literature circles, which differentiate for all learners, allows students to engage in meaningful, self-directed discussions, asking them to citing specific evidence to support their discussion and opinions.

Teachers use formative and summative assessments to guide their instruction. Using data, teachers target their instruction to meet the needs of all students and use the instructional methods of Daily Five, heterogeneous and skills-based groups to aid in differentiation. Guided reading books and other leveled texts allow teachers to meet the needs of students at all reading levels.

Rigorous and complex primary source texts are read and analyzed at all grade levels, starting with the primary grades. For developing readers, these complex texts are read aloud to model fluency and comprehension strategies and allow all learners to analyze more rigorous texts than they could independently. Citing evidence from the text and referring back to the text when engaging in discussion about reading is a key expectation meant to build foundational literacy skills for all students.

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

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

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

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

Mathematics:

The Kindergarten through Grade 8 math program at Bullis Charter School follows the Common Core State Standards in [Mathematics](#) (CCSSM), as outlined by each grade level's content standards and the K-12 Standards for Mathematical Practices. Everything from the adopted curricula, supplemental CCSSM-aligned resources, assessments, trainings and professional development, teaching philosophy, membership organizations, and course offerings are firmly grounded in CCSSM.

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

- Everyday Mathematics (2012 edition) for grades Kindergarten through 5
- College Preparatory Math (Core Connections 1-3, Core Connections Algebra, Core Connections Geometry) for grades 6 through 8.

Both are adopted programs through the state of California and both share a philosophy grounded in problem-based learning that scaffolds learning in an experiential environment that results in mastery of core concepts and skills over time. Teachers are able to provide students multiple learning opportunities through lessons that are accessible at every math ability level. Both Everyday Math and College Preparatory Math ensure that concept-development is rooted in

uncovering the “whys” and the “hows” through real-world math problems with tangible applications.

Programs alone are not enough to meet the rigor of CCSSM. Investment in supplementary math resources such as [Exemplars K-12](#), the [Mathematics Assessment Project](#), [Illustrative Mathematics](#), [Inside Mathematics](#), [NRICH](#) and a National Council of Teachers of Mathematics ([NCTM](#)) membership help keep our students engaged in math high and rich with quality standards-based materials. Our students’ learnings are ever-evolving and as a result, we must meet that need by fostering and developing the professional needs of our teachers’ growth and learning as well. For that, Bullis Charter looks to the [Silicon Valley Math Initiative](#) (SVMI) to help us successfully navigate CCSSM for our children and families.

Mathematical achievement is highly valued by our families. Many parents enroll their children in summer math programs, hoping to have them move through math classes at an accelerated pace. Many of our students excel when performing calculations, but problem-solving and conceptual understanding are relative weaknesses.

To focus on building deeper levels of conceptual understanding, we have chosen programs that provide open-ended problem-solving tasks, link mathematics to everyday situations, and include hands-on activities and mathematical exploration while providing the practice necessary to develop arithmetic skills. As mentioned above, in grades K-5, the basis for our mathematics instruction is Everyday Math, and in grades 6-8, it’s College Preparatory Mathematics. Using these courses and other CCSS-aligned materials supported by Inside Mathematics, teachers differentiate instruction within their classrooms, within entire grade levels, and across grade levels to provide instruction that fits the needs of each student with careful attention paid to struggling and advanced students while giving everyone access to the grade-level CCSS curriculum. Sometimes, based on data obtained from rigorous site-based assessments of CCSS math skills, students are accelerated through the program by compacting two grade levels’ worth of instruction into one or having students skip grade levels altogether. For students who are struggling, teachers provide small-group instruction focused on addressing common misunderstandings based on formative assessment data while providing CCSS grade-level instruction since it’s important to address misconceptions while strengthening conceptual understanding to challenge each student.

Besides these adopted programs in the homerooms, co-curricular math classes are offered during the school day to students in grades 1-6 to bolster their arithmetic and problem-solving skills and to build confidence and make math fun so that students build positive attitudes about it. One such course, Logic Puzzles, provides students in grades 2 and 3 the opportunity to focus on the use of logic to solve puzzles and play games in a cooperative learning setting. While students get to choose their co-curriculars, teachers also encourage students to register for courses that will either provide more practice in the areas in which they exhibit weakness or push them to explore new levels of understanding in areas in which they excel.

Students in grades 4-8 get chances throughout the year to spend time in our FabLab where, through the process of making, building, and creating, they deepen their knowledge of geometry, measurement, and algebraic thinking as they render 3D graphics for projects that require the use of our laser cutter or 3D printer. Grades 1-5 students requiring additional help are able to attend

the homework helpers classes after school while middle school students can receive support during after school Office Hours four days a week.

Science – Next Generation Science Standards

In September 2013, the State Board of Education adopted the Next Generation Science Standards (NGSS) pursuant to CA Education Code 60605.85. The Implementation Plan includes various initiatives that are set to roll out between 2014-2018.

At BCS, teachers have been introduced to the NGSS and have been engaged in the planning and implementing of these standards since 2014. Staff development on the NGSS has been on-going with time provided for teachers to collaborate across disciplines in order to establish NGSS-aligned curriculum, instruction, and assessments, especially into the School's Project-Based Learning units. The School adopted the following timeline in order to transition students in an articulated manner:

- 2014-2015 Grades K-5
- 2015-2016 Grade 6
- 2016-2017 Grade 7
- 2017-2018 Grade 8

Below are examples of some of the units that have been adjusted or created for grades K-6 in order to align to the Next Generation Science Standards:

Grade	NGSS Standard	Activity
K	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p> <p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Hank’s Habitat PBL, Constructing animal habitats and models.</p> <p>Garden observations</p>
K	<p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.</p> <p>K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface.</p> <p>K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area</p> <p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<p>Makerspace - building a shade structure.</p> <p>Calendar time: Weather observations and tracking</p> <p>Shade Structure PBL: Studying effects of sun on earth's surface, designing a shade structure to reduce sun’s effect.</p>
1	<p>1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*</p>	<p>Makerspace-Biomicry PBL</p>

	<p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	
1	<p>1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-2. Make observations to construct an evidence-based account that objects can be seen only when illuminated.</p> <p>1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p>	Makerspace - Apple Valley adjunct project on history of communication.
2	<p>2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> <p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p>2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.</p>	Leatherback Sea Turtle PBL

2	2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.	Quick or Slow Scratch Programming Animation
3	<p>3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.</p> <p>3-PS2-4 Define a simple design problem that can be solved by applying ideas about magnets.*</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p>	<p>Community Helping Robots PBL</p> <p>Forces/Motion/Magnetics unit.</p>
3	<p>3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions during a particular season.</p> <p>3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p>3-5-ETS-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	Extreme Weather PBL
4	4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [<i>Assessment Boundary: Assessment does not include quantitative measurements of energy.</i>]	Electricity exploration with Roominates, Littlebits and Lectrify.
4	4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.	Environment effects of Hydraulic Mining PBL.

	<p>4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.</p> <p>4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.*</p> <p>3-5-ETS1-1 Define a simple design problem reflecting a need or a want.</p>	
5	<p>5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p>5-ESS2-1 Develop a model using an example to describe ways in which the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. le design problem reflecting a need or a want that includes specified criteria for success and constrains on materials, time, or cost.</p> <p>3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>	Climate PBL
6	<p>MS-ESS2-4 Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p>	<p>FOSS Weather and Water 2nd Ed</p> <p>Investigation 4</p> <p>Solar Balloon</p> <p>Convection in Air</p> <p>Investigation 7</p> <p>Clouds and Precipitation</p> <p>Phase Change and Energy Transfer</p> <p>Investigation 9</p> <p>Water Cycle Game</p>
6	<p>MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p>	<p>Solar Balloon</p> <p>FOSS Weather and</p>

		<p>Water 2nd Ed <u>Investigation 3 - Air Pressure</u></p> <p><u>Investigation 8 - Meteorology</u></p> <p>Weather Underground Data collection lesson - Teacher Created lesson</p>
6	<p>MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (Students, playing the role of oceanographers, investigate how ocean currents form and what affect they have on the climate of Earth. Using a simulation, hands-on activities and readings, students learn about how energy is distributed on Earth through the movement of air and water. Using temperature changes caused by changes in winds and surface ocean currents that occur during El Niño years, this unit investigates the relationship between atmosphere and ocean and their effects on regional and global climate patterns.)</p>	<p>Amplify Science Field test - Currents in the Ocean and Atmosphere</p> <p><u>Coriolis Modeling -</u> Teacher created lesson</p>
6	<p>6-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>	<p>Early Human Engineering Design Challenge PBL - Teacher created unit</p>
6	<p>6-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>6-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p>	<p>FOSS Chemical Interactions, 1st Ed <u>Investigation 3 - Particles</u> Part 2- Air is Matter Part 3 - Air as Particles <u>Investigation 4 - Kinetic Energy</u> <u>Investigation 5</u> Part 1 - Mixing Hot and Cold</p>

		FOSS Weather and Water 2nd Ed <u>Investigation</u>
6	MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Environmental Impact PBL - Teacher created
6	MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.	Characteristics of Living things <u>Station 2</u> - Microscope Exploration - Teacher created lesson Microscope Mania - Teacher created lesson Onion Skin and Cheek Cell Teacher created lesson
6	MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	Cell Analogy - Teacher created lesson Cells all over Z-Space - Teacher created lesson 3D-Cell Model Lab - Teacher created lesson Naked Eggs - Teacher created lesson
6	MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.	Organismal Bio intro and Homeostasis Blendspace lesson - Teacher created lesson
6	MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.	Brainology (MindsetWorks.org) Carol Dweck online curriculum Implemented in 6th grade Advisory
6	MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Mitosis Oreo Modeling-Teacher created lesson Bug Builders-Teacher created lesson

Social Studies/History

BCS Social Studies curriculum is based on the California History-Social Studies Framework and

is closely linked to our mission. The state-adopted textbook used by our kindergarten-6th grade teachers is Harcourt Brace's *Reflections* series and in 7th and 8th grades teachers use *History Alive!*. However, textbooks are merely the foundation of our Social Studies program because teachers make the curriculum engaging for students through the Project Based Learning units they create throughout the year. The goal of the Social Studies curriculum is for students to gain cultural knowledge and understanding and learn about democracy and civic values. In addition, a significant focus of our Social Studies curriculum is ensuring that students embrace a global perspective. BCS realizes that our school community is but one small community in an interconnected system of world communities. Bullis teachers incorporate systems thinking when teaching social studies. BCS's diverse cultural profile provides numerous opportunities to bring the world into the classroom. Curriculum allows for the development and integration for an international perspective.

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

The BCS Social Studies curriculum teaches mutual respect and civic responsibility, teaching students that 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. BCS influences this outcome by promoting a sense of service and responsibility to the community, classroom jobs, campus beautification projects and a variety of community service activities as a part of Social Studies lessons.

Additional Curriculum Areas:

Visual and Performing Arts (“VAPA”)

Bullis Charter School is committed to integrating Visual and Performing Arts into all grades, K-8. This commitment stems from our school vision and our strategic plan. Our strategic plan includes several “statements of belief” that support the development and integration of a comprehensive VAPA program. They include: Learning has no boundaries; Equal opportunity is necessary for all members of the community to reach their full potential; Every student will continue to discover and pursue individual talents and interests; Build innovative educational programs that enrich the academic experience and inspire the individual student; And, design and implement a teacher-to-teacher collaborative hosted by BCS around the topic of individualized goal-setting, implementation of PBL units, and design thinking. As a staff, we hold ourselves accountable for actualizing these beliefs through all our programs, including the Visual and Performing Arts. Additionally, because we are a charter school, we are monitored by SCCOE, our chartering agency, and are subject to regular review of the strategic plan and charter. The external chartering body holds us accountable for our commitment to VAPA as outlined in our charter and strategic plan.

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

All students are required to receive instruction or take courses in VAPA. In fact, Bullis has a flexible master schedule that provides access to direct instruction in all four VAPA disciplines for *every* child. The Bullis master schedule demonstrates that all students in grades 1-6 attend weekly 50-minute classes in drama, art, and music. Half-day kindergarten students attend 30-minute classes in drama, art, and music as well. Dance is offered through co-curricular and extra-curricular classes and is also integrated into music and drama courses. Extra-curricular VAPA classes are part of the fabric of our school. As just one example, 100% of current 6th graders who began at Bullis as kindergarteners have participated in at least one extracurricular production or performance.

In addition to providing core VAPA courses, co-curricular VAPA courses, and extra-curricular VAPA courses, teachers also integrate the arts across instructional content through Project Based Learning and our POW/WOW program.

The school administration also provides cross-curricular planning and collaboration time for all teachers, including VAPA teachers. Teachers are provided with common planning time over the summer, at monthly meetings, during weekly prep time, as well as before, during, and after regular school days.

There are also mechanisms in place to coordinate the efforts of certificated arts specialists, community-based teaching artists, and generalist teachers. Teachers are encouraged to build relationships with external organizations and arts specialists for the betterment of our students and our programs. Many VAPA teachers at Bullis take part in professional arts organizations and invite guests to campus to interact with our students. Additionally, any community member including VAPA and generalist teachers, administrators, parents, or volunteers—can suggest and foster a relationship with community-based teaching artists after obtaining principal approval. Community members' proposals have led to thriving relationships with several community-based Arts organizations.

Bullis Charter School has a robust, standards-based VAPA program that includes all four arts disciplines. In addition, students have a choice of weekly electives called co-curriculars in the four VAPA areas, which include such courses as stage combat, ceramics, cartooning, instrumental music (brass, woodwind, and strings), steel drums, Broadway dance, bluegrass fiddle, paper cutting, tap dance, origami creations, puppet creations guitar, and GarageBand composition. VAPA areas of study are further expanded by opportunities to explore specific areas of arts learning through extracurricular activities that take place both before and after school. These include fall plays, spring musicals, concert band, string orchestra, chamber orchestra, bluegrass fiddling, steel pans, pop-up arts construction, choir, Broadway, tap, and jazz dance, and dance team.

The curriculum and instruction in all of these VAPA courses are aligned with State and National VAPA Standards. In 1st grade drama, for example, students are introduced to improvisational theatre and acting exercises (Theatre Content Standards 1.1, 2.1, 2.2). In music, students in all primary grades receive discrete instruction in folk dances (Dance Content Standard Strand 3: Historical and Cultural Context) while mastering music content standards. In co-curricular courses like ceramics (for 1st, 2nd, and 3rd graders) and origami (for 3rd and 4th graders), students engage with curriculum that is driven by the Visual Arts Content Standards. They learn basic ceramic techniques (2.3, 2.1, 2.5) and explore the traditional Japanese art of paper folding (2.3). In another 3rd and 4th grade Broadway dance co-curricular class, students practice pieces from the musical “Newsies.” They also learn the historical background of children and the labor movement at the beginning of the 20th century, create characters with historically accurate backstories, and use their knowledge to influence the way they move and perform (Dance Content Standards 3.3, 4.3).

All VAPA courses include standards-based opportunities for students to perform, listen to, read and write about the arts. This is also true for discrete arts instruction that takes place through programs such as POW/WOW assemblies—student composed and performed presentations about our school’s proverb and word of the week (Visual and Performing Arts Standard Standards 1, 2, & 5), in addition to student reflections and journaling about concerts, peer feedback in classroom performances, and student and teacher evaluations of PBL presentations.

VAPA instruction also includes applied, project-based, and contextual learning experiences for all students. For example, in 5th grade, students complete “An American in Paris” PBL which focuses on California State Music Content Standards 2.3, 2.2, and 1.4. In this PBL, students study Gershwin’s “An American in Paris.” They learn about city sights and sounds, learn to play a layered piece on Orff instruments using ostinati patterns, create chants and dances based on non-traditional music sounds, and deliver a performance in Rondo form. Their performances are recorded so that students can listen to, analyze, and reflect on their pieces as well as musical elements like form, timbre, balance, dynamics and ostinato. This kind of applied, contextual, project-based instruction typifies the curriculum in each VAPA area at every grade level.

Additionally, at Bullis, in every grade level, there are curricular connections between VAPA instruction and Common Core State Standards in English Language Arts, Mathematics, social studies, science, and technical subjects. Standards-based VAPA instruction is woven into Project Based Learning units (PBLs) across content areas in all grades. For example in a 5th grade STEAM unit, when students learn about body systems in science (California Standard Set 2: Life Sciences), they also use technology in our FabLab to learn how to build 3D model organs based on MRI data. Meanwhile, in visual art, students learn proportions of the human skeleton and create a corresponding wire armature complete with differently colored muscle groups (National Art Standard 6-b). Students position their skeletons in poses that represent athletic actions or dance movements that they learn in physical education class.

Project-based learning that integrates VAPA spans all grade levels, K-8, at Bullis. In a First Grade PBL called “Kid Town,” students learn math, ELA, and Social Studies concepts as they develop and execute a plan for a new small business. VAPA are essential to this PBL. In their music classes, students learn about the importance of music in advertising and create jingles that

they perform as chants or songs (2.4, 4.2). In Visual Art class, students create storefront banners. Through this process, they learn how to center their writing, they learn a variety of lettering styles (including replacing letters with drawings of objects their stores sell of a similar shape), and they use Pages templates to create additional flyers for their stores that include photographs of their products (CA VA Standards 2.4, 4.1, 4.2). In every grade level, Bullis teachers collaborate to develop meaningful, standards-based units that integrate the arts.

As is best practice, instructors include written plans of unit and lesson development, assessments of student learning, and instructional delivery using research-based strategies that include discrete, standards-based, integrated arts instruction. For example, Bullis's music long-term plan incorporates the best practices from active music making approaches including Orff, Kodaly, Gordon and Dalcroze. The plan also explicitly states which California State Standards in Science and Social Studies and Common Core Standards in ELA and Math teachers reinforce through their music instruction. The visual arts program has a similar long-term plan that is based on California State and Common Core Standards. It includes a scope and sequence that helps scaffold student learning over the year. The long-term plan for theatre is based on California State Standards with an emphasis on vocabulary, observing and critiquing of theatrical forms, and performance projects in different theatrical styles. To promote collaboration across grade levels and content areas, all these documents are posted on our school's internal network. All staff members have access to this network and utilize it when planning. All VAPA units integrate various types of formal, informal, and authentic assessments. Teachers use data from assessments to reflect on their practice together at team meetings throughout the year.

The BCS Visual and Performing Arts program fosters a community of arts learners that stretches beyond the school. BCS's parent volunteers donate thousands of hours to support the various projects our specialists oversee, including plays, musicals, art showcases, and community events.

Physical Education

All students at BCS receive Physical Education. We have a strong focus on wellness, and as such we will aim to align our P.E. program in accordance with E.C. 51210(g), which requires students in grades 1-5 to be provided with not less than 200 minutes each ten school days, exclusive of lunch and recesses. Pursuant to EC 60800 and 5 CCR 1040, BCS also administers the Physical Fitness Test (PFT) to our fifth grade students.

What is most unique about the BCS Physical Education program is that it not only abides by the California Physical Education Model Content Standards, but these are integrated into the grade level Project-Based Learning units. For example, when studying the human body systems in the 5th grade classrooms, the physical education program parallels and enhances that learning lessons on helping students track and improve their respiratory endurance during the respiratory system unit or identifying and learning how to strengthen their muscles while studying the muscular system.

Instructional Design

Working within grade level teams, teachers use the CCSS, a variety of assessment tools, and current literature on educational practices to design a dynamic curricula to meet our students' specific needs. Delivery of curricula 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 address the 5 essential elements and needs to also facilitate flexible grouping strategies, provide opportunities for group and individual learning, accommodate a variety of instructional levels and learning styles, lend to integration with other disciplines (including, but not limited to, Technology, Character Development, Service Learning), and quality, authentic assessment tools.

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

"Apple is successful because it's not just technology—it's at the intersection of design and technology. Innovation needs the arts education component to truly flourish."
- John Maeda, president of Rhode Island School of Design

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

That core belief was the impetus for the design and implementation of our marquee STEAM program (Science, Technology, Engineering, Art, and Math) as part of our core curriculum for grades K-8. We are particularly proud to have art and design (the "A" in STEAM) fully integrated into our science and engineering program. STEAM has been a part of the fabric of our school since our inception, and we work as a staff to continually develop and improve upon the program.

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

Like the Partnership for 21st Century Skills, we believe that in order for students to "successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, they must have the '4Cs' in core classroom instruction: critical thinking and problem solving; communication, collaboration; and creativity and innovation" (p21.org). PBLs and

Design thinking in our STEAM program allow us to incorporate these 21st century skills into every child's education.

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

In preparation of launching a new PBL or Design-Thinking unit in STEAM, our teachers work together with their grade level teams and science and engineering specialists to develop a comprehensive unit that maximizes student learning outcomes. Every STEAM unit is tied to the new Common Core State Standards (CCSS) as well as the Next Generation Science Standards.

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

An example of our integrated STEAM program is the first grade PBL unit called "KidTown" in which students learn entrepreneurialism by starting their own business in which they must decide on a product to sell, determine where to have their storefront in the fictitious town, and create advertisements to get customers interested in their products. The driving question for this unit is "*What makes some businesses succeed and others fail?*" Teachers cover grade-level standards such as adding and subtracting single digit numbers (through calculating costs for supplies, rent, products), opinion writing (composing a letter to the town mayor about their business) and principles of a free-market economy (exchanging money for products and supplies). In addition, students are benefitting from art and design instruction (creating persuasive product slogans) that also integrate mathematical concepts such as number sense and geometry when designing block lettering and spacing words across a poster. The science and engineering component emphasizes construction design of their product and using different materials to make a product efficiently and affordably.

Our STEAM program has evolved over the last several years, and starting last year we are able to offer our students the use of the FabLab (digital fabrication laboratory) and the MakerSpace at the Bullis Center for Innovation (BCI). These spaces are available as resources to support and enhance the PBLs but students also attend classes there for direct instruction in coding, designing, and using a variety of tools like soldering iron, 3D printers, laser cutters, sewing machines, etc. The resources available at BCI allow for students to design and test their solutions to a real-world situation by using the latest technology available, such as 3-D printing and simulation. Instead of using cardboard and paper to create a model, they now have access to the same innovative tools that are being used in the business world.

Examples of how the resources have been utilized this year at BCI include recent third and fourth

grade PBLs and design thinking units. Third graders were challenged to design and create robots with the purpose of bettering the quality of life in the Los Altos area. Throughout this unit, students integrated geometry, information and opinion writing, and local history along with STEAM to successfully design their robots. Fourth graders studied ecosystems and biomes in Life Science as part of their Zoo Design PBL. Students learned introductory building design through the use of zSpace, and gained a deeper understanding of area and perimeter of 3D objects through the use of TinderCad in the FabLab and Google SketchUp and Scratch in Art. Using those skills, students worked in teams to collaborate and design working models of their zoos, while also crafting a written proposal and persuasive writing piece of their zoo design.

As a part of their study of human physiology, fifth graders learn about each system of the human body from experts like a hand doctor and through the newest technologies (zSpace, a 3-D system that allows students to visualize and “travel” through the human systems). Their understanding of each of part of body is expanded through other subject areas: in Art, creating wire and clay replicas of the muscular system and painting magnified images of human cells in the style of molecular scientist and guest speaker, David Goodsell; in PE, learning how to exercise the different muscle groups and using math calculations, determine an ideal exercise regime based their personal data in preparation for the physical fitness test; in Engineering & Technology, accurately measuring and modeling components of hand prosthetics in order to improve and create prototypes of 3-D printed hand prosthetics that allow students to engage in a passion.

Project-Based Learning units have become the core method the teachers are using to deliver many of the state standards not only because lend themselves so well a deeper dive into the concepts but also because the students are so much more engaged and excited about learning. Here is a list of the driving questions for the PBL units that are presently being taught at BCS. (see Appendix L for samples of PBLs for every grade, K-8)

Grade	Project-Based Learning Units - Driving Questions
Kinder	<p><i>How can we as scientists understand why animals live where they live?</i></p> <p><i>How can we solve a problem at BCS caused by weather?</i></p>
1st	<p><i>Why do some business succeed while others fail?</i></p> <p><i>How can we use what we know about animals to protect a human baby?</i></p>
2nd	<p><i>How Are My Ancestors Like Me?</i></p> <p><i>How can I design a way to help Leatherback Sea Turtles?</i></p> <p><i>What makes a state desirable to live in?</i></p>
3rd	<p><i>What impacts do humans have on the Baylands?</i></p> <p><i>How might we reduce the negative impacts of extreme weather?</i></p>
4th	<p><i>How could we create a human controlled habitat for two animals, so that it is ethical for both animals.</i></p> <p><i>How might we apply our knowledge of the California Gold Rush to mitigate the impact of humans on the environment in California today?</i></p> <p><i>How might we design a new 22nd Mission so that it will meet the Church’s historic goals in California?</i></p>

5th	<p><i>How do we, as artists, create a museum experience that connects our community with the people of the American Revolution?</i></p> <p><i>How do we, as engineers, design environmentally-friendly learning spaces at our campus?</i></p>
6th	<p><i>How can we, as tourists, understand and improve tourist impact on local environments?</i></p> <p><i>How can a civilization be created that meets the basic needs of its people and can thrive in all circumstances?</i></p> <p><i>How can we use our 21st century understanding of thermal energy transfer (heat) and prehistoric materials to construct a shelter to protect from temperature extremes and other weather insults?</i></p> <p><i>How can we redesign our tourist attraction to increase safety to tourists and reduce damage to property?</i></p>
7th	<p><i>How can we inspire people to take action on a global, dire issue?</i></p> <p><i>How can we create a policy that can help mitigate future conflicts?</i></p> <p><i>How can we support positive change in the face of a pandemic?</i></p> <p><i>How can we affect positive change in the face of a pandemic?</i></p> <p><i>How can we move people through poetry?</i></p>
8th	<p><i>How can we determine the truth?</i></p> <p><i>What is it like for someone to grow up in a specific place, at a specific time?</i></p> <p><i>What makes a speech unforgettable?"</i></p>

Below is an example of a PBL unit that not only details how it meets the criteria of a “gold standard” as determined by the Buck Institute of Education (BIE), one of the country’s leading teaching training organizations in PBLs, but how teachers ensure that the state standards are intentionally covered.



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Grade 7 - Don't Be Conflicted PBL Unit

Created with inspiration from templates created by [Buck Institute](#), [Linden STEAM Academy](#), and [West Virginia Office of Education](#).

Project Title: Don't Be Conflicted

Driving Question: "How can we create a policy that helps mitigate future conflicts?"

Grade Level: 7th Grade

Topics Covered: **ENGLISH:** argumentative writing; using and citing evidence to support an argument **HISTORY:** rise and spread of universalist religions (Christianity, Buddhism, and Islam); diffusion of scientific and technological ideas along trade routes; 300-600 C.E.: Era of Troubles **SCIENCE:** natural resources; biodiversity and humans; interdependent relationships in ecosystems; evolution; earth's history; multiple cross cutting concepts

Significant Content

The project is focused on teaching students important knowledge and skills derived from standards and key concepts at the heart of academic subject areas.

List the **STEAM Standards** students will apply and exhibit through the duration of this project and how they will demonstrate their understanding of these skills.

[Standards Explained Document: Link & Global Education Indicators](#)

✓ STEAM Strands	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓ Science	NGSS (DCI): MS-ESS3.A MS-LS4.D MS-LS2.A California State Standards: Evolution 3. a, b, e Earth's History 4. a, c, f	Students will be demonstrating the standard through lab reports, quizzes/test, and in their essays. Students must include how their policy relates to the natural world and, through it, still maintains biodiversity (allowing other species the resources they need to survive or the time they need to adapt rather than going extinct). Students must also refer to limiting factors (such as uneven minerals/oil deposits due to geological processes) and the interdependence of species (both domesticated and wild species) when talking about possible causes of their focus conflict.
✓ Technology	ISTE.2.a; ISTE.2.d;	Students will be using technology to give constructive criticism on argumentative drafts. Students will also use technology to collaborate on their final products that highlight their policies.
	ISTE.3.a-d;	Students will be designing a PSA, website, or other form of media through which they will present their PSA.

		ISTE.4.a-d	Students will be identifying an issue with their local or global community and then conducting research to support their policy that helps mitigate change.
		ISTE.6.b	Students will be choosing the applications and programs they use to create their PSA, website, or other form of media through which they will present their policy.
√	Engineering	SEP 1 Asking Questions and Defining Problems	Students will be defining what conflict is in general, what their focus conflict is, and possible causes of their conflict in order to come up with possible solutions to the conflict in the form of a policy.
		SEP 7 Engaging in Argument from Evidence	Students will use an oral presentation and written argumentative essay supported by empirical evidence and scientific reasoning to support the policy their group developed as a solution to their focus conflict. Students will be evaluating and voting on the policies of other groups during the final project reflection.
		SEP 8 Obtaining, Evaluating, and Communicating Information	Students will be gathering, reading, and synthesizing information from multiple appropriate sources (such as online/print research and interviews) and assess the credibility, accuracy, and possible bias of each publication/presenter. They will be using and citing these sources when supporting their policy in their presentations and essays.
√	Art(s)	VA:Cr.2.2.7	Students will be using photos and properly citing them within their presentations and documents. Students will be using photos that have no restrictions such as copyrights.
		VA:Cr.2.3.7	Students will be creating a PSA, website, or other form of media through which they will present their policy. Their presentation must effectively support their method for mitigating future conflict.
		VA:Cr.3.1.7	Students will reflect upon their method for portraying their, website, or other form of media through which they will present their policy and evaluate how effective their method of communicating their policy was.

List any other academic standards (California or local standards) students will apply and exhibit through the duration of this project and how will they demonstrate their understanding of these skills.

✓	Academic Subject Areas	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
√	English/ Language Arts	W.7.1A-E; W.7.4; W.7.5; W.7.6; W.7.8; W.7.9	Students will be writing an argumentative essay that cites historical and scientific evidence to support their claims on how their policy will help mitigate future conflict. Students will be engaging in all steps of the writing process to create a final piece.

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		RI.7.1; RI.7.6; RI.7.8	Students will be researching and reading information texts in order to find pieces of evidence to use within their argumentative essays.
		RH.6-8.1; RH.6-8.2	Students will be reading and citing primary and secondary historical documents through which they will gather evidence to use within their argumentative essay.
		RST.6-8.1; RST.6-8.2; RST.6-8.4; RST.6-8.8	Students will be reading and citing scientific articles through which they will gather evidence to use within their argumentative essay.
		SL.7.1.A-D; SL.7.3; SL.7.4; SL.7.5; SL.7.6	Students will be collaborating within discussions and within teams in order to gather information for their essays as well as to decide how they will create their PSA, website, or other form of media through which they will present their policy.
√	English Language Development	A. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)	Students will be collaborating within discussions and within teams in order to gather information for their essays as well as to decide how they will create their PSA, website, or other form of media through which they will present their policy.
		C. Productive 9. Expressing information and ideas in formal oral presentations on academic topics 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Justifying own arguments and evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	Students will be writing an argumentative essay that cites historical and scientific evidence to support their claims on how their policy will help mitigate future conflict. Students will be engaging in all steps of the writing process to create a final piece. Student will use content-specific vocabulary.
√	Social Science/History	7.1.1; 7.2.2; 7.2.3; 7.3.3; 7.4.3; 7.5.4; 7.6.4	Students will be demonstrating the standard through their essays, history test, interactive history notebook work.

Students will work in collaborative teams that employ the skills of all group members when completing project tasks. Collaborative teams will be selected chosen in the following way(s) (check all that apply)

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Self-selected student teams with teacher input: based on choice of current problem

Students will collaborate with people beyond the classroom. Possible collaborators/experts from outside of the classroom may include:

Name of Collaborator/Expert	Contact Information	Connection to Project
San Francisco Ethics Commissioners	25 Van Ness Avenue, Suite 220, San Francisco, CA 94102 Phone: (415) 252-3100/ ethics.commission@sfgov.org	The commission commits itself to creating reform within the political process to ensure fair and equitable consideration to public policy issues. These experts could help students with the creation of their own policies.
Voters (parents from the school community)	Poll parents at the beginning of the year to identify who would be willing to volunteer their time to help teams.	Students will be creating their own presentations to help sway voters to support their policies. The parent volunteers will provide information about how different voters think in order to help students design presentations that are more effective in drawing votes.

Success Skills

A limited number of important 21st century skills are targeted to be taught & assessed. There are adequate opportunities to build 21st century skills and they are rigorously assessed (with a rubric and feedback).

List the **success skills** students will apply and exhibit through the duration of this project and how they will demonstrate their understanding of these skills.

✓ Success Skills	Explanation of how students will demonstrate the skill area addressed
✓ Collaboration	Policy Presentation
✓ Communication	Policy Presentation Formal Contact
✓ Critical Thinking/Problem Solving	Project Reflection
✓ Creativity/Innovation	Policy Presentation
✓ Other: Working within legislative systems/business hierarchies	Formal Contact

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Making conscientious choices as a voter/citizen	Project Reflection
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Sustained Inquiry

Inquiry is academically rigorous: students pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers.

Students will....	Explanation of how students will demonstrate the skill area addressed
Pose questions	Students will be asking and answering general questions such as: "What creates and/or causes conflict?" "What happens during conflict?" "What are the results of conflict (positive and/or negative)" "What are some ways to prevent conflict?" "What is a policy?" Students will also be asking and answering focus specific questions such as: "What were some past policies and what were the consequences of these policies?" "What are some current policies and how successful are they?"
Gather & interpret data	Students will conduct research using scientific and historical research to gather evidence that will help them support a claim in their argumentative essay. Students will also use the information in order to help support their reasoning behind their policy decisions.
Students will....	Explanation of how students will demonstrate the skill area addressed
Ask further questions	"What is the best policy for my area of focus?" "What is the best format/style for the presentation of my policy?" "How can we get our policy approved/voted for?" "What are some possible consequences of my policy?"
Develop & evaluate solutions or build evidence for answers	<ul style="list-style-type: none"> • Students will create a PSA, website, or other type policy promotion • Contact with government (local or U.S.). • Presentation given to the local community and government (attending guests vote on policies). • Students will analyze and vote on policies presented by other groups

Challenging Problem or Question

The driving question must capture the project's main focus, while being understandable and inspiring to students. It must be open-ended, allowing students to develop more than one reasonable, complex answer. In order to answer the driving question, students will need to gain the intended knowledge, skills, and understanding.

The driving question addressed by this project is "How can we create a policy that helps mitigate future conflicts?"

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Students will apply the knowledge they are learning to a complex or semi-structured problem and provide evidence of such learning. Evidence of learning will include the following:

- Draft of essay thesis
- Draft of essay intro
- Outline of essay with work cited
- Peer review of essay
- Self review/placement on rubric for essay
- Lab reports
- Analysis of policies

- History notes
- Quizzes/Tests
- Draft of letter or script for formal contact
- Draft of presentations
- Critique of presentations
- Peer collaboration survey

After completing the STEAM PBL Project, student will answer the driving question with one or more of the following end product(s)

- Essay
- Formal Contact
- Policy Presentation
- Project Reflection

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, & tasks to be relevant and meaningful. The entry event will powerfully engage students, both emotionally & intellectually (make them feel invested in the project & provoke inquiry.)

Where in the "real world" might one see the problem or question addressed by the project tackled by an adult at work or in the community?

The question addressed by this project would be tackled by government officials, lobbyists, and voters.

How do you know that the problem or question is meaningful to students? Students will have the choice to select any current issue that they are interested in. They will then focus their research on this issue (past policies, current policies, current status, etc) and create a new policy addressing this issue.

The entry event will include teachers having a fight about not voting. Students will then brainstorm what conflict and mitigate mean. They will be using posters and post-its to generate ideas about conflict (independent and silent on post-its first, then group sort of the post-its, and share out to the class). Then the students will watch/read about policy bloopers (policies that have failed/led to negative outcomes in the past) and discuss in small groups before reporting out to the class. Then students will brainstorm answers to the following questions: "What are some conflicts that happened in earth's past, our past, your past?" "What are some conflicts facing us today, socially, environmentally, politically?" Finally, students will choose their area of focus for the project.

Student Voice & Choice

Students have opportunities to express "voice & choice" on important matters (the topics to study, questions asked, texts & resources used, products created, use of time, and organization of tasks). Students have opportunities to take significant responsibility and work independently from the teacher.

Students will have the option/ability to use the following methods and sources of information in the project (Check all that apply):

- Interviewing

- Observing, documenting, and/or surveying
- Video or audio-taping
- Gathering and reviewing published information
- Searching online and electronic databases
- Discussion

Students will be provided voice &/or choice in the following other way(s):

- Students will be able to choose the issue within their local community or the world-wide community that causes conflict.
- Students can choose the method for how they will present their policy on how their conflict will be mitigated.
- Students can choose the method for how they will convey their policy to the local community or government.

Critique, Revision & Reflection

Students are provided with regular, structured opportunities to give and receive feedback about the quality of their work-in-progress. Students are taught how to constructively critique each other's work-in-progress. Students use feedback about the quality of their work to revise and improve it. At key checkpoints and after the project's culmination, students and the teacher engage in thoughtful, comprehensive reflection about what students learn and the project's design and management.

This project will use a variety of feedback, reflection and assessment protocols including:

Rubric(s) I will use:	Collaboration	√	STEAM Content Knowledge	
	Communication/Presentation	√	Content Knowledge	√
Other classroom assessments for learning:	Quizzes/ tests	√	Practice presentations	√
	Self-evaluation	√	Notes	√
	Peer evaluation	√	Online tests and exams	√
Student Reflections:	Survey	√	Focus Group	
	Journal Writing/ Learning Log		Other: Written reflection at the end of the project	√

The project will adhere to the following timeline of products/milestones for student achievement:

Product	Type of Feedback/Reflection Opportunity Provided	Type of Assessment Used
Essay (ind)	<ul style="list-style-type: none"> • Thesis (must be approved to move on) • Intro (must be approved to move on) • Outline with work cited (must be approved before moving on) • Peer review before Final • Self review • Lab reports • History notes • Quizzes/Tests (with ability to submit corrections) 	Thesis rubric Intro rubric Comments and approval Peer provided comments and placement on the rubric Placement on rubric Lab report rubric Effective note taking rubric Test grades and comments
Formal Contact (ind)	Letter, email, or call with reflection after contact was send/made	Rubric to assess written letter, email, or formal notes for a call; and reflection
Policy Presentation (grp)	<ul style="list-style-type: none"> -Critical friends protocol -Peer collaboration survey -Presentation Practice 	Peer feedback on drafts of presentations Survey responses Three point feedback from teachers on presentations
Project Reflection (ind)	-Analyzing policies in class/in groups	Written reflection rubric

Public Product

Students present or exhibit their work to an audience that includes other people from both within and outside the school, which may include online audiences. Students present culminating products and defend them in detail & in depth (by explaining their reasoning behind choices they made, their inquiry process, etc).

Students can present or exhibit their work using the following platforms:

<input type="checkbox"/> To other students, same grade level <input type="checkbox"/> To adult guests <input type="checkbox"/> To the local community (Depending on issue) <input type="checkbox"/> To the national community (Depending on issue)	<input type="checkbox"/> On campus <input type="checkbox"/> Online
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Students will present or exhibit their work(s) in the following way(s):

- Students will create a PSA, website, or other type policy promotion
- Contact with government (local or U.S.).
- Presentation given to the local community and government (attending guests vote on policies).
- Students will write and argumentative essay.

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Don't be Conflicted STEAM PBL Unit STANDARDS EXPLAINED

[SCIENCE](#) / [TECHNOLOGY](#) / [ENGINEERING](#) / [ART](#) / [MATH](#) / [ELA](#) / [HISTORY](#)

Science Standards:

NGSS (DCI)

ESS3.A: Natural Resources

- Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources. Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes. These resources are distributed unevenly around the planet as a result of past geologic processes. (MS-ESS3-1)

LS4.D: Biodiversity and Humans

- Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling. (secondary to MS-LS2-5)

LS2.A: Interdependent Relationships in Ecosystems

- Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors. (MS-LS2-1)
- In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction. (MS-LS2-1)

- Growth of organisms and population increases are limited by access to resources. (MS-LS2-1)

NGSS (CCC)

- All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. (MS-ESS3-1)
- Cause and effect relationships may be used to predict phenomena in natural or designed systems. (MS-ESS3-1)
- Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and processes at different scales, including the atomic scale. (MS-ESS2-1)
- Scientific knowledge can describe the consequences of actions but does not necessarily prescribe the decisions that society takes. (MS-LS2-5)

CA State Standards:

Evolution

- Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.
- Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

Earth's History

- Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.
- Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
- Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.

Technology Standards:

ISTE 2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. A. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
D. Contribute to project teams to produce original works or solve problems

ISTE 3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- Process data and report results

ISTE 4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and

make informed decisions using appropriate digital tools and resources.

- A. Identify and define authentic problems and significant questions for investigation
- B. Plan and manage activities to develop a solution or complete a project
- C. Collect and analyze data to identify solutions and/or make informed decision.
- D. Use multiple processes and diverse perspectives to explore alternative solutions

ISTE 6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

B. Select and use applications effectively and productively

Engineering Standards:

SEP 1 Asking Questions and Defining Problems

Asking questions and defining problems in grades 6–8 builds on grades K–5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

SEP 7 Engaging in Argument from Evidence

Engaging in argument from evidence in 6–8 builds on K–5 experiences and progresses to constructing a convincing argument that supports or refutes claims for either explanations or solutions about the natural and designed world(s).

- Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.
- Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

SEP 8 Obtaining, Evaluating, and Communicating Information

Obtaining, evaluating, and communicating information in 6–8 builds on K–5 and progresses to evaluating the merit and validity of ideas and methods.

- Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

Art Standards:

VA:Cr2.2.7

Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.

VA:Cr2.3.7

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

VA:Cr3.1.7

Reflect on and explain important information about personal artwork in an artist statement or another format. (Self Reflection Rubric - Add)

Math Standards:

N/A

ELA Standards:

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.1.A

Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-LITERACY.W.7.1.C

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-LITERACY.W.7.1.D

Establish and maintain a formal style.

CCSS.ELA-LITERACY.W.7.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS.ELA-LITERACY.RI.7.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.A

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.7.1.B

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

CCSS.ELA-LITERACY.SL.7.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [herefor](#) specific expectations.)

History Standards:

7.1.1 - Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and **philosophy; preservation and transmission of Christianity**) and its ultimate internal weaknesses (e.g., **rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news**).

7.2.2 - Trace the origins of Islam and the life and teachings of Muhammad, including **Islamic teachings on the connection with Judaism and Christianity**.

7.2.3 - Explain the significance of the Qur'an and the Sunnah as **the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life**.

7.3.3 - Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.

7.4.3 - Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.

7.5.4 - Trace the development of distinctive forms of Japanese Buddhism.

7.6.4 - Describe the spread of Christianity north of the Alps and the roles played by the early church and

by monasteries in its diffusion after the fall of the western half of the Roman Empire.

Personalized Learning - Focused Learning Goals

The BCS educational program strives to light the fire in all students, inspiring them to *reach their full potential* by instilling a *life-long love of learning* (BCS Mission) through the attainment of the BCS Objectives. These “uncompromising commitments to achieve specific measurable results that exceed present capability” are the cornerstones of the entire BCS program:

- *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.*

Focused Learning Goals (FLGs), developed annually to identify specific outcomes in the academic, social/emotional, and passion areas, are at the heart of how these Strategic Objectives “come alive” for **every** student, grades K-8. By implementing FLGs for **all** students, no matter what the grade or learning need, we are not only delivering on the school’s Objectives but since they are the basis for the BCS LCAP goals (see #6 above), FLGs are integral tools to address these as well. Developed by staff and parents through the BCS Strategic Planning process, the FLGs are not only grounded in research and best practices but are structured to intentionally develop the “whole child” and seamlessly lend itself to address the state’s CCSS and NGSS academic and performance standards.

Dr. Mel Levine, who specialized in learning disabilities, believes that by helping children understand their strengths and weaknesses, they can learn to leverage their strengths in order to overcome weaknesses and become advocates of their own learning. From this research, we have included identifying strengths and areas for improvement for every student in all FLG categories. Dr. Carol Dweck’s research in the importance of appropriate praise and the development of a *growth mindset* influenced the structure of our FLG template and the verbiage we use when developing and assessing the goals. Madeline Levine, Ph. D, a clinical psychologist and educator, emphasizes the importance of providing students opportunities to build resiliency, discover specific interests and passions, practice self-reflection, and learn from failures. In order to develop these “soft skills”, some of the strongest indicators for success later in life, we incorporated social/emotional goals and passion goals into FLGs, providing students opportunities to develop and refine these skills in a safe school environment.

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

All BCS teachers are trained during the 2-week summer staff development on the FLG process, how to create and implement goals (assess, survey, differentiate instruction, etc.), and how to communicate outcomes with students and parents. Regular workshops are held throughout the

year and on an as-needed basis; and the entire process is evaluated annually by students, parents, and staff in order to continuously improve upon its effectiveness.

FLGs are developed for each student in each of the four core academic subject areas (Math, Reading, Writing, Social Studies/Science), as well as in the Social/Emotional/Behavior realms. Personal goals, designed to engage students in areas of passion or interest that may or may not take place at school are also set. At the beginning of the year, parents' and students' input are formally solicited and taken into consideration for FLG development. Parents, teachers, and students meet during the October Parent/Teacher conference to develop the FLGs. These conferences provide an opportunity to familiarize the family with the state and school standards, review the student's progress to date, discuss individual strengths and weaknesses, determine best learning styles, and work collaboratively to develop year-long goals that will continually and appropriately challenge the student to grow academically, socially, emotionally, and behaviorally. All FLGs are specific, measurable goals that are supported with data, and clearly delineate parties responsible for implementing, monitoring, and evaluating them. For example, a 6th grade ELA FLG may look like this:

Strengths: Comprehending grade level content, Spelling: Early Derivational Relations, Effort in writing, Use of transitions in writing, Overall organization in expository paragraphs, Literary elements, Confidence with persuasive writing, Reading regularly

Areas for Improvement: Tense maintenance, Pronoun-antecedent agreement

Data: McLeod Assessment of Reading Comprehension (44), Words Their Way Upper Level Spelling Inventory (83), Expository paragraph, Unit 1 Pretest (19/20), CCSS results, Student Survey, GoalPost feedback, Parent Survey

Goals: Student will create and carefully revise pieces of writing in 5 genres so that they are comprehensible and improve on her writing scores; Student will master pronoun- antecedent agreement.

Responsibilities:

- Student: follow revising steps created for her by teacher; take her work seriously and prepare properly for unit tests; utilize study guides; share writing assignments with parents via Google Docs
- Teacher: create specific lessons for student in pronoun-antecedent agreement; create revision steps for her needs; ensure student has appropriate study guides
- Parents: will review and comment as needed to encourage writing both in and outside of school (letters to relatives, enroll in co- and extra-curricular classes, etc.)

Means of Evaluation: Mean score of 14 on her writing pieces this year; mean score of 3.6 for "GMP" on her writing rubrics; and at least a score of 80% on her Grammar Workshop tests.

Since FLGs can be written to address any area a student needs targeted attention, they can be personalized for any kind of learner. Students who exit the English Language Learners' program are required by the BCS ELL Plan to be monitored for 2 years through additional FLGs in Writing and Speaking. Areas that do not meet the criteria for goals in an IEP but are vital for the overall success of special education students (i.e. developing self-control, time management, grit, character, etc.) are also addressed using FLGs.

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

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

FLGs are also supported through classes, teachers, or student groups outside of the student's homeroom class. A student with an FLG for developing leadership skills might specifically be enrolled into a co-curricular (elective-type class) such as Debate or Student Council to provide maximum opportunities to improve that area. A Writing FLG can be supported through a co-curricular class such as Letters to the Troops, in which the student can practice writing skills weekly in a meaningful way by writing letters to soldiers overseas. Students are also responsible for working on and tracking their passion goals. For example, a student who is interested in running a 5K may be responsible for planning a training routine and committing to regular running practice. These can be documented in a running log or with pictures/videos and are submitted to their teacher upon completion of the goal as evidence.

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

Intersessions

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. Grades 7 & 8 students will spend 3 weeks per trimester immersed in topics such as Applied Arts, Science & Technology, Stage/Video Production, Service Learning & World 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

Instructional strategies for Special Education, English learners, etc.

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

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

In addition, the Resource Teacher, Speech and Language Pathologist, and Occupational Therapist provide teachers with additional check-lists 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.

All students at Bullis Charter School participate in the full program receiving all special classes and co-curriculars or intersession as well as a rigorous, relevant, and cohesive curriculum in the homeroom classroom. The use of differentiation allows teachers to meet the diverse needs of all students in all classes offered at Bullis Charter School.

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 1 domain in their CELDT scores) and reach the highest possible levels of English Language and academic proficiency in the shortest time possible.

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.

Professional Development

Just as teachers continuously assist students to measure their progress towards meeting state standards, BCS teachers and staff continuously receive feedback on their performance in order to develop professionally. The Administrators routinely visit every classroom and provide teachers with informal written observations, which include commendations and suggestions. We believe that the purpose of teacher supervision and evaluation go hand in hand with Professional Development as is to help each teacher grow in their craft.

The evaluation process begins each fall with an instructional planning conference between the Superintendent/Principal and teacher. Every teacher identifies areas in the Performance Based Compensation Continuum they would like to work on and creates SMART (specific, measureable, achievable, Realistic, and Time-bound) goals. 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 FLGs, and the teacher's previous professional goals. Once set, teachers must also identify the means by which each goal will be monitored as well as the evaluation process and tools by which the attainment of the goal is measured and the "evidence" of student outcomes 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 SMART 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. Trainings in programs and processes such as Project-Based Learning, design thinking, *Read Naturally*, *Step Up To Writing* are vital to ensuring teachers have the skills to differentiate for the learning styles and instructional needs of their students. For example, *Schools Attuned*, a comprehensive training 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. This day is an opportunity for staff to come back together to continue working on year-long initiatives. For example in the past, after a summer training in *Schools Attuned*, a consultant was hired to provide additional support for the teachers to ensure that they were effectively implementing the program such as reviewing student work and to discussing the effectiveness of the instructional strategies they are implementing in the classroom.

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/Induction program can meet together with their mentor; and, teachers are encouraged and a substitute is provided so they can observe in their peers’ rooms as part of the lesson studies they do in the Professional Learning Communities. 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, an executive briefing at Apple, or playing “team-building” activities, these unique experiences allow our staff to build relationships and better collaborate to implement programs for our students.

From the outset, BCS teachers are encouraged and supported in their quest for further knowledge and growth. As stated above, at the start of their career at BCS, all new teachers spend 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 an Administrator, 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 interest or for development (as part of their SMART goals for their evaluation) and joins a Professional Learning Community for the year. Teachers are encouraged and supported to attend off-site training and workshops in ‘teams’, so that they can return to the site and plan together to decide how to share what they have learned with the rest of the staff. For example, after the Environmental Science team visited a Marine Science school in southern California, they returned to develop and write a K-8 curriculum tailored for BCS.

Over 11% of the BCS faculty are Nationally Board certified, most of who received their certification while teaching at the School. As part of a professional strand in their performance based compensation model, every year, more and more teachers are starting the certification process with an average of 2 teachers becoming certified per year. These teachers, along with the Leadership Team, now serve as advisors to the Superintendent/Principal, and have continued their learning as part of the national Teach To Lead initiative and have taken on leadership responsibilities for strategic initiatives for the school such as designing a professional pathways plan for the faculty and re-designing the BCS recruitment process.

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 teachers 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 enthusiasts 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 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.

5. Transitional Kindergarten Program

The Bullis Charter School’s Transitional Kindergarten (“TK”) program integrates TK students into the regular Kindergarten classroom. Currently, TK students are grouped together in one class, one at each campus. TK students are assessed at the beginning of the year on a multitude of standards to identify their levels in each subject area. TK students work with homogenous

groups during centers and small group instruction. For example, TK students work in leveled reading groups using the Lucy Calkin’s Reader’s Workshop program and Reading A-Z books, 3-4 times a week, so instruction is differentiated to meet their needs. TK students receive frequent check-ins and scaffolding from their homeroom teacher and teacher’s assistant. They are also provided with modified class work when appropriate. For examples, TK students may receive teacher-created word banks for writing assignments, make use of manipulatives in the Every Day Math program, be provided with more “Brain Breaks” using GoNoodle and Responsive Classroom, or assigned fewer number of or specifically developed problems and assignments.

For all kindergarten students, but especially for our TKs, activities and tools to promote social exploration and imaginative play like “My Time” (free choice stations) and dress up clothes for dramatic play are utilized on a daily basis. Much of kindergarten math curriculum lends itself nicely for modification for the TK students since it integrates the use of many different types of manipulatives and games to help build a deeper understanding of number concepts.

As reflected in the TK Benchmarks in Section B, many assessments and FLGs are modified for TK students. For example, kindergarten students are expected to identify a story’s characters, setting and main events. For the TK students, they are supported in their learning to identify a story’s characters and setting. In math, the kindergarten standard is for students to be able to represent addition and subtraction problems with objects, drawing, or equations, while the TK curriculum has been modified so that they are scaffolded to learn how represent addition with objects. TK students are assessed in a one-on-one and small group format on all of the Kindergarten standards. After 2nd Trimester assessments have been completed, the TK’s homeroom teacher and assistant teacher conference with the child’s parents to review the data in order to determine placement for the following year. While the learning outcomes may be different, TK students are still exposed to and practice all skills associated with the Common Core Standards.

6. English Learner Services

Overview

Bullis Charter School serves a diverse student population with 23 languages spoken in students’ homes including Spanish, Vietnamese, Cantonese, Korean, Mandarin, Japanese, Farsi, French, German, Greek, Hebrew, Hindi, Hungarian, Italian, Russian, Thai, Turkish, Gujarati, Telugu, Tamil, Kannada, Norwegian, and English.

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

following goals of its English learners Services.

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

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

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

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

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 EL services. EL Support Team members will include the school's administrator and the student's teacher. The student's instructional and school services 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 receive EL services will have individualized goals (FLGs) developed for him/her that addresses identified needs, which may include but is not limited to:

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

The Focused Learning Goals (FLGs) 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 is reclassified. The objective for every decision and change is to ensure that students make appropriate annual growth on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

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

Staff members providing English Learner Services are appropriately credentialed.

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

A description of the manner in which students are identified as requiring English Learner Services.

Upon enrollment, and as a part of the registration process, parents must complete a Home Language Survey. When new students enroll at Bullis, we will make every effort to determine previous ELAS status if student attended a public school prior by contacting the previous school, requesting cum in collaboration with incoming family, and looking up ELAS status in CALPADs. If the student is new to California public education or entering the state or country, we will use the Home Language Survey to determine students' home language information. If the answers to any of the first three questions on the survey indicate that the student comes from an environment where a language other than English may have had an impact on the individual's level of English language proficiency, the student is referred to the Principal or EL program administrator for the appropriate identification of services. The Home Language Survey will be kept on file at the school in the student's cum folder.

Bullis Charter School will form an EL Support Team that establishes, reviews, and revises student program placement and individual learning plans. The Principal and/or designee will serve as the primary contact for the school as well as 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 EL services provided and reclassification.

EL Support Team responsibilities:

- Establish, review, and revise students' progress, program placement, and instructional plan at least twice per school year. The student's services will be data-driven and individual ELD goals will be established and embedded in the Focused Learning Goals (FLGs) to support a course of action to eliminate barriers to achievement.
- Ensure implementation of identification and monitoring procedures (identification, placement, etc.).
- Ensure implementation of Focused Learning Goals, designated and integrated ELD instructional time, and other EL services.
- Provide written notice to parents regarding EL program placement, alternative program options, instructional plan options, and parental responsibilities. (Notification will be made in a language and/or manner that the parents can understand.)
- Recommend and monitor the participation of English learners in any other applicable programs (including co-curriculars and extra-curriculars).
- Reclassify and recommend exiting EL services when student becomes proficient in English and has met exiting criteria.
- Make recommendations to the classroom teachers concerning accommodations and strategies for English learners.
- Make recommendations to the administration, board, and other school decision-makers on professional development topics for staff workshops, parental involvement seminars to further student success, and changes to the EL Plan.

The EL Support Team will assess the student within ten days of the start of the school year to determine whether any difficulty in speaking, reading, writing, or understanding may deny the student the ability or opportunity:

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

A trained staff member will administer the 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 student is reclassified as fluent English proficient. Parents will be notified by mail of their student's results within thirty days of receiving results from the publisher. If a student's initial assessment results indicate English language proficiency and 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 require English learner services (IFEP). Our criteria for classifying a student as IFEP are as follows:
In Grades K-8: On the initial CELDT assessment, the student earns an overall score of Early Advanced (Level 4) or Advanced (Level 5). The student's Listening, Speaking, Reading, and Writing scores must each be Intermediate (Level 3) or higher.

As ELPAC is phased in and CELDT is phased out of use, we will adhere to all state recommendations for test administration, timeline and classification guidelines.

As we administer the CELDT and review CELDT results, we keep in mind how these results reflect the ELD proficiency levels. Teachers use the CELDT results and these levels to set

specific ELD FLGs for students.

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

Parents of students identified by the means of the Home Language Survey are notified of the results of language proficiency assessment(s) and invited to participate in the 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.
- The right of parents to have their child immediately removed from the English language instruction education program.

Bullis Charter School staff members are fluent in a variety of foreign languages (presently Spanish, Cantonese, Mandarin, Japanese, Italian, Latin, Hebrew, French, 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.

English Learner Advisory Committee (ELAC)

Bullis Charter School will form and support an active English Learner Advisory Committee made up of parents or other community members who want to advocate for English learners. The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the development of the LCAP, with special attention to goals that pertain to English learners. We will ensure that the percentage of the parents of English learners on the committee must be at least the same as that of English learners. Link to agendas and minutes are on the BCS website and a few [samples are included here](#)

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.

A description for the process for reclassification

Process for Reclassification of English Learners

A member of the EL Support Team or parent may recommend that a student be reclassified as fluent in English 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) with a minimum level of intermediate in listening, speaking, reading, and writing and with a minimum overall score of early advanced.
- Achieve proficiency on state assessment (as appropriate by grade level) with a minimum level of met on SBAC.
- Demonstrate proficiency by means of academic success in the classroom as measured by local benchmark assessments, grades, anecdotal records, Student Oral Language Observation Matrix (SOLOM), English Language Performance Survey data, and teacher(s)'s recommendation.
- Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- 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, SOLOM, local benchmark assessments and English Language Performance Survey).
- The reclassification recommendation will be considered and decided by the EL Support Team. If the team recommends reclassifying, the student's parents will be asked to grant permission to proceed and a reclassification record will be signed by the site administrator or designee, student's teacher, and parent.
- Following the reclassification meeting and once signed reclassification record has been completed, the EL Support Team will notify the data team to input reclassification status and date into CALPADs for state reporting.
- When a student exits EL services and is reclassified, 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.

Steps in exiting:

- Parent or member of EL Support Team refers the student to the EL Support Team for

reclassification.

- EL Support Team review data and determine readiness to be reclassified based on criteria above.
- Reclassification meeting is held with administrator, teacher, and parent(s)/guardian who sign the Reclassification Form
- If permission is granted, the student is observed for two weeks and monitored for two years to ensure continued academic success.
- Reclassification date and data is entered into CALPADs for state reporting.
- English learners reclassification record will be completed and filed in the student's cumulative record file.

An acknowledgement of the responsibility of the charter to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-Language Development standards.)

All students at Bullis participate in rigorous, hands-on learning that is inquiry-based and follows CA CCSS, NGSS (rolling out), and the California ELD standards that amplify California Common Core State Standards. Teachers use instructional methods such as project-based learning, STEAM, and discovery-based learning to engage all students and plan instruction to meet the needs of the full range of learners.

At Bullis, EL students participate in all grade-level core curriculum and instruction, and receive differentiated and individualized supports through the thoughtful planning of integrated and designated ELD instructional time. Designated ELD instruction time is planned and implemented in the classroom by the teacher and done in small groups to allow students to participate in all core learning. Through consistent authentic learning, comes real world connections and applications. For example, when students work together in groups to solve a problem, research solutions, collaborate, share of ideas and present findings to others, authentic learning occurs at all grade levels engaging all students and developing the success skills needed to succeed in the future to become truly college and career ready. Through this authentic work, teachers can plan ELD for students using the CA ELD standards as a guide.

The following is an example from a second grade PBL (project-based learning) unit showing how ELD is integrated to support EL students. [The leatherback sea turtle unit](#) focuses students towards inquiry based learning as students answer the driving question, “How can I, as a citizen of the environment, design a way to protect the leatherback sea turtle from the threats it faces throughout its lifecycle?” Within this unit, students engage in written, oral, and digital communication with peers and teachers as they use knowledge acquired from research to develop, justify, and give feedback on initial designs, and as they finalize prototypes and slideshows, which includes reflecting with peers on the whole process. As they work on this authentic, real-world problem students are supported in ELD and work to meet CA CCSS and ELD standards such as those under Part I: Interacting in meaningful ways in the collaborative, productive, and interpretive areas. As teachers use the standards, they use the knowledge they know about student(s) performance levels (emerging, expanding, bridging) to use the Performance level continuums to support purposeful planning of ELD instruction. This is just one example of how we support EL students to engage in rigorous, real-world learning and how all EL students participate in the core program while ensuring we are focusing on the individual

needs of EL students.

In addition to our integrated STEAM and PBL units, EL students participate in CCSS core curriculum such as reading and writing workshop, close reading, step-up to writing, math curriculum and lessons using Everyday Math, Eureka Math, or College Preparatory Math and supplemental curricular materials. Teachers use instructional strategies to engage and allow access to all students. Below is an overview of instructional strategies teachers use as they teach core instruction ensuring planning includes ELD standards and meets EL student needs.

Part of the Framework	Corresponding Common Core State Standards for English Language Arts*	Bullis Instructional Strategies
<p>Part I: Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) 3. Offering and supporting opinions and negotiating with others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) 	<p>SL.2.1,6; L.2.1,3,6</p> <p>W.2.6; L.2.1,3,6</p> <p>SL.2.1,6; L.2.1,3,6</p> <p>W.2.4-5; SL.2.1,6; L.2.1,3,6</p>	<ul style="list-style-type: none"> ● Discussions in groups ● Think, pair, share ● Fishbowl (critical friends protocol) ● Last work and other collaborative protocols ● Re-engagement lessons ● Gallery walk ● Journal writing ● Interactive journals ● Googledocs and google classroom collaboration ● Blogging ● Electronic communication ● Letter writing ● PSAs
<p>Part I: Interacting in Meaningful Ways</p> <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing 	<p>SL.2.1-3; L.2.3</p> <p>RL.2.1-7,9-10; RI.2.1-7,9-10;</p>	<ul style="list-style-type: none"> ● Research ● Close reading ● Expert visitors ● Interviews ● Text analysis ● Mentor texts/authors ● Writing Workshop

<p>multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>7. Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>	<p>SL.2.2-3; L.2.3,4,6</p> <p>RL.2.3-4,6; RI.2.2,6,8; SL.2.3; L.2.3-6</p> <p>RL.2.4-5; RI.2.4-5; SL.2.3; L.2.3-6</p>	<ul style="list-style-type: none"> ● Reading Workshop ● Assemblies ● Use of multimedia/online video ● Blendspace lessons ● Re-engagement lessons
<p>Part I: Interacting in Meaningful Ways</p> <p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Supporting own opinions and evaluating others' opinions in speaking and writing</p> <p>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p>	<p>SL.2.4-6; L.2.1,3,6</p> <p>W.2.1-8,10; L.2.1-3,6</p> <p>W.2.1,4,10; SL.2.4,6; L.2.1-3,6</p> <p>W.2.4-5; SL.2.4,6; L.2.1,3,5-6</p>	<ul style="list-style-type: none"> ● Fishbowl/critical friends protocol ● Assembly presentations ● POW/WOW ● Star of the Week ● Pair/Share ● Writing workshop ● Publishing parties ● PBL Showcase ● Student council ● Co and extra curricular ● Drama, plays and musicals

Instructional strategies for ELs include using designated and integrated ELD instructional practices. Designated ELD time is done in the setting of small group differentiated instruction. Strategies used vary depending on grade level and needs of specific students as identified on formative assessments and state tests such as CELDT and CAASPP. In a first grade classroom, you may see a small group of students that are working on learning vocabulary that is supportive of understanding the nonfiction text the students are reading. You may also see a small group at another point in time that is examining text structure in several mentor texts with explicit instruction in text structure of informational text to support student in writing their own pieces and reading and making sense of the informational texts they are reading in class tied to the unit of study. In a fourth grade classroom, this may look like the teacher supporting the teacher in a one-on-one or small group setting to examine grammar rules and applying them to the development of an opinion writing piece the student is working on to support learning correct sentence structure and grammar and apply these concepts in speaking and writing.

When teachers plan integrated ELD instruction, they plan with CCSS standards and ensure they are planning for their EL students by incorporating the CA ELD standards to meet the needs of EL students that work in tandem with CCSS. One example of this includes a series of lessons aimed at teaching first grade students to retell with details from a common text, then transferring this to students reading and retelling texts they are reading that are at their level. With a focus on using academic and domain-specific vocabulary, the teacher is planning to integrate ELD standards as they work with CCSS expectations and standards for all students. In addition, a support and strategy used to support EL students is to have sentence stems available to support the student with retell and ensure they can get started. The sentence frames are a positive support scaffold that can be removed overtime to allow students to learn to retell with proper text structure. Teachers may integrate or do a designated lesson on the structure of texts to support EL students. This may be done with the whole class or as a small group during designated ELD instruction time depending on the overall needs of the class and EL students. Using graphic organizers to support understanding the structure of text and then transferring to supporting retell and finally writing of own text is another strategy used to support EL students in making connections essential to progressing in English Language skills.

References to curriculum and materials that will be utilized in the instruction of English Learners.

A curriculum and instructional materials team has been formed and they are examining new state-adopted ELD instructional materials and have many samples from the recent ELA/ELD instructional materials fair that was attended. Once it is determine which ELD instructional materials may work best for our students, teachers, and connect well with our ELA program, we will pilot the curriculum to ensure that it is high quality.

The timeline for this is as follows:

- Select ELD program that may be best for Bullis EL students by August 2016
- Pilot ELD program 2016-2017 school year
- Pull instructional curriculum team together with input of teachers piloting and student data on CELDT and local assessments to decide which program to invest in
- Purchase ELD program Spring/Summer 2017
- Implement ELD chosen curriculum and instructional materials 2017-2018

At this time, teachers choose and create instructional materials to support the ELs. They choose from the school adopted curriculum and integrate ELD or create designated lessons using supplemental materials or ELA curriculum that supports the needs such as Everyday Math ELD/Differentiation supports and teacher selected or created materials found online from sources such as Eureka Math, Teachers Pay Teachers, and the core-curriculum and supportive resources in the Units of Study in Reading and Units of Study in Writing curriculum such as the reading and writing pathways which serve as a curriculum and a guide in meeting the diverse needs in the classroom in reading and writing. Each of our adopted curriculum is research-based and provides core-curriculum and supports differentiation to meet the needs of all learners with supports for ELs.

Petition tells how English Learners will be reclassified and how English Learners will be monitored

On a semiannual basis, Bullis Charter School will evaluate and document the progress of each English learner in English language acquisition and academic progress. Monitoring of the student's progress will continue for a minimum of two years after the student is reclassified and 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
- English Language Performance Level Survey 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 1 domain.

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.

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.

Process for Reclassification of English Learners

A member of the EL Support Team or parent may recommend that a student be reclassified as fluent in English 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) with a minimum level of intermediate in listening, speaking, reading, and writing and with a minimum overall score of early advanced.
- Achieve proficiency on state assessment (as appropriate by grade level) with a minimum level of met on SBAC.

- Demonstrate proficiency by means of academic success in the classroom as measured by local benchmark assessments, grades, anecdotal records, Student Oral Language Observation Matrix (SOLOM), English Language Performance Survey data, and teacher(s)'s recommendation.
- Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- 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, SOLOM, local benchmark assessments and English Language Performance Survey).
- The reclassification recommendation will be considered and decided by the EL Support Team. If the team recommends reclassifying, the student's parents will be asked to grant permission to proceed and a reclassification record will be signed by the site administrator or designee, student's teacher, and parent.
- Following the reclassification meeting and once signed reclassification record has been completed, the EL Support Team will notify the data team to input reclassification status and date into CALPADs for state reporting.
- When a student exits EL services and is reclassified, 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.

Steps in exiting:

- Parent or member of EL Support Team refers the student to the EL Support Team for reclassification.
- EL Support Team review data and determine readiness to be reclassified based on criteria above.
- Reclassification meeting is held with administrator, teacher, and parent(s)/guardian who sign the Reclassification Form
- If permission is granted, the student is observed for two weeks and monitored for two years to ensure continued academic success.
- Reclassification date and data is entered into CALPADs for state reporting.
- English learners reclassification record will be completed and filed in the student's cumulative record file.

English Learners	2012-2013	2013-2014	2014-2015	2015-2016
Total Students	512	630	709	742
EL Students	17	45	63	77
RFEP Students	20	25	39	47
EL students who increase CELDT scores by one level in at least 1 domain	100%	100%	95%	84%
EL Students Reclassified	5 (29%)	5 (11%)	15 (24%)	(In process)

Each student who is reclassified will be observed for two weeks to confirm that the student is adjusting and succeeding academically and sustaining the criteria used to exit from EL services and be reclassified as fluent English. The student will then be monitored for 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 without the support of EL services, the student may be interviewed and parent/teacher conferences may be called. The information gathered from these resources will be submitted to the EL Support Team so that they can recommend EL services or suggest alternative plans to meet the needs of the student.

7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052

Bullis Charter School Has clearly defined schoolwide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

Bullis Charter School will pursue the following school- wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

“(i) The subgroup consists of at least 50 pupils each of whom has a valid test score.

(ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

The following chart delineates Bullis Charter School school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, Bullis Charter School will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition

Bullis Charter School will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the schoolwide goals for

relevant sub-groups and corresponding assessments. Beginning in fiscal year 2014-15, Bullis Charter School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

The goals in the Bullis Charter School LCAP are based on the needs of the students we serve as well as the Bullis Charter School Strategic Plan's mission, objectives, and strategies. The needs of the students are determined by careful and regular analysis of the multiple assessments that are used across curricula. As the needs of our students evolve, the school's action plans will also change to reflect the new priorities by refocusing resources, human and financial, as well as professional development toward the updated goals.

<u>ACHIEVEMENT GOAL #1— BASIC SERVICES</u>		
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>		
School Goal: Every student will achieve academic success.		
Expected Annual Measurable Outcome:	School Action	Students to be Served
Every student will be enrolled in courses taught by appropriately credentialed teachers.	1. Hire and retain Highly Qualified Teachers to meet the needs of all students.	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Every student will have access to sufficient standards-aligned curriculum, books, and materials.	1. Purchase materials to support with coherent CCSS implementation in Math and Reading. 2. Replace and update materials as needed.	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Every student will have access to safe and well-maintained facilities.	1. Request facilities from Los Altos School District. 2. Request repairs to facilities as needed.	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities

<u>ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>		
<i>The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>		
School Goal: Every student will achieve academic success.		
Expected Annual	School Action	Students to be Served

Measurable Outcome:		
Teachers will effectively implement the Common Core State Standards in grades k-8.	<ol style="list-style-type: none"> 1. Purchase additional materials to support with coherent CCSS implementation in Math and Reading. 2. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge. 3. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes. 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities

<u>ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT</u>		
<i>The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</i>		
School Goal: We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.		
Expected Annual Measurable Outcome:	School Action	Students to be Served
BCS's community motivates parents to engage and volunteer such that volunteers exceed our needs and opportunities in number, quality, and commitment.	<ol style="list-style-type: none"> 1. Identify the amount of parent volunteerism that is needed for BCS to thrive. 2. Identify of the types of parent volunteerism that is needed for BCS to thrive. 3. Determine the most effective ways to communicate the need for volunteers. 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Parents are engaged as partners by sharing their skills and passions to support the vitality of BCS.	<ol style="list-style-type: none"> 1. Create a parent engagement team comprised of staff and parents to identify and/or create opportunities for parents to be engaged in meaningful and strategic ways. 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Parent volunteerism and engagement is celebrated and understood to be a core tenet of Bullis Charter School.	<ol style="list-style-type: none"> 1. Communicate clearly and frequently the need and expectation for volunteerism to parents. 2. Engage students in thanking and recognizing their parents for volunteering, for example, at 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities

	<p>Friday assemblies.</p> <p>3. Create a system for regularly recognizing volunteers, such as a volunteer recognition events.</p>	
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ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement.

School Goal: Every student will achieve academic success.

Expected Annual Measurable Outcome:	School Action	Students to be Served
Students who are not meeting Math and ELA CCSS mid-year benchmarks will be provided academic intervention and will show growth.	<ol style="list-style-type: none"> 1. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge. 2. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes. 3. Teachers will develop and implement action plans after mid-year assessments are administered to support students not meeting local benchmarks indicating CCSS performance. 4. Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2015-2016 school year. 5. Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them. 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Students with disabilities will be provided supports that will allow them to have success rates in meeting CCSS in Math and ELA that are comparable to their peer	<ol style="list-style-type: none"> 1. Ensure students with disabilities have access to high quality academic support materials. 2. Classroom teachers will collaborate with special education staff. 3. Special Education Case Managers will meet with each special education student's general education teacher at 	Students with Disabilities

	<p>least two times per trimester.</p> <p>4. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.</p>	
English Learners will increase their English language skills.	<ol style="list-style-type: none"> 1. Ensure every EL student has access to high quality materials to support their language acquisition. 2. Teachers will continue be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful with CCSS. 3. Teachers will continue to be trained in strategies to best support EL students in classified and integrated ELD instructional time. 4. Examine the ELD materials available and consider piloting. 5. Train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS. 	EL Students
Students classified as RFEP will have success rates in meeting CCSS in Math and ELA that are comparable to their fully English proficient peers.	<ol style="list-style-type: none"> 1. Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS. 2. Using mid-year assessment data, teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them. 	RFEP Students

<p><u>ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT</u></p> <p><i>The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement.</i></p>		
<p>School Goal:Every student will continue to discover and pursue individual talents and interests.</p>		
<p>Expected Annual Measurable Outcome:</p>	<p>School Action</p>	<p>Students to be Served</p>

<p>Every student will attend school and the percentage of students with five or more unexcused absences will be reduced.</p>	<ol style="list-style-type: none"> 1. Teachers will be trained in attendance expectations, guidelines for student attendance, and in how to reach out to families of students with unexcused absences. 2. Families will be educated on attendance expectations, the different types of absences, and the cost of absences to both student learning and to the school. 3. Students with unexcused absences will receive letters home via the School Attendance Review Board process. 	<p>All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities</p>
<p>Every eighth grade student will enroll in ninth grade the following academic year</p>	<ol style="list-style-type: none"> 1. Seventh grade students will have mentors who they communicate with about the importance of school. 2. Eighth grade students will participate in Challenge Day in order to feel connected to the school community. 3. Eighth grade students will begin learning about their transition to ninth grade in January of their eighth grade year. 	<p>All 8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities</p>
<p>Every grade K-8 student will continue to set a personal Focus Learning Goal and 78% of students will earn at least a 4 on a 5 point rubric in achieving their personal Focus Learning Goal.</p>	<ol style="list-style-type: none"> 1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. 2. Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests. 3. Teachers will support students in developing and monitoring personal Focus Learning Goals 	<p>All K-8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities</p>

ACHIEVEMENT GOAL #6— SCHOOL CLIMATE

The charter school will meet the same accountability standards as district schools regarding school

<i>climate.</i>		
School Goal: Implementation of the No Bully program will continue.		
Expected Annual Measurable Outcome:	School Action	Students to be Served
A system to evaluate the effectiveness of the No Bully Program will be created with a focus on ongoing program improvement.	Implement Phase 2 of the No Bully program: <ul style="list-style-type: none"> • Implement measures to determine the success of program 1. Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying. 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities

<u>ACHIEVEMENT GOAL #7— COURSE ACCESS</u>		
<i>The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>		
School Goal: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.		
Expected Annual Measurable Outcome:	School Action	Students to be Served
Every K-3rd grade and 5th-8th grade student will be enrolled in a broad and diverse core curriculum to include math, science, social studies, English/Language Arts, drama, art, music, physical education, and world language.	1. Every academic year a master schedule will be developed that incorporates a wide range of core curriculum.	All K-3rd grade and 5th-8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Every grade 4th grade student will be enrolled in a broad and diverse core curriculum to include math, science, social studies, English/Language Arts, drama, art, music, physical education, and have access to a world language.	1. Every academic year a master schedule will be developed that incorporates a wide range of core curriculum.	All 4th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Every 1st-5th grade student will have access to standards-based co-curricular classes with content	1. Teachers will design at least two Co-curricular classes per academic year based on	All 1st-5th grade students, including: low income, English

developed by teachers based on their passions.	their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.	learners, reclassified fluent English proficient, foster youth, students with disabilities
All students in grades 1-8 will continue to be provided Project Based Learning and STEAM learning opportunities in the FabLab or MakerSpace and 72% of students in grades 1-8 will report that their experience in the FabLab or MakerSpace was positive.	<ol style="list-style-type: none"> 1. Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project based learning units. 2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. 	All 1st-8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities

<p><u>ACHIEVEMENT GOAL #8— STUDENT Outcomes</u></p> <p><i>All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see http://www.cde.ca.gov/be/st/ss/ and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data.</i></p>		
<p>School Goal: Every student will achieve academic success.</p>		
<p>School Goal: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment</p>		
Expected Annual Measurable Outcome:	School Action	Students to be Served
Every K-3rd grade and 5th-8th grade student will be enrolled in a broad and diverse core curriculum to include math, science, social studies, English/Language Arts, drama, art, music, physical education, and world language.	<ol style="list-style-type: none"> 1. Every academic year a master schedule will be developed that incorporates a wide range of core curriculum. 	All K-3rd grade and 5th-8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Every grade 4th grade student will be enrolled in a broad and diverse core curriculum to include math, science, social studies, English/Language Arts, drama, art, music, physical	<ol style="list-style-type: none"> 1. Every academic year a master schedule will be developed that incorporates a wide range of core curriculum. 	All 4th grade students, including: low income, English learners, reclassified fluent English proficient,

education, and have access to a world language.		foster youth, students with disabilities
Every 1st-5th grade student will have access to standards-based co-curricular classes with content developed by teachers based on their passions.	<ol style="list-style-type: none"> 1. Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests. 	All 1st-5th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
All students in grades 1-8 will continue to be provided Project Based Learning and STEAM learning opportunities in the FabLab or MakerSpace and 72% of students in grades 1-8 will report that their experience in the FabLab or MakerSpace was positive.	<ol style="list-style-type: none"> 1. Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project based learning units. 2. Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units. 	All 1st-8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Every K-3rd grade and 5th-8th grade student will be enrolled in a broad and diverse core curriculum to include math, science, social studies, English/Language Arts, drama, art, music, physical education, and world language.	<ol style="list-style-type: none"> 1. Every academic year a master schedule will be developed that incorporates a wide range of core curriculum. 	All K-3rd grade and 5th-8th grade students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities
Students who are not meeting Math and ELA CCSS mid-year benchmarks will be provided academic intervention and will show growth.	<ol style="list-style-type: none"> 1. Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge. 2. Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes. 3. Teachers will develop and implement action plans after mid-year assessments are administered to support students not meeting local benchmarks indicating CCSS performance. 4. Teachers will use CAASPP data to set goals for 	All students, including: low income, English learners, reclassified fluent English proficient, foster youth, students with disabilities

	<p>individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2015-2016 school year.</p> <p>5. Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.</p>	
<p>Students with disabilities will be provided supports that will allow them to have success rates in meeting CCSS in Math and ELA that are comparable to their peer</p>	<ol style="list-style-type: none"> 1. Ensure students with disabilities have access to high quality academic support materials. 2. Classroom teachers will collaborate with special education staff. 3. Special Education Case Managers will meet with each special education student's general education teacher at least two times per trimester. 4. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities. 	<p>Students with Disabilities</p>
<p>English Learners will increase their English language skills.</p>	<ol style="list-style-type: none"> 1. Ensure every EL student has access to high quality materials to support their language acquisition. 2. Teachers will continue be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful with CCSS. 3. Teachers will continue to be trained in strategies to best support EL students in classified and integrated ELD instructional time. 4. Examine the ELD materials available and consider piloting. 5. Train Associate Teachers in specialized methods to 	<p>EL Students</p>

	ensure EL students meet Math and ELA CCSS.	
Students classified as RFEP will have success rates in meeting CCSS in Math and ELA that are comparable to their fully English proficient peers.	<ol style="list-style-type: none"> 1. Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS. 2. Using mid-year assessment data, teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them. 	RFEP Students

B. 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)

C. METHODS TO ASSESS PUPIL PROGRESS

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

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 CST and CAASP 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 80thile 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, several years ago, when it was noted that despite high overall scores in Reading, the scores of the Comprehension subset were lower in grades 3, 5 & 6 (82thile, 82thile, 80thile 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. Similarly, when it was the 8th grade Science scores dropped from 2013 to 2014 (100%, 93% respectively of students meeting or exceeding standards), new units were added including a PBL involving the use of ZSpace to help students better understand the workings of genetics as well as a variety of hand-on simulations. In 2015, the 8th grade Science scores rose to 98%. A similar process is utilized for any area determined as needing improvement as well as when new programs and/or instructional strategies are being implemented. For example, when the staff listed Design Thinking as an area that required more staff development, the entire teaching faculty embarked on 2 full days of training from a trainer from the Lime, followed with 2 days of curriculum & PBL realignment, 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.

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 CST and CAASP 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. 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, *Investigations*, and the present piloting of the *Eureka Math* program.

Bullis Charter School's chartering agency, the Santa Clara County Office of Education, visits the school twice 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.

The comprehensive LCAP 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. The entire staff developed a Strategic Compensation Model that is performance-based and includes components

that reward demonstrated effective teaching based on a comprehensive “Continuum” (see Appendix B), 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 taking this innovative model, that has already resulted in many positive benefits for the staff and students to the next level – a professional pathways plan for staff. Each year, all the school goals are brought to the Board of Directors for input prior to implementation and in June, for evaluation.

Matrixes

Below are benchmarks and exit outcomes for specific skills that are aligned to the state standards for each grade. These are used to determine student progress as well as a means of ensuring that students are making sufficient progress at different points of the year.

Transitional Kindergarten

TK Benchmarks

	Language Arts						
Tri #	Standard/Skill	Assessment tool/ item	1	2	3	4	5
	Reading For Literature						
2.00	Retell a familiar story	DRA for most (pull DRA 3 for some)	no details, mistakes,	little details out of order	some details or out of order	Most details in correct order with pronouns and/or character names	All details in correct order, correct pronouns and character names
2.00	Identify character and setting	DRA for most (pull DRA 3 for some) and teacher discretion	does not know "characters", "setting"	knows 1 or the other	limited information	all characters, setting, and major events	
2.00	Makes predictions about story content using pictures	DRA for most (pull DRA 3 for some) and teacher discretion	off topic, uncertain	litte detail, needs prompts		complete sentences, accurate prediction	
3.00	Recognizes common types of text	Can they name 4 types of	0-1 correct	2 correct	3 correct	Identifies 4	

		text of your choosing?					
	Reading for Information Text						
2.00	Identify parts of a book	one on one or during DRA	only 1	only 2	only 3	Front cover, back cover, spine, title page (all 4)	
2.00	Identify roles of author and illustrator	ask one on one or during DRA	doesn't know terms at all	confuses the roles	knows 1 or the other	knows both	
3.00	Identify similarities and/or differences between two texts.		cannot answer			tells similarities OR difference	
	Foundational Skills						
1.00	Consistently tracks words from left to right and top to bottom	DRA and observation	not at all	inconsistent/not very often	most of the time	consistently	
1.00	Recognizes and names all upper-case letters	letter assessment	1st/2nd Tri: 0-5 letters	1st/2nd Tri: 6-16 letters	1st/2nd Tri: 17-25 letters	1st/2nd Tri: 26 letters	
1.00	Recognizes and names all lower-case letters	letter assessment	1st/2nd Tri: 0-5 letters	1st/2nd Tri: 6-16 letters	1st/2nd Tri: 17-25 letters	1st/2nd Tri: 26 letters	
1.00	Identifies and produces letter sounds	BPST	1st/2nd Tri: 0-5 letters	1st/2nd Tri: 6-16 letters	1st/2nd Tri: 17-25 letters	1st/2nd Tri: 26 letters	
1.00	Recognizes rhyming words	Rhyming assessment	1st/2nd Tri: 0-1 points	1st/2nd Tri: 2 points	1st/2nd Tri: 3-4 points	1st/2nd Tri: 5 points	
2.00	Blends sounds into simple words	Blending Assessment	2nd Tri: 0-1 points	2nd Tri: 2-5 points	2nd Tri: 6-9 points	2nd Tri: 10 points	
2.00	Identifies beginning	Segmenting	2nd Tri: 0-1 points	2nd Tri: 2-5 points	2nd Tri: 6-9 points	2nd Tri: 10 points	

	sounds of words	Assessment					
1 / 2 / 3	Reads common high frequency words	First 20 Sight Word Assessment	0-5	6 to 10	11 to 19	20 to 49	50 or above
Writing							
1 / 2 / 3	Composes opinion pieces.	Favorite Place To Go- Tell Me about your favorite Season	TK rubric				
2 / 3	Composes informational texts and supply relevant details.	All about Winter or Chinese New Year- Tell me about your teacher (practice), self (test)	TK rubric				
3.0	Composes writing pieces that narrate events in a specific order.	Tell how you get ready for school in the morning.	TK rubric				
Speaking and Listening							
1.0	Ask and answer questions in order to seek help	Informal Obs. FLG	teacher				
1.0	Participates in group discussions	Informal Obs FLG	teacher				
1.0	Follows one and two step directions	Informal Obs. FLG	teacher				
1.0	Speaks clearly in complete	Informal Obs. Rubric	teacher				

	sentences to express thoughts, feelings and ideas						
	Language						
1.00	Write name with capital letter in the front and the rest lower case	Rubric	can't write name	all caps or reversal	some lower case or reversal	perfect, no reversal	
1 / 2	Prints all upper case letters with proper form	Letter Writing Assessment (1st Tri and 2nd Tri: Backwards okay, 3rd Tri: Backwards not okay, correct form necessary)	0-5	6 to 15	16-25	26 correct	
1 / 2	Spells simple words phonetically	Teacher Discretion, based on writing samples	needs assistance to use phonetic spelling, some beginning sounds represented.	uses phonetic spelling 50% of time time. some beginning, middle, and end sounds represented.	uses phonetic spelling 75% of time time. most beginning, middle, and end sounds represented	uses phonetic spelling 100% of the time	

	Math						
Tri #	Standard/Skill	Assessment tool/ item					
	Counting and Cardinality						
1 / 2	Count to 100 by 1's	Oral Math Assessment	Tri 1: 0 to 25	Tri 1: 26 to 50	Tri 1: 51 to 99	Tri 1: 100	Tri 1: above 100
1 /	Counting on	Oral Math	can't do it			can do it	*

2	from a given number	Assessment				consistently	
1 / 2	Writes numbers 0 to 10	Math Packet (1st tri and 2 tri: backwards okay third tri backwards and reversals not okay)	0 to 3 correct numbers	4 to 6 correct numbers	7 to 10 correct numbers	11 (no reversals)	21 and above
1 / 2	Counts with one-to-one correspondence	Math Packet and observation, (count the things - write the number)	can't do it			can do it consistently	
1 / 2	Compares objects using less than, greater than, and equal to	Math Packet ("Circle the groups that has more, draw a line to match, circle the number that is greater, show that 5 is greater than 3)	0 to 5 correct	6 to 9 correct	10- 13 correct	14 correct on math assessment	
Operations and Algebraic Thinking							
2	Represent addition with objects	Math Packet - word problem, Math Word Problem Journal	no attempt or understanding	neither correct but shows basic understanding during class time	correct picture OR correct answer	picture and answer correct	wrote a correct number sentence, correct picture, correct answer
Measurement and Data							
1	Compare two objects with a measurable attribute	Math Packet ("Circle what is longer")	1 correct	2 correct	3 correct	4 correct on math assessment	
2	Classify and	Sort in	can't do it, no			consistently	

	sort objects into categories	centers with test blockers	rule			sorts correctly and names rule	
Geometry							
1	Correctly names shapes (circle, square, rectangle, and hexagon, triangle)	Oral Math Assessment	knows 1	knows 2-3	knows 4	knows 5	
2	Can distinguish between two dimensional and three dimensional shapes	1 on 1 manipulative sort	0 to 4 correct	5 to 7 correct	8 to 9 correct	10 out of 10	
2	Describes objects in space using positional words	above, below, beside, in front of, behind, next to					

Content Areas							
Tri #	Standard/ Skill	Assessment tool/ item	1	2	3	4	5
Science							
2	Understands and applies the scientific and engineering practices						SAME
1 / 2/ 3	Applies grade level's disciplinary core ideas to meet grade level performance expectations (Includes physical sciences; life sciences; earth and space sciences; and engineering)	Hank's Habitats, Physics	Shows no understanding			Shows Understanding Consistently	SAME
Social Studies							
3	Students match simple descriptions	Community Helpers	0 to 2 correct	3 to 5 correct	6 to 8 correct	9 correct pictures	SAME

	of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	Circle Assessment					
2 and 3	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	Oral Assessment	0 to 8	9 to 13	14 to 18	19/19 correct	SAME
Technology							
3	Understands and applies grade-level technology concepts			N, S-, S, S+, O	*		SAME
3	Understands and uses grade-level technology devices			N, S-, S, S+, O	*		SAME
Art							
	Effort and participation			N, S-, S, S+, O			
	Expression and demonstration of artistic skills			N, S-, S, S+, O			
	Knowledge of artistic concepts and relationships			N, S-, S, S+, O			
Drama							
2	Effort and participation			N, S-, S, S+, O			
2	Expression and demonstration of artistic skills			N, S-, S, S+, O			
2	Knowledge of artistic concepts and relationships			N, S-, S, S+, O			
Music							
	Effort and participation			N, S-, S, S+, O			
	Expression and demonstration of			N, S-, S, S+, O			

	artistic skills			O			
	Knowledge of artistic concepts and relationships			N, S-, S, S+, O			
			Physical Education				
	Demonstrates motor skills, movement patterns and physical fitness			N, S-, S, S+, O			
	Knowledge of physical fitness and movement concepts			N, S-, S, S+, O			
	Self-responsibility and social interaction			N, S-, S, S+, O			
			Foreign Language				
	Effort and participation			N, S-, S, S+, O			
	Comprehension of language content and given directions			N, S-, S, S+, O			
	Expression and demonstration of content, concepts, and ideas			N, S-, S, S+, O			

Social Skills and Work Habits Based on Character Pillars	
SKILL	HEADING:
Follows classroom rules and directions	N,S,O
Follows playground rules and directions	N,S,O
Works, shares and plays cooperatively with others	N,S,O
Works independently	N,S,O
Uses time appropriately	N,S,O
Respects rights and property of others	N,S,O
Demonstrates an appropriate attention span	N,S,O
Stays on task	N,S,O

Shows responsibility for belongings and clean up	N,S,O
Is willing to take risks	N,S,O
Exhibits self control	N,S,O

Grades K-2

Subject Area	Local Benchmark Instruments	End-of-year Measurable Pupil Outcomes	Summer School Consideration
Reading (decoding)	Beginning Phonics Skills Test (BPST) K-1 (2 nd as needed)	35 (K) 70 (1)	< 17 (K) 50 (1)
Reading (fiction fluency)	Grade level passage (3 Min. Assessments) (fiction) 1-2	60 cwmp (1) 96 cwpm (2) 115 cwpm (3)	40 cwmp (1) 70 cwpm (2) 70 cwpm (3)
Reading (comprehension)	DRA2	Book 4 (K) Book 18 (1) Book 28 (2)	Book 2 (K) ≤ Book 10 (1) ≤ Book 20 (2)
Language Arts-orthographic knowledge (spelling)	Spelling Inventory Grades 1-2 Kinder (winter/spring): 1 st ten words only	Primary inventory 8 points (K) As of 2013-2014 (10 words) 50 points (1 st) Elementary inventory 56 points (2 nd)	Primary inventory 30 (1 st) Elementary Inventory 45 (2 nd)
Summative academic and behavioral	Focused Learning Goals	Rubric attached to individual FLG	N/A

performance			
Writing	Grade-level developed rubrics (scale of 1-5, 4 being grade level)	Level 4 on grade level rubric Kinder Level 3	Level 2 or below on grade level rubric
Math	Common Core Aligned Assessment	80% (K, 1, 2, 3)	50% (K, 1, 2, 3) *math mid-year unit assessment
Science	*Embedded in reading comprehension for K-3; FOSS	N/A	N/A
Social Studies	*Embedded in reading comprehension for K-3; PBL	N/A	N/A

(#) denotes specific grade level
cwmp = correct words per minute

Grade 2 Matrix

	Math	SS	Science	Reading Comp.	Writing	Speaking/Li stening
*Math Standards-Based Benchmark (BOY)	75%					
*Math Standards-Based Benchmark (Mid-year)	75%					
*Math Standards-Based Benchmark (EOY)	75%					
Unit Tests Mean (Mid & End)	80%	75%	75%			
DRA Beg. of Year				30		
DRA End of Year				38		
*Opinion Writing						

Benchmark (Beg)						
*Opinion Writing Benchmark (Mid)						
*Opinion Writing Benchmark (End)					4	
Post-unit Writing Assessments Mean					4	
Presentations Mean (Mid & End)						4

Grade 4 Matrix

	Math	SS	Science	Reading Comp.	Writing	Speaking/ Listening
*Math Standards-Based Benchmark (BOY)	N/A					
*Math Standards-Based Benchmark (Mid-year)	40%					
*Math Standards-Based Benchmark (EOY)	80%					
Unit Tests Mean (Mid & End)		80%	80%			
DRA Beg. of Year				≥ 38 INST		
DRA End of Year				≥ 50 INST		
*Opinion Writing Benchmark (Beg)					-----	
*Opinion Writing Benchmark (Mid)					-----	
*Opinion Writing Benchmark (End)					4	
Post-unit Writing Assessments Mean					4	
Presentations Mean (Mid & End)						4

Grade 5 Matrix

	Math	SS	Science	Reading Comp.	Writing	Speaking/ Listening
Math Standards-Based Benchmark (BOY)	N/A					
*Math Standards-Based Benchmark (Mid-year)	50%					
*Math Standards-Based Benchmark (EOY)	75%					
Unit Tests Mean (Mid & End)		70%	70%			
DRA Beg. of Year				≥ 50 INST		
DRA End of Year				≥ 60 INST		
Opinion Writing Benchmark (Beg)					N/A	
*Opinion Writing Benchmark (Mid)					50%	
*Opinion Writing Benchmark (End)					70%	
Post-unit Writing Assessments Mean					70%	
Presentations Mean (Mid & End)						70%

*Benchmark assessment—same assessment given each trimester to show growth

Grades 6-8 Matrices

	CC7/C C7/CC 8/CC7 8	A l g e b r a	G e o m e t r y	A l g e b r a 2	S c i e n c e	H i s t o r y	Reading Comp.	W r i t i n g	S p e a k i n g	L i s t e n i n g
Comprehensive Course Assessment (BOY)	N/A*	N/A*	N/A*	N/A*						
Math Tests Mean (Mid)	75%	75%	75%	75%						
Comprehensive Course Assessment (EOY)	75%	75%	75%	75%						
Unit Tests Mean (Mid & End)					70%	70%				
MacLeod Reading Comp. Assessment (Beg 7 only)							≥ 40			
Literacy Tests (Mid & End)							70%			
Writing Assessment (End)								70%		
Presentations in ELA/Hist. Mean (Mid & End)									75%	
Listening Assessments Mean (Mid & End)										75%

Formative Assessments

Math

With the new CCSS, math has been an area of focus for BCS the past couple of years. With our participation in the Silicon Valley Math Initiative (“SVMI”), teachers did not only have access to wonderful staff development opportunities on the new standards but were also able to participate in the early stages of the Smarter Balance assessments before they were officially rolled out.

According to SVMI, “The Silicon Valley MAC Test is designed to measure not only mathematical skills and computation, but to give a more complete picture of the student’s mathematical performance by examining how well the student can apply his/her mathematical skills in problem-solving situations. This assessment is trying to determine if a student understands when to use a particular mathematical skill, which mathematical tools the student chooses to solve new problems, how well the student communicates about a set of calculations, and how the student uses the calculations to make decisions. In March, Bullis Charter School tested every student on their performance skills in mathematics using the assessment. This test was administered by 65 local school districts in the Bay Area but is also given nationally and internationally. A nationwide panel of educators in mathematics sets the standards and scoring expectations.” The tables below in Figures 1.1A through Figure 1.1E compares the 2014 and 2015 test results of Bullis Charter with that of the 65 local school districts in the Bay Area (see Appendix E & Appendix F).

The MAC test use the following performance levels to demonstrate a student’s success with CCSSM and the Standards for Mathematical Practices:

- 1 - *Demonstrates Minimal Success - Student showed minimal evidence of performing at the level of the standards. Much of the response was either fragmented or non-existent.*
- 2 - *Performance Below Standards - Student showed some evidence of performing at the level of the standards, but overall the performance did not consistently meet the standards.*
- 3 - *Performance at Standards - Student performed at a level that met the standards.*
- 4 - *Achieves Standards at a High Level. The student performed at a high level on the tasks and consistently achieved the standards.*

Currently, Bullis Charter has two years of conclusive data to build on with the hope of deriving more longitudinal data by our next charter renewal. The hope is that with more conclusive data, we can draw out trends that will help us continue to refine our current math programs with growing success each year. In the 2012-2013 academic year, Bullis Charter piloted the MAC Test with grades 1, 2, 3, 5, 6, 7, Algebra, and Geometry. The results can be found [here](#). Since not every grade is represented and one grade did not complete all parts of the assessment, the results are incomplete and inconclusive. In the 2013-2014 was our first full year of implementing the MAC Test. As a result, all students in grades K through 8 participated. The results can be found in this [pdf](#). In the 2014-2015 academic year, all students in grades K through 8 participated. The

results can be found in this [pdf](#). In the 2015-2016 academic year, all students in grades K through 8 participated. The results will be made available in October 2016.

Figure 1.1A

Grade 2							
2014 Total MARS		Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>
1	No data provided			1	No data provided		
2	13 - 21	4.00%	22.35%	2	No data provided		
3	22 - 28	42.67%	38.07%	3	No data provided		
4	19 - 40	53.33%	24.21%	4	No data provided		

Figure 1.1B

Grade 3							
2014 Total MARS		Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>
1	No data provided			1	0 - 14	3.00%	18.82%
2	13 - 20	7.04%	24.03%	2	15 - 20	8.00%	16.15%
3	21 - 29	35.21%	27.99%	3	21 - 29	35.00%	37.47%
4	30 - 40	57.75%	21.25%	4	30 - 40	54.00%	27.56%

Figure 1.1C

Grade 4							
2014 Total MARS		Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance</i>	<i>Raw</i>	<i>%</i>	<i>%</i>	<i>Performance</i>	<i>Raw</i>	<i>%</i>	<i>%</i>

<i>nce Level</i>	<i>Score</i>	<i>Student at</i>	<i>Student at</i>	<i>nce Level</i>	<i>Score</i>	<i>Student at</i>	<i>Student at</i>
1	No data provided			1	0 - 11	5.29%	8.80%
2	14 - 20	7.94%	17.61%	2	12 - 19	9.47%	17.98%
3	21 - 29	20.63%	21.04%	3	20 - 28	29.47%	34.16%
4	30 - 40	71.43%	23.97%	4	29 - 40	55.79%	39.06%

Figure 1.1D

Grade 5								
2014 Total MARS			Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	
1	No data provided			1	0 - 12	9.09%	26.83%	
2	13 - 21	6.25%	22.80%	2	13 - 18	19.70%	20.51%	
3	22 - 29	34.38%	27.23%	3	19 - 28	33.33%	28.42%	
4	30 - 40	59.38%	21.00%	4	29 - 40	37.88%	24.24%	

Figure 1.1E

Grade 6								
2014 Total MARS			Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	
1	No data provided			1	0 - 11	2.44%	11.84%	
2	12 - 18	4.84%	25.89%	2	12 - 17	4.88%	19.23%	
3	19 - 27	59.68%	29.25%	3	18 - 28	52.44%	43.44%	
4	28 - 40	35.48%	7.61%	4	29 - 40	40.24%	25.49%	

Figure 1.1F

Grade 7							
2014 Total MARS		Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>
1	0-11	8.33%	61.72%	1	0 - 11	10.42%	26.96%
2	12 - 19	20.83%	19.32%	2	12 - 20	27.08%	28.25%
3	20 - 29	54.17%	13.09%	3	21 - 28	39.58%	24.60%
4	29 - 40	16.67%	5.86%	4	29 - 40	22.92%	20.18%

Figure 1.1G

Grade 8							
2014 Total MARS		Bullis Charter	Overall MAC	2015 Total MARS		Bullis Charter	Overall MAC
<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>	<i>Performance Level</i>	<i>Raw Score</i>	<i>% Student at</i>	<i>% Student at</i>
1	0-10	3.57%	51.73%	1	0 - 11	17.50%	33.37%
2	11 - 19	25.00%	29.82%	2	12 - 18	32.50%	26.31%
3	20 - 27	42.86%	10.01%	3	19 - 28	35.00%	23.74%
4	28 - 40	28.57%	8.44%	4	29 - 40	15.00%	16.58%

MAC and SBAC CORRELATIONS

When we compare the data from Bullis Charter to a nationwide set of standardized test results, the data provided below is a cross tabulation of the MAC Test Performance Levels versus the CAASPP Smarter Balanced Achievement Levels. This data is particularly useful as we plan for the upcoming year in several ways. Any school that participated in both SBAC and the MAC test did better than schools that did not participate in MAC. Even when SVMi looked at schools within districts across similar demographics, schools that participated in MAC fared better than the ones that did not participate in MAC. This is highlighted by the fact that most of the SBAC data show that the MARS performance levels were often times aligned with the SBAC levels with a handful of slight deviations. At Bullis, because our students are familiar with the rigor,

structure and expectation of the MARS tasks, students were more familiar with the SBAC Performance Tasks and CAT. Regarding LCAP, since we did not receive state data (due to the transition from state standardized testing to national standardized testing), we utilized the 2014 MAC data to help set our initial school wide goals. The data revealed that a portion of our RFEP students were at a lower performance level than that of their peers. As a result, we developed a LCAP goal of raising our RFEP population’s performance levels. Later, it was revealed through the SBAC data that the same trend in the performance of our RFEP population. Having the MAC data earlier in the year allowed us to set this LCAP goal based on data for the upcoming school year. To that extent, the MAC data, when compared side-by-side with the SBAC results, is a positive testament that our membership with SVMII and all that it offers in terms of professional development, curricular resources, and access to the most current and vetted mathematical practices has helped us become more successful and comfortable in our CCSSM implementation for all student populations.

As a process, beginning in Fall of a new school year, student assessment data derived from SBAC, Cogat, CST and MAC from the previous school year is collected and presented to the staff. A professional development is crafted around how to read, interpret and synthesize the multiple data points into more useful data that translates to observable and measurable student outcomes. A [slide deck](#) is used to help guide our staff in writing several goals that meet the needs of their students and their professional growth. These goals are often times revisited several times throughout the year as teachers and administrators work together to see how teachers are achieving them and how the school can best support them. The data can also be used directly in classrooms as it helps teachers create small groups for differentiated instruction, used in long-term planning as well as in unit and lesson designs throughout the year. Lastly, these data points assist teachers in developing data-driven Focused Learning Goals for each student.

Grade 3					
2015 MARS Performance Level	2015 CAASPP Smarter Balanced Achievement Level				
	1	2	3	4	Total
1	33.33%	33.33%	33.33%	---	3
2	---	14.29%	71.43%	14.29%	7
3	---	8.57%	34.29%	57.14%	35
4	---	---	9.26%	90.74%	54
Total	1.01%	5.05%	23.23%	70.71%	100.00%

Grade 4

2015 MARS Performance Level	2015 CAASPP Smarter Balanced Achievement Level				
	1	2	3	4	Total
1	---	60.00%	40.00%	---	5
2	---	11.11%	55.56%	33.33%	9
3	---	---	28.57%	71.43%	28
4	---	---	5.66%	94.34%	53
Total	0.00%	4.21%	18.95%	76.84%	100.00%

Grade 5					
2015 MARS Performance Level	2015 CAASPP Smarter Balanced Achievement Level				
	1	2	3	4	Total
1	16.67%	50.00%	16.67%	16.67%	6
2	---	7.69%	23.08%	69.23%	13
3	---	4.55%	13.64%	81.82%	22
4	---	---	---	100.00%	25
Total	1.52%	7.58%	10.61%	80.30%	100.00%

Grade 6					
2015 MARS Performance Level	2015 CAASPP Smarter Balanced Achievement Level				
	1	2	3	4	Total
1	---	100.00%	---	---	1
2	---	25.00%	75.00%	---	4
3	---	---	18.60%	81.40%	43

4	---	---	3.03%	96.97%	33
Total	0.00%	2.47%	14.81%	82.72%	100.00%

Grade 7					
2015 MARS Performance Level	2015 CAASPP Smarter Balanced Achievement Level				
	1	2	3	4	Total
1	---	40.00%	40.00%	20.00%	5
2	---	---	23.08%	76.82%	13
3	---	---	---	100.00%	19
4	---	---	---	100.00%	11
Total	0.00%	4.17%	10.42%	85.42%	100.00%

Grade 8					
2015 MARS Performance Level	2015 CAASPP Smarter Balanced Achievement Level				
	1	2	3	4	Total
1	14.29%	42.86%	28.57%	14.29%	7
2	---	7.69%	46.15%	46.15%	13
3	---	---	---	100.00%	13
4	---	---	---	100.00%	6
Total	2.56%	10.26%	20.51%	66.67%	100.00%

Use of MAC Data & Instructional Effectiveness

Immediately following the MAC test in March, we send Lead Scorers from every grade level (Grades 2-8) to receive MAC scoring training the following week. Two weeks after the exam is

administered, Lead Scorers gather with teachers from their grade-level team and score the exams to receive real-time data. Everyone is provided release time for a whole day to calibrate the scoring. This allows teams of teachers to discuss grade level data trends, ensure equitable scoring across the board, and allows conversations to develop about how math is being implemented in the classrooms and/or as a grade level. At the end of every scoring session, teachers move away from scoring and complete a thorough analysis, coupled with student work, for a particular task and then build a re-engagement lesson around it to address misunderstandings. Release time is once again provided for teams of teachers to analyze the data, develop and plan lessons, observe one another teach the lessons and then reflect on the process. The entire process is explained in greater detail below.

When the test results are made available to us, we share the data with the classroom teachers so that they are able to use the data for authentic formative assessment purposes. The scores are helpful to grade level teams as teachers collaborate to conduct a thorough analysis of a task and the accompanying student work to develop a re-engagement lesson and/or unit to address any gaps and/or extensions in student learning. A re-engagement lesson looks critically and constructively at areas of the students' successes and areas of misunderstanding through authentic and timely student work. Through each lens, classroom teachers are able to clearly identify which instructional best practices and strategies have proven themselves to assist students in achieving high levels of success and increased self-confidence in mathematics. In some instances, grade levels have learned that when they incorporate daily Math Talks into their core math program they have students who display a greater amount of success on the MAC Tests because these students have a stronger understanding of number sense and have developed more flexibility in their mathematical reasoning. In other instances, some teachers are realizing that the quality of some lessons or the lack of rigor in certain units are perhaps the cause of students showing a greater percentage of misunderstanding. In cases like that, a series of re-engagement lessons are needed to address those concerns immediately. Teachers are given common prep periods to analyze the underlying causes behind the misconceptions and then create lessons that engage the children to not only look deeper within the grade level standards but also allow children the platform and the tools to "reason abstractly and quantitatively" (SMP 2) and "construct viable arguments and critique the reasoning of others" (SMP 3.) Because the lessons were created by our teachers in-house and collaboratively, these lessons became a multi-thronged approach that encompassed professional development, peer observation, curriculum design and meeting student needs. Teachers were able to grow as math professionals by taking a deeper look at CCSSM and finding ways to build better instructional practices into their lesson design. At the same time, they developed and refine a more critical eye during peer observations that looked at the rigor and design of a lesson, and not the person delivering the lesson. This approach focuses teacher attention back to the question: "How are we meeting the needs of all our students?" More importantly, the re-engagement lesson cycle allowed teachers to authentically call upon the this formative assessment and student work to guide their instruction in a timely manner that delivered immediate change and results. Another way MAC data is useful to our staff is in looking for and following trends within the different mathematical domains (e.g The Number System, Numbers and Operations in Base Ten, Geometry, etc.) by grade level, by grade span and school-wide.

As a school, beginning in Spring 2014, the Leadership team asked our teachers to conduct one

round of re-engagement lessons based off a recent MAC task of their choosing. Teachers were given ample time to analyze, develop, prepare, schedule observations and teaching times, as well as reflect on the entire cycle when a round was completed. This feedback of the re-engagement cycle was met with mostly positive feedback with several grade levels and teachers making big changes to how they approach student work. Beginning in Fall of 2016, the re-engagement cycle will be redesigned to be a year-long study within a grade level team working on a school-wide focus on the following CCSSM domains, Numbers and Operations in Base Ten (K-5) and The Number System (6-8.) The purpose of this year-long re-engagement cycle will be to: (1) give our staff more opportunities for meaningful and authentic professional development in math, (2) give our teachers more opportunities to learn from one another through peer observations and more collaboration, (3) better align the K-8 math program and (4) ensure that all students are receiving top notch math education in the form of top notch educators. Of course, data analysis does not just benefit our teachers and their own professional growth.

Students who take part in the MAC Test have several opportunities to engage meaningfully with the results. One way is through the re-engagement lessons described above. Each grade level team has the flexibility to develop a re-engagement lesson to best fit the needs of their students. Some teams selected to have stations where student discussions are centered around one piece of student work. Others choose to have a class discussion around several pieces of notable student work and then have the children prepare individual written feedback. Others went the route of differentiated student groups that create posters showcasing a variety of new strategies based on a previously used strategy. Regardless of the format and overall objective of a lesson, every re-engagement lesson incorporates authentic student work, guiding questions that prompt students along the way, and several opportunities for children to talk and discuss the mathematics in a way that makes sense to them. Another opportunity students are able to use the MAC data is in developing their math Focused Learning Goal (FLG.) A student can choose to develop a year-long goal and use the previous year's MAC test result to do goal setting for the current year. A third way a student's MAC data is used in the classroom is in differentiated work that is provided to them by their classroom teacher. Older students who have better awareness of their math goals can work more closely with certain lessons to help strengthen their work with MARS tasks. Of course, the loop is not complete without the support of the parents.

Parents and board members mainly interacted with the MAC data during parent teacher conferences and meetings throughout the year. This is an area that we will be developing more in the next few years as we look at ways in which students, parents, and teachers can use the data in a more meaningful way besides just in conferences and meetings. In Fall of 2014 the board was updated with the results of the MAC assessment to showcase our work with SVMII and MAC. The presentation can be [found here](#).

Student-Focused and Teacher-Focused Math Offerings

The next two figures provide an overview of student-focused and teacher-focused offerings that help make Bullis Charter an exemplary educational institution. Figure 2.0 highlights the course and event offerings through co-curriculars, extra-curriculars and school-wide events since 2012. While these courses and events are not a part of the core math program discussed above, it is one of the ways that Bullis Charter provides multiple, varied, and often times, integrated learning

opportunities for our students and families to be engaged, excited and enthused about what we have to offer. Figure 2.1 highlights a listing of all the professional development opportunities that our staff has access to. Most of our teachers and potential teacher candidates offer up “ongoing professional growth and development” as a main reason for why they remain teaching at Bullis Charter or are interested in being a part of our organization.

Figure 2.0

	2012-2013	2013-2014	2014-2015	2015-2016
STUDENT-FOCUSED				
Co-Curriculars (offered)	3 Act Math Fun with Math Math Counts ME Math Math Games Galore	Math Mastery with Games Edible Math Math Card Games	Quizzes Edible Math	Quizzes Math Mastery Math Olympiad Team Logic Puzzles Math Mastery with Games NCLab
Extra-Curriculars (offered)	Math Card Games Real Math Math Olympiad Team Mathletes	Online Math Games Noetic Math Team Adventure to Fitness Math Challenge Team Logic Detectives	Math Olympiad Team Logic Games Logic Puzzles Logic Detectives	Mathletes Unite Logic Games
Schoolwide Events	PI Day Fall Noetic 2-6 Math Contest (Contestants: 75) Spring Noetic 2-6 Math Contest (Contestants: 88) Math Olympiad Contest (Division E: Grades 4-5)	PI Day Fall Noetic 2-5 Math Contest (Contestants: n/a) Spring Noetic 2-5 Math Contest (Contestants: 82) Math Olympiad Contest (Division E - Grades 4-5) Math Olympiad Contest (Division M - Grades 6-8)	STEAM Day Fall Noetic 2-5 Math Contest (Contestants: 97) Spring Noetic 2-5 Math Contest (Contestants: n/a) Math Olympiad Contest (Division E - Grades 4-5; 35 contestants) Math Olympiad	STEAM Day Fall Noetic 2-5 Math Contest (Contestants: 115) Spring Noetic 2-5 Math Contest (Contestants: 142) Fall Noetic Parent/Child Workshop Spring Noetic Parent/Child Workshop (Attendees: In

			<p>Contest (Division M - Grades 6-8; 22 contestants)</p> <p>G. 5-8 Julia Robinson Math Festival (Attendees: 96)</p>	<p>progress - TBA)</p> <p>Math Olympiad Contest (Division E - Grades 4-5; 45 contestants)</p> <p>Math Olympiad Parent/Student Workshop (Division E) (Attendees: In progress - TBA)</p> <p>Math Olympiad Contest (Division M - Grades 6-8; 17 contestants)</p> <p>Math Olympiad Workshop (Division M) (Attendees: In progress - TBA)</p> <p>K-5 Family Math Night (Attendees: 200+)</p> <p>G. 5-8 Julia Robinson Math Festival (Attendees: 64)</p> <p>K-6 BCS Math Circle (Attendees: 126)</p>
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Figure 2.1

	2012-2013	2013-2014	2014-2015	2015-2016
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TEACHER-FOCUSED

Professional Development	Silicon Valley Math Institute (SVMI) (Lead: Allen)	Silicon Valley Math Institute (SVMI) (Lead: Anderson-Rosse)	Silicon Valley Math Institute (SVMI) (Lead: Anderson-Rosse)	Silicon Valley Math Institute (SVMI) (Lead: Cheng)
	<i>PD Series</i> (Attendees : Capriles, Cheng, Tomasetti, Nelson, Witmer)	<i>Annual Summer Coaching Institute</i> (Attendees: Kincaid, Pagnan)	<i>Annual Summer Coaching Institute</i> (Attendees: Tomasetti, Cheng)	<i>Annual Summer Coaching Institute</i> (Attendees: Cheng)
	<i>Math Network Meetings</i> (Attendees : Allen)	<i>Fall Lesson Study Team</i> (Members: Cheng, Paskal, Volheim, Chene)	<i>Fall Lesson Study Team</i> (Members: Paskal, Kincaid)	<i>Fall Lesson Study Open House</i> (Attendees: Cheng, Chlala)
	College Preparatory Math (CPM) <i>PD Series</i> (Attendees : Gross, Plattner, Allen, Lanzot)	<i>Fall Lesson Study Open House</i> (Attendees: Paskal, Volheim)	<i>Spring Lesson Study Team</i> (Members: Cheng, Chi, Marino, Drew-Moyer)	<i>MAC Lead Scorer Trainings</i> (Attendees: McReynolds, Kincaid, Rinaker, Chi, Villaluz, King, Cheng, Tran)
		<i>MAC Lead Scorer Trainings</i> (Attendees: Matsis, Volheim, Cheng, King, Kustin, Lau)	<i>MAC Lead Scorer Trainings</i> (Attendees:)	<i>PD Series</i> (Attendees: Cheng, McReynolds, Chi, Villaluz, King)
		<i>PD Series</i> (Attendees: Cheng, Chene,)	(Attendees: Jenkyn, Volheim, Cheng,)	<i>Fall PLI Speaker Series</i>

		<p>Paskal, Volheim)</p> <p><i>MAP conference</i> (Attendees: Cheng, Witmer)</p> <p><i>Math Network Meetings</i> (Attendees: Anderson-Rosse, Cheng, Chene)</p> <p><i>PLI Meetings</i> (Attendees: Lee, Hersey)</p> <p>College Preparatory Math (CPM) PD Series (Attendees: Kustin, Lau)</p>	<p>Villaluz, King, Kustin, Lau)</p> <p><i>PD Series</i> (Attendees: Cheng, Kustin, King, Paskal, Kincaid)</p> <p><i>SCVMP Leadership Institute</i> (Attendees: Paskal, Kotval)</p> <p><i>Math Network Meetings</i> (Attendees: Anderson-Rosse, Cheng)</p> <p><i>PLI Meetings</i> (Attendees: Anderson-Rosse)</p>	<p>(Attendees: Cheng, Schwartzbaum, Villaluz)</p> <p><i>Spring PLI Speaker Series</i> (Attendees: Cheng, McReynolds, Flathers)</p> <p><i>SCVMP Leadership Institute</i> (Attendees: Cheng)</p> <p><i>Math Network Meetings</i> (Attendees: Cheng)</p> <p>College Preparatory Math (CPM) PD Series (Attendees: Cheng, Hosobuchi, Tran, Stone)</p> <p><u>Exemplars K-12</u> (Attendees: all staff)</p>
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Science, Technology, Engineering, Arts & Math (STEAM) PBLs

With PBLs being the main process we use to teach the state standards it is important to ensure that solid assessments are in place. Using one of the 7th grade PBLs, the Engineering Challenge as an example, it is evident that many skills, including those that are not just academic skills but also the 21st C. “success skills” are being honed as well as assessed. Students were not only

responsible for solving the challenge but to keep track of their entire process, reflecting and adjusting along the way. Please see Appendix N to see this sample.

Focused Learning Goals

As with all practices and processes at BCS, the FLGs are monitored and assessed on an annual basis. Through the end-of-the-year student, staff, and parent survey responses, as well as analysis of student outcomes and scores based on the FLG assessment rubric, empirical, and experiential data have been mined since the program's inception.

The earliest iteration of FLGs, called Individual Learning Plans (ILPs), while addressing the same academic and social/emotional/personal areas for each student, allowed greater teacher freedom in the formatting and monitoring of the students' plans and goals. However, it was evident by 2009, when twenty-four percent (24%) of the parents' surveyed identified ILPs as an area for improvement that what was intended as a unifying vehicle to move student progress forward was having some unintended outcomes. Utilizing our strategic planning process, parents and staff members worked to identify the issues and improve upon the process. After 3 months of work by seventy team members, many major changes were implemented including: changing the name to FLGs to better align expectations, standardizing the format of the FLG template, and adding a Parent FLG Information/Training Night in the fall and Parent/Teacher conferences in March.

Though these improvements, by June 2013, only 2% of the parents identified FLGs as an area for improvement. Responses to specific questions about the FLGs also improved; for example when parents were asked to rate each sentence on a scale of 1 - 5 (5 = completely agree): *"My students' FLGs address appropriate needs"* rose from a 4.01 to 4.17; *"My student's FLGs are implemented effectively"* rose from 3.74 to 4.02; and *"I've received enough info on my student's FLG progress."* rose from 3.47 to 4.05. However, by June 2015, the numbers began to dip again (3.94, 3.77 and 3.77 respectively). Careful analysis indicated that while enthusiasm for FLGs and the process remained high, a "hunger for more feedback and increased frequency of communication" about students' progress was driving the numbers down.

Based on this feedback, this fall, BCS launched FreshGrade, a digital portfolio system used by teachers and students to capture, document, and communicate learning/progress in FLGs in a way that our previous reporting was not capable of. Students now have individual eportfolios to which they and their teachers can upload photos, videos, and notes. Teachers can create assignments, provide feedback, and engage students and parents to collaborate. Students can view and contribute to their own eportfolio, post comments, add links, solicit support from teachers and parents, etc. Because parents are a part of this entire process, they will now have more visibility and can more frequently be engaged in their child's FLG progress.

The FLGs themselves provide a tremendous amount of data for students, teachers, and the entire school. FLG data are reviewed by staff members every year to determine areas of focus or professional development needs. When it was noted that there were many FLGs written to address the appropriate and ethical use of technology, a digital citizenship curriculum with a K-8 scope & sequence and acceptable use policies were developed, and since then, teachers have been trained on how to teach these skills. As a result of this commitment to "preparing its

students to use the immense power of digital media...while limiting the perils that exist in the online realm, such as plagiarism, loss of privacy, and cyberbullying,” BCS was named a Common Sense Media Digital Citizenship Certified School in 2014.

Feedback on student progress in their FLGs is formally communicated to parents not only during the conferences but also in the students’ 2nd trimester report cards and end-of-year forms where each goal is assessed based on the agreed-upon criteria and a summarizing rubric grade (1-5) is assigned. Every goal that receives a 3 or lower is revisited the next year to determine if it is a viable goal that needs to be continued. Some goals, especially those in the social/emotional realms, often and do appropriately span over several years, and the FLG process facilitates that well, documenting all the work, strategies tried, and outcomes from previous years. With FreshGrade, we will be able to publish these summative reports directly onto each student’s eportfolio thereby allowing parents to have access to these important benchmarks any time throughout their child’s educational career (also saves paper!).

The most rewarding outcome from FLGs is how this process fully engages the all students. Because they have a voice in the setting of, and a role in the steps to achieve their goals, as well as an opportunity to reflect upon their progress in a safe and supportive environment where all students are going through the same process, we have found that students have really bought into the process, owning their learning, and amazing transformations have taken place as a result. For example, a middle school special education student who did not know how to ride a bike set that as his personal goal. Not only did he succeed in bike-riding but the confidence he gained propelled him to compete in his first triathlon, which he finished to the cheers of his family and grade level peers. We often hear from parents about former students who have been pushed by their FLGs to take risks and try new areas of learning, to have these in turn, become areas of life-long passion and personal identity. *Lila identifies as a singer and a musician. This is not something that came from her parents, but was a seed that was planted at Bullis and nurtured by her peers who were likewise encouraged through their FLGs to study the theory and do the work required to express what every child is inherently born with....we are so grateful ~ Geri Bock, BCS parent.*

Communicating Data to Stakeholders

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

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

Grade level teams analyze data to look for and address trends, and committees periodically review data across grade levels to determine program strengths and areas for improvement. School-level findings are reported out to staff at whole-staff meetings and summer professional development (see Appendix A for sample: DRA growth for 2014-2015). If there will be changes to our program based on the analysis of the data, those changes are also reported to the staff, and are accompanied by training. These formative assessments are embedded into our LCAP process through actions steps that require teachers to examine mid-year benchmark assessments and create action plans for students who are not meeting mid-year expectations. This year, for example, examining mid-year benchmark assessments we learned that we are meeting one of our LCAP Goals; RFEP students are performing the same or better than their peers. Zero RFEP students were identified as not meeting mid-year benchmarks this year.

In addition to using program-developed and locally designed assessment tools, Bullis Charter School participates in the state-mandated CST, PFT, and CASSPP testing to assess year-end individual and schoolwide mastery of content standards. The Cognitive Abilities Test (CogAT), a measure of ability, reasoning, and problem solving, is also administered to all students in 2nd grade. The CELDT is administered to new and existing Bullis Charter School students who identify a language other than English on the home language survey annually. Bullis, also a member of the Silicon Valley Math Initiative. As part of this group, Bullis Charter School gains access to the MAC assessment and data analysis tools. Teachers administer the assessment each spring. They score and analyze student work looking for trends in student performance and developing lessons to support student learning.

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

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

Student performance data is also communicated to parents. Parents receive regular formal and informal communication about student progress on in-class assessments. In addition, parents receive tri-annual standards-based report cards that outline each students' progress. Parents and students can also view their assessment results in real-time using the student or parent portal to PowerSchool, our online gradebook. Parents are also invited to attend Focus Learning Goal conferences twice per year. At the conferences teachers (and depending on the age, students),

share student performance data, discuss student goals, and students’ progress toward achieving their Focus Learning Goals. Once the school receives individual student reports for state testing and CogAt, the reports are mailed home with a letter to parents explaining the exam and the scores.

Effective communication with all stakeholders is an important value in the Bullis community and a clear expectation that is set forth for all teachers in the Bullis Charter School Continuum. There are three separate domains on the Continuum (communicating student performance with students, communication student performance with parents, communicating student performance with colleagues), which explicate the standards for communication about student performance data.

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.

<u>ACHIEVEMENT GOAL #1— BASIC SERVICES</u>		
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>		
School Goal: Every student will achieve academic success.		
<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Hire and retain Highly Qualified Teachers to meet the needs of all students.	Personnel records, including documentation of transcripts and credentials consistent with the CTC.	Principal
Purchase materials to support with coherent CCSS implementation in Math and Reading.	Annual review of standards-aligned materials. Inventory of materials	Team Leaders
Replace and update materials as needed.	Annual Inventory of materials	Team Leaders
Request facilities from Los Altos School District.	Annual Facility Inspection; regular facility inspections to screen for safety hazards; facility inspection checklists	Assistant Principal
Request repairs to facilities as needed.	Records of entries into online maintenance system	Assistant Principal

<u>ACHIEVEMENT GOAL #2— IMPLEMENTATION OF COMMON CORE</u>
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STATE STANDARDS

The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

School Goal: Every student will achieve academic success.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Purchase additional materials to support with coherent CCSS implementation in Math and Reading.	Annual review of standards-aligned materials.	Director of Curriculum
Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.	Records of teacher attendance at SVMi trainings. Survey of teacher feedback on leadership and coaching institutes	Math Coach and Teachers

ACHIEVEMENT GOAL #3— PARENTAL INVOLVEMENT

The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

School Goal: We will engage all families as essential partners to support the continued vitality of the BCS community, its students, staff, and programs.

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Identify the amount of parent volunteerism that is needed for BCS to thrive.	Surveys of staff and parents.	Principal, Communications Director, and Bullis Booster Club
Identify of the types of parent volunteerism that is needed for BCS to thrive.	Surveys of staff and parents	Principal, Communications Director, and Bullis

		Booster Club
Determine the most effective ways to communicate the need for volunteers.	Surveys of staff and parents	Principal, Communications Director, and Bullis Booster Club
Create a parent engagement team comprised of staff and parents to identify and/or create opportunities for parents to be engaged in meaningful and strategic ways.	Team roster and meeting schedule and agendas	Principal and Bullis Booster Club
Communicate clearly and frequently the need and expectation for volunteerism to parents.	Copies of communications to parents	Principal, Communications Director, and Bullis Booster Club
Engage students in thanking and recognizing their parents for volunteering, for example, at Friday assemblies.	Agendas for Friday assemblies	Principal, Communications Director, and Bullis Booster Club
Create a system for regularly recognizing volunteers, such as a volunteer recognition events.	Invitations to volunteer recognition events and guest lists	Principal, Communications Director, and Bullis Booster Club

<u>ACHIEVEMENT GOAL #4— STUDENT ACHIEVEMENT</u>		
<i>The charter school will meet or exceed the same accountability standards as district schools for pupil achievement.</i>		
School Goal: Every student will achieve academic success.		
<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum

Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.	Records of teacher attendance at SVMi trainings. Survey of teacher feedback on leadership and coaching institutes	Math Coach and Teachers
Teachers will develop and implement action plans after mid-year assessments are administered to support students not meeting local benchmarks indicating CCSS performance.	Mid-year math, writing, and reading (DRA) assessment data and Action Plans	Teachers, Principal, Assistant Principal, and Director and Curriculum
Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2015-2016 school year.	CAASSPP Data	Teachers, Assistant Principal, and Director and Curriculum
Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.	Mid-year math, writing, and reading (DRA) assessment data and lesson plans	Teachers, Principal, Assistant Principal, and Director and Curriculum
Ensure students with disabilities have access to high quality academic support materials.	Annual review of standards-aligned materials available for use by students with disabilities	Principal, Special Education Staff, and Teachers
Classroom teachers will collaborate with special education staff.	Meeting notes and lesson plans	Special Education Staff and Teachers
Special Education Case Managers will meet with each special education student's general education teacher at least two times per trimester.	Meeting notes	
Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Principal and Special Education Staff.
Ensure every EL student has access to high quality materials to support their language acquisition.	Annual review of standards-aligned materials available for use by EL students	Teachers and Director of Curriculum

Teachers will continue be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful with CCSS.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Teachers will continue to be trained in strategies to best support EL students in classified and integrated ELD instructional time.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Examine the ELD materials available and consider piloting.	Notes comparing various available curriculum.	Director of Curriculum
Train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Using mid-year assessment data, teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.	Mid-year math, writing, and reading (DRA) assessment data and Action Plans	Director of Curriculum

ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT

The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement.

School Goal: Every student will continue to discover and pursue individual talents and interests

<i>School Action</i>	Methods of Assessment	Persons Responsible
Teachers will be trained in attendance expectations, guidelines for student attendance, and in how to reach out to families of students with unexcused absences.	Teacher training materials and the number of unexcused absences compared annually.	Registrar and Principal

Families will be educated on attendance expectations, the different types of absences, and the cost of absences to both student learning and to the school.	Educational materials and the number of unexcused absences compared annually.	Registrar and Principal
Students with unexcused absences will receive letters home via the School Attendance Review Board process.	Copies of letters and the number of unexcused absences compared annually.	Registrar and Principal
Seventh grade students will have teacher mentors who will support their engagement and achievement in school.	Student surveys about the impact of teacher mentors.	Middle School Team Leader
Eighth grade students will participate in Challenge Day in order to feel connected to the school community.	Student surveys about the impact of Challenge Day.	Middle School Team Leader
Eighth grade students will begin learning about their transition to ninth grade in January of their eighth grade year.	Documentation of meetings and information shared with students and families.	Middle School Team Leader
Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.	Analysis of the Master Schedule.	Principal
Teachers will design at least one Extra-curricular offering per academic year based on their own passions to offer to students in order to support students' discovery of individual talents and interests.	Analysis of the Master Schedule.	Principal
Teachers will support students in developing and monitoring personal Focus Learning Goals	Focus Learning Goals and data located in FreshGrade.	Principal and Assistant Principal.

<u>ACHIEVEMENT GOAL #6— SCHOOL CLIMATE</u>		
<i>The charter school will meet the same accountability standards as district schools regarding school climate.</i>		
School Goal: Implementation of the No Bully program will continue.		
<i>School Action</i>	<i>Method of</i>	<i>Person(s)</i>

	<i>Assessment</i>	<i>Responsible</i>
Implement Phase 2 of the No Bully program: (1) Implement measures to determine the success of program. (2) Continue to train new volunteers, new staff, and new students about the program and how to utilize methods for reporting suspected bullying.	Teacher, parent, and student survey data.	Assistant Principal

<u>ACHIEVEMENT GOAL #7— COURSE ACCESS</u>		
<i>The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>		
School Goal: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.		
<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Every academic year a master schedule will be developed that incorporates a wide range of core curriculum.	Analysis of the Master Schedule.	Principal
Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.	Analysis of the Master Schedule.	Principal
Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project based learning units.	Lesson plans and assessment of student projects created.	Principal
Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units.	Lesson plans and assessment of student projects created.	Principal

<u>ACHIEVEMENT GOAL #8— STUDENT Outcomes</u>
<i>All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see http://www.cde.ca.gov/be/st/ss/ and</i>

www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data.

School Goal: Every student will achieve academic success.

School Goal: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment

<i>School Action</i>	<i>Method of Assessment</i>	<i>Person(s) Responsible</i>
Every academic year a master schedule will be developed that incorporates a wide range of core curriculum.	Analysis of the Master Schedule.	Principal
Teachers will design at least two Co-curricular classes per academic year based on their own passions and state standards to offer to students in order to support students' discovery of individual talents and interests.	Analysis of the Master Schedule.	Principal
Classroom teachers in grades 1-5 will collaborate with the engineering teacher responsible for the MakerSpace in order to create seamlessly integrated project based learning units.	Lesson plans and assessment of student projects created.	Principal
Classroom teachers in grades 6-8 will collaborate with engineering teachers responsible for the FabLab in order to create seamlessly integrated project based learning units.	Lesson plans and assessment of student projects created.	Principal
Continue to provide professional development for CCSS implementation specifically in Math, Collaboration, and Depth of Knowledge.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Continue to participate in Silicon Valley Math Initiative - teachers will attend leadership and coaching institutes.	Records of teacher attendance at SVM I trainings. Survey of teacher feedback on leadership and	Math Coach and Teachers

	coaching institutes	
Teachers will develop and implement action plans after mid-year assessments are administered to support students not meeting local benchmarks indicating CCSS performance.	Mid-year math, writing, and reading (DRA) assessment data and Action Plans	Teachers, Principal, Assistant Principal, and Director and Curriculum
Teachers will use CAASPP data to set goals for individual students and for their whole classes, and develop plans that outline how they will meet these goals in 2015-2016 school year.	CASSPP data and goals created	Teachers, Assistant Principal, and Director and Curriculum
Teachers will identify students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.	Mid-year math, writing, and reading (DRA) assessment data and lesson plans	Teachers, Principal, Assistant Principal, and Director and Curriculum
Ensure students with disabilities have access to high quality academic support materials.	Annual review of standards-aligned materials available for use by students with disabilities	Principal, Special Education Staff, and Teachers
Classroom teachers will collaborate with special education staff.	Meeting notes and lesson plans	Special Education Staff and Teachers
Special Education Case Managers will meet with each special education student's general education teacher at least two times per trimester.	Meeting notes	
Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Principal and Special Education Staff.
Ensure every EL student has access to high quality materials to support their language acquisition.	Annual review of standards-aligned materials available for use by EL students	Teachers and Director of Curriculum
Teachers will continue be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum

successful with CCSS.		
Teachers will continue to be trained in strategies to best support EL students in classified and integrated ELD instructional time.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Examine the ELD materials available and consider piloting.	Notes comparing various available curriculum.	Director of Curriculum
Train Associate Teachers in specialized methods to ensure EL students meet Math and ELA CCSS.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Train Associate Teachers in specialized methods to ensure RFEP students meet Math and ELA CCSS.	Sign-in sheets for professional development and surveys of teacher feedback on professional development	Director of Curriculum
Using mid-year assessment data, teachers will identify RFEP students who are not meeting Math and ELA Common Core Standards and will provide differentiated instruction for them.	Mid-year math, writing, and reading (DRA) assessment data and Action Plans	Director of Curriculum

For Charter Renewal, California Education Code Section 47607 (a) (3) (A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

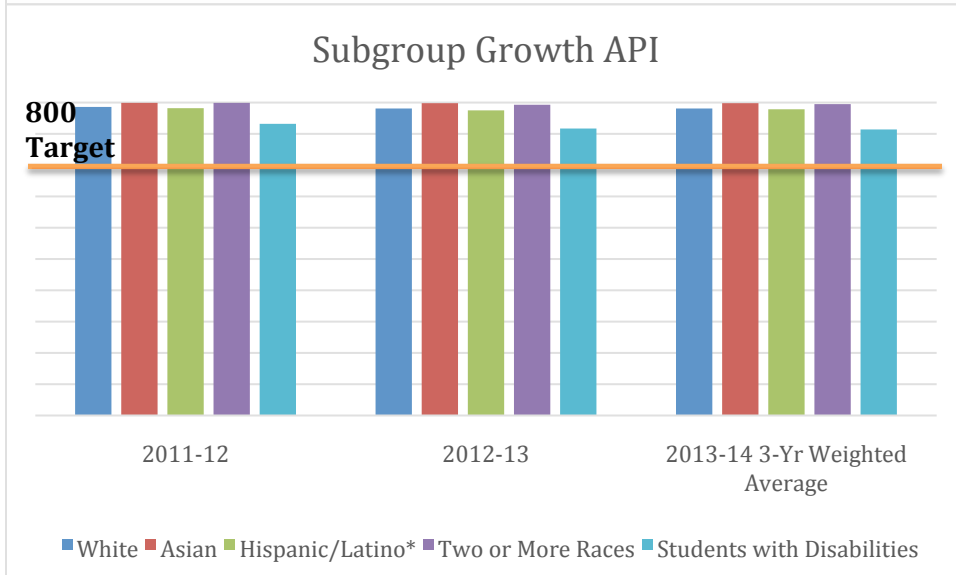
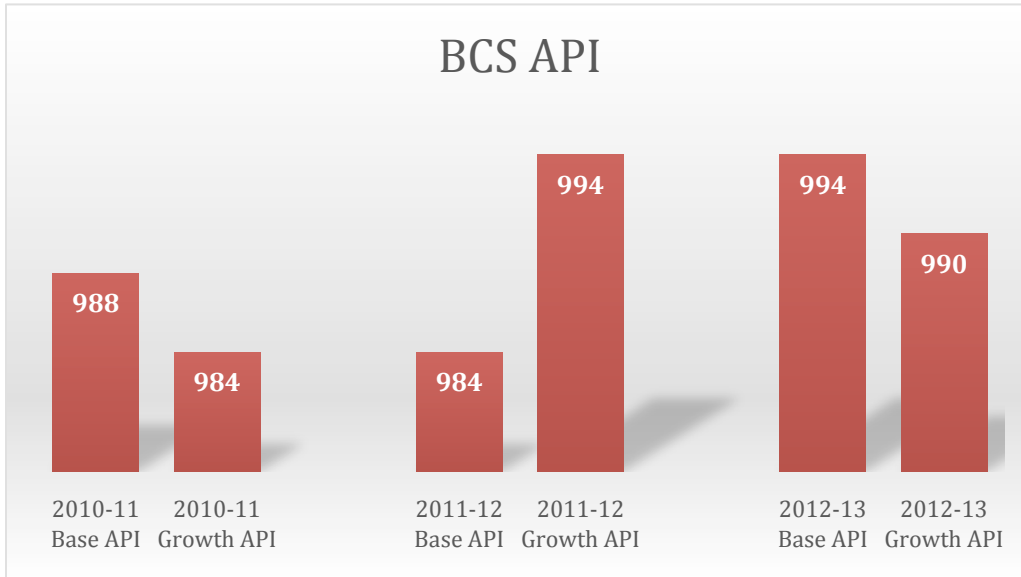
- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The following shall serve as documentation confirming that Bullis Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Also see Appendix A: CDE DataQuest Reports and CAASPP score report):

- Bullis Charter School has attained its most recent (2013) API growth target, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).
- Bullis Charter School has achieved a statewide API rank of 10 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

- Bullis Charter School has achieved a similar schools API rank of 10 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, Bullis Charter School had the following API scores:



*Hispanic/Latino numbers for 2013-14 represent a 2-year average

Source: CDE Base and Growth API annual research files

Deciles	2011	2012	2013
State Rank	10	10	10
Similar Schools Rank	10	10	10

Source: CDE Base and Growth API annual research files

*Note on 2013-14 and 2014-15 Testing Data

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

BCS clearly meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as allowed per Education Code Section 52052(e)(4)(A).

Analysis of Charter Renewal Criteria – Schoolwide

BCS’s API growth score in 2013 exceeds the statewide performance target of 800 in the prior year. In 2013, the API growth score was 990. Moreover, for the last three years, BCS had both a statewide API rank of 10, and a similar schools rank of 10. Therefore, BCS has exceeded the charter renewal standards of Education Code Section 47607(b) by meeting not just one, but three of the charter renewal criteria, and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).

Analysis of Charter Renewal Criteria – Student Subgroups

Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

Numerically significant student subgroup API performance data is demonstrated in the tables below:

API GROWTH SCORES: SIGNIFICANT STUDENT SUBGROUP – ASIAN			
	2013-2014*	2012-2013	2011-2012
Numerically Significant in Both Years?	Yes	Yes	Yes
API Growth Score	998	998	998
API Growth Target (Actual Growth)	A	A	A
Met API Growth Targets?	Yes	Yes	Yes
<p>“A” means the school or Student Groups scored at or above the statewide performance target of 800.</p> <p>* Based on the CDE’s 3-Year Average API (Source: CDE DataQuest, accessed April 8, 2016)</p>			

API GROWTH SCORES: SIGNIFICANT STUDENT SUBGROUP – WHITE			
	2013-2014*	2012-2013	2011-2012
Numerically Significant in Both Years?	Yes	Yes	Yes
API Growth Score	981	986	974
API Growth Target (Actual Growth)	A	A	A
Met API Growth Targets?	Yes	Yes	Yes
“A” means the school or Student Groups scored at or above the statewide performance target of 800. * Based on the CDE’s 3-Year Average API (Source: CDE DataQuest, accessed April 8, 2016)			

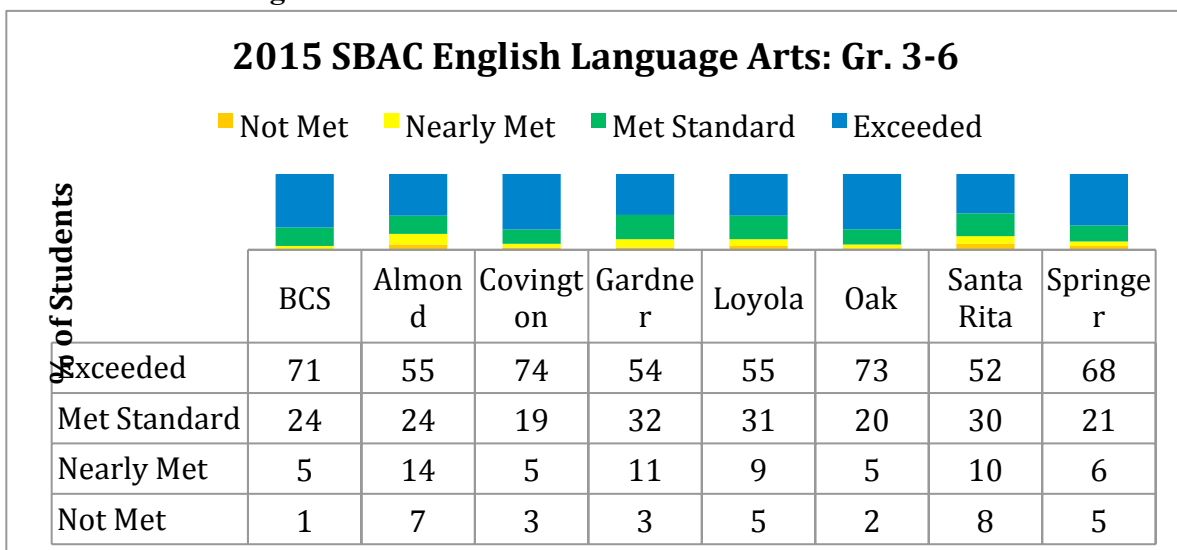
Bullis Charter School’s student subgroups have demonstrated API growth scores well over 900 for the last three years. All subgroups have also scored high enough that they have not been assigned a growth target and are noted to have met their growth target for each year.

Thus, Bullis Charter School’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

Additional Academic Criteria

In addition to far exceeding all of the above academic threshold, Bullis Charter School also meets the “catch-all” criteria contained in Education Code Section 47605(b)(4). The academic performance of the Charter School is at least equal to the academic performance of the public schools that BCS students would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School

2015 SBAC Testing - ELA



2015 SBAC English Language Arts: 7 & 8

■ Not Met
 ■ Nearly Met
 ■ Met Standard
 ■ Exceeded

% of Students

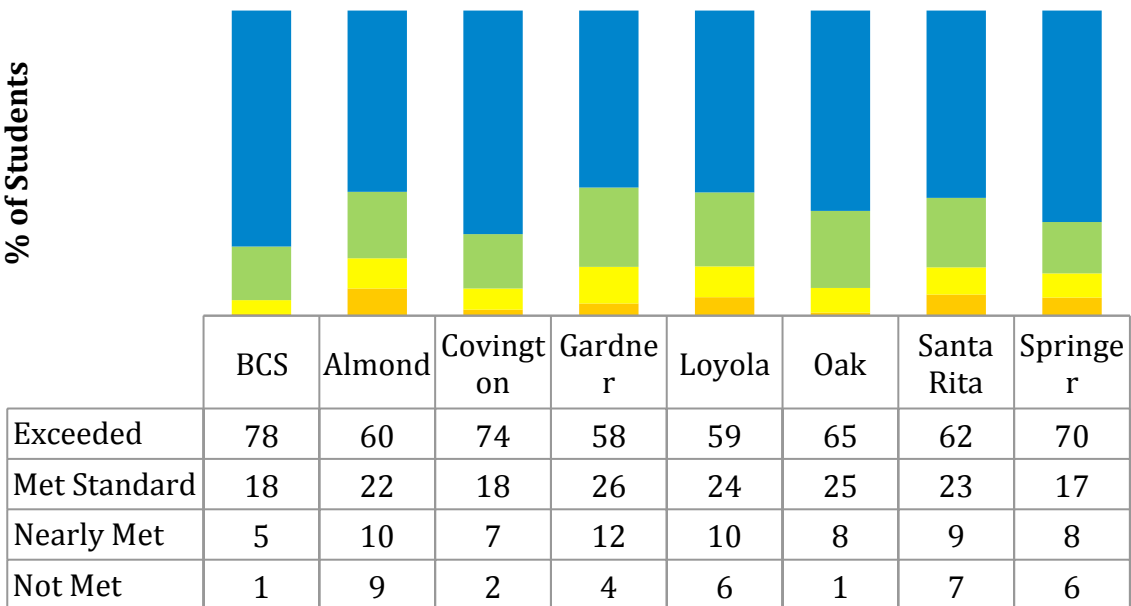


2015 SBAC Testing - Math

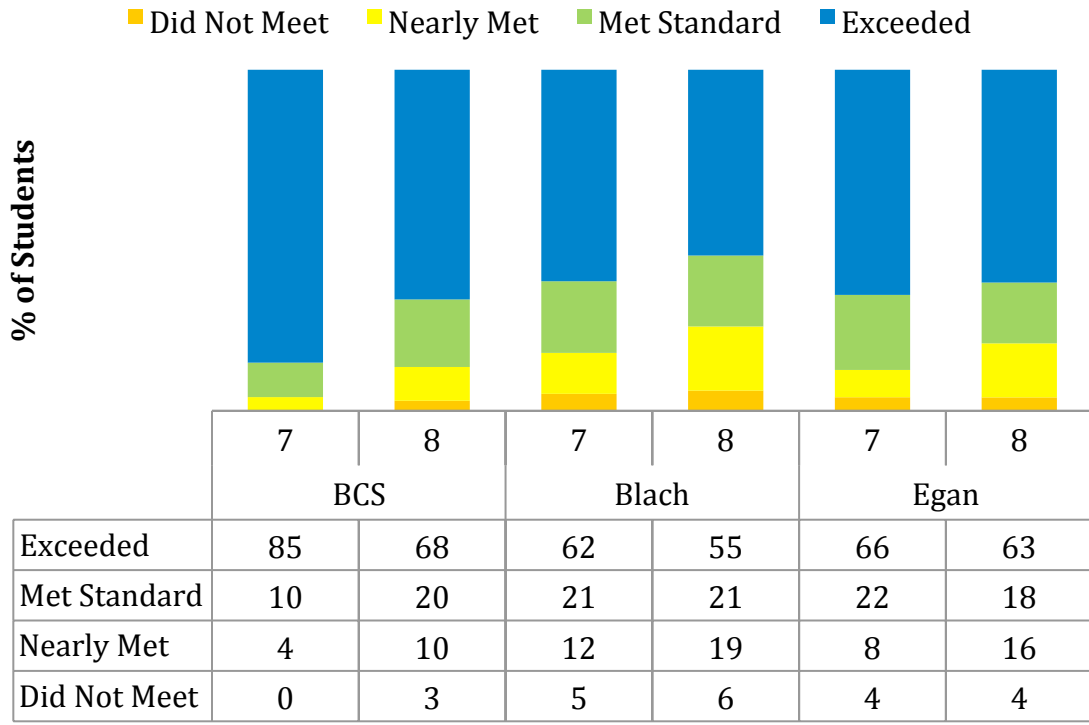
2015 SBAC Mathematics: Gr. 3-6

■ Not Met
 ■ Nearly Met
 ■ Met Standard
 ■ Exceeded

% of Students



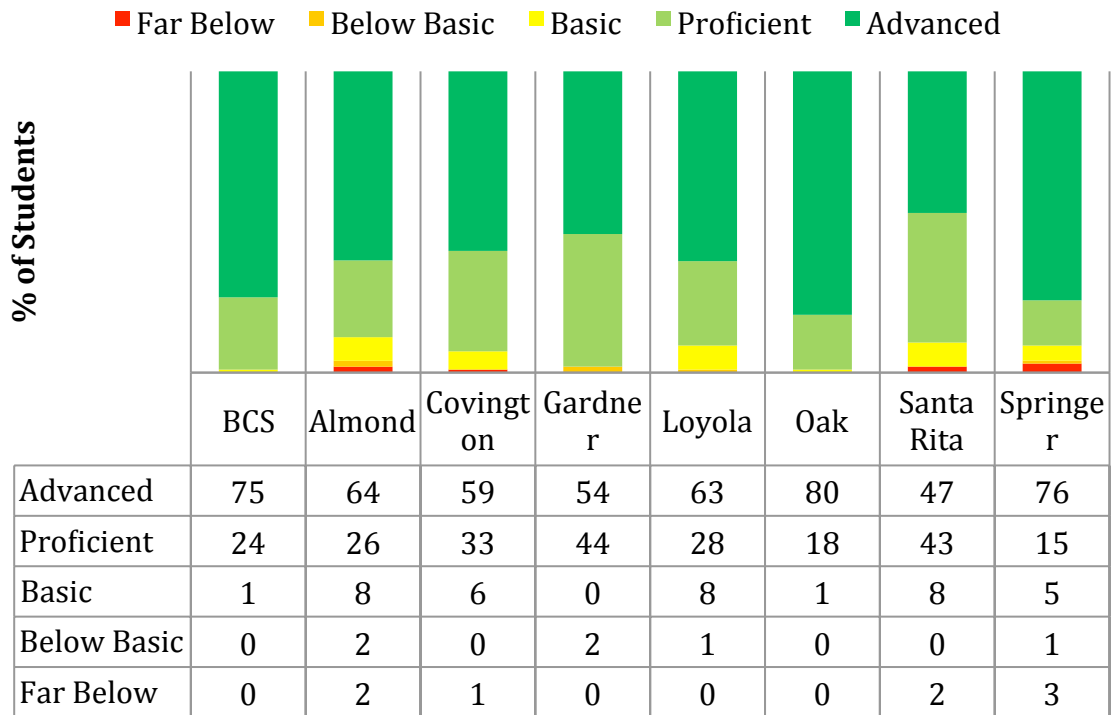
2015 SBAC Mathematics: 7 & 8



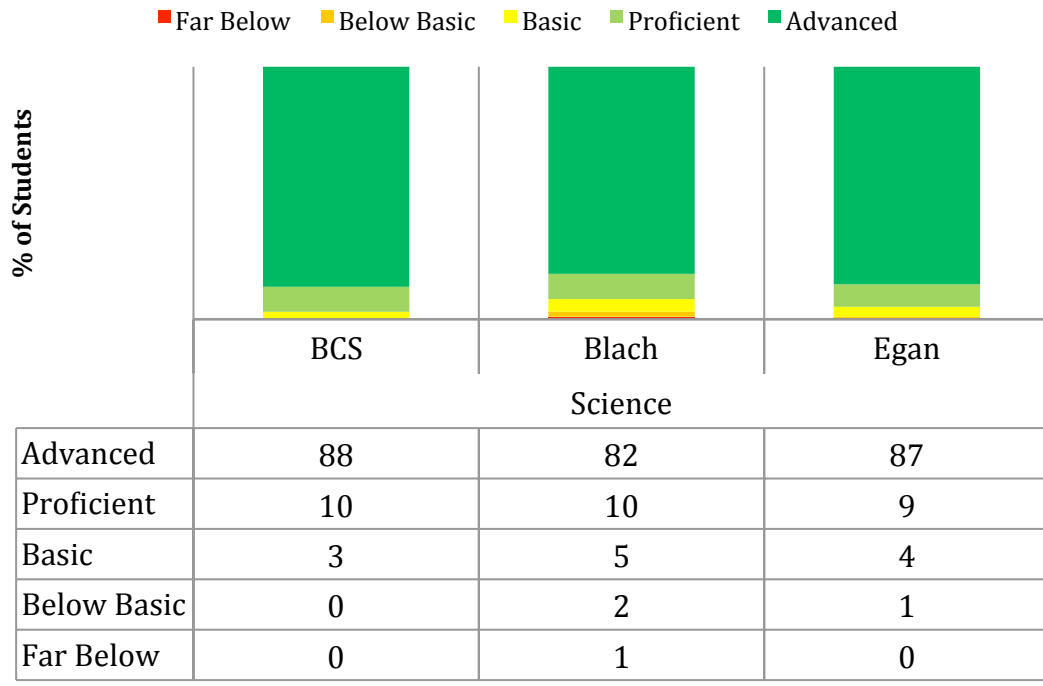
Source: CDE CAASPP 2015 research files

2015 CST Testing – Science

2015 CST Science: Gr. 5



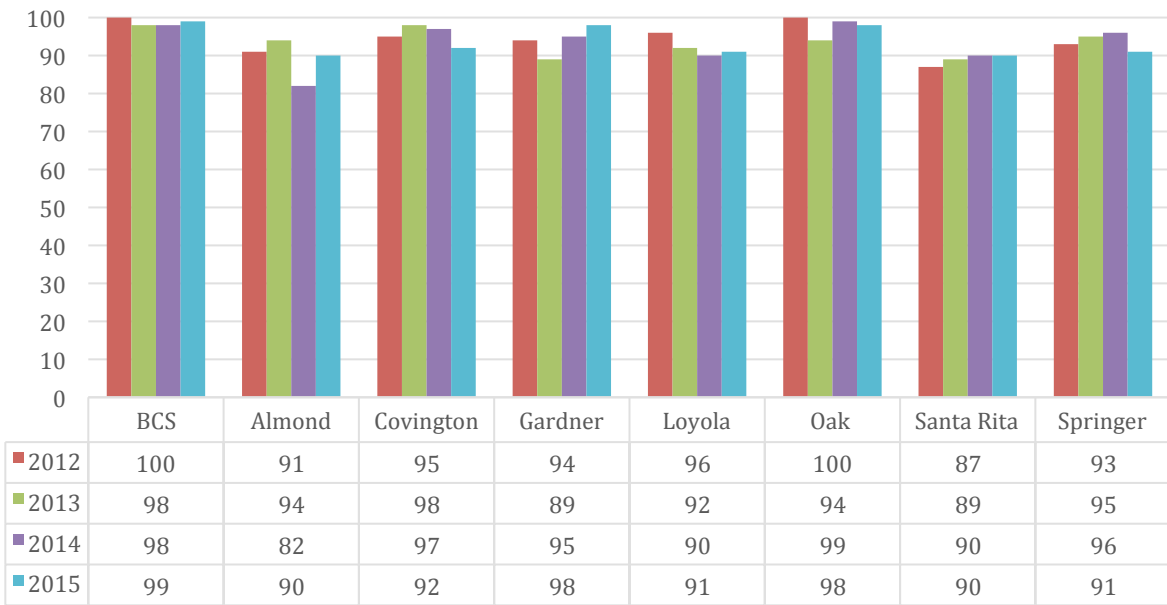
2015 CST Science: Gr. 8



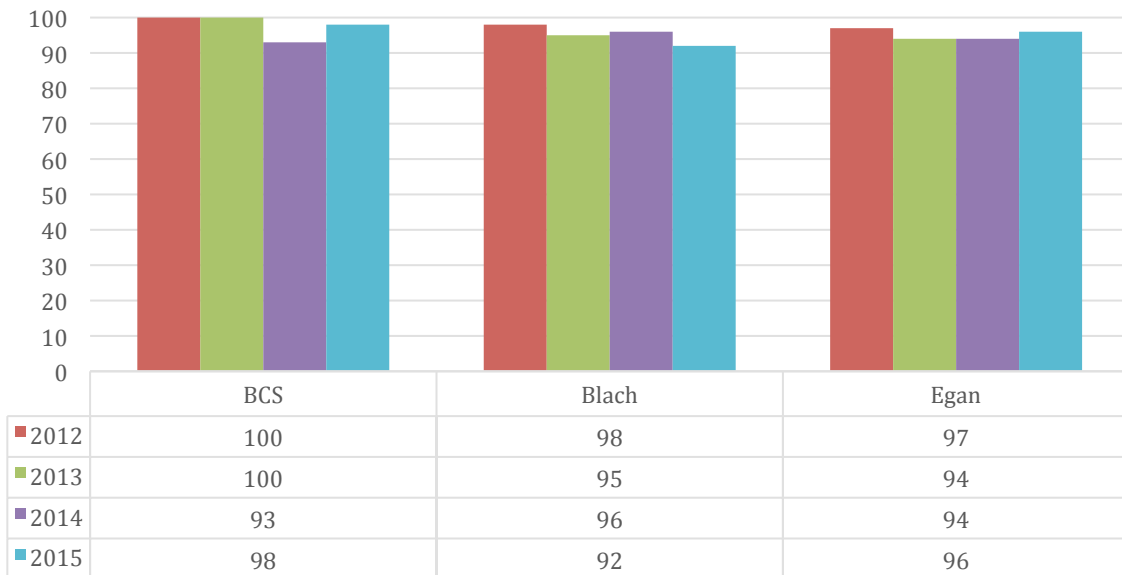
Source: CDE Dataquest

2012-2015 CST Science Testing

CST Science - Grade 5 Percent Proficient/Advanced



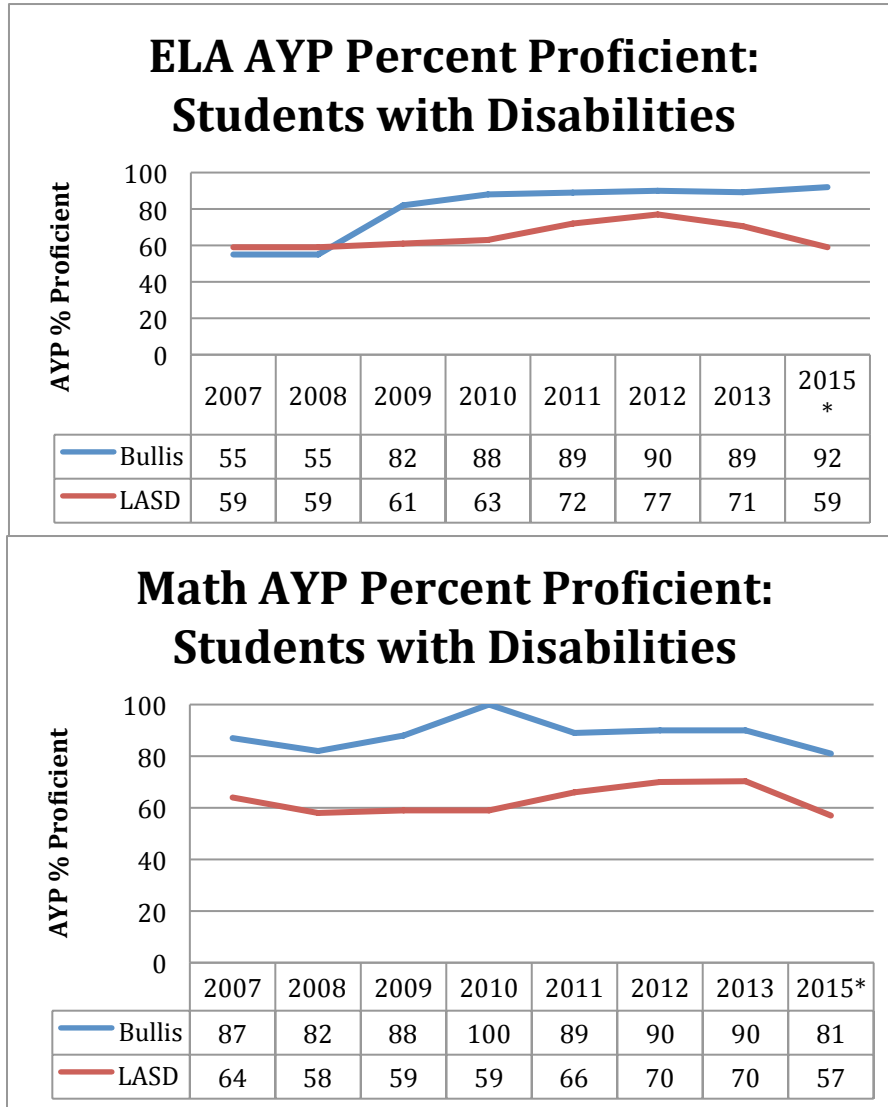
CST Science - Grade 8 Percent Proficient/Advanced



Source: CDE STAR research files for 2012-2014 & Dataquest for 2015

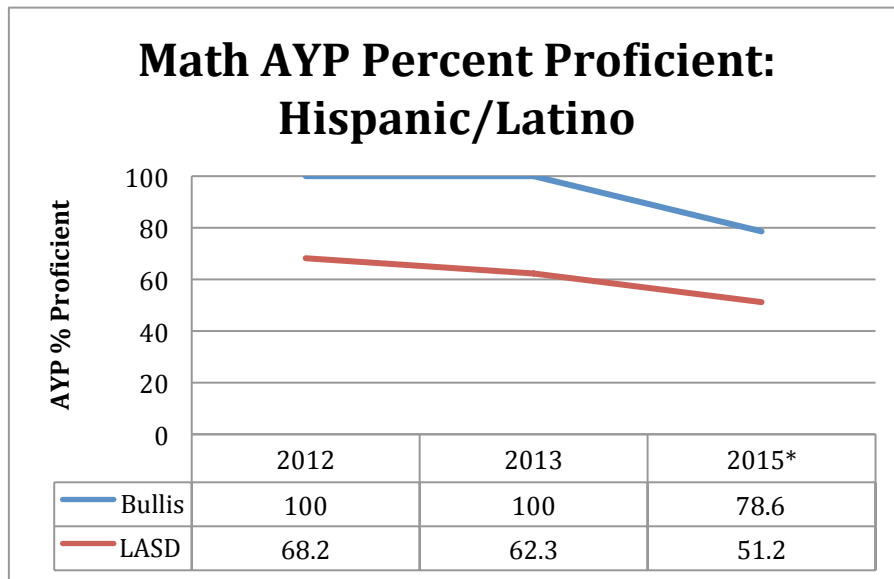
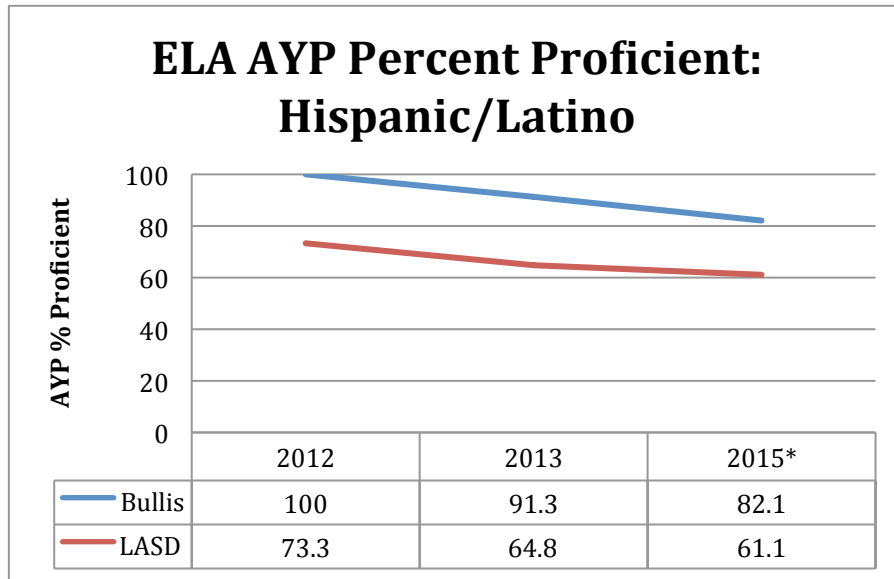
AYP Percent Proficient Compared to Local Schools for Subgroups

**Change to SBAC test in 2015*



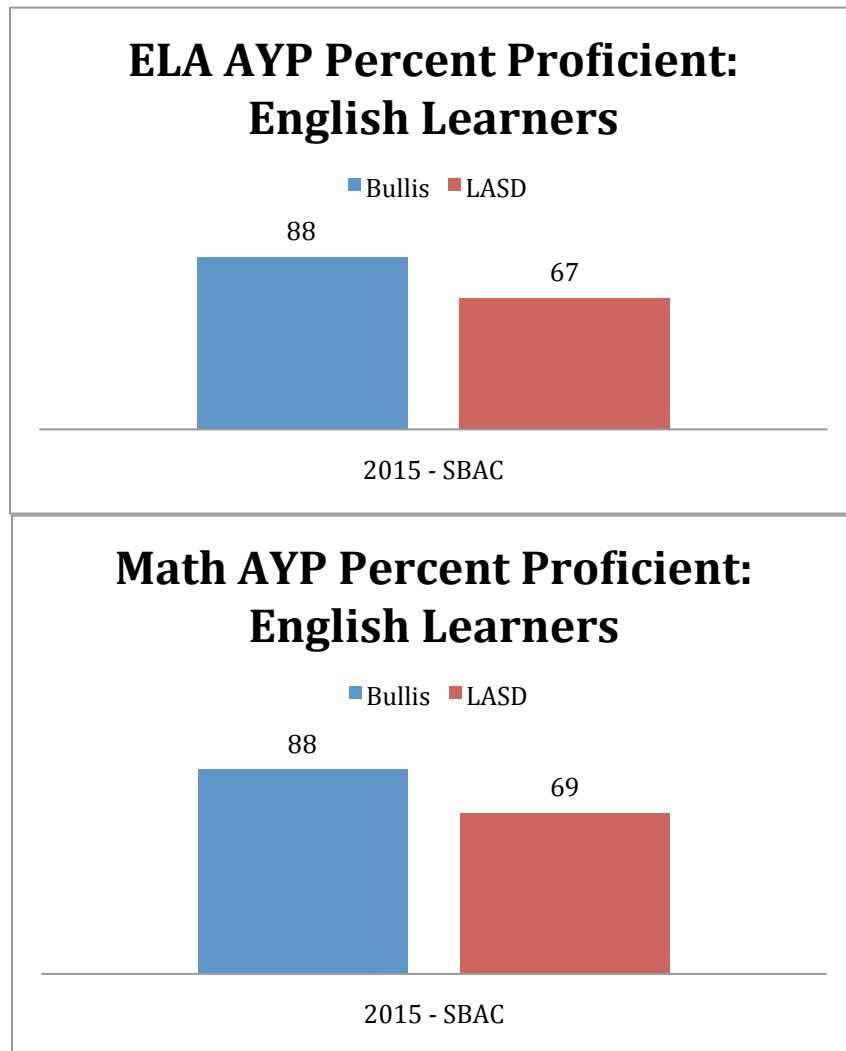
Source: CDE AYP annual research files

**2012 is the first year EL students became a statistically significant subgroup for AYP reporting and no information was reported in 2014*



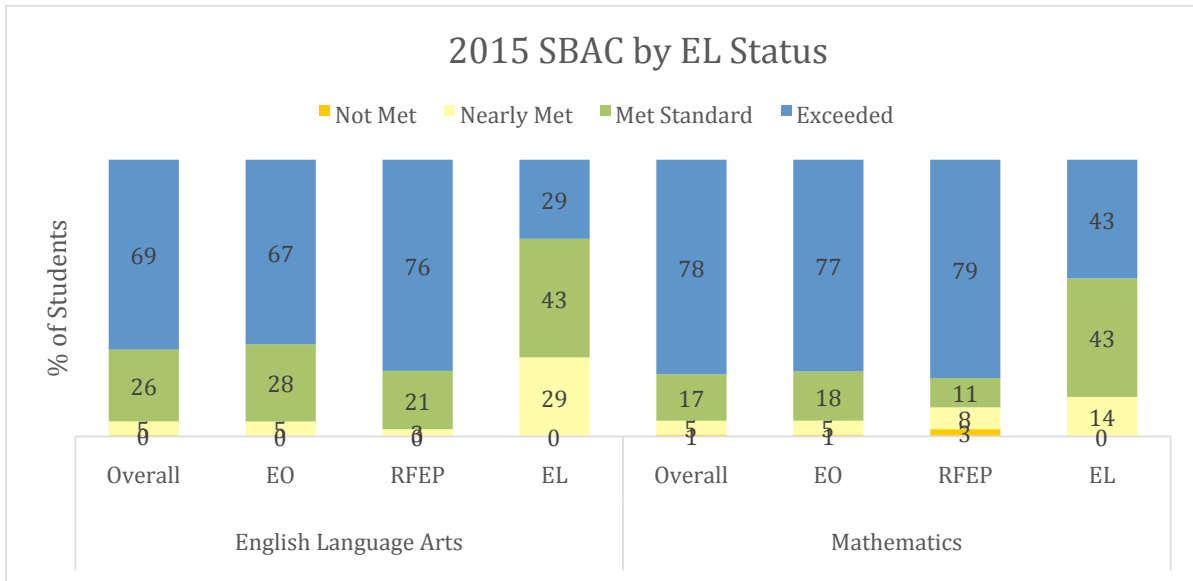
Source: CDE AYP annual research files

**2015 is the first year EL students became a statistically significant subgroup for AYP reporting*



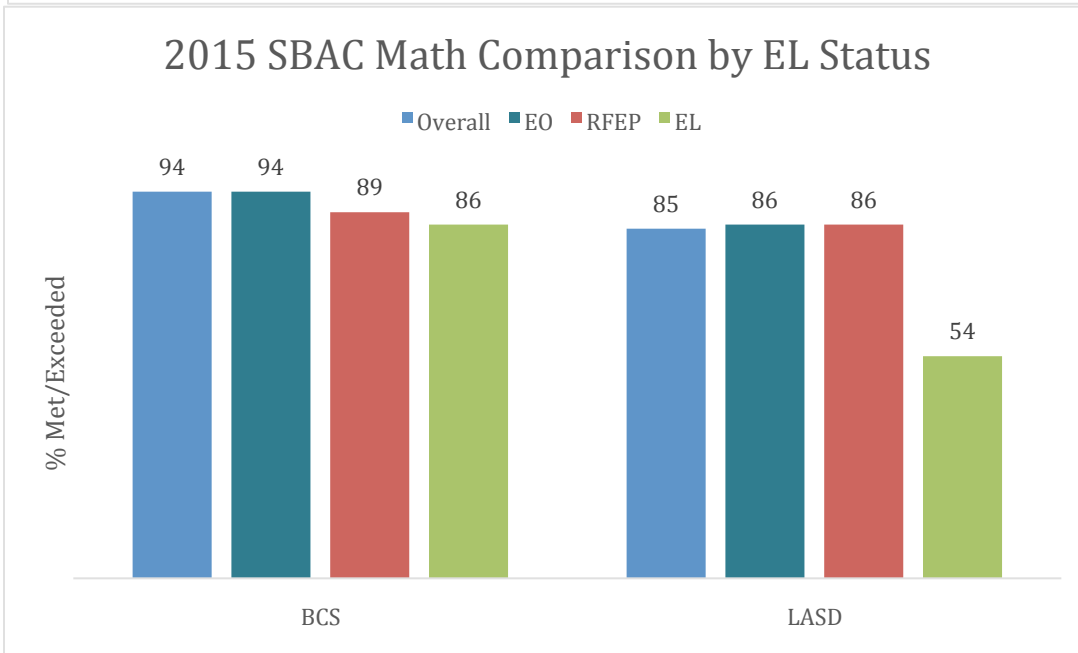
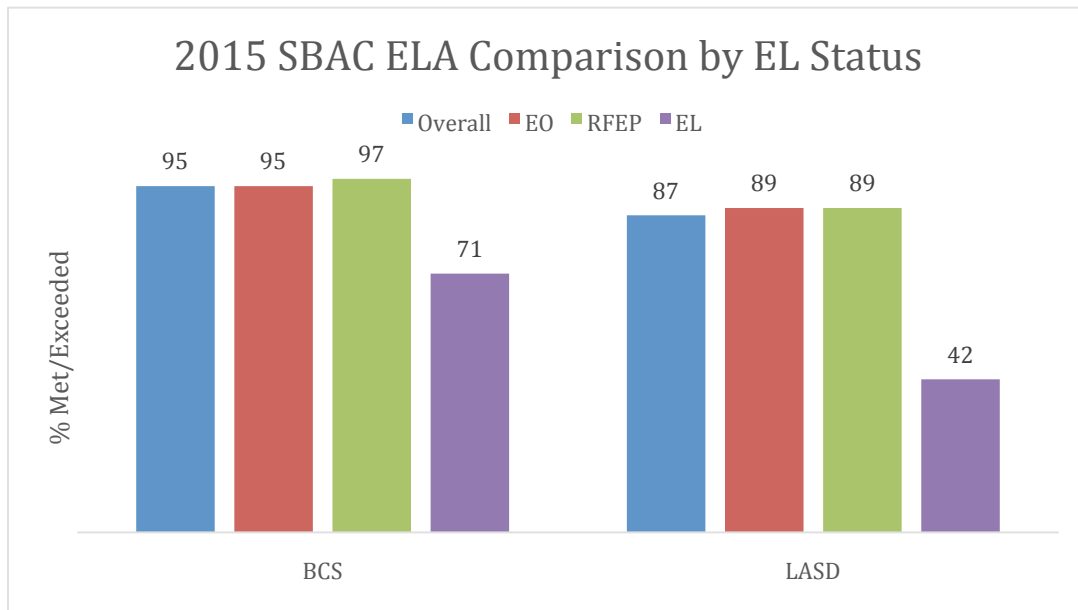
Source: CDE AYP annual research files

2015 SBAC Percent Standard Met/Exceeded by EL Status for BCS



Source: Bullis 2015 CAASPP student results file

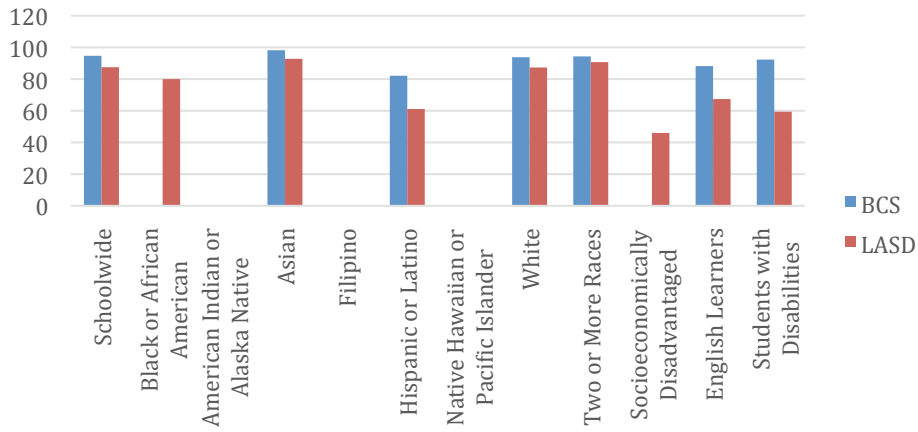
2015 SBAC Percent Standard Met/Exceeded by EL Status Compared to District



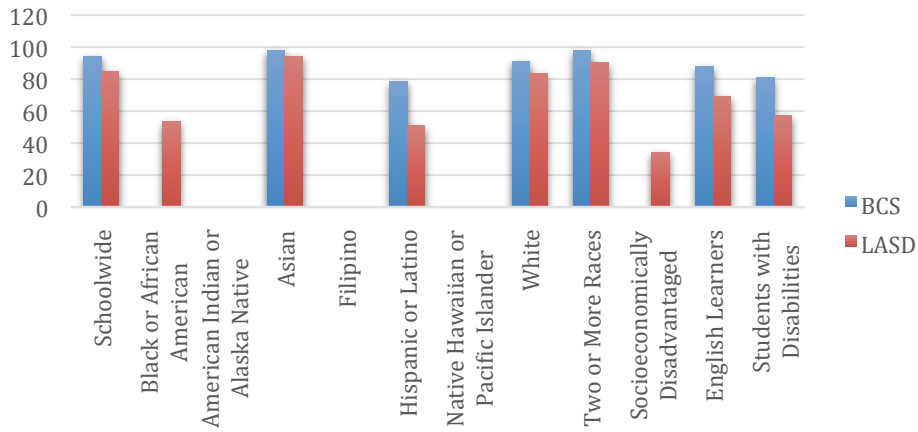
Source: CDE CAASPP 2015 research files

2015 SBAC Percent Standard Met/Exceeded by Ethnicity Compared to District

ELA Percent At or Above Proficient

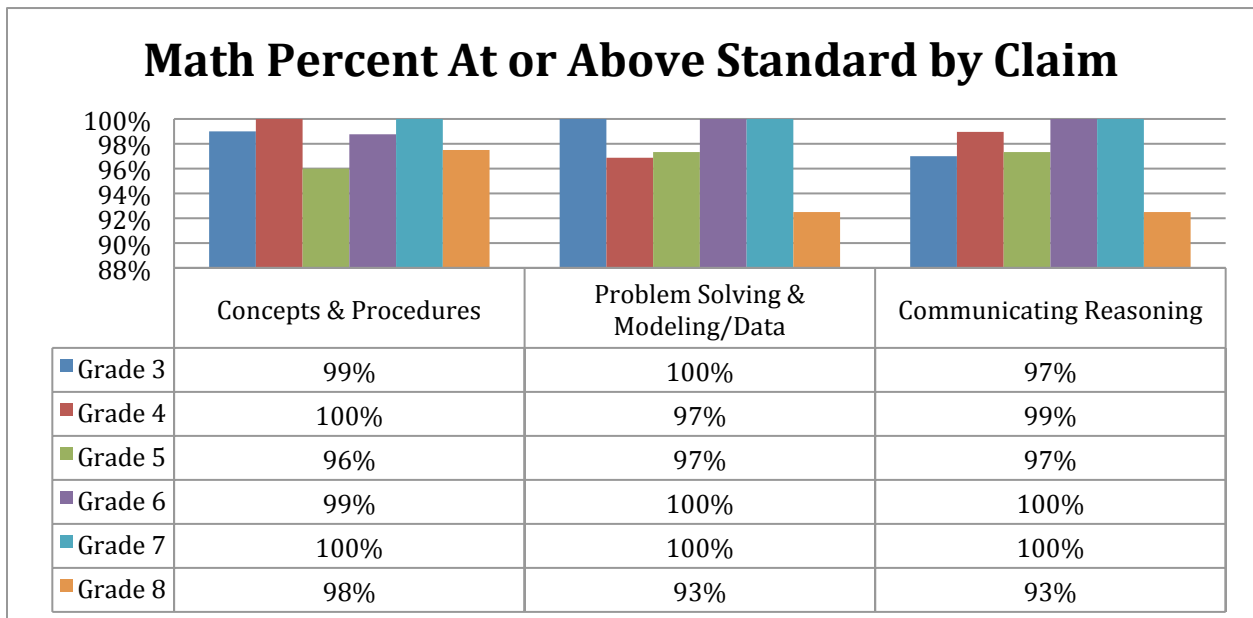
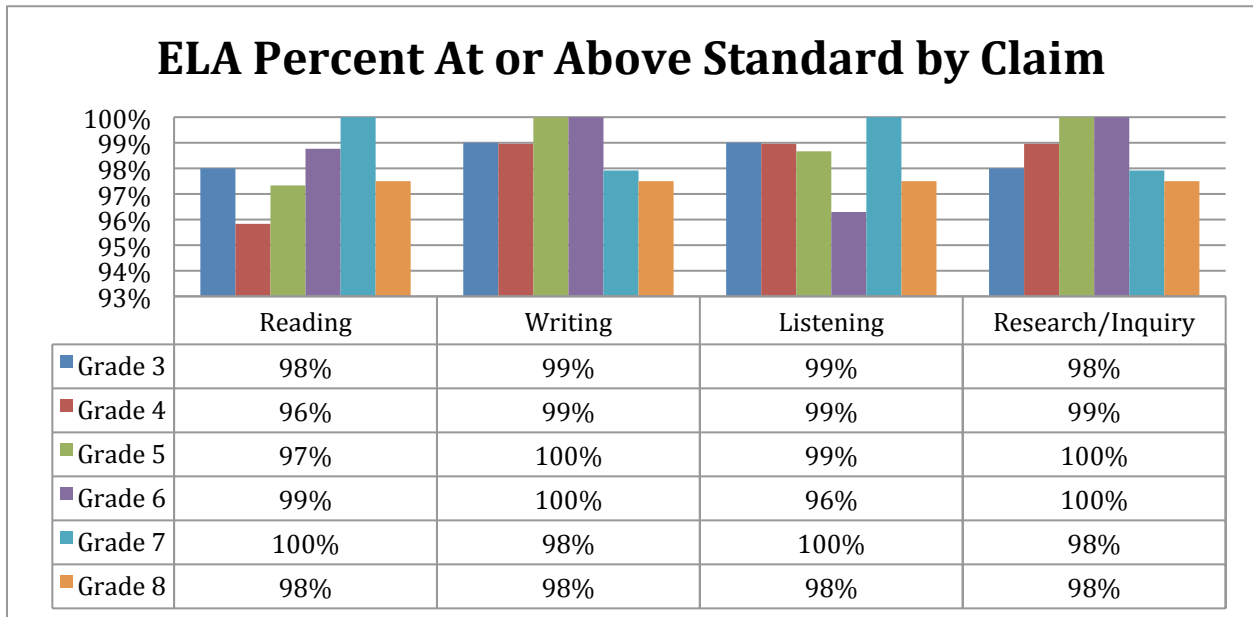


Math Percent At or Above Proficient



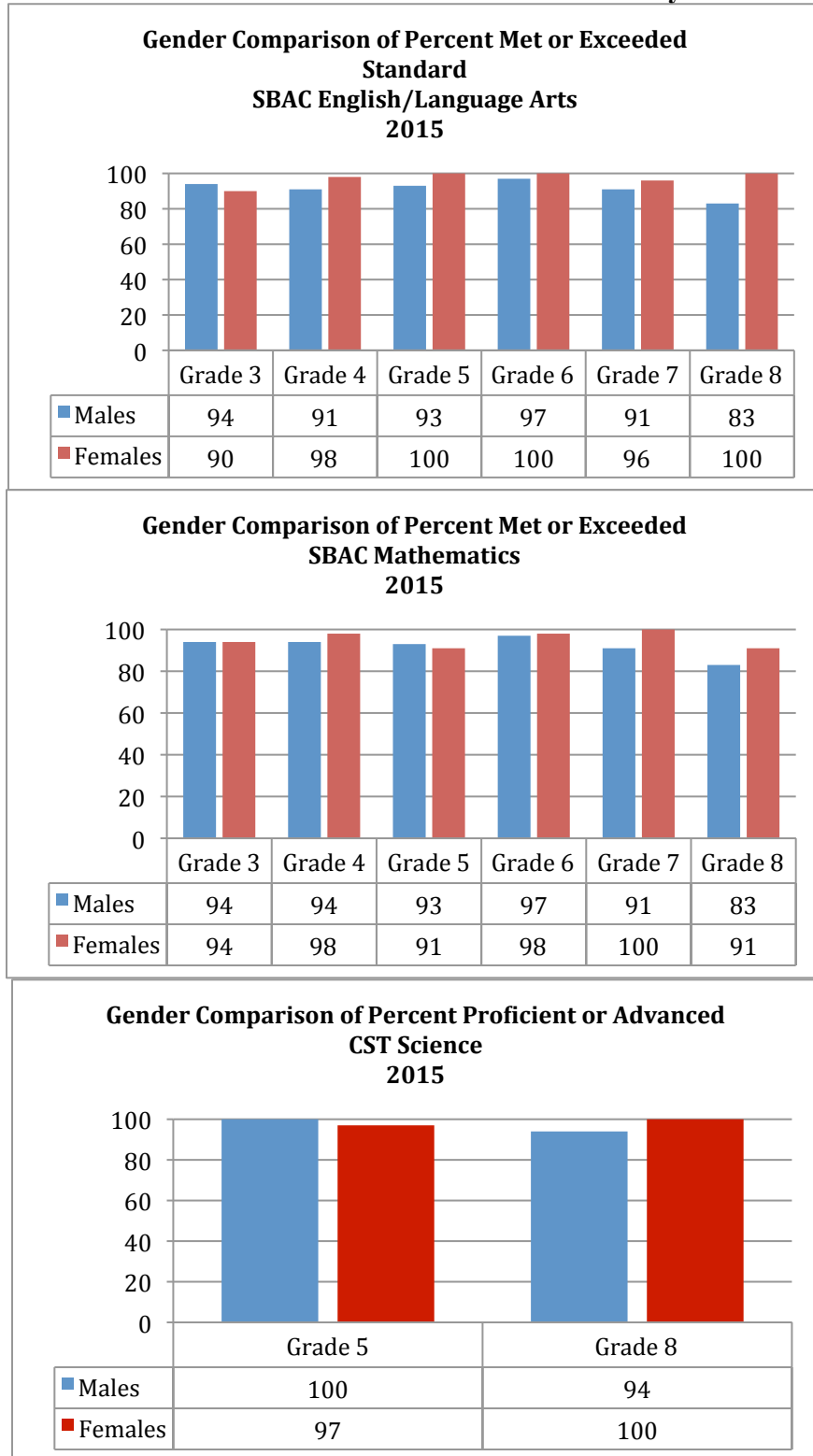
4) Other items tracked by school

2015 SBAC Percent At or Above Standard by Claim



Source: Bullis 2015 CAASPP student results file

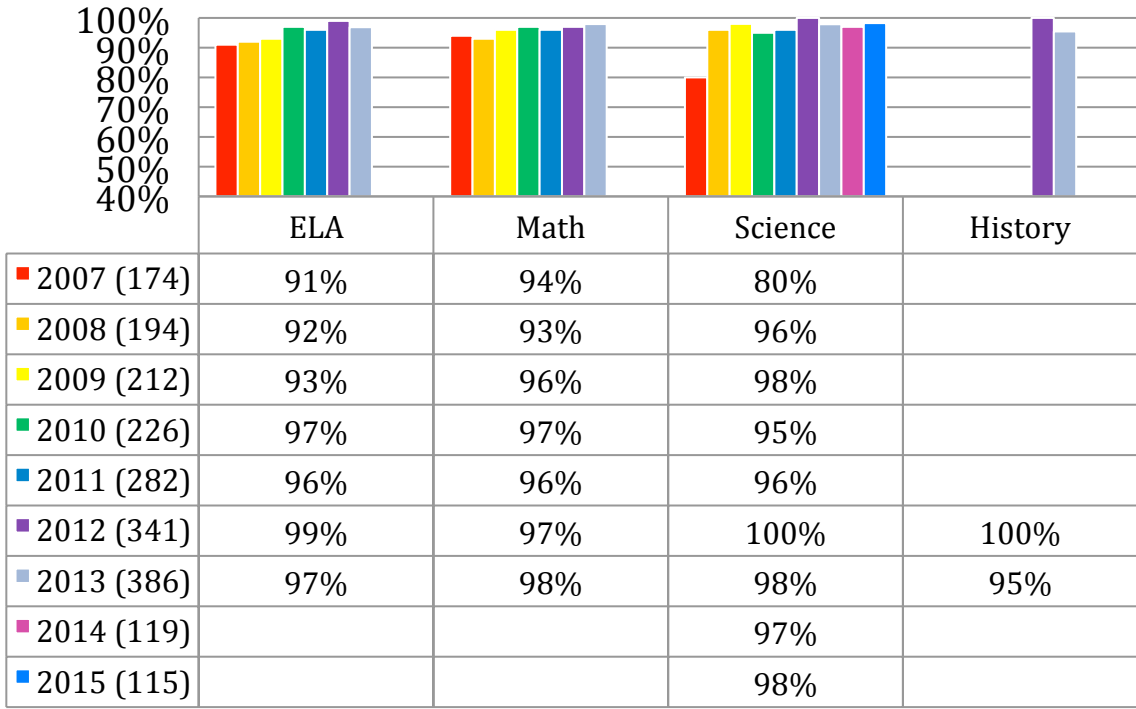
2015 SBAC ELA/Math and CST Science Percent Met/Exceeded by Gender



Source: Bullis 2015 CAASPP student results file

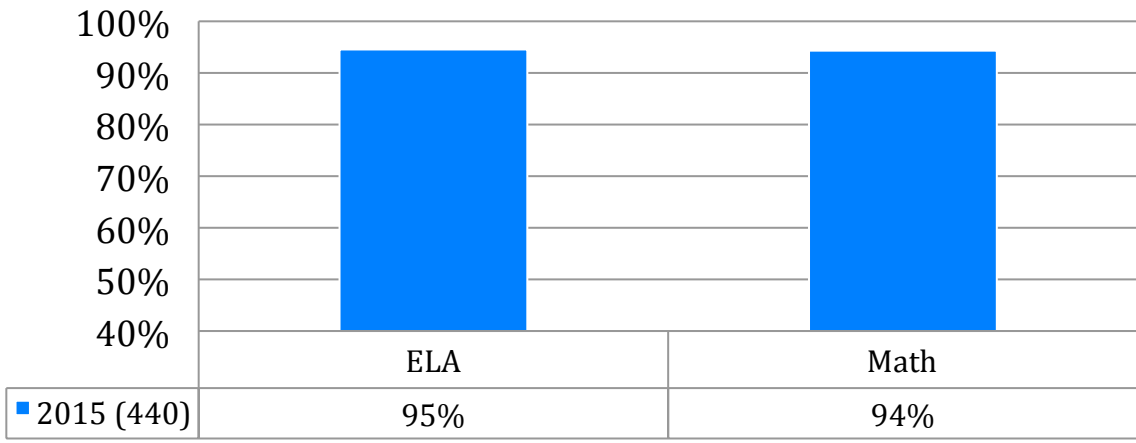
Year Over Year Progress on State Tests - School-wide

CST Percent Proficient & Advanced



Source: CDE STAR research files (2007 – 2013), CAASPP research file (2014), Dataquest (2015)

SBAC Standard Met & Exceeded



Source: CDE CAASPP 2015 research files

D. 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 is operated as a California non-profit public benefit corporation with 501(c)(3) tax exempt status. 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 as required by statute and special education services.

A. NON-PROFIT BOARD OF DIRECTORS

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

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

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

The Board's current composition includes:

John Phelps, Chair

Former Managing Director, National Semiconductor-Europe
End of Term: 6/30/2018

Jennifer Carolan, Vice Chair

General Partner & Co-Founder, Reach
End of Term: 6/30/2016

Andrea Eyring, Financial Secretary

President, Eyring Systems Incorporated
End of Term: 6/30/2016

Joe Hurd, Secretary

Lead, Emerging Business, Facebook
End of Term: 6/30/2018

Tom Denedy

Partner, Artiman Ventures
End of Term: 6/30/2017

David Jaques

COO, Greenough Consulting Group
End of Term: 6/30/2018

Francis La Poll

Partner, Gilfix & La Poll Associates LLP
Former Mayor, Los Altos
End of Term: 6/30/2018

Sang Yoo

End of Term: 6/30/2016

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

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

The nominating team conducts meeting(s) to identify potential candidates from the parent base and the community at large. A diverse set of names including those who self-nominate are surfaced and then compared and contrasted for their various competencies and fit to the selection

criteria. A board member who wishes to remain on the board is compared against all identified candidates as renewal of a board term is not automatic for a sitting board member.

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

The Board will meet at least once a month and 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
- Approval of the annual review and revisions of the Local Control Accountability Plan (“LCAP”)
- Review of recommended curriculum changes as needed
- Review of requests for out of state or overnight field trips
- Participation in the dispute resolution procedure and complaint procedures when necessary
- Review financial reports and check registers
- Election of a 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.

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

The 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.

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

B. 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 (annual 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.

C. 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 Chair 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 teams to assist in the execution of certain planning and administrative functions (known as “Superintendent/Principal appointed teams”)
- 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
- Manage the School annual oversight 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 financial reports to the School Board
- Participation in the dispute resolution procedure and the complaint procedure when necessary
- Plan and coordinate student orientation
- Communicate employment vacancies to the public
- Assist in development and implementation of curriculum
- Establish and execute enrollment procedures

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.

D. PRINCIPAL

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

- Coach teachers in the development of their goals and professional growth plans, including teachers who are committed to obtaining nationally board certification
- Collaborate with teachers to establish specific, targeted student performance goals and create plans for curriculum, assessment, and instructional practice
- Maintain primary focus on improving student outcomes and teacher quality
- Manage student affairs and disciplinary issues with both students and families
- Identify, recruit, and promote excellent teachers and other school personnel
- Provide feedback to teachers and staff around successful leadership practices
- Manage leadership teams (literacy, special education, teacher quality, etc.) to drive exceptional student achievement outcomes for all student
- Coordinate the administration of Standardized Testing
- Manage annual performance review process for teachers, setting clear expectations, and providing documentation/evidence of progress
- Create opportunities for professional growth and develop innovative strategic compensation for staff including base salary, benefits and reward;
- Serve on Superintendent/Principal's leadership team, including:
 - Managing the day-to-day operations of the school
 - Providing leadership expertise to the Superintendent in areas such as enrollment, teacher evaluation, special education and curriculum adoption
 - Creating a collaborative and open communication line between district departments, driving alignment of strategic vision and a shared understanding of challenges at the school level
 - Establishing a strong relationship with the county office and managing all reporting requirements around the charter (i.e. student achievement and other school data)
- Attend and/or run school-site meetings and events to foster a culture of engagement among students, parents, and other community stakeholders

- Facilitate Open House events
- Develop constructive partnerships with parents and families to engage them in everyday activities and leverage their areas of expertise in supporting the whole school community
- Build strong relationships with all internal and external stakeholders, ensuring a common understanding of the school's vision for student success

E. ASSISTANT PRINCIPAL

The Assistant Principal works under the direction of the Principal and assists the Principal in overseeing the day-to-day operations of the School. The Assistant Principal supports the Principal in providing instructional, organizational, and community leadership with responsibilities including, but not be limited to, the following:

- Support the Principal in coaching teachers in the development of their goals and professional growth plans, including teachers who are committed to getting nationally board certified
- Collaborate with teachers to establish specific, targeted student performance goals and create plans for curriculum, assessment, and instructional practice
- Support the Principal in data collection, analysis and intervention to ensure that the school meets its academic and operational goals
- Maintain primary focus on improving student outcomes and teacher quality
- Manage student affairs and disciplinary issues with both students and families.
- Assist the Principal to identify, recruit, and promote excellent teachers and other school personnel
- Provide feedback to teachers and staff around successful leadership practices;
- Manage leadership teams (literacy, special education, teacher quality, etc.) to drive exceptional student achievement outcomes for all students
- Support the Principal in managing the annual performance review process for teachers, setting clear expectations, and providing documentation/evidence of progress
- Assist the Principal in creating opportunities for professional growth and developing innovative strategic compensation for staff including base salary, benefits and rewards
- Serve on Superintendent's leadership team, including:
 - Managing the day-to-day operations of the school
 - Providing leadership expertise to the Superintendent in areas such as enrollment, teacher evaluation, special education and curriculum adoption

- Creating a collaborative and open communication line between district departments, driving alignment of strategic vision and a shared understanding of challenges at the school level
- Establishing a strong relationship with the county office and managing all reporting requirements around the charter (i.e. student achievement and other school data)
- Attend and/or run school-site meetings and events to foster a culture of engagement among students, parents, and other community stakeholders
- Develop constructive partnerships with parents and families to engage them in everyday activities and leverage their areas of expertise in supporting the whole school community
- Build strong relationships with all internal and external stakeholders, ensuring a common understanding of the school's vision for student success

F. 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.

G. 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 Principal. The Principal shall provide ongoing feedback during the course of the year to foster continuous improvement along with periodic evaluations as appropriate.

BCS operates on the consensus-based decision making process and many site decisions are made in collaboration with the Faculty who work in grade level teams and professional learning communities to research, plan, and develop many of the School's systems and programs. The Faculty will be responsible for making recommendations to the Principal and assisting the Superintendent's Leadership Team 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 rubrics
- 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.

H. 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 members 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.

I. ROLE OF THE FAMILY

BCS values family members as integral partners in students' educational processes and the School's success and is committed to establishing meaningful working relationships with them.

From summer picnics to the "New Family Orientation" week activities, and the 1:1 meetings with the BCS administration, there is immediate support for new families to BCS and opportunities for them to be immersed in the community. Once at school, parents are trained and developed just like staff members. Education classes, such as those on the new common core state standards, internet safety, and effective math instruction, are open to parents to attend

alongside teachers to better understand the pedagogy and the best practices employed by the school.

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

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

Throughout the year, there is close communication between the family and school. Weekly newsletters and bulletins are sent from teachers and administration to keep parents informed about assignments, upcoming events, volunteer opportunities, etc. Student work and assessments are sent home for review; emails, blogs, podcasts, and FreshGrade, the digital portfolios for every student are used to keep parents updated, giving them a window into their child's learning; and parents are invited to end-of-unit presentations. The BCS website includes a password secured parent portal that provides even more information about school activities, classroom programs, and student attendance and grades. Parents have a school calendar that can be personalized to populate only the school programs that they are interested in (e.g. specific grade level's events, specific school programs such as play rehearsals, etc.).

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

Strategic Planning

Parents have the opportunity to participate annually on the Strategic Planning Team or as a member of Action Teams. Parents receive training on how to be effective members and work collaboratively with BCS staff and community members in order to develop and implement strategic initiatives for the School in alignment with the School's Mission Statement. For example, the World Language Program, the Middle School Program, the Performance Based Compensation Model were all as a result of the Strategic Planning process with parents' input and participation. (see Appendix C)

LCAP Process

Parents play a significant role in the development and review of the LCAP goals. From the Strategic Planning process whereby every parent in the School is invited to participate in developing the LCAP goals to the monthly BBC Forums and the Board Meetings where parents

serve in leadership roles and/or are solicited for their input, parents help determine and shape the course of the School's direction.

English Learner Advisory Committee ("ELAC")

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

Divergent Learners' Advisory Group

Parents and/or community members who are interested in collaborating with the School in order to support students who are divergent learners (e.g. specific learning disabilities, autism spectrum disorder, significant medical history, asynchronous development, anxiety or other mood conditions, GATE, sensory processing issues, etc.) are invited to participate in the Divergent Learners' Advisory Group. Run by the Principal and a developmental and behavioral pediatrician, the group is both a parent support/education group as well as steering committee that is responsible for developing school-wide and community-wide parent education events.

BBC Forum

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

Middle School Parent Advisory Group

Established when the School extended to educate 7th and 8th grade students, this self-selected parent group works with staff to evaluate the middle school program and to plan and execute activities to support the grades 6-8 students. Some initiatives from advisory group include: Hidden Villa Middle School Team Building Weekend, Diversity Leadership Conference, Middle School Parent Forums, and Middle School Orientation.

Middle School Parents Forum

Middle School Parents meet ten times a year to learn about and discuss topics relevant to students at those ages. Led by the Principal and middle school teachers, each session revolves around topics that parents identified via surveys such as homework, anxiety and stress, internet safety, etc.

Finance Committee

Parents serve on this standing committee of the School Board in order to review and analyze school budgets, auditor selections, business service provider, financial expenditures and revenues, financial policies, and other projects in order to ensure adequate fiscal control and to make recommendations to the School Board

School Survey

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

i. SPECIAL EDUCATION/SELPA

Overview

Bullis Charter School complies 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 Improvement Act ("IDEIA").

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

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

Services for Students under the "IDEIA"

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

Staffing

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

special education services to Bullis students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

In addition, Bullis Charter School allocates a .4 FTE administrator to oversee the Special Education Program and coordinate with SCCOE. This administrator's duties include meeting regularly with Special Education staff to ensure all aspects of student IEPs are followed, attending all IEP meetings, communicating with SCCOE about requests for assessment, ensuring all timelines are met, and generally overseeing the day-to-day operations of the Special Education program.

Professional Development for Bullis Charter School Staff

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

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

Notification and Coordination

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

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

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

Identification and Referral

Bullis Charter School has the responsibility to identify, refer, and work cooperatively in locating enrolled students who have or may have exceptional needs that qualify them to receive special education services. Bullis Charter School implements SCCOE and SELPA policies and

procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. Bullis Charter School complies with the Child Find mandate in the IDEIA, which requires all schools to identify, locate and evaluate all children with disabilities, and determine if general education interventions provide a free appropriate public education to the student in question. SCCOE provides Bullis Charter School with any assistance that it generally provides its schools in the identification and referral processes

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

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

In the event that the Bullis Charter School receives a parent written request for assessment, Bullis works collaboratively with SCCOE and the parent to address the request. Bullis and SCCOE provide the parent with a written assessment plan within fifteen days of receipt of the written request and holds an IEP within sixty days of parent’s consent to the assessment plan to consider the results of any assessment.

During the 2015-16 academic year, 21 students have been referred for Special Education assessments, 8 qualified for services, 2 did not qualify, and the remaining are still in process. Forty-one (41) students in the current academic year are receiving special education services, 5% for autism, 10% for other health impairment, 41% for specific learning disability, and 44% for speech/language impairment as a primary disability.

Assessments

The term “assessments” has the same meaning as the term “evaluation” in the IDEIA. SCCOE determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with SCCOE’s general practice and procedure. Bullis Charter School works in collaboration with SCCOE to obtain parent/guardian consent to assess students. Bullis does not conduct special education assessments unless directed by SCCOE.

IEP Meetings

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

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

IEP Development

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

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

IEP Implementation

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

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

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

Delivery of Special Education Services

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

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

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

Non-Public Placements/Non-Public Agencies

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

Interim and Initial Placements of New and Voluntarily Disenrolling Bullis Charter School Students

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

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

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

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

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

Non-discrimination

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

Procedural Safeguards

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

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

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

Bullis Charter School and SCCOE will, in a timely manner, notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. SCCOE, as the LEA,

has the ultimately responsibility for determining how to respond to parent concerns or complaints, and Bullis will comply with SCCOE's decision.

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

SELPA Representation

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

Funding

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

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

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

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

Dispute Resolution Among Members

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

ii. Implementation of Section 504 of the Rehabilitation Act

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

Bullis Charter School recognizes its legal responsibility to ensure that no qualified person with a disability is, on the basis of disability, excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program at Bullis Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodations at Bullis Charter School.

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be given a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

E. EMPLOYEE QUALIFICATIONS

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

Overall Qualifications

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

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

Any applicant who requires an accommodation in order to perform the essential functions of the job should contact the 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.

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

BCS seek to hire employees who:

- Are collaborative and consensus-based
- Value being a part of a community of continuous inquiry and improvement
- Exhibit an entrepreneurial and innovative spirit; willing to try things that have not been done before in traditional public schools
- Embodies a "do whatever it takes" attitude
- Are dedicated to educating the "whole child"

and educators who are and committed to:

- Personalized Learning
- Project-Based Learning
- Design Thinking
- STEAM
- Environmental education
- Character Development and Social Emotional Learning

- Parent and Community partnerships

Teacher Qualifications

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

Teachers in charter schools shall 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 chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.

Bullis Charter School teachers shall meet any applicable federal requirements for teachers at charter schools pursuant to the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended under the Every Student Succeeds Act (“ESSA”). All teachers who teach English Learners must possess a CLAD and/or BCLAD or other certification or authorization to teach these groups of students. Core teachers, defined as those who teach English language arts, math, science, and social science, shall be properly credentialed for their assignment.

Regarding noncore teachers, please see Appendix R, Non–Core, Non–College Prep Courses for a list of course currently offered. Bullis Charter School may employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the BCS’s adopted personnel policies.

Staff Selection

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

All teaching faculty salaries are determined by their placement on the performance-based compensation Continuum based on evidence of student outcomes. Other staff members are compensated based on their level of expertise and experience for the duties of their position. All staff are provided comprehensive medical, vision, and dental coverage.

The evaluation process is reviewed every year with staff; new staff members trained in the fall.	
September - October	All staff set annual SMART (Specific, Measurable, Attainable, Relevant & Timely) goals
October - November	Meet with Administrator to review SMART goals
December – February	Formal observations conducted
March – April	Meeting(s) with Administrator to review progress on SMART goals
May	Meeting to share evidence and discuss meeting of SMART goals

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.

Job Qualification for Key Bullis Charter School Positions

Superintendent/Principal and Assistant Principal

Instructional Expertise and Achievement Focus

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

Strategic Planning and Effective Execution

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

Communication

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

Adult Leadership

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

Possesses:

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

Teaching Faculty

(from the staff developed “Role of a BCS Educator;” employment qualifications are listed above)

Classroom:

Creating and Maintaining Effective Environments for Student Learning

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

Planning Instruction and Designing Learning Experiences for All Students

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

Engaging and Supporting All Students in Learning

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

- Differentiates lessons to meet students' needs

Logistics and Facilities Management:

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

Communication:

- Adheres to all BCS Ground Rules in regards to communication
- Maintains regular communication with staff members & parents
 - Responds to communication within one work day
 - Collaborates with faculty on lesson plans and objectives
 - Keeps individual contact with parents
 - Generates newsletters and update website regularly
 - Communicates with students in an effective and appropriate manner
 - Builds positive relationships with parents
 - Handles confidential information in a responsible and professional manner

Mentoring:

Staff

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

Students

- Mentors middle school students (optional)

Co-Curriculars/Intersessions:

Offers programs that extend beyond the general curriculum

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

Designs elective instruction to include important aspects of professional practice

- Communicates initially and as needed with parents and homeroom teachers
- Plans long term and daily
- Integrates content across two or more subjects whenever possible

- Manages classroom
- Understands multi-age group and adapts approach
- Shares learning in a variety of ways (as an option at culminating assembly, recess, concerts)

Continuous Inquiry and Improvement:

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

School Leadership:

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

School Nurse

- Licensed Registered Nurse
- Bachelor of Science degree in Nursing
- Possession of a School Audiometrist Certificate-as required by the State of California
- Fluent in a second language preferable
- Maintains up-to-date cumulative health records on all students.
- Conducts mandated school health screening services including hearing, vision and scoliosis screening.
- Communicate with parents, school personnel, physicians and other health providers on school health related issues.
- Participates with school staff in developing and implementing total school health program.
- Provide recommendations regarding modification of the educational program of individual students with specific health needs.
- Assumes authority, in the absence of a physician, for the care of a student or staff member who has suffered injury or emergency illness.

- Prepares and submits reports to the School administration
- Authorizes exclusion and readmission of students in compliance with Board policy on infectious and contagious diseases.
- Make recommendations to teachers on issues regarding student health conditions.
- Promotes a healthy and safe school environment.
- Is knowledgeable in first aid and safety control methods.
- Is knowledgeable in State, County, City health laws and regulations.
- Adheres to the Code of Ethics of the Nurse Practice Act.
- Assumes an active role in substance abuse prevention education.
- Will make home visits when appropriate.

All BCS employees shall be subject to a background check that include passing FBI and DOJ Livescan fingerprinting clearance. BCS employees also need to present proof of a tuberculosis clearance. Please reference, within the petition, Element F: Health and Safety Procedures, below, for more information.

Professional Development – How Teachers Learn the Curricula

BCS’s approach to professional development (“PD”) reflects the School’s mission to support all staff to “reach their full potential” and the school’s culture of a professional learning community. Therefore, every staff member participates in professional development opportunities and last year, over \$150,000 was spent to that end.

Professional development at BCS is aligned with its strategic plan, helps staff accomplish school improvement objectives, and is responsive to staff reflection on student learning. All staff members attend a 10-day professional development period over the summer in addition to weekly PD meetings throughout the year. Past topic include: developing CCSS and NGSS aligned curriculum, workshops in the Reading & Writing Project, Step Up To Writing, and the San Jose Writing Project, Project-Based Learning (“PBL”) through the Buck Institute, Design Thinking, Schools Attuned, and integrating technology in the classroom. Because we hire an extremely talented and diverse staff, Bullis teachers also share best practices and work across grade levels and specialist areas to develop long-term, cross-curricular plans that meet the needs of all learners. New teachers are given 2 extra days of on-boarding in August before the rest of the staff members return.

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

A unique element of our in-house professional development is the Associate Teacher (“AT”) position. ATs learn the ropes of being a first-year teacher by working alongside 3 mentor teachers for an entire year before stepping into their own classrooms. ATs use this valuable time to gain experience in important skills such as differentiating instruction, developing PBLs, and creating individualized student goals.

Teachers are supported in creating Personal Education Plans. All teachers set SMART goals

based on their placement on the Continuum--a performance-based pay process developed by teachers to guide professional growth. As part of developing the SMART goals, teachers also identify skills and concepts they must attain in order to meet their goals as well the means in which the School can support them. Strategies like purchasing resources to read, attending workshops, taking time out of the classroom in order to observe other teachers, etc. are all supported and funded by the School.

Like students, BCS values its teachers at their level and are provided the necessary resources to support their development and in their subject area. Teachers who are new to the profession are provided a BTSA mentor; more experienced teachers may attend workshops to learn to be trainers. The music teacher attends the California Music Educators conferences; teacher leaders are sent to New York to take classes at the Teachers College. All teachers are encouraged and supported to pursue National Board certification and to attend state and national charter school conferences. When held in northern California, the school calendar has been adjusted to allow the entire staff to attend the California Charter School Association conference.

F. HEALTH AND SAFETY PROCEDURES

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal 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 tuberculosis risk assessment or examination. Students must provide proof of immunizations and health screening.

The health and safety policies and procedures are incorporated into Bullis Charter School's Student and Parent Handbook (see Appendix H), Employee Handbook (see Appendix I), and School Site Safety Plan (Appendix D) and are reviewed on an ongoing basis. BCS shall ensure that staff are trained annually on the health and safety policies. Bullis Charter School may revise and create additional policies and procedures as needed and to stay in compliance with changes to local, state and federal laws and regulations.

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

Procedures for Background Checks

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

Employees and contractors of the Charter School shall be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent/Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

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

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which will be maintained by the 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
- Resume
- Complete W-4 & DE-4 Income Tax forms
- Proof of Tuberculosis clearance

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

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

Emergency Epinephrine Auto-Injectors

Bullis Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteer at school.

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

Vision, Hearing, and Scoliosis

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

Diabetes

Bullis Charter School shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Emergency Preparedness

Bullis Charter School shall adhere to a comprehensive School Safety Plan (SB 187) (see Appendix D) drafted specifically to the needs of the school sites in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, active shooter, and hostage situations. The School Safety Plan also addresses Mandated Child Abuse Reporting, Sexual Harassment policy and procedure, seismic safety (structural integrity and earthquake preparedness) and Dress Code.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent and Code Red procedures. Fire drills shall be conducted monthly and a Code Red evacuation and Earthquake drill, annually.

Blood borne Pathogens

Bullis Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The BCS Board shall maintain a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

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

Drug-, Alcohol-, and Smoke-Free Environment

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

Facility Safety

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

Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

G. 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)

Bullis Charter School shall strive, through recruitment and admission practices, to achieve a racial and ethnic balance among its students that is reflective of the general population residing within the territorial jurisdiction of the Los Altos School District (see data tables below).

Recruitment Strategy

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

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the territorial jurisdiction of the local school district.
- Continuous outreach activities throughout the community.

The BCS Outreach Recruitment Plan, with a dedicated annual budget, is used to recruit various racial and ethnic groups represented in the District. The plan is adjusted each year as needed and includes a variety of outreach strategies including but not limited to:

- Four Parent Information Nights: two for the K-5th grades, two for the middle school grades, scheduled at times when we believe most parents can attend
- School Tours offered with Spanish interpretation
- Website with translation into Spanish and Mandarin
- Interpreters available at Parent Information Night for Spanish and Mandarin
- Enrollment/Registration package in English and Spanish
- School staff members fluent in a variety of languages are available daily to assist with parent inquiries
- Sessions to provide 1:1 support to complete online enrollment form at school
- Direct mail postcard targeting Los Altos School District residents
- Direct mail postcard targeting North of El Camino (“NEC”) neighborhoods in LASD with Spanish outreach materials
- 1:1 recruiting in North of El Camino neighborhoods (Ortega and Del Medio neighborhoods)
 - Flyers/registration packets passed out at local parks NEC

- Flyers and applications distributed by door to door outreach at residences NEC
- Dedicated phone number and email address for registration/school information questions (over 50 information requests handled most weeks)
- Signage/Advertising
 - Advertising in local papers both in English and Spanish
 - Advertising in Spanish only paper – Alianza News
 - Flyers/posters in downtown Los Altos and Mountain View locations
 - Flyers/posters in Los Altos and Mountain View libraries
 - Flyers posted in apartment building lobbies North of El Camino
 - Flyers in laundromats, car wash, Mountain View Community Center, Spanish grocery stores, taquerias, Mountain View banks, convenience stores, gas stations, etc.
 - Signage in Los Altos School District wherever permitted
 - Signage at BCS campuses including one facing high traffic San Antonio Road

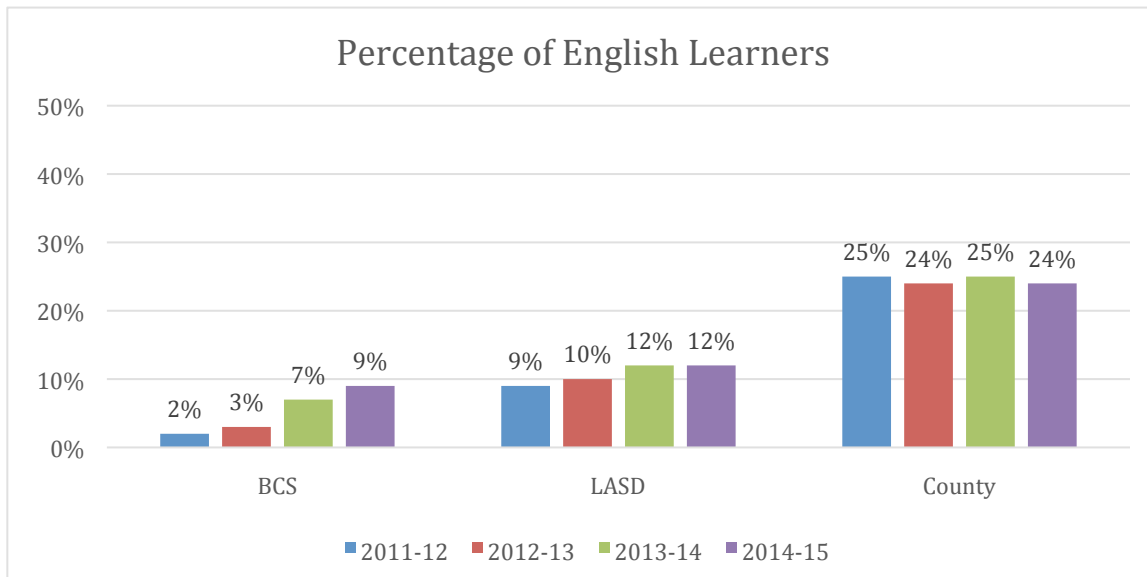
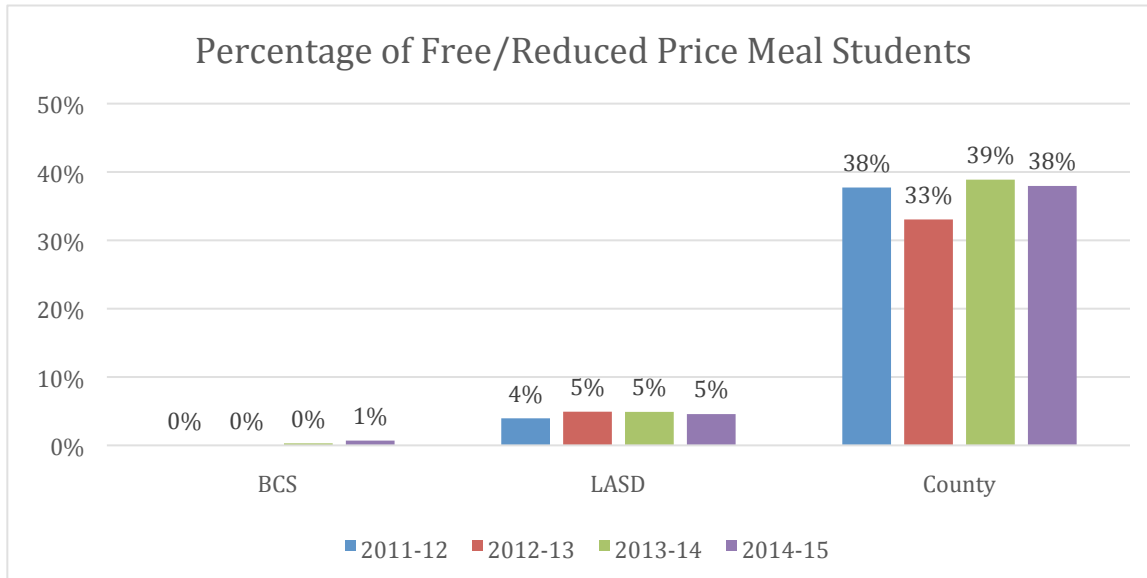
The data below indicates that the outreach efforts have had positive effect over the years. In 2014-2015, the BCS student population, despite the fact that admission into BCS is randomly determined via a public lottery, is more racially and ethnically diverse than the District’s student population.

ETHNICITY 2014-2015	BULLIS CHARTER	LOS ALTOS SD	SANTA CLARA COUNTY
Hispanic or Latino of Any Race	6%	6%	39%
American Indian or Alaska Native, Not Hispanic	0%	0%	0%
Asian, Not Hispanic	41%	30%	28%
Pacific Islander, Not Hispanic	0%	0%	1%
Filipino, Not Hispanic	1%	1%	4%
African American, Not Hispanic	0%	1%	2%
White, not Hispanic	32%	50%	21%
Two or More Races, Not Hispanic	21%	12%	4%
Not Reported	0%	0%	1%

The Free and Reduced-Price Meal (“FRPM”) and English Learner data also either show increases that are reflective of those populations in the majority of schools in the District and/or reflect a similar rate of increase with the EL population increasing at a higher one.

SCHOOL	% FRPM		% EL	
	2013-14	2014-15	2013-14	2014-15
Bullis Charter School	0%	1%	7%	9%
LASD: Almond	11%	11%	22%	23%
LASD: Covington	2%	1%	14%	16%
LASD: Gardner	2%	1%	7%	7%
LASD: Loyola	1%	1%	8%	9%
LASD: Oak	2%	1%	8%	8%
LASD: Santa Rita	13%	13%	29%	28%

LASD: Springer	2%	2%	9%	9%
LASD: Blach	3%	2%	1%	1%
LASD: Egan	7%	7%	6%	7%
Los Altos School District	5%	5%	12%	12%



While the number of English Learners have increased, the School still continues to be challenged by the lower percentage of FRL students it has been able to attract. Given that the grade where most students are able to enter the School is at kindergarten, BCS started launched a new initiative in the summer of 2015, entering into a 3-year partnership with the Family Engagement Institute (“FEI”), an organization out of Foothill College committed to providing continued educational opportunities that increase family engagement and leadership for parents/caregivers, educators/providers, and the community to ensure a child’s healthy development and academic success. BCS and FEI joined together to provide *Stretch To Kindergarten* (“STK”) is a tuition-

free, parent participation kindergarten readiness program offered each spring and summer targeting students within the Los Altos School District.

The purpose of STK is to cultivate strong, enduring partnerships among families, schools, and the community in order to give low-income children the skills and support to successfully transition into kindergarten. With an emphasis on students who have not had the opportunity to attend pre-school, the STK program provides an educational experience that helps prepare students and families for kindergarten and school.

As a partner with FEI, BCS’s commitment to this program is comprehensive and includes agreements such as:

- Participate in the design, planning, and implementation of the STK program
- Provide lead person to meet regularly with FEI personnel
- Provide facilities from April – August
- Provide outreach
- Secure funding
- Recruit, interview and hire teachers who meet the STK qualifications
- Provide breakfast, snack and lunch program for students and staff
- Provide transportation

In its inaugural year, the STK program, taught by two BCS teachers, served sixteen (16) students with the following demographics.

GENDER: Boys Girls	56% 44%
No prior preschool experience	56%
ETHNICITY: Hispanic/Latino	94%
HOME LANGUAGE: English only Spanish only English & Spanish	13% 63% 25%
SPECIAL EDUCATION (IEP):	13%
FAMILY STRUCTURE: Both parents in home Single Parent	78% 22%
PARENT EDUCATION: None or elementary Less than high school	20% 7%

High school diploma	27%
Some college	20%
College degree or higher	27%
Speaks at least Fairly Well:	
English	64%
Home Language (other than English)	93%
Reads at least Fairly Well:	
English	62%
Home Language (other than English)	86%

BCS has enlisted the assistance of the Los Altos School District to help identify and refer students who qualify for the program in hopes that this will also help with the School's on-going efforts to increase the number of socio-economically disadvantaged and ethnically and racially diverse students it strives to serve.

While Bullis Charter School is gratified that its recruitment efforts have produced results in the race and ethnicity demographics, in line with legal requirements, it is still focused on changing demographics in the area of FRPM and EL, though growth is occurring. Accordingly, it shall, as part of its programmatic audit, form a team comprised of staff and parents to analyze the success and/or weaknesses of its outreach initiatives. The School shall utilize the data from the programmatic audit to make any necessary revisions in order to continually improve its outreach initiatives.

H. ADMISSION REQUIREMENTS

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

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

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

Admission Requirements

Bullis Charter School shall require students who wish to attend Bullis Charter School to complete an enrollment form. Enrollment forms are available on-line or in hard copy form in both English and Spanish. After admission, students will be required to submit a registration packet, which shall include the following:

- Student registration form
- Proof of Immunization
- Home Language Survey
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Immunizations

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

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

Public Random Drawing

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

and time of the public random drawing will also be posted once the application deadline has passed.

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

1. Siblings of Bullis Charter School students who reside within the boundaries of the Los Altos School District.
2. For no more than half the total available openings for each grade level, students who reside within the boundaries of the former Bullis-Purissima Elementary School attendance area, as drawn by Los Altos School District in the 2002-2003 school year, limited as follows:
 - For incoming kindergarten classes for the 2017-2018 school year, limited to 20% of total available openings.
 - For incoming kindergarten classes for the 2018-2019 school year, limited to 10% of total available openings.
 - For incoming kindergarten classes for the 2019-2020 school year and following, there will be no preference for this category.
3. Children of BCS staff members who reside within the boundaries of the Los Altos School District.
4. Children who reside within the boundaries of the Los Altos School District.
5. Siblings of Bullis Charter School students who reside outside the boundaries of the Los Altos School District but within California.
6. Children of BCS staff members who reside outside the boundaries of the Los Altos School District but within California.
7. All other applicants who reside within California.

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

Enrollment paperwork is accepted year round. Enrollment forms received prior to an Open Enrollment Period will be held for the next Open Enrollment Period. Enrollment forms received after the close of an Open Enrollment Period will be offered admission if a spot is available. If a wait list is already in place, the student will be added to the proper wait list according to the admission preferences.

Admissions and Enrollment Timeline

The following are the approximate timelines for admission to Bullis Charter School. It is anticipated that this timeline will remain the same, but it may change over time.

- October - June: Recruitment events, trilingual Parent Information Nights, school tours, shadow days, student showcases, advertisements, posters, banners, mailings, pre-school open houses, visits and presentations at local organizations
- November – January: Open Enrollment Period – Enrollment Forms available to indicate intent to enroll
- November: Determine which current students are returning (Re-Enroll forms)
- Last day of January: End of Open Enrollment Period
- First week of February: Random Public Lottery (status of application sent out in letter and School Mint notification)
- February-June: Enrollment and Registration Period
- March – August: New family and student events: grade level play dates, grade level picnics, new family orientation
- August: School year begins

The most recent version of the Student and Family Handbook is available upon request, and contains the most recent version of our annual notices and Student and Family Contract.

I. FINANCIAL AUDIT

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

The School will cause to be conducted an annual independent audit of the School's financial affairs in as required by California Education Code Sections 47605(b)(5)(I) and 47605(m).

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices, appropriateness of accounting policies used, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting procedures applicable to the 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.

The finance committee will select an independent auditor. The auditor will be from the State Controller's published list of approved educational audit providers. The auditor will have, at a minimum, a CPA and educational audit experience. The finance committee will review candidate auditor firm's credentials and expertise and members of the committee will interview the candidate auditor to ensure that they are well qualified. Reference checks of the candidate firm will be completed in advance of hiring the new firm. A check will be done to ensure that no disciplinary actions exist against the candidate auditor. The committee will review the audit firm's proposal and put forth a recommendation to the School's Board of Directors.

The annual audit report will be completed and forwarded to the chief financial officer of the County Office, the State Controller's Office, and to the CDE by December 15th of each year. The 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. If exceptions or deficiencies are identified in the audit report, 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 N of this Charter, or by such other manner preferred by the County. Audit appeals or requests for summary review shall be submitted to the California Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The Charter School will contract with a back-office service provider to track financial data and generate financial statements. The back-office service provider will compile the unaudited actual information in the prescribed format needed for the annual statement of receipts and expenditures and will submit it to the County Office by September 15th of each year. The back-officer service provider will also generate the quarterly financial reports in the format prescribed by the County Office Staff and submit them to the County Office and County Superintendent of Schools. If the School determines that it would be better served by moving the financial tracking

and financial reporting in house, the Superintendent/Principal will ensure that the in house staff member is fully versed in the format and requirements for these reports prior to making the staffing change.

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

J. SUSPENSION AND EXPULSION PROCEDURES

***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. In creating this policy, BCS has reviewed Education Code Section 48900 *et seq.* that describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* BCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as BCS's policy and procedures for student suspension and expulsion, and it may be 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 clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook (see Appendix H) that is sent home to each student at the beginning of the school year.

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

The 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 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

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except in self-defense.

- c) 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.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) 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. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) 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.

- q) Made terroristic 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.
- r) 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.
- s) 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.
- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess

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

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, 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.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) 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 disgrBACS 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.
- q) Made terroristic 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 fBACS 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.
- r) 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.
- s) 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.

- t) 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.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the

purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision(1).

w) Possessed, sold, or otherwise furnished any knife 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 Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

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) Conference

Suspension shall be preceded, if possible, by a 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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 BCS Board of Directors following a hearing before it or by the BCS Board upon the recommendation of an Administrative Panel to be assigned by the BCS Board, as needed. The Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the BCS Board. 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 BCS Board 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 (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to date of the scheduled 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 that 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 and/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.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of 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.
2. 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.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. 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.
5. 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.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity 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.
7. 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.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, 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.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the 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 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 a copy of the 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. No Right to Appeal

The pupil shall have no right of appeal from expulsion from BCS as the BCS Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of 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.

N. 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 (1) year from the date of expulsion when the pupil may reapply to the School for readmission.

O. 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 parent/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 Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. 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 the County

The School shall immediately notify the County and coordinate the procedures in this policy for 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.

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 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/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the 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/504 Team shall:

- a) Conduct a functional behavioral 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/504 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/504, 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 or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the School, the hearing officer shall determine whether 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.

K. RETIREMENT SYSTEM

The manner by which staff members of the charter school 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 the State Teachers' Retirement System ("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. The County Office shall create any reports required by STRS 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. The Superintendent/Principal or designee is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees at Bullis Charter School.

SALARY AND BENEFITS

Bullis Charter School employees also have the option of participating in the school's medical, dental and vision insurance plan. All employees and applicants are notified of their benefits options. All Bullis Charter School employees will receive salary and benefits that are competitive to the salary and benefits of equivalent employees of similar districts and determined by the BCS Board of Directors.

The most recent copy of the Employee Handbook is attached as Appendix I.

L. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

No student may be required to attend Bullis Charter School. Students who opt not to attend the School may attend other public schools within their school district of residence or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents and guardians will be informed that enrollment in Bullis Charter School does not generate a right to admission to any other school of the Los Altos School District unless such student is a District resident or is otherwise approved for District admission.

M. EMPLOYEE RETURN RIGHTS

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.

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

No public school district employee shall be required to work at Bullis Charter School. Employees of the District who choose to leave the employment of the District to work at Bullis Charter School shall have no automatic rights of return to the District after employment by Bullis Charter School unless specifically granted by the District through a leave of absence or other agreement. Bullis Charter School employees shall have any right upon leaving the District to work in Bullis Charter School that the District may specify, any rights of return to employment in a school district after employment in Bullis Charter School that the District may specify, and any other rights upon leaving employment to work in Bullis Charter School that the District determines to be reasonable and not in conflict with any law.

Sick and vacation leave from a prior employer will not transfer to Bullis Charter School. All employees of Bullis Charter School shall be considered the exclusive employees of BCS Charter School and not of the District, unless otherwise mutually agreed in writing. Employment by BCS Charter School provides no rights of employment at any other entity, including any rights in the case of closure of Bullis Charter School.

BCS shall comply with all state and federal anti-discrimination laws including but not limited to the Americans with Disabilities Act, and the Fair Employment and Housing Act. Any staff member who feels that discrimination has occurred should immediately contact the Superintendent/Principal. Bullis Charter School shall follow its Board-adopted policies on discrimination and sexual harassment complaints. Retaliation against complainants or witnesses is strictly prohibited. More information on the School's complaint process and procedures are detailed in the BCS Employee Handbook, attached as Appendix I.

N. DISPUTE RESOLUTION PROCEDURES

The procedures to be followed by the charter 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

Bullis Charter School and the County shall be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Bullis Charter School and the County, Bullis Charter School staff, employees and Board members and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and the Superintendent/Principal of BCS, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Bullis Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The County Superintendent and BCS Superintendent/Principal, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and BCS Superintendent/Principal, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and BCS Superintendent/Principal or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and BCS Superintendent/Principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and Bullis Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and Bullis Charter School.

INTERNAL DISPUTES

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

Charter School. Disputes received by the County shall be promptly forwarded to the Charter School for resolution in accordance with such policies and processes. Internal complaint procedures are detailed in the BCS Employee Handbook, attached as Appendix I.

O. PUBLIC SCHOOL EMPLOYER

The petition does not contain a declaration of whether or not a declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

- California Education Code Section 47605(b)(6)

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

P. CLOSURE PROCEDURES

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the 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)(O)

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.