



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(1)]
- 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 Biliiteracy 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	56%
Girls	44%
No prior preschool experience	56%
ETHNICITY: Hispanic/Latino	94%
HOME LANGUAGE:	
English only	13%
Spanish only	63%
English & Spanish	25%
SPECIAL EDUCATION (IEP):	13%
FAMILY STRUCTURE:	
Both parents in home	78%
Single Parent	22%
PARENT EDUCATION:	
None or elementary	20%
Less than high school	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.

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

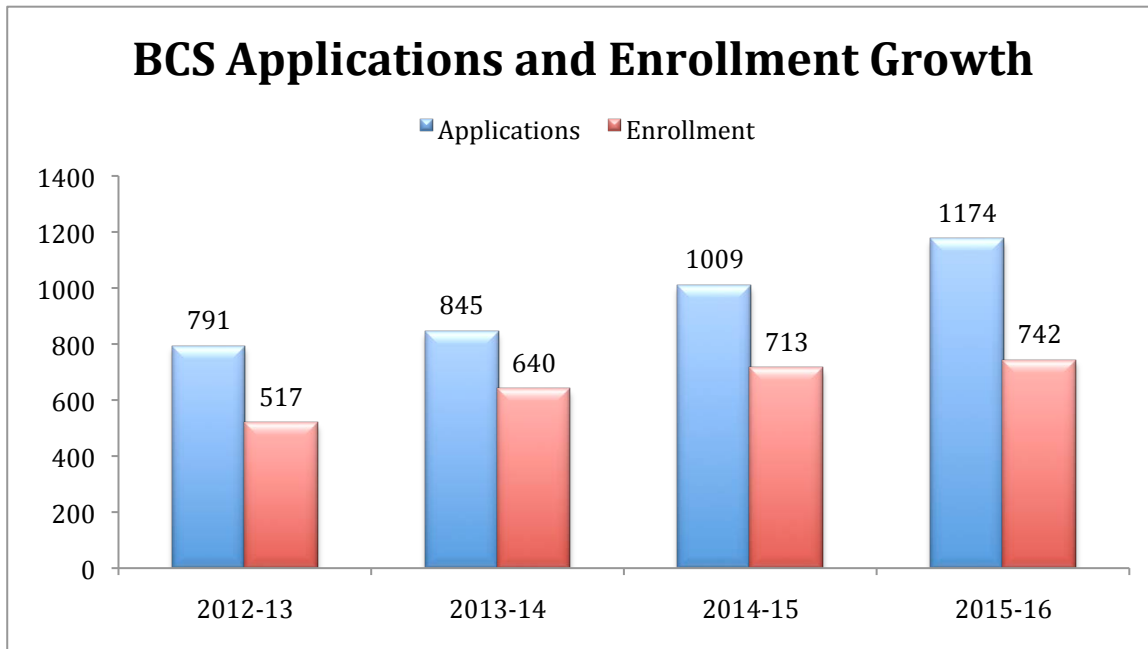
The School seeks to educate all students in the state of California who wish to attend the School subject only to capacity, with a focus on serving students in the Los Altos Elementary School District. The School seeks to maintain a community school environment, serving kindergarten through eighth grade 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			Jan 18	Martin Luther King, Jr. Day
	18■	19■	20	21	22			Jan 19	Staff Development (No Students)
	25	26	27	28	29	19	18		
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
		6	7	8	9*			June 9	* LAST DAY OF SCHOOL
		13	14	15	16			June 10	Teacher Work Day (No Students)
		20	21	22	23	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 lecturn 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	
<i>Grade</i>	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 enviornmentally-freindly 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	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
✓	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; ISTE.3.a-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. 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:Cr2.2.7	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:Cr2.3.7	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:Cr3.1.7	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

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

<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

ACHIEVEMENT GOAL #8— STUDENT Outcomes

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.

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

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 80%ile are identified, data is disaggregated, and a goal is written to address each area. Then, in order to meet the goal, teaching strateg(ies) are devised, material needs are identified (textbook, supplementary & teacher-made materials), and the methods of evaluation determined. Based on this, opportunities for staff developments are scheduled, school-wide goals are written and monies from the budget prioritized. For example, 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 (82%ile, 82%ile, 80%ile respectively), the teachers reviewed the classroom assessments and realized that fluency was an area of common weakness. They researched fluency programs and settled on "Read Naturally" which is, after training, being implemented school-wide. When this was a new program, most teachers have slated this as one of their professional goals for the year, under the "Pupil Progress" section delineating how they intend to implement this as well as measure its progress. 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, acurate 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 <i>(3 Min. Assessments)</i> (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>n</i> ce Level	Score	Student at	Student at	<i>n</i> ce Level	Score	Student at	Student at
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>Perf</i> ormance Level	<i>Raw</i> Score	% Student at	% Student at	<i>Perf</i> ormance Level	<i>Raw</i> Score	% Student at	% Student at	
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>Perf</i> ormance Level	<i>Raw</i> Score	% Student at	% Student at	<i>Perf</i> ormance Level	<i>Raw</i> Score	% Student at	% Student at	
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 SVM I 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)
	<p><i>PD Series</i> (Attendees : Capriles, Cheng, Tomasetti, Nelson, Witmer)</p> <p><i>Math Network Meetings</i> (Attendees : Allen)</p> <p>College Preparatory Math (CPM) PD Series (Attendees : Gross, Plattner, Allen, Lanzot)</p>	<p><i>Annual Summer Coaching Institute</i> (Attendees: Kincaid, Pagnan)</p> <p><i>Fall Lesson Study Team</i> (Members: Cheng, Paskal, Volheim, Chene)</p> <p><i>Fall Lesson Study Open House</i> (Attendees: Paskal, Volheim)</p> <p><i>MAC Lead Scorer Trainings</i> (Attendees: Matsis, Volheim, Cheng, King, Kustin, Lau)</p> <p><i>PD Series</i> (Attendees: Cheng, Chene,</p>	<p><i>Annual Summer Coaching Institute</i> (Attendees: Tomasetti, Cheng)</p> <p><i>Fall Lesson Study Team</i> (Members: Paskal, Kincaid)</p> <p><i>Spring Lesson Study Team</i> (Members: Cheng, Chi, Marino, Drew-Moyer)</p> <p><i>MAC Lead Scorer Trainings</i> (Attendees: Jenkyn, Volheim, Cheng,</p>	<p><i>Annual Summer Coaching Institute</i> (Attendees: Cheng)</p> <p><i>Fall Lesson Study Open House</i> (Attendees: Cheng, Chlala)</p> <p><i>MAC Lead Scorer Trainings</i> (Attendees: McReynolds, Kincaid, Rinaker, Chi, Villaluz, King, Cheng, Tran)</p> <p><i>PD Series</i> (Attendees: Cheng, McReynolds, Chi, Villaluz, King)</p> <p><i>Fall PLI Speaker Series</i></p>

		<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 a 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 SVMII 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

<u>ACHIEVEMENT GOAL #5— STUDENT ENGAGEMENT</u>		
<i>The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement.</i>		
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:

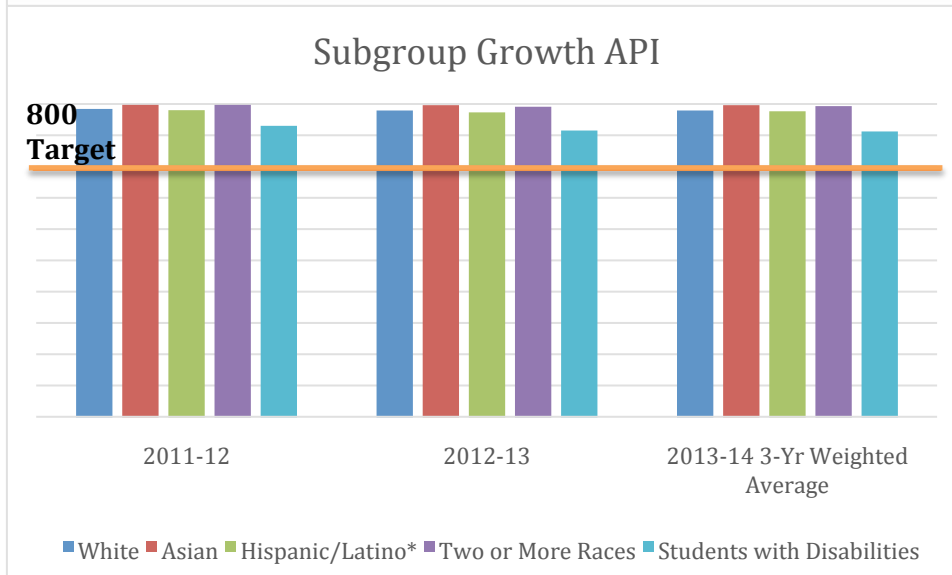
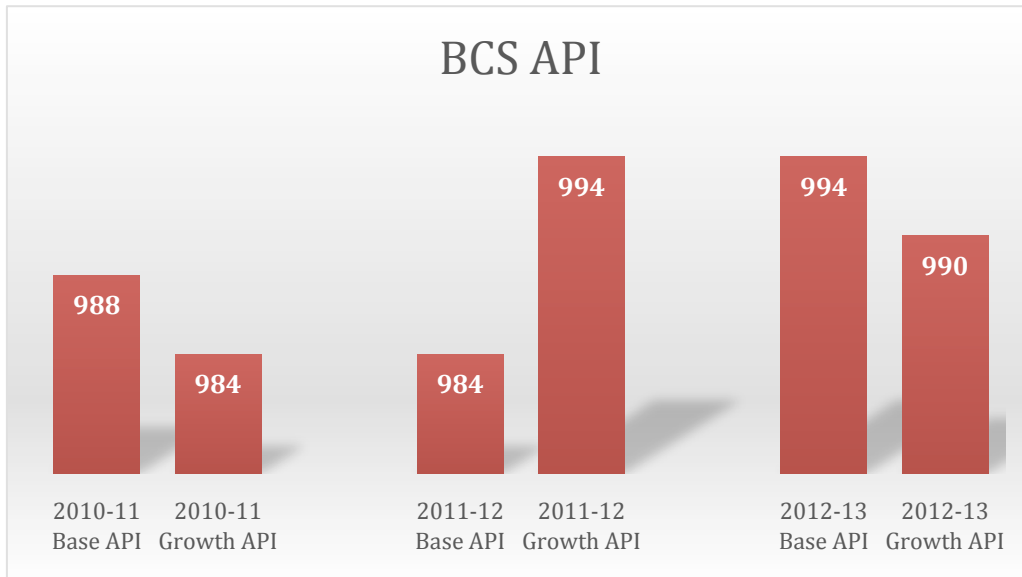
- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (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. * 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)			

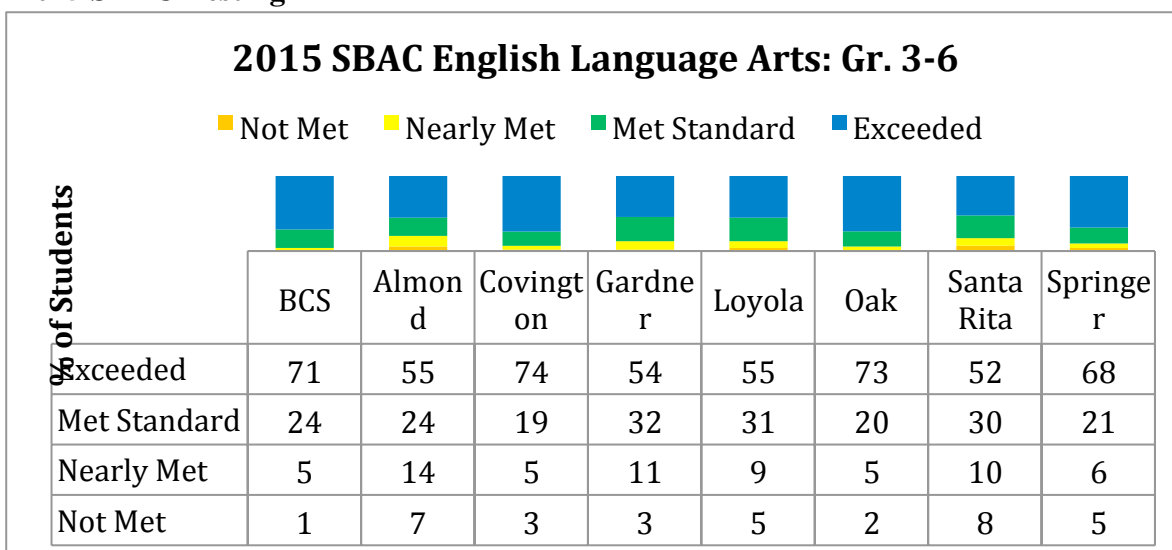
Bullis Charter School’s student subgroups have demonstrated API growth scores well over 900 for the last three years. All subgroups have also scored high enough that they have not been assigned a growth target and are noted to have met their growth target for each year.

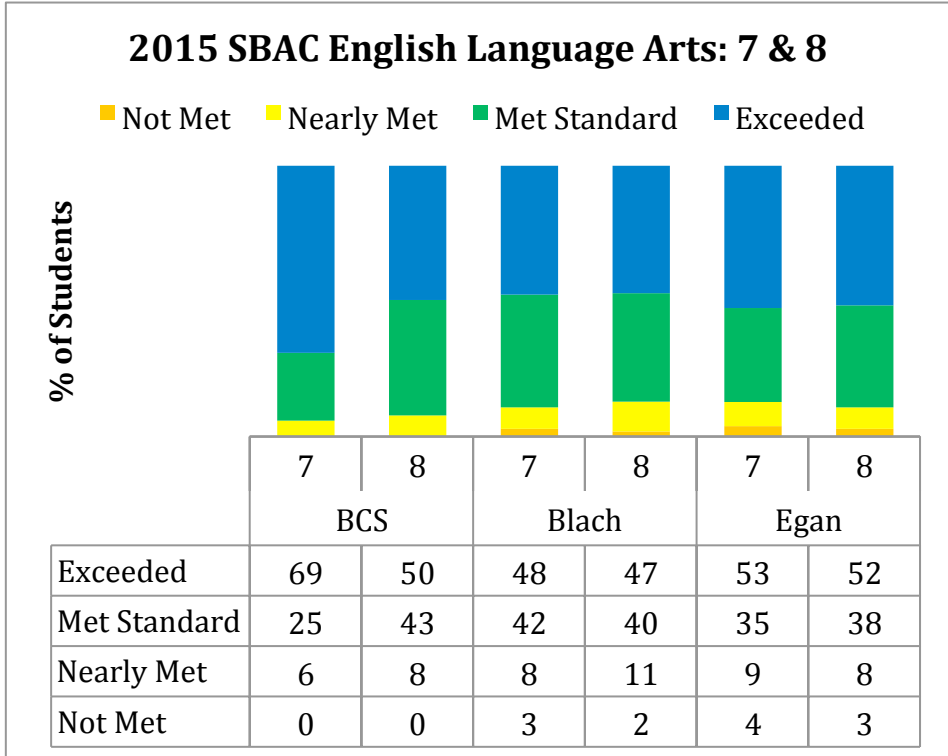
Thus, Bullis Charter School’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a)(3).

Additional Academic Criteria

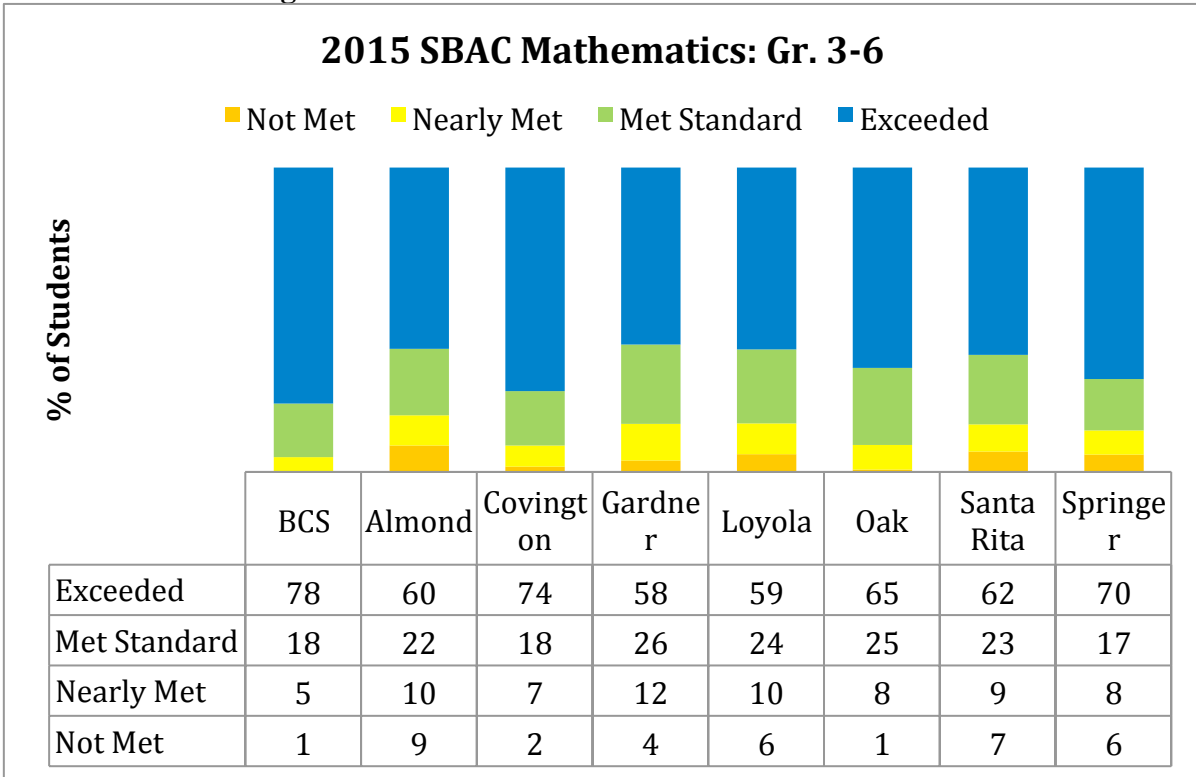
In addition to far exceeding all of the above academic threshold, Bullis Charter School also meets the “catch-all” criteria contained in Education Code Section 47605(b)(4). The academic performance of the Charter School is at least equal to the academic performance of the public schools that BCS students 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

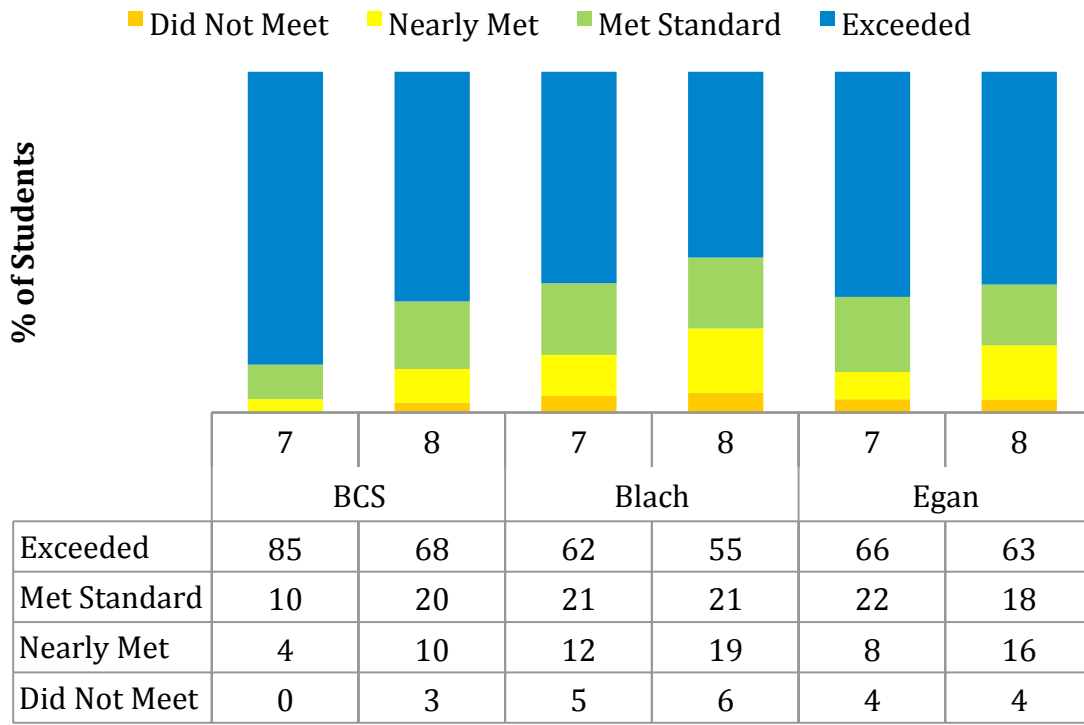




2015 SBAC Testing - Math



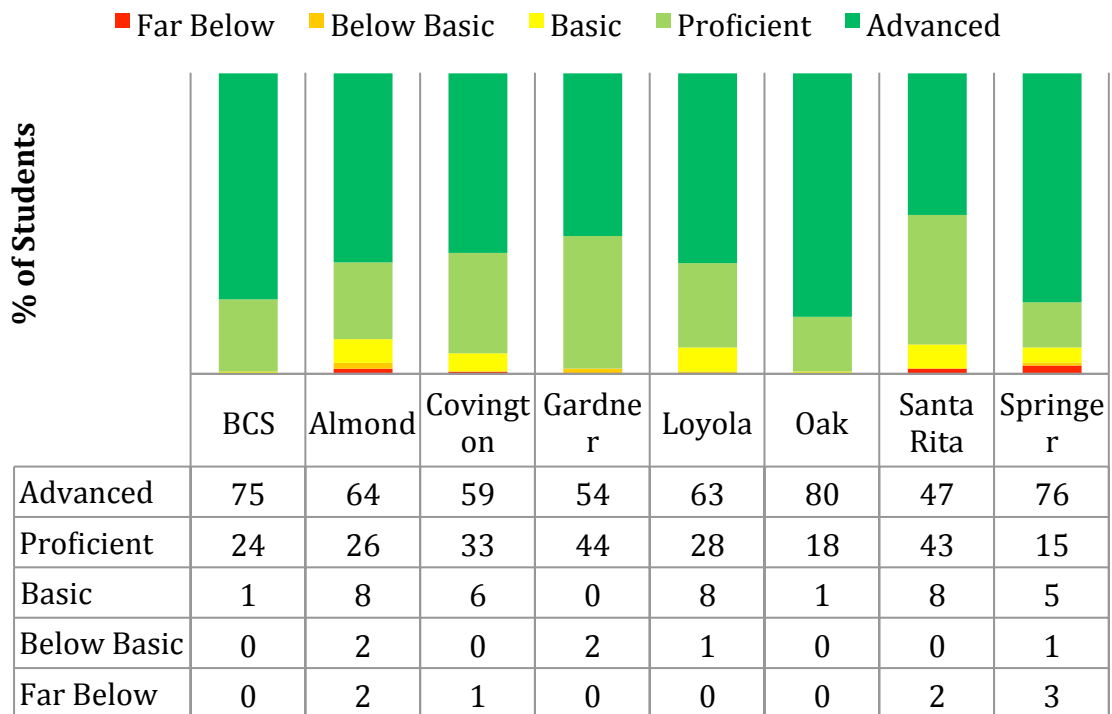
2015 SBAC Mathematics: 7 & 8



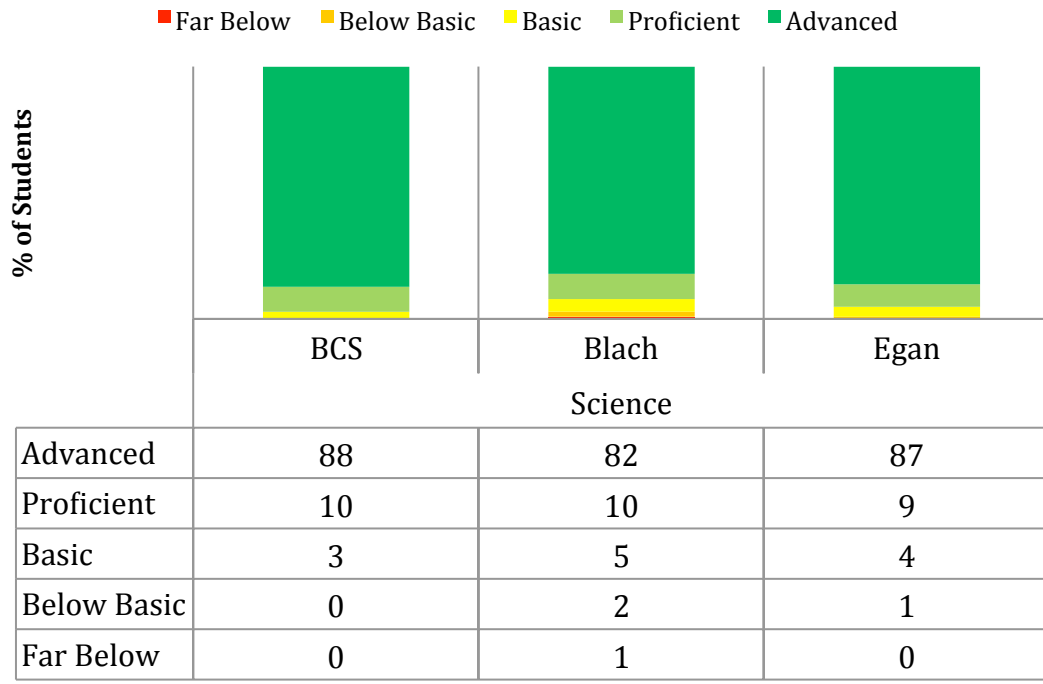
Source: CDE CAASPP 2015 research files

2015 CST Testing – Science

2015 CST Science: Gr. 5



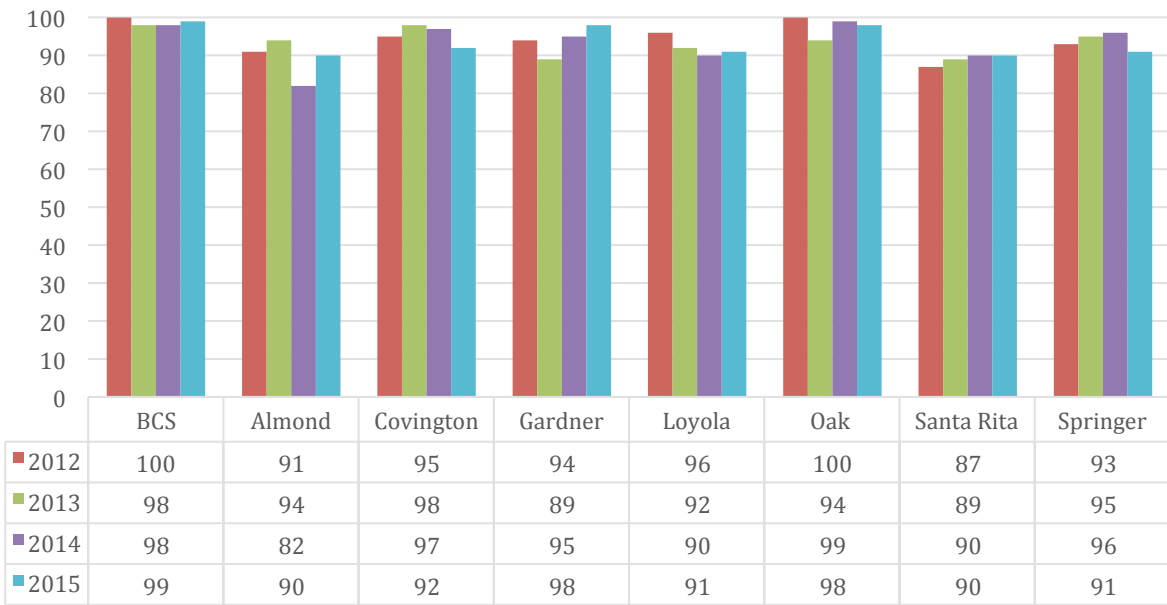
2015 CST Science: Gr. 8



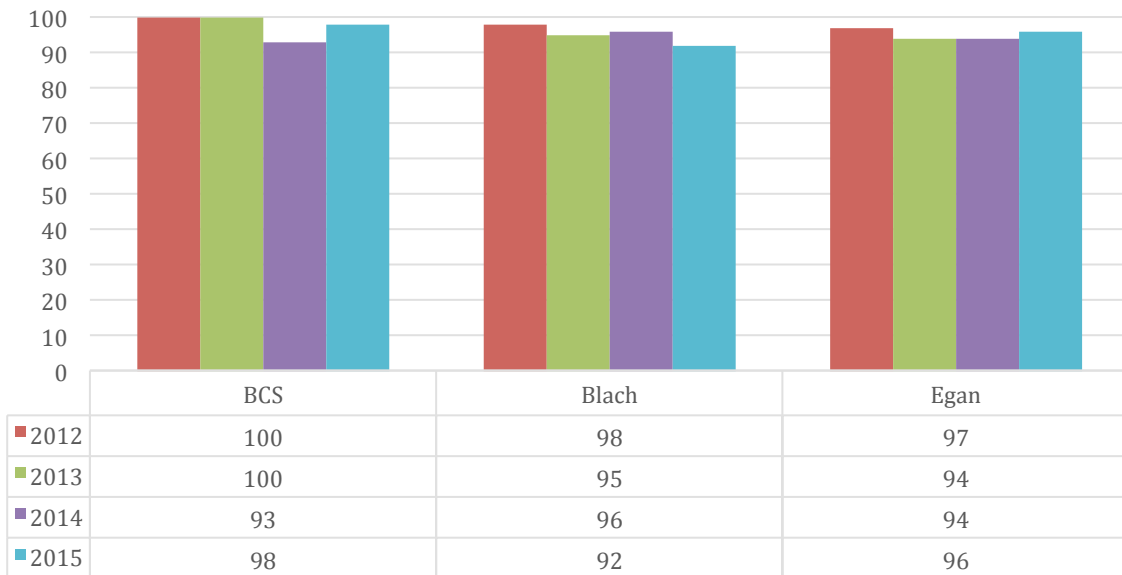
Source: CDE Dataquest

2012-2015 CST Science Testing

CST Science - Grade 5 Percent Proficient/Advanced



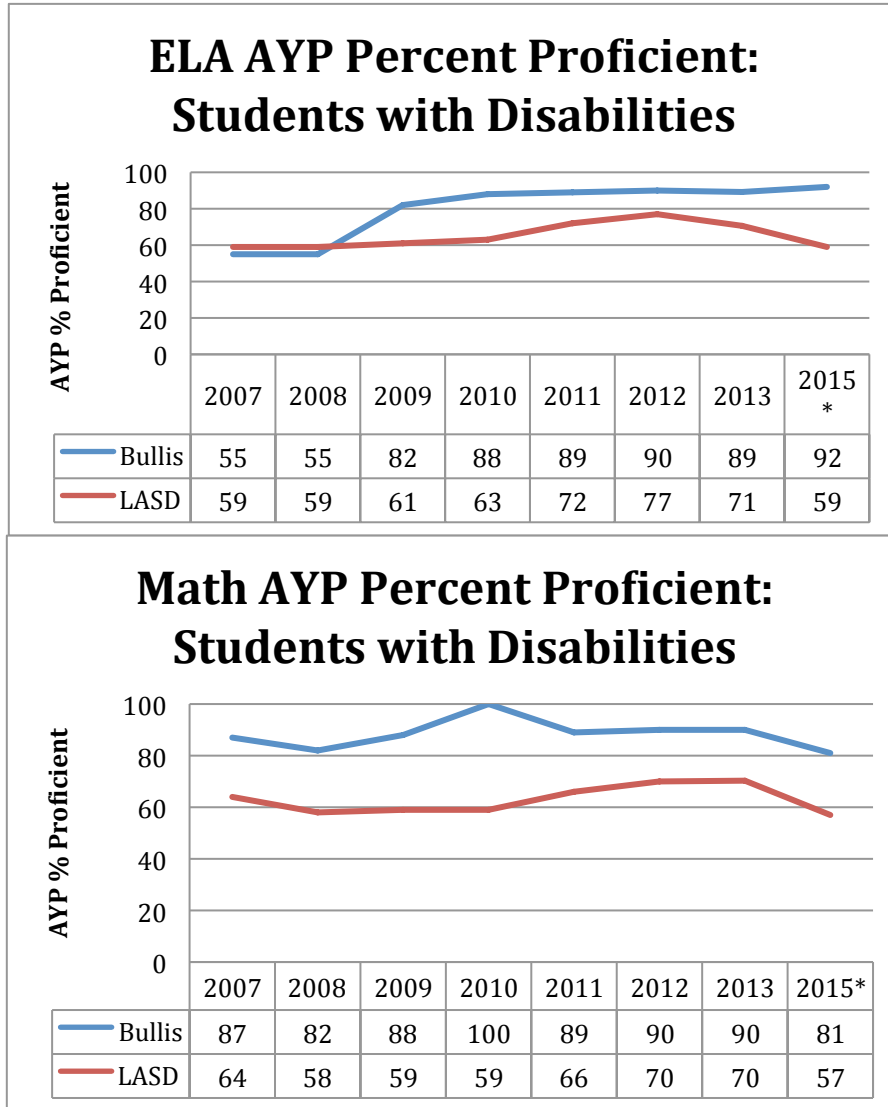
CST Science - Grade 8 Percent Proficient/Advanced



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

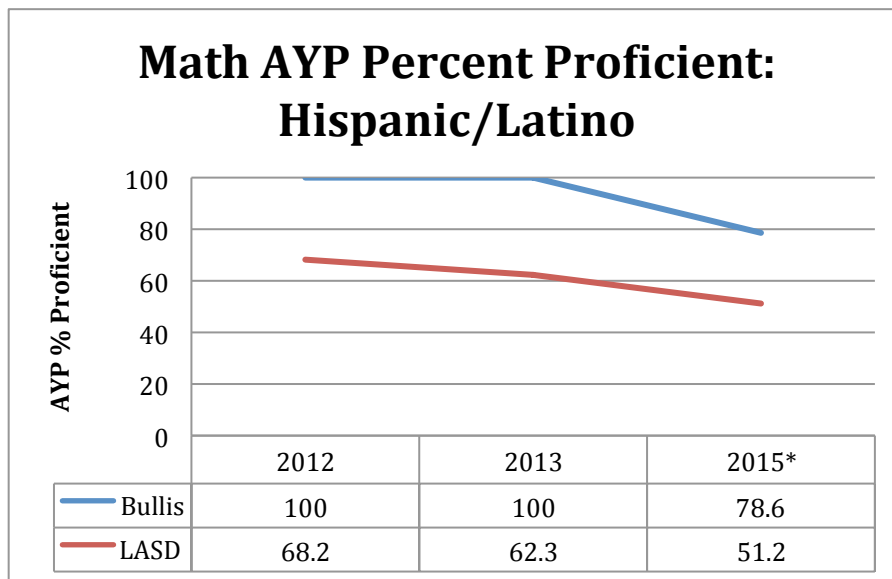
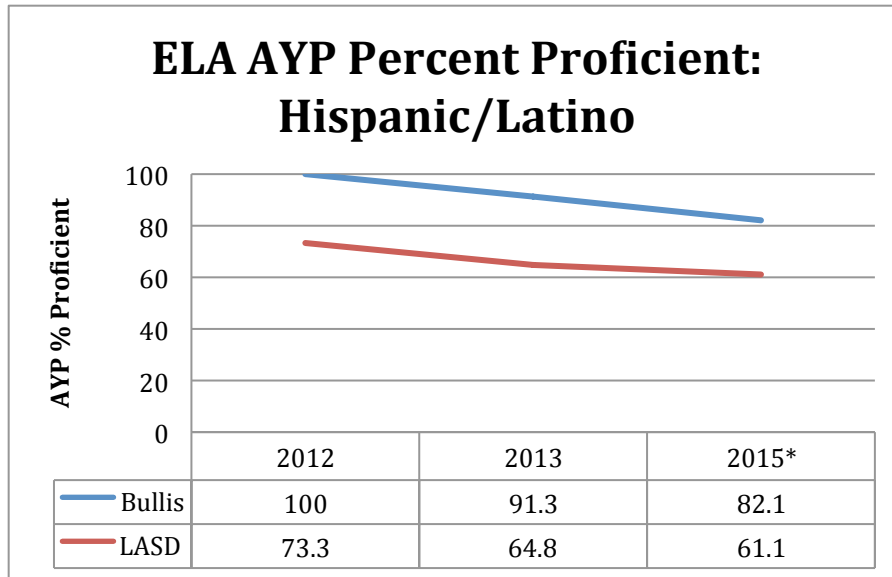
AYP Percent Proficient Compared to Local Schools for Subgroups

**Change to SBAC test in 2015*



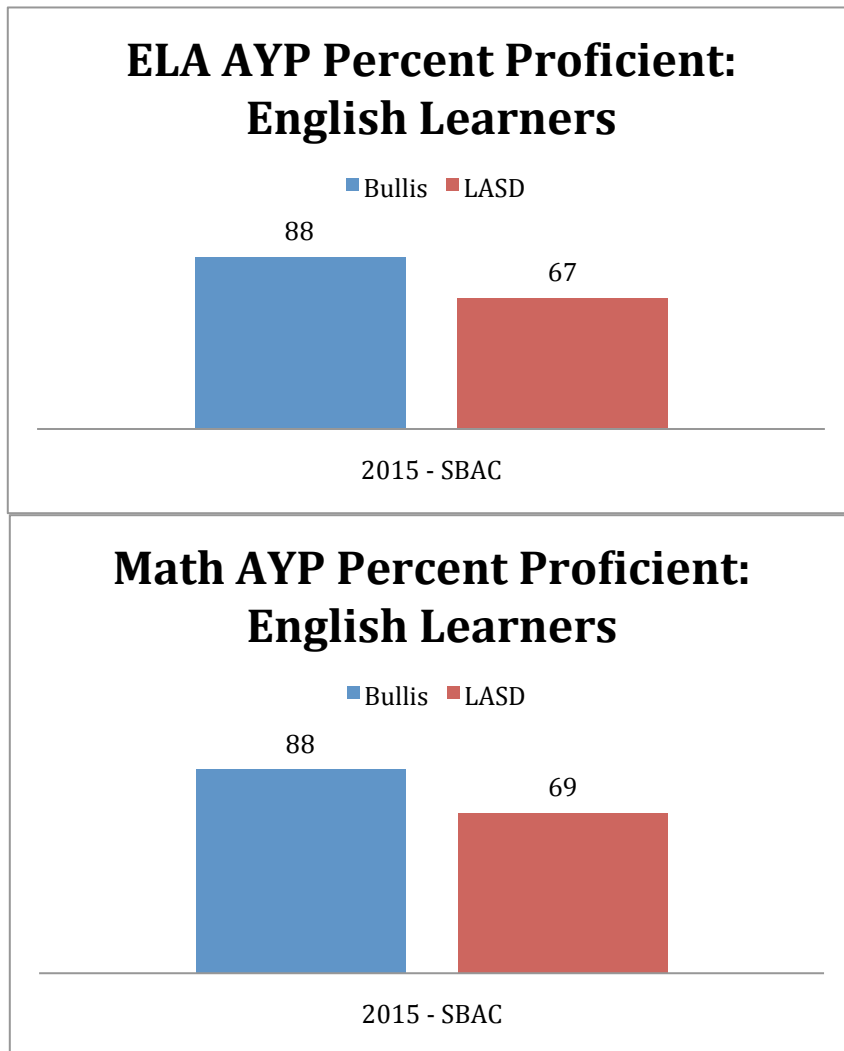
Source: CDE AYP annual research files

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



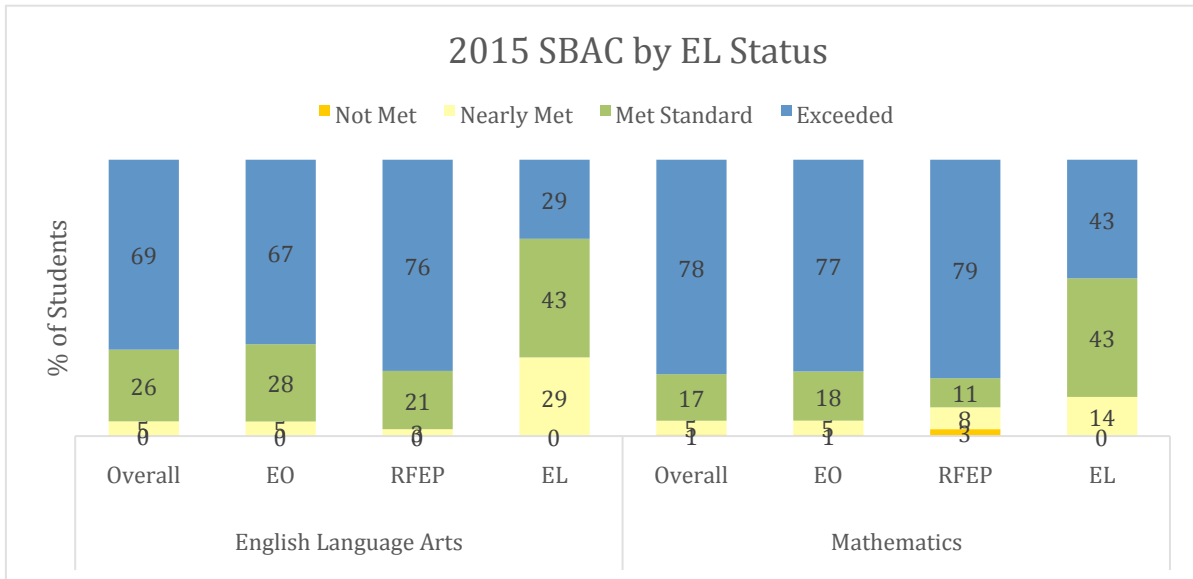
Source: CDE AYP annual research files

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



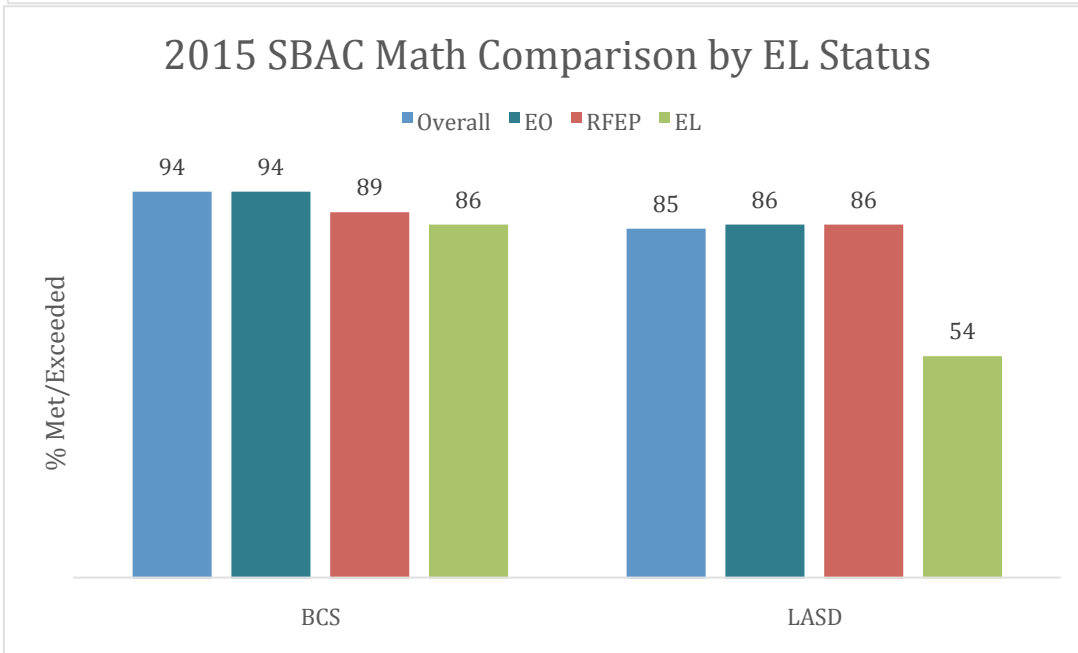
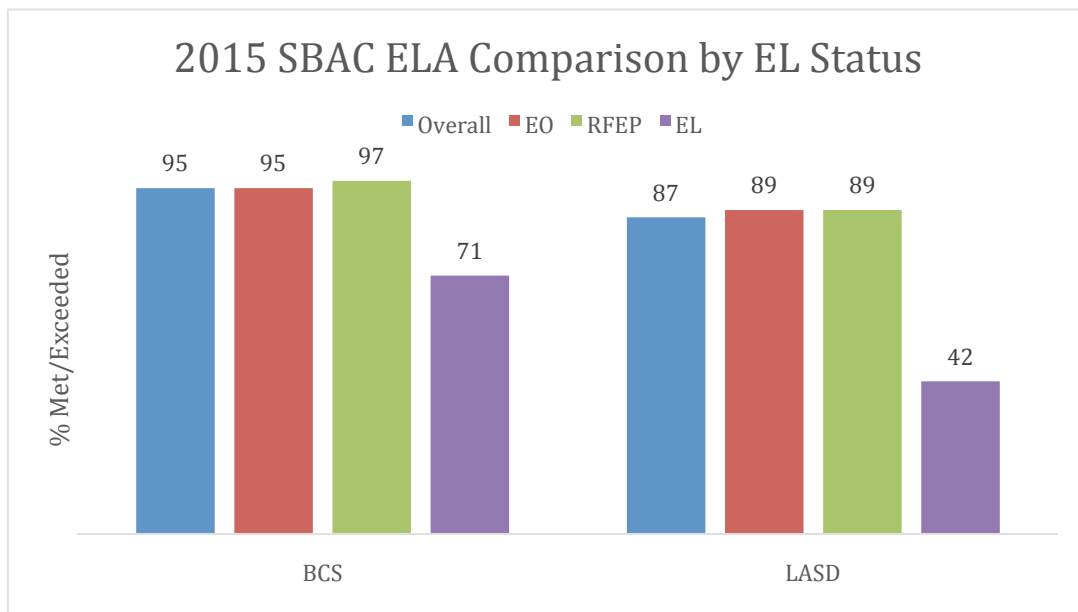
Source: CDE AYP annual research files

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



Source: Bullis 2015 CAASPP student results file

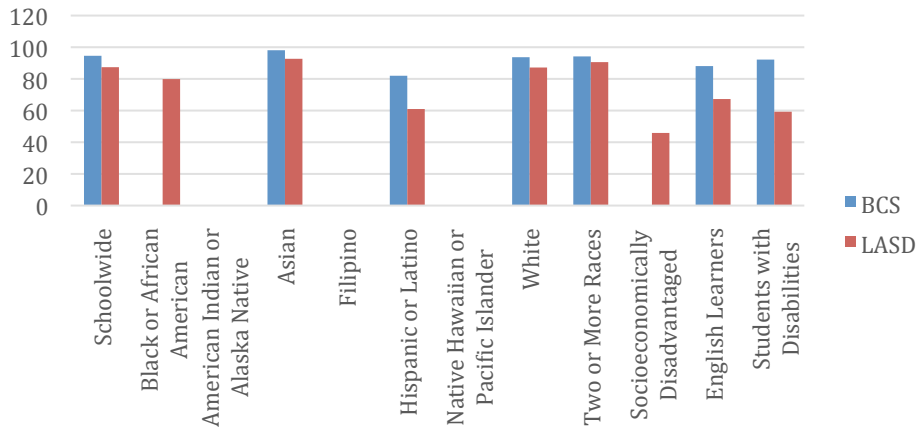
2015 SBAC Percent Standard Met/Exceeded by EL Status Compared to District



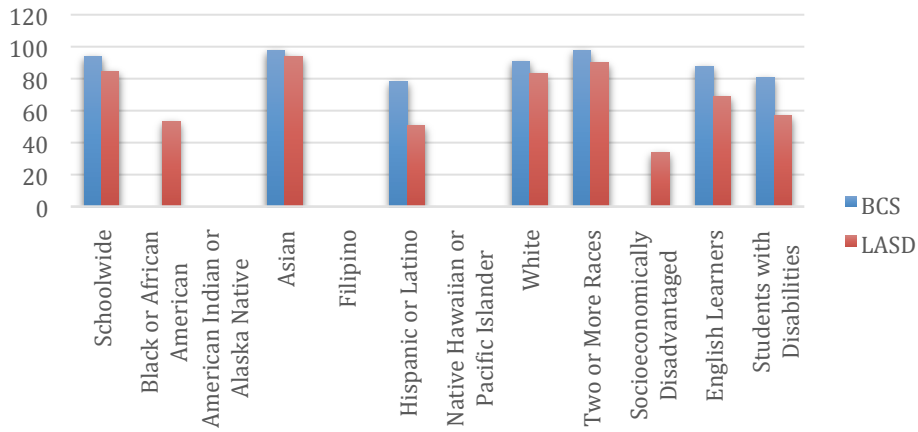
Source: CDE CAASPP 2015 research files

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

ELA Percent At or Above Proficient

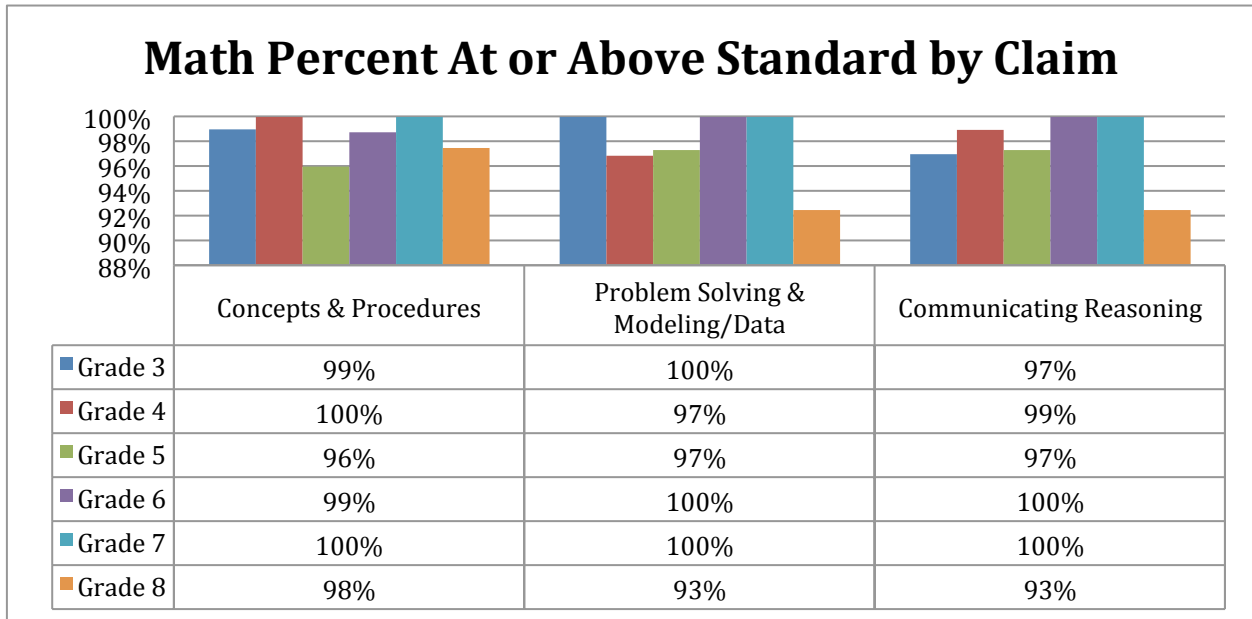
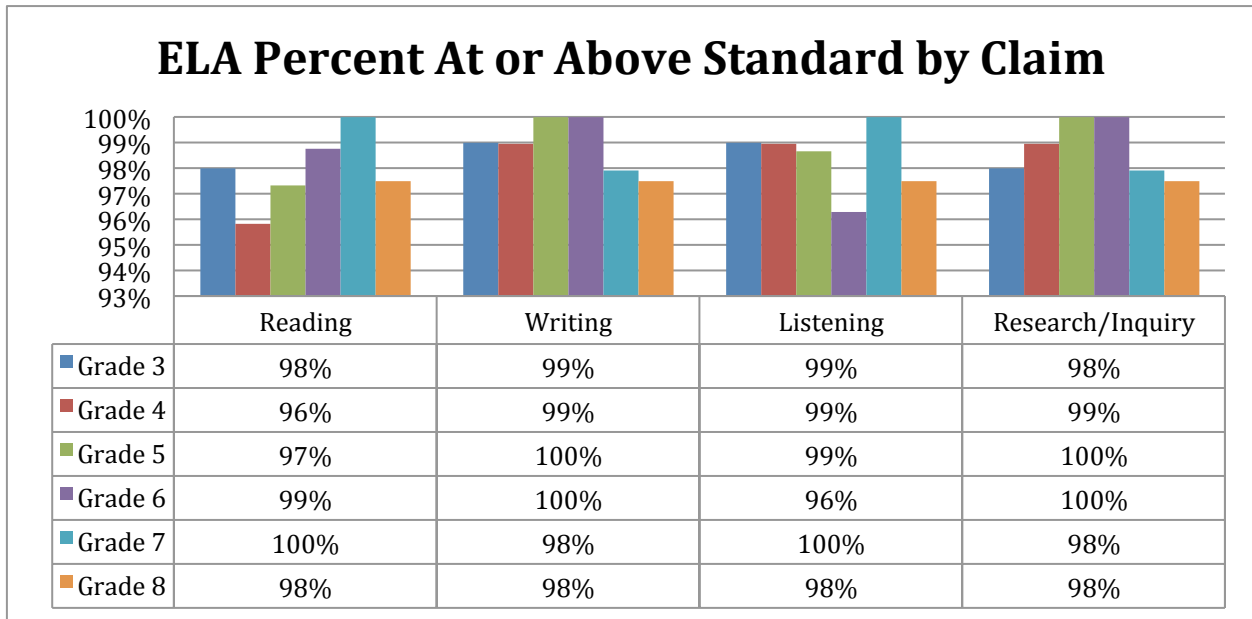


Math Percent At or Above Proficient



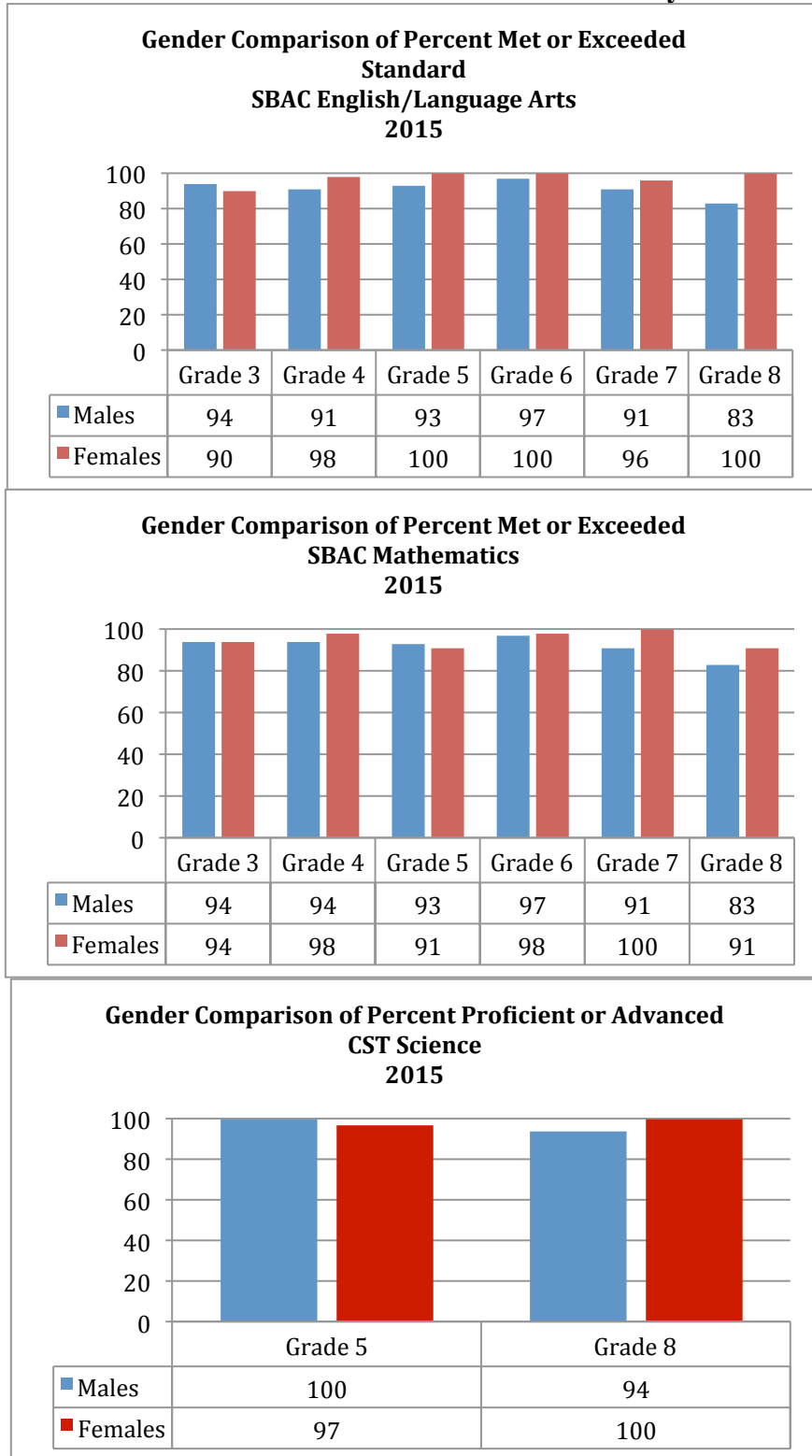
4) Other items tracked by school

2015 SBAC Percent At or Above Standard by Claim



Source: Bullis 2015 CAASPP student results file

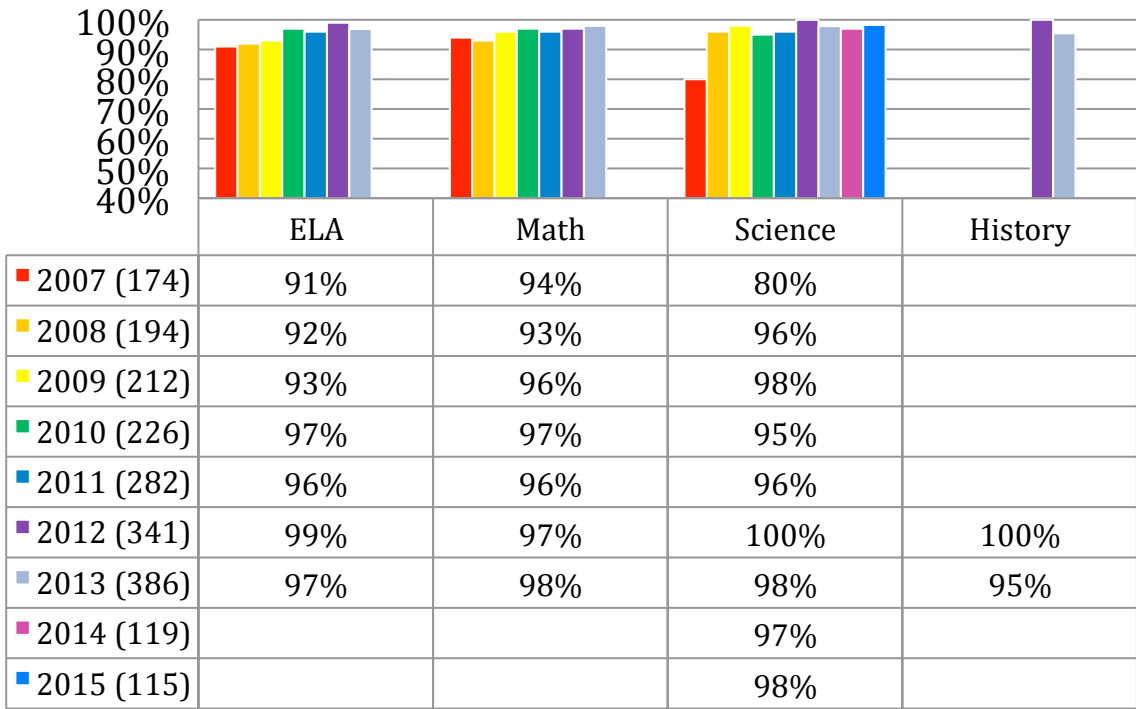
2015 SBAC ELA/Math and CST Science Percent Met/Exceeded by Gender



Source: Bullis 2015 CAASPP student results file

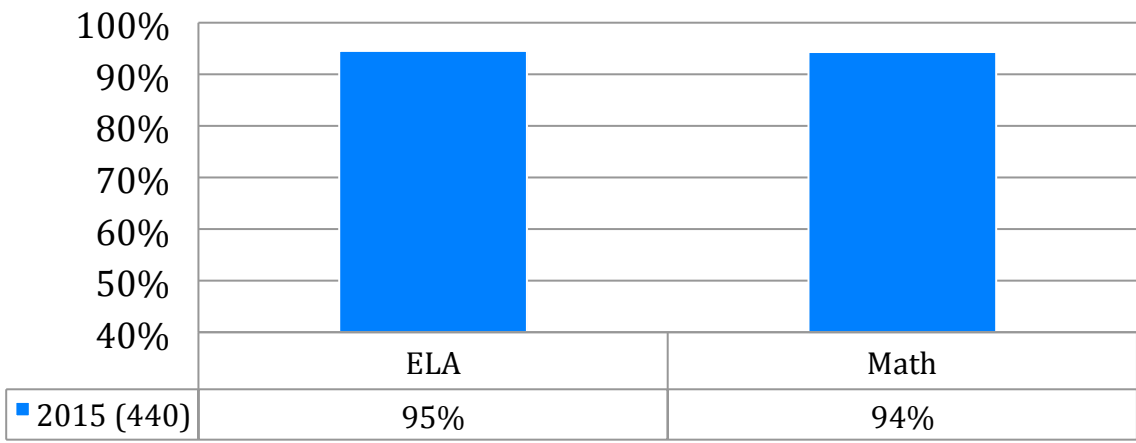
Year Over Year Progress on State Tests - School-wide

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 supervisorial 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(1), 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

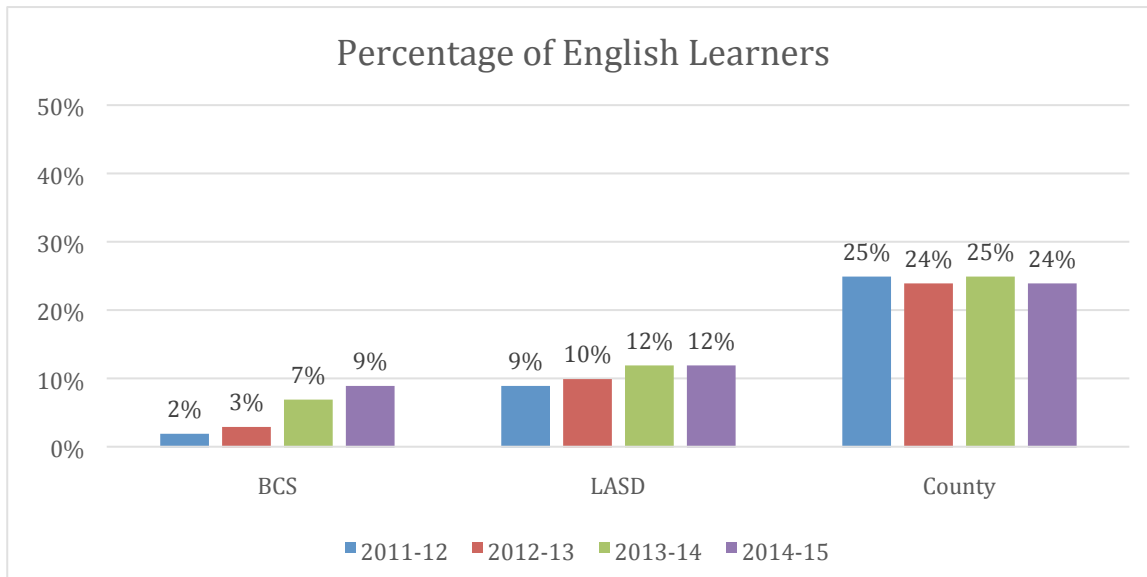
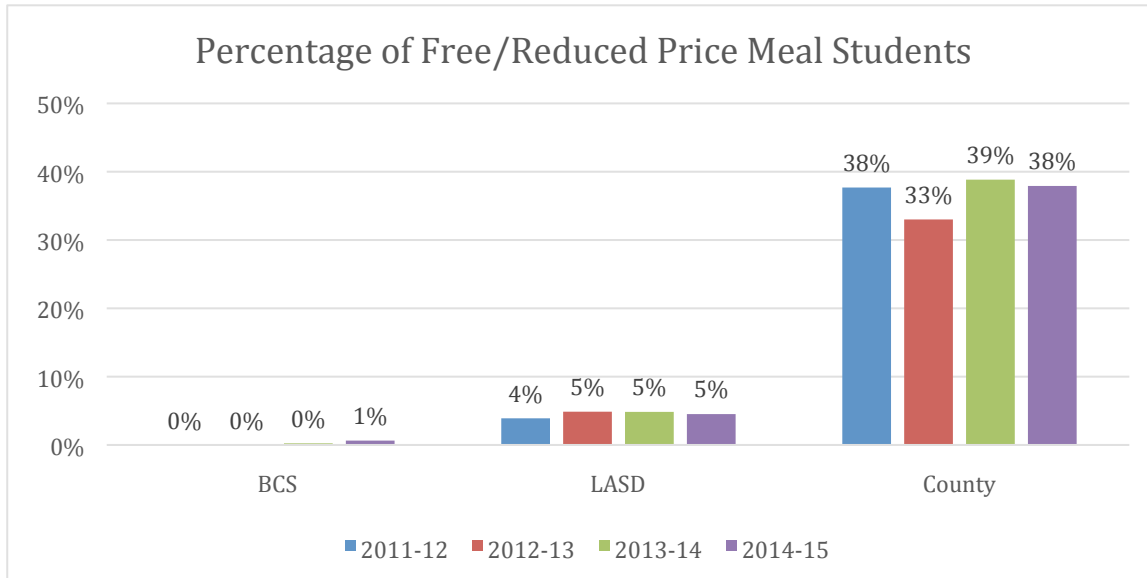
The data below indicates that the outreach efforts have had positive effect over the years. In 2014-2015, the BCS student population, despite the fact that admission into BCS is randomly determined via a public lottery, is more racially and ethnically diverse than the District’s student population.

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

Contact Information:

- a. Lead Petitioner: Wanny Hersey,
Superintendent/Principal
- b. Superintendent/Principal, Wanny Hersey
- c. Principal, Jocelyn Lee
- d. Financial Manager, Yoon Chang

**BYLAWS
OF
THE BULLIS-PURISSIMA ELEMENTARY SCHOOL
(A California Non-Profit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is The Bullis-Purissima Elementary School (hereinafter “Bullis Charter School” or the “School”).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 102 W. Portola Avenue, Los Altos, in Santa Clara County, California. The Board (the “Board”) may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board may at any time establish branch or subordinate offices at any place of places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Bullis Charter School (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (the “Code”), or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 107(c)(2) of the Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence,

the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation’s assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation’s Board may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board finds appropriate.

ARTICLE VII BOARD

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the corporation’s activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board shall have the power to:

1. Appoint and remove, at the pleasure of the Board, all corporate officers, agents, and non-teacher employees; appoint and remove teachers upon recommendation of the Principal or, if none, the Faculty Chair, prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or county; and conduct its activities in or outside California; and designate a place in or outside California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation’s behalf and cause to be executed and delivered for the corporation’s purposes, in the corporate name, promissory notes, bonds,

debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidence of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal certificates.

Section 3. NUMBER OF DIRECTORS; DESIGNATED DIRECTORS; AND TERMS. Beginning no later June 24, 2013, the number of directors shall be limited to nine (9). All directors shall be designated by the then existing Board, except that the following seats will be reserved: (1) A director (the "Charter Agency Director") may be appointed annually by the Chartering Agency (the "Chartering Agency"), at the Chartering Agency's discretion. The appointed Director shall have all the rights and privileges of any regular member of the Board of Directors; (2) Two (2) directors' seats shall be reserved for parents of a child or children attending the School in the school year prior to the beginning of the term; such term shall cease if such child or children cease to be enrolled at the School (for example, as a result of withdrawal or graduation); (3) One (1) director's seat shall be reserved for a member of the School's geographical community as defined by the location of the School and the Charter who does not have either a child or children at the School. No teacher or other employee of the School shall serve as director.

Except for the initial Board, each director shall hold office for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board shall be three (3) seats for a term of three (3) years; two (2) seats for a term of two (2) years; and two (2) seats for a term of one year, as identified by the Board no later than June 15, 2004. All terms shall commence on July 1 and shall expire on June 30 of the last year of the term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be "interested persons". An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 6. DIRECTORS TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified. There shall be no limit on the number of terms one may serve.

Section 7. NOMINATIONS BY COMMITTEE. The Chair of the Board or, if none, the President may appoint a committee to nominate qualified candidates for election to the Board at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before that date of the election or at such other time as the Board may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the board's authorization.

Section 9. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board shall occur in the event of (a) death or resignation of any director; (b) the declaration by resolution of the board of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) disenrollment from the School of the student (if only one was attending) or all of the students of a parent serving on the Board in one of the two parent-director seats.

Section 10. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chair of the Board, if any, or to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board may elect a successor to take office as of the date when the resignation becomes effective.

Section 11. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director.

Section 12. **VACANCIES FILLED BY BOARD.** Vacancies on the Board may be filled by approval of the Board, or if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 13. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any director being removed before his or her term of office expires.

Section 14. **PLACE OF BOARD MEETINGS.** Meetings shall be held at the principal office of the corporation. The Board may designate that a meeting be held at any place within the School's jurisdiction that has been designated in the notice of the meeting. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Section 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. **MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.** Any Board meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

- (c) The Board has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- (d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. ANNUAL AND REGULAR MEETINGS. Regular meetings shall be held at such times as designated by the Board, and as noticed in accordance with the Brown Act. The Board shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. All meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board may be called by the Chair of the Board, if any, the President or any Vice-President, or a majority of the Board members.

Section 18. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would be reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the directors address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to the School.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 19. QUORUM. A majority of the directors holding office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provision relating to (a) approval of contracts or

transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnifications of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision is made approved by at least a majority of the required quorum for that meeting.

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their service as directors or officers, only such reimbursement of expenses as the Board may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 22. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, but not half or more of the board, and so many nonvoting committee members as the Board shall select, all to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members of approval of a majority of all members;
- (b) Fill vacancies on the Board or any committee of the board;
- (c) Fix compensation of the directors for serving on the Board or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board that by its express terms is not so amendable ore repealable;
- (f) Create any other committees of the Board or appoint the members of committees of the board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; [or]
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 23. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board actions, except that the time for general meetings of such

committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF DIRECTORS.** No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. **COMPLIANCE WITH LAWS COVERING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act (“FERPA”) as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer or Treasurer. The corporation, at the Board’s direction, may also have a Chair of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasures, and such other officers as may be appointed under Article VIII, Section 4 of these bylaws.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer/Treasurer may serve concurrently as either the President or the Chair of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board may appoint and authorize the Chair of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of nay officer under an employment contract, the Board may remove any officer with or without cause. An officer who was not chosen by the Board may be removed by any other officer on whom the Board confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these

bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIR OF THE BOARD. If a Chair of the Board is elected, he or she shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time. If there is no President, the Chair of the Board shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board may give to the Chair of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement or job specification. The President shall preside at all members meetings and, in the absence of the Chair of the Board, or if none, at all Board meetings. The President shall have such other powers and duties as the Board or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of, and be subject to all restrictions on, the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings and actions of the Board, of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of persons present the Board and committee meetings; The Secretary shall keep or cause to be kept at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of members, or the Board, and committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER/TREASURER. The Chief Financial Officer (also known as the Treasurer) shall keep and maintain, or cause to be kept and maintained adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall give or cause to be given to the Directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (ii) disburse the corporation's funds as the Board may order, (iii) render to the President, Chair of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. **CONTRACTS WITH DIRECTORS AND OFFICERS.** No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, are known to all members of the Board prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the board considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238 (a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding" as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses" as used in these bylaws, shall have the same meaning as in that section of the Corporations Code.

On written request to the board by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

ARTICLE XI INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's director's, or employee's or agent's status as such.

ARTICLE XII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of the Board and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XIII INSPECTION RIGHTS

Section 1. **DIRECTORS RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any Board member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to their current date.

ARTICLE XIV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The Board shall cause an annual report to be sent to the Board within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation at the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;

- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expense or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountants' report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or is subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected acting Secretary of the Bullis-Purmissima Elementary School, a California non-profit public benefit corporation; that these bylaws consisting of 11 pages are the bylaws of this corporation as amended and adopted by the Board on June 24, 2013; and that these bylaws have not been amended or modified since that date.

Executed on June 24, 2013 at Los Altos, California.

Peter Evans, Secretary

2491313

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

ARTICLES OF INCORPORATION OF
THE BULLIS-PURISSIMA ELEMENTARY SCHOOL
A California Nonprofit Public Benefit Corporation

FEB 13 2003

KEVIN SHELLEY
Secretary of State

One: The name of the corporation is The Bullis-Purissima Elementary School.

Two: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

Three: This corporation is organized exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law.

Four: The name and address of the corporation's initial agent for service of process is Francis A. La Poll, 4151 Middlefield Road, Palo Alto, California 94303.

Five: (a) No substantial part of the activities of this corporation shall consist of lobbying or propaganda, or otherwise attempting to influence legislation, except as provided in Section 501(h) of the Internal Revenue Code of 1986, and this corporation shall not participate in or intervene in (including publishing or distributing statements) any political campaign on behalf of or in opposition to any candidate for public office.

(b) All corporate property is irrevocably dedicated to the purposes set forth in Article Two, above, No part of the net earnings of this corporation shall inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to individuals.

(c) On the winding up and dissolution of this corporation, after paying or adequately providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed to such organization (or organizations) organized and operated exclusively for charitable, religious, scientific, testing for public safety, literary, or educational purposes, fostering national or international amateur sports competition (but only if no part of its activities involve the provision of athletic

facilities or equipment), or for the prevention of cruelty of children or animals, which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States internal revenue law.

Six: For any year in which the corporation is a private foundation described in the Internal Revenue Code of 1986, then

(a) The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

(b) The corporation will not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(c) The corporation will not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

(d) The corporation will not make any investments in such manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax laws.

(e) The corporation will not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal laws.

DATED:

2/7/2003

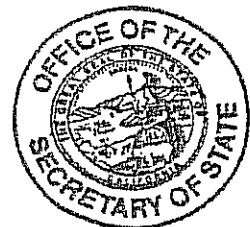
Francis A. La Poll

FRANCIS A. LA POLL, Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation, which execution is my act and deed.

Francis A. La Poll

FRANCIS A. LA POLL



Bullis Charter School

SECTION: Personnel: Administration

Title: Conflict of Interest Code

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, the Bullis Charter School hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all designated employees of Bullis Charter School (“Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making of decisions that may foreseeably have a material effect on any financial interest, shall be “Designated Employees.” The Designated Employee positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Employee, including governing board members, shall file a Form 700 Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Employee’s position is assigned in “Exhibit A.” The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No Designated Employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public

generally, on the Designated Employee or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

Adopted: March 21, 2011

EXHIBIT A

Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
- A. Members of the Governing Board and their alternates (if applicable)
 - B. Candidates for Member of the Governing Board
 - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
 - D. Superintendent of Charter School
 - E. Principal of Charter School
 - F. Assistant Principals
 - G. Chief Business Officer
 - H. Director Personnel Services
 - I. Assistant Director of Personnel Services
 - J. Consultants¹
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
- A. Purchasing Manager
 - B. Assistant Business Officer
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
- A. Information Systems Technician
 - B. Contractor

¹ The Charter School Superintendent/Principal may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the Charter School, or (2) within two miles of the boundaries of the Charter School, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater. A personal residence is excluded from reporting requirements.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the Charter School.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the Charter School.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his/her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the Designated Employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the Designated Employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

Bullis Charter School Board of Directors:

John Phelps, Board Chair

jp@repat.com

(650) 947-4100

Jennifer Carolan, Board Vice-Chair

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Sang Yoo

bcs.sangyoo@gmail.com

(650) 947-4100

Bullis Charter School
 Multiyear Budget Summary
 As of most recent monthly close

	2016/17	2017/18	2018/19	2019/20
	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY				
Revenue				
General Block Grant	6,107,624	6,692,997	6,902,522	6,961,664
Federal Revenue	-	-	-	-
Other State Revenues	155,464	166,273	171,409	171,748
Local Revenues	136,023	137,854	139,740	141,682
Fundraising and Grants	3,931,000	4,138,500	4,251,000	4,251,000
Total Revenue	10,330,111	11,135,624	11,464,670	11,526,094
Expenses				
Compensation and Benefits	7,833,908	8,549,395	8,944,721	9,173,708
Books and Supplies	567,571	573,958	479,866	312,258
Services and Other Operating Expenditures	1,821,740	1,901,265	1,960,014	1,999,735
Capital Outlay	-	-	-	-
Total Expenses	10,223,220	11,024,618	11,384,601	11,485,702
Operating Income (including Depreciation)	33,411	71,291	51,232	12,393
Fund Balance				
Beginning Balance (Unaudited)	1,028,221	1,061,633	1,132,924	1,184,155
Operating Income (including Depreciation)	33,411	71,291	51,232	12,393
Ending Fund Balance (including Depreciation)	1,061,633	1,132,924	1,184,155	1,196,548
Ending Fund Balance as a % of Expenses	10%	10%	10%	10%
Detail				
Enrollment Summary				
K-3	392	407	402	402
4-6	301	301	305	305
7-8	135	175	201	201
9-12	-	-	-	-
Total Enrolled	828	883	908	908
ADA %				
K-3	97%	97%	97%	97%
4-6	97%	97%	97%	97%
7-8	97%	97%	97%	97%
9-12	97%	97%	97%	97%
Average	97%	97%	97%	97%
ADA				
K-3	380.2	394.8	389.9	389.9
4-6	292.0	292.0	295.9	295.9
7-8	131.0	169.8	195.0	195.0
9-12	0.0	0.0	0.0	0.0
Total ADA	803.2	856.5	880.8	880.8

Bullis Charter School
 Multiyear Budget Summary
 As of most recent monthly close

		2016/17	2017/18	2018/19	2019/20
		Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	297,083	496,490	530,576	765,870
8012	Education Protection Account Entitlement	160,632	171,302	176,152	-
8096	Charter Schools in Lieu of Property Taxes	5,649,909	6,025,205	6,195,794	6,195,794
SUBTOTAL - LCFF Entitlement		6,107,624	6,692,997	6,902,522	6,961,664
8300 Other State Revenues					
8550	Mandated Cost Reimbursements	10,092	11,244	11,991	12,331
8560	State Lottery Revenue	145,372	155,028	159,418	159,418
8590	All Other State Revenue	-	-	-	-
SUBTOTAL - Other State Income		155,464	166,273	171,409	171,748
8600 Other Local Revenue					
8660	Interest	5,207	5,364	5,524	5,690
8690	Other Local Revenue	75,000	75,000	75,000	75,000
8693	Field Trips	-	-	-	-
8699	All Other Local Revenue	33,079	34,071	35,093	36,146
8701	Performing Arts	22,737	23,420	24,122	24,846
SUBTOTAL - Local Revenues		136,023	137,854	139,740	141,682
8800 Donations/Grants					
8816	Grants/Donations	3,931,000	4,138,500	4,251,000	4,251,000
SUBTOTAL - Fundraising and Grants		3,931,000	4,138,500	4,251,000	4,251,000
TOTAL REVENUE		10,330,111	11,135,624	11,464,670	11,526,094

Bullis Charter School
 Multiyear Budget Summary
 As of most recent monthly close

		2016/17	2017/18	2018/19	2019/20
		Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES					
Compensation & Benefits					
Certificated Employees Summary					
1100	Teachers Salaries	4,815,378	5,272,481	5,457,819	5,512,397
1300	Certificated Supervisor & Administrator Salaries	714,466	721,611	728,827	736,116
1900	Certificated Other Salaries	124,001	125,241	126,493	127,758
SUBTOTAL - Certificated Employees		5,653,845	6,119,334	6,313,140	6,376,271
Classified Employees Summary					
2200	Classified Support Salaries	572,843	578,571	584,357	590,201
SUBTOTAL - Classified Employees		572,843	578,571	584,357	590,201
3000 Employee Benefits					
3100	STRS	711,254	883,020	1,027,779	1,156,018
3300	OASDI-Medicare-Alternative	126,412	133,628	136,895	138,257
3400	Health & Welfare Benefits	657,027	715,464	760,803	791,235
3500	Unemployment Insurance	38,640	39,900	39,900	39,060
3600	Workers Comp Insurance	70,613	75,957	78,220	79,002
3900	Other Employee Benefits	3,274	3,522	3,627	3,663
SUBTOTAL - Employee Benefits		1,607,220	1,851,490	2,047,224	2,207,236
4000 Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	22,218	44,467	36,773	6,773
4200	Books & Other Reference Materials	35,137	38,595	40,878	42,105
4300	Materials & Supplies	219,753	246,667	236,429	216,521
4400	Noncapitalized Equipment	275,840	228,166	148,773	29,336
4700	Food	14,623	16,062	17,012	17,522
SUBTOTAL - Books and Supplies		567,571	573,958	479,866	312,258
5000 Services & Other Operating Expenses					
5100	Subagreements for Services	-	-	-	-
5200	Travel & Conferences	68,519	73,979	77,952	80,291
5300	Dues & Memberships	51,564	55,438	58,299	60,048
5400	Insurance	75,576	80,596	82,878	85,364
5500	Operations & Housekeeping	238,568	242,017	245,569	249,228
5600	Rentals, Leases, & Repairs	281,873	290,329	299,039	308,010
5800	Other Services & Operating Expenses	1,011,340	1,061,224	1,095,406	1,112,897
5900	Communications	94,301	97,681	100,870	103,896
SUBTOTAL - Services & Other Operating Exp.		1,821,740	1,901,265	1,960,014	1,999,735
TOTAL EXPENSES		10,223,220	11,024,618	11,384,601	11,485,702
6900	Total Depreciation (includes Prior Years)	73,480	39,715	28,838	28,000
TOTAL EXPENSES including Depreciation		10,296,700	11,064,333	11,413,438	11,513,702

Bullis Charter School
 Monthly Cash Forecast
 As of most recent monthly close

	2016/17 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	503,415	592,846	901,534	588,066	677,774	591,646	471,917	350,213	418,988	626,685	678,961	724,031		
Revenue														
General Block Grant	3,624	307,874	651,064	412,190	412,190	448,232	412,190	300,603	1,127,711	560,237	560,237	600,395	6,107,624	311,077
Other State Income	-	-	-	-	-	4,339	36,957	-	303	33,728	-	-	155,464	80,136
Local Revenues	434	434	21,888	7,934	7,934	21,888	7,934	7,934	21,888	7,934	7,934	21,888	136,023	-
Fundraising and Grants	325,500	325,500	-	325,500	325,500	325,500	325,500	651,000	-	325,500	325,500	125,500	3,931,000	550,500
Total Revenue	329,558	633,808	672,952	745,624	745,624	799,959	782,581	959,537	1,149,901	927,399	893,671	747,783	10,330,111	941,713
Expenses														
Compensation & Benefits	270,008	293,549	744,543	732,951	731,019	731,019	746,475	732,951	732,951	724,399	724,399	669,647	7,833,908	-
Books & Supplies	61,772	61,772	78,485	26,549	26,549	26,549	47,649	47,649	47,649	47,649	47,649	47,649	567,571	-
Services & Other Operating Expenses	60,123	48,314	198,721	146,006	146,006	197,449	145,489	145,489	196,933	138,404	111,882	163,325	1,821,740	123,600
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	391,903	403,635	1,021,749	905,505	903,573	955,017	939,613	926,089	977,533	910,452	883,930	880,621	10,223,220	123,600
Operating Cash Inflow (Outflow)	(62,345)	230,173	(348,797)	(159,881)	(157,949)	(155,058)	(157,032)	33,447	172,368	16,947	9,742	(132,838)	106,891	818,113
Revenues - Prior Year Accruals	431,200	237,940	-	214,262	36,493	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(120,000)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(159,425)	(159,425)	35,328	35,328	35,328	35,328	35,328	35,328	35,328	35,328	35,328	35,328	35,328	35,328
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	592,846	901,534	588,066	677,774	591,646	471,917	350,213	418,988	626,685	678,961	724,031	626,521		

Bullis Charter School
Monthly Cash Forecast
As of most recent monthly close

	2017/18 Projected												Forecast	AP/AR
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	626,521	677,961	823,155	561,274	792,589	790,717	754,150	702,960	468,465	631,726	728,838	815,689		
Revenue														
General Block Grant	14,854	353,849	744,885	478,730	478,730	518,888	478,730	322,639	1,173,527	599,994	599,994	650,822	6,692,997	277,355
Other State Income	-	-	-	-	-	4,835	41,178	-	337	37,580	-	-	166,273	82,342
Local Revenues	447	447	22,320	7,947	7,947	22,320	7,947	7,947	22,320	7,947	7,947	22,320	137,854	-
Fundraising and Grants	413,850	-	-	413,850	413,850	413,850	413,850	413,850	-	413,850	413,850	213,850	4,138,500	613,850
Total Revenue	429,151	354,296	767,204	900,527	900,527	959,893	941,705	744,436	1,196,184	1,059,371	1,021,791	886,992	11,135,624	973,547
Expenses														
Compensation & Benefits	284,025	305,234	814,486	802,516	800,521	800,521	816,481	802,516	802,516	793,400	793,400	733,778	8,549,395	-
Books & Supplies	26,372	26,372	46,737	29,386	29,386	29,386	64,386	64,386	64,386	64,386	64,386	64,386	573,958	-
Services & Other Operating Expenses	62,257	49,664	208,198	152,896	152,896	206,888	152,364	152,364	206,356	144,808	117,490	154,750	1,901,265	140,332
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	372,655	381,271	1,069,421	984,798	982,803	1,036,795	1,033,232	1,019,267	1,073,259	1,002,595	975,276	952,914	11,024,618	140,332
Operating Cash Inflow (Outflow)	56,497	(26,975)	(302,217)	(84,271)	(82,276)	(76,903)	(91,526)	(274,831)	122,925	56,776	46,514	(65,923)	111,006	833,215
Revenues - Prior Year Accruals	286,385	340,011	-	275,250	40,068	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(123,600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(167,842)	(167,842)	40,336	40,336	40,336	40,336	40,336	40,336	40,336	40,336	40,336	40,336	40,336	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	677,961	823,155	561,274	792,589	790,717	754,150	702,960	468,465	631,726	728,838	815,689	790,102		

Bullis Charter School
 Monthly Cash Forecast
 As of most recent monthly close

	2018/19												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	790,102	805,655	939,948	701,763	559,081	566,490	539,880	512,952	649,382	770,513	1,033,069	1,076,761		
Revenue														
General Block Grant	24,824	386,337	810,534	526,700	526,700	569,526	526,700	306,157	1,159,028	582,033	582,033	626,071	6,902,522	275,877
Other State Income	-	-	-	-	-	5,156	43,913	-	360	40,076	-	-	171,409	81,903
Local Revenues	460	460	22,764	7,960	7,960	22,764	7,960	7,960	22,764	7,960	7,960	22,764	139,740	-
Fundraising and Grants	413,850	-	-	-	413,850	413,850	413,850	827,700	-	620,775	413,850	213,850	4,251,000	519,425
Total Revenue	439,135	386,797	833,298	534,661	948,511	1,011,296	992,424	1,141,817	1,182,152	1,250,845	1,003,844	862,685	11,464,670	877,205
Expenses														
Compensation & Benefits	295,097	314,577	852,419	840,449	838,454	838,454	854,414	840,449	840,449	831,121	831,121	767,720	8,944,721	-
Books & Supplies	25,738	25,738	46,275	28,013	28,013	28,013	49,679	49,679	49,679	49,679	49,679	49,679	479,866	-
Services & Other Operating Expenses	63,710	50,760	215,076	158,093	158,093	213,727	157,545	157,545	213,179	149,776	121,638	177,272	1,960,014	123,600
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	384,545	391,075	1,113,770	1,026,554	1,024,559	1,080,193	1,061,638	1,047,673	1,103,307	1,030,575	1,002,438	994,671	11,384,601	123,600
Operating Cash Inflow (Outflow)	54,590	(4,278)	(280,472)	(491,894)	(76,049)	(68,897)	(69,214)	94,144	78,845	220,269	1,406	(131,986)	80,069	753,605
Revenues - Prior Year Accruals	277,355	348,096	-	306,925	41,171	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(123,600)	(16,732)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(192,792)	(192,792)	42,286	42,286	42,286	42,286	42,286	42,286	42,286	42,286	42,286	42,286	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	805,655	939,948	701,763	559,081	566,490	539,880	512,952	649,382	770,513	1,033,069	1,076,761	987,061		

Bullis Charter School
 Monthly Cash Forecast
 As of most recent monthly close

	2019/20												Forecast	AP/AR
	Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	987,061	980,763	1,074,814	796,923	804,517	809,153	736,454	728,568	902,273	991,764	1,078,678	1,153,362		
Revenue														
General Block Grant	26,529	398,276	791,247	543,415	543,415	543,415	543,415	342,642	1,127,443	611,127	611,127	611,127	6,961,664	268,484
Other State Income	-	-	-	-	-	5,302	45,157	-	370	41,211	-	-	171,748	79,709
Local Revenues	474	474	23,222	7,974	7,974	23,222	7,974	7,974	23,222	7,974	7,974	23,222	141,682	-
Fundraising and Grants	413,850	-	-	200,000	413,850	413,850	413,850	827,700	-	413,850	413,850	213,850	4,251,000	526,350
Total Revenue	440,853	398,751	814,469	751,390	965,240	985,790	1,010,396	1,178,317	1,151,035	1,074,162	1,032,951	848,199	11,526,094	874,543
Expenses														
Compensation & Benefits	303,328	322,601	873,749	862,031	860,078	860,078	875,702	862,031	862,031	852,672	852,672	786,735	9,173,708	-
Books & Supplies	28,427	28,427	41,470	22,659	22,659	22,659	24,326	24,326	24,326	24,326	24,326	24,326	312,258	-
Services & Other Operating Expenses	65,218	51,880	219,850	161,527	161,527	218,460	160,963	160,963	217,896	152,960	123,978	163,507	1,999,735	141,004
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	396,973	402,908	1,135,069	1,046,218	1,044,265	1,101,198	1,060,991	1,047,320	1,104,253	1,029,958	1,000,976	974,569	11,485,702	141,004
Operating Cash Inflow (Outflow)	43,880	(4,157)	(320,600)	(294,828)	(79,025)	(115,408)	(50,595)	130,996	46,782	44,204	31,975	(126,370)	40,393	733,539
Revenues - Prior Year Accruals	275,877	300,664	-	259,713	40,952	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(123,600)	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(202,456)	(202,456)	42,709	42,709	42,709	42,709	42,709	42,709	42,709	42,709	42,709	42,709	42,709	42,709
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	980,763	1,074,814	796,923	804,517	809,153	736,454	728,568	902,273	991,764	1,078,678	1,153,362	1,069,701		

Bullis Charter School
3-Year Budget Assumptions: 2017/18 – 2019/20

The Bullis Charter School (BCS) Renewal financial statements include a four year annual budget and monthly cash flow statement.

Enrollment

BCS is projecting enrollment to increase from the current 741 to 908 over the next four years. With a large waitlist of students, Bullis Charter School would like to expand its program to match interest in the community. BCS’s expansion plans are currently constrained; however, by the 5 Year Settlement Agreement signed by Bullis Charter School and Los Altos School District (LASD) in July of 2014. Under the Settlement Agreement, BCS agreed to limit its growth each year by grade. Under the Settlement Agreement, BCS will expand all grades to a target 100 students per grade with no more than 105 students in any grade. BCS currently anticipates reaching its target enrollment in 2018-19. Current enrollment projections include increase of 87 students in FY16/17, 55 in FY17/18, and 25 in FY 18/19 to reach 100 students each in Kinder to second grades, 102 students in third grade, 105 students in fourth grade, 100 students in fifth and sixth grades, and 101 and 100 students in seventh and eighth grades respectively. The following table shows BCS’ projected enrollment and ADA.

Grade	2016-17	2017-18	2018-19	2019-20
K	100	100	100	100
1	102	100	100	100
2	105	102	100	100
3	85	105	102	102
4	100	100	105	105
5	101	100	100	100
6	100	101	100	100
7	75	100	101	101
8	60	75	100	100
Total	828	883	908	908
ADA%	97%	97%	97%	97%
ADA	803.16	856.51	880.76	880.76

Based on historical attendance rates, the projections assume 97% ADA percentage.

Revenue

LCFF Revenue, including State Aid and EPA funding, for FY16/17 – FY19/20 utilizes the assumptions from the FCMAT LCFF Calculator v16.2c-Gov-Budget.

While BCS continues to actively seek a more diverse student population, for budgeting purposes BCS is maintaining a conservative budgeting position. BCS is using its current unduplicated percentage projection for 2015-16 of 10 percent to project budgets in subsequent years.

Bullis Charter School
3-Year Budget Assumptions: 2017/18 – 2019/20

LCCF Implementation

Column 1	2015-16	2016-17	2017-18	2018-19	2019-20
Implementation % Towards Goal	51.97%	49.08%	45.34%	6.15%	34.21%
Total Effective Implementation %	70.40%	84.93%	91.76%	92.27%	94.91%
Per Pupil Funding	7,155	7,428	7,642	7,669	7,904

Additionally, to maintain a conservative budget, Mandate Block Grant and Lottery revenue is assumed to stay static (no COLA or inflation adjustment) at \$14/ADA and \$181/ADA. Any one time funding (i.e. Educator Effectiveness grant) is not assumed in out years.

Local revenue is assumed to stay steady, with 3% increase due to inflation, despite projected growth in BCS' student enrollment. In addition, Special Education reimbursements from the County is assumed to stay steady despite projected growth in BCS' student enrollment. Field trip funding will be managed through the Bullis Booster Club, so this revenue and corresponding expense have been removed from the projections. Projected revenue per student for Donations/ Grants is assumed to stay steady, at \$4,500 per student, \$65,000 for Fund-A-Need, and \$75,000 for Math/Science Initiative.

Bullis Charter School receives a large grant from the Bullis-Purissima Elementary School Foundation (BPESF) each year to help fund the BCS program. BCS spends approximately the same amount of money per student for its program as the local public school district. Unfortunately, BCS is not provided the same amount of public funding to run its program as the local school district.

In order to tackle this public funding difference, BPESF collects donations and grants to fund the gap between what other local public school students receive in public funding and BCS students receive. BPESF has successfully raised the money to cover this funding gap money every year for well over a decade.

During the budgeting process, BPESF provides BCS with a commitment for their grant for the following year. BCS then uses that commitment in its budgeting process. Given the long track record of support and commitment during the budgeting process, BCS is comfortable counting on this grant money for its program.

Expenses

Expenses are largely based on prior year expenditures for BCS. Given the success of BCS to date, the school leadership believes these are reasonable assumptions to make in ensuring that the school will continue to be able to deliver a successful program while maintaining financial stability. Most expense assumptions have been increased 3% per year for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

Bullis Charter School
3-Year Budget Assumptions: 2017/18 – 2019/20

Staffing

To accommodate the growth in student body, five additional teacher is budgeted for 2016-17, four additional teacher is budgeted for 2017-18, and two additional teacher is budgeted for 2018-19 from the current faculty size of 65.0 FTE. Additionally, to meet the expectations of LCFF and the LCAP (specifically, the minimum proportionality percentage), the budget includes increased levels of funding for additional teaching time to serve ELL students.

Total Column 2	2016-17	2017-18	2018-19	2019-20
Certificated Instructional Staff				
Core Teachers	40	42	43	43
Associate Teachers/ Specialists	30	32	33	33
Total Certificated Instructional Staff	70	74	76	76
Other Certificated Staff				
Director of Special Project	1	1	1	1
Resource Specialist	1	1	1	1
Superintendent	1	1	1	1
Principal	1	1	1	1
Assistant Principal	1	1	1	1
TOSA	1	1	1	1
Total Other Certificated Staff	6	6	6	6
Classified Support Staff				
Secretary	3	3	3	3
Registrar	1	1	1	1
Communications	2	2	2	2
Nurse	2	2	2	2
Custodian	2	2	2	2
Total Classified Support Staff	10	10	10	10
Total Staffing	86	90	92	92

The ratio of students to instructional staff is 12:1

Bullis Charter School
3-Year Budget Assumptions: 2017/18 – 2019/20

Col Column2	2016-17	2017-18	2018-19	2019-20
Total Enrollment	828	883	908	908
Core Teachers	40	42	43	43
Associate Teachers/ Specialists	30	32	33	33
Total Instructional Staff	70	74	76	76
Student per Instructional Staff	12	12	12	12

The average salary for new staff is assumed at \$65,000. A 1% increase to staff salaries each year is included in the budget. Health insurance coverage is available to all employees, and is assumed to be an average of \$7,730 in 2016-17, growing by 4% per year. A 1.13% of total salaries is assumed for workers' compensation insurance per year, based on prior year patterns.

The following STRS rates, as approved by the California Legislature in June 2014, have been included:

Column 1	2016-17	2017-18	2018-19	2019-20
STRS	12.58%	14.43%	16.28%	18.13%

Books & Supplies

As mentioned above, due to BCS' prior strong fiscal management, Books & Supplies expenses are now primarily budgeted based on historic expenditures. Costs per student or costs per teacher for most projections are increasing by 3% per year. A few exceptions are:

- Charter School Junior Olympics – This is an every other year event that BCS hosts, so the expenses will be incurred every other year
- Classroom furniture and non-classroom furniture – These costs are assumed to decrease starting 2017-18, as most of our classrooms will be fully equipped before then. The 5 Year Settlement Agreement provides all additional buildings by the 2016-17 school year, so only small amounts of new furniture are expected to be needed after that point.
- Computers – A large computer technology budget has been included in order to meet Common Core State Standard instructional and assessment expectations and to continue to expand BCS' STEAM program. By leveraging projected operating incomes in 2017-18 and 2018-19, BCS is assumed to pre-purchase computers for 2018-19 and 2019-20 respectively.
- Approved textbooks and core curriculum materials – This is currently budgeted at \$263 per new student and the costs per new student is increasing by 3%. Furthermore, the school expects that some textbooks will be replaced as state standards change; so, additional \$30,000 has been added in 2017-18 and 2018-19. And for 2019-20, the school reserved approximately \$7,000 for any replacement despite no projected growth in BCS' enrollment.

Bullis Charter School
3-Year Budget Assumptions: 2017/18 – 2019/20

- Instructional materials – This expense has been reduced in 2019-20. As with computers, BCS will leverage operating income in 2018-19 to pre-purchase materials for 2019-20.

A 3% increase is otherwise assumed for any budget category where there is not specific additional spending expected.

Services & Other Operating Expenses

As mentioned above, due to BCS' prior strong fiscal management, Services & Other Operating Expenses are also now primarily budgeted based on historic expenditures.

BCS purchases insurance through CharterSAFE. The insurance costs is assumed to grow by 3% per year based on prior year pattern, beginning with 2017-18.

BCS anticipates maintaining a strong relationship with EdTec, our back-office service provider, for the purposes of external budget and fiscal accountability and to maintain the most up-to-date financial information as a charter in the state of California. BCS revisits its back-officer service contract every two year to decide whether to continue using the current service provider, consider a new provider, or complete the work in-house. No increase to back-office service fees are currently budgeted.

Facilities Costs (In Lieu of the Pro-Rata Share) for BCS is assumed to grow by 3% per year, beginning with the current rent of \$206,000 in 2015-16. This use fee has already been negotiated with LASD as part of the 5 Year Settlement Agreement through the 2018-19 school year.

Capital Expenditures

Currently, budget does not includes capital expenditures. The build out of specialty classrooms occurred in 2014-15 and 2015-16. This costs has been amortized over 5-years, as is standard for building improvements and playground equipment.

Cash Flow

The cash flow forecast assumes all revenue received the month it is distributed, and that the 2015-16 apportionment schedule approved with the June 2015 State budget continues throughout the three-year projection. No Special Advance Apportionment for growing schools has been included due to the size of the enrollment increase not meeting the expected threshold.

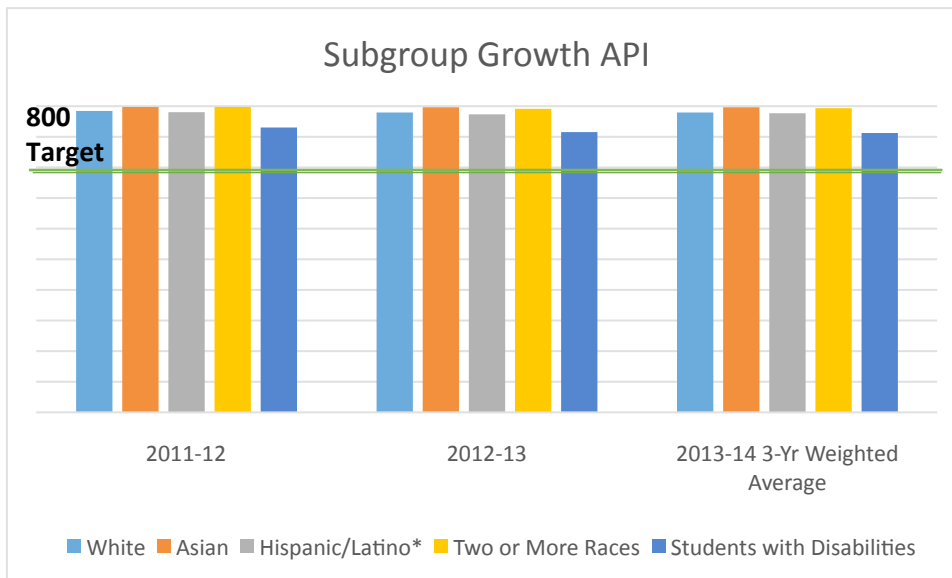
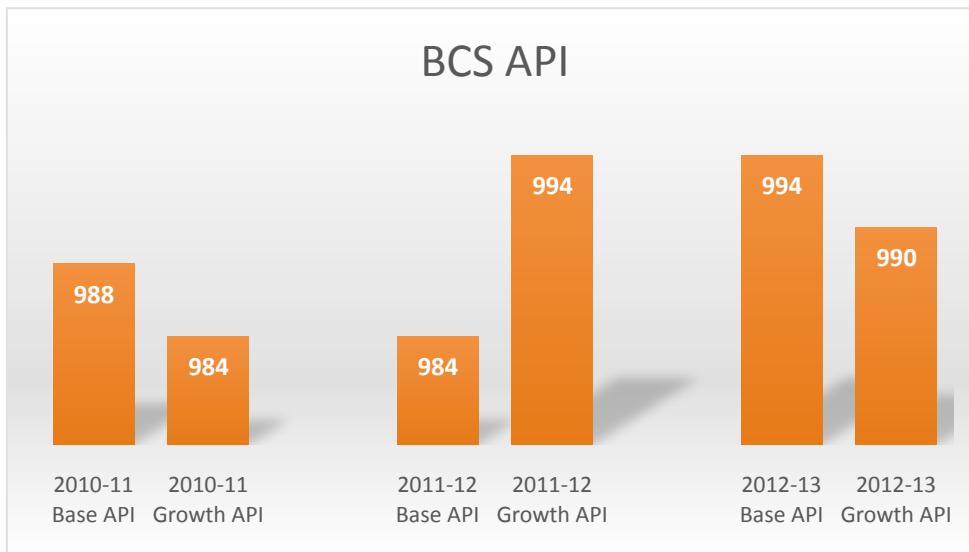
Only utilities expense paid to the district is accrued, and no other expenses are expected to accrue. Revenue will be accrued based on amounts owed according to CDE exhibits. Accrued revenue will be reflected in the cash forecast in the year after it was earned, according to reasonable and historic assumptions regarding disbursement/collection.

Bullis Charter School
3-Year Budget Assumptions: 2017/18 – 2019/20

Annual Financial Report

Following the Ed Code 47604.33, BCS has been submitting required financial reports in a format prescribed by the authorizer and will continue to submit all requested financial reports.

1) Attained API growth target in past 3 years API was calculated



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

Source: CDE Base and Growth API annual research files

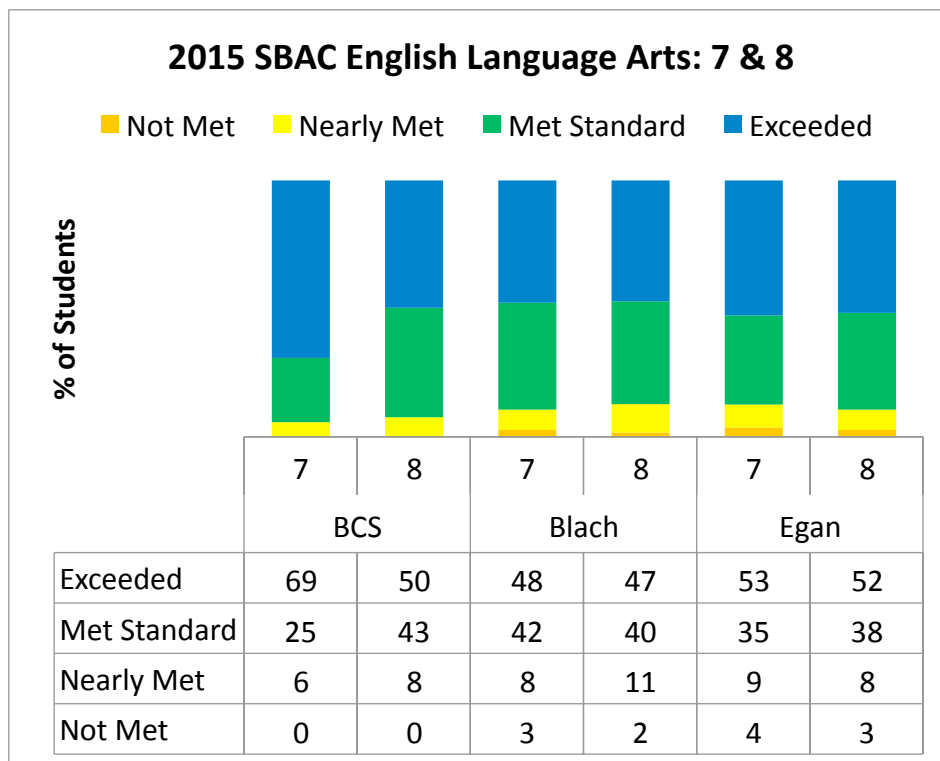
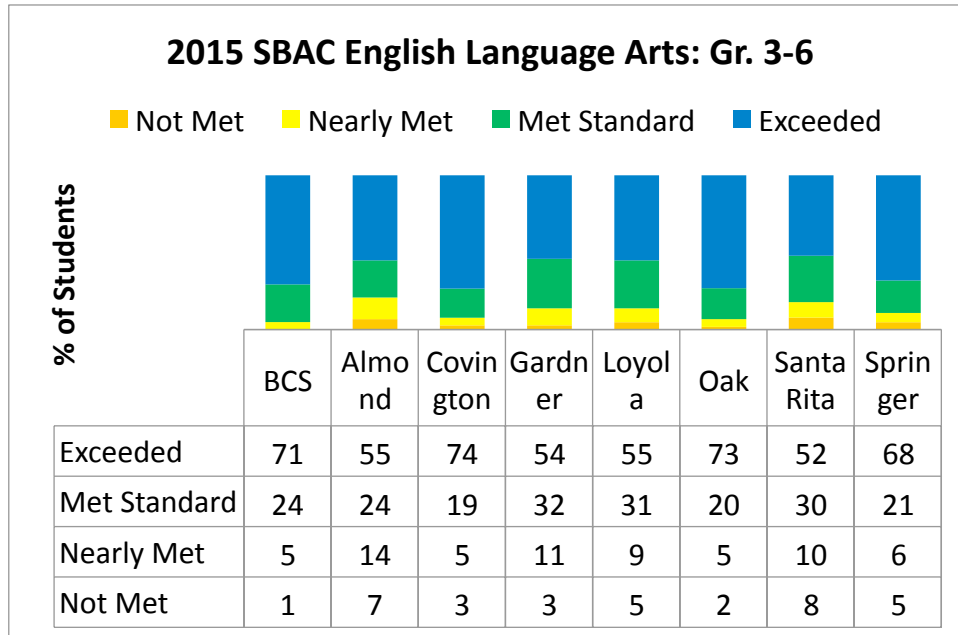
2-3) In top decile (10) for both state rank and similar schools rank for last three years that API was calculated

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

Source: CDE Base and Growth API annual research files

4) Performance on CST ELA/Math (through 2013), SBAC ELA/Math (2015), and CST Science (through 2015) equal to or exceeds that of local schools

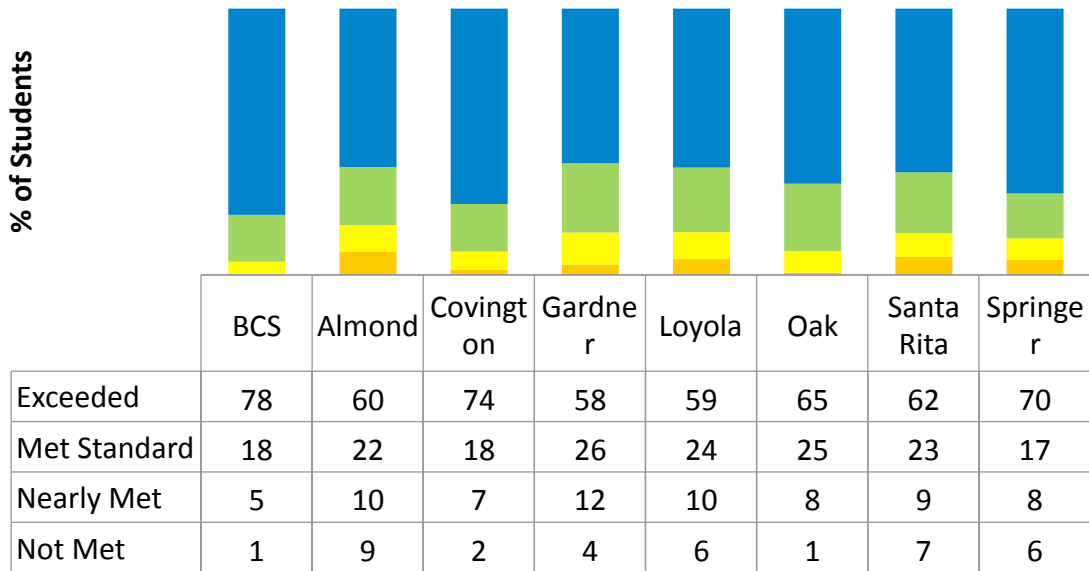
2015 SBAC Testing – ELA



2015 SBAC Testing - Math

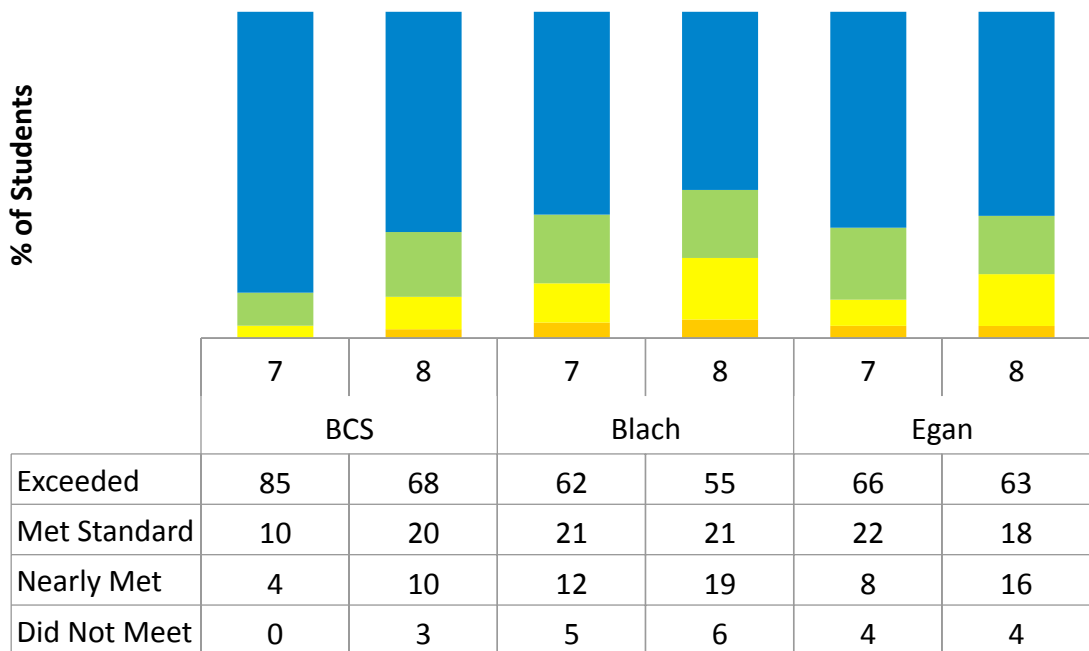
2015 SBAC Mathematics: Gr. 3-6

Not Met Nearly Met Met Standard Exceeded



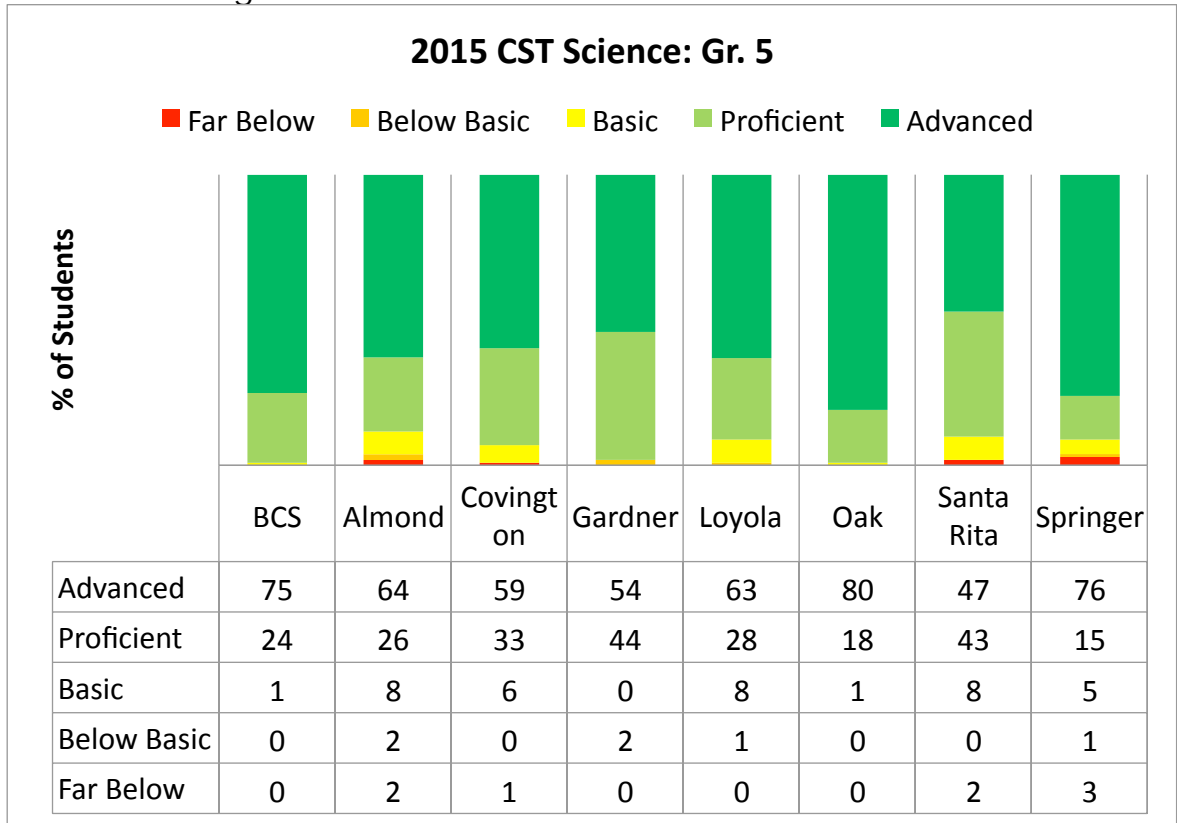
2015 SBAC Mathematics: 7 & 8

Did Not Meet Nearly Met Met Standard Exceeded



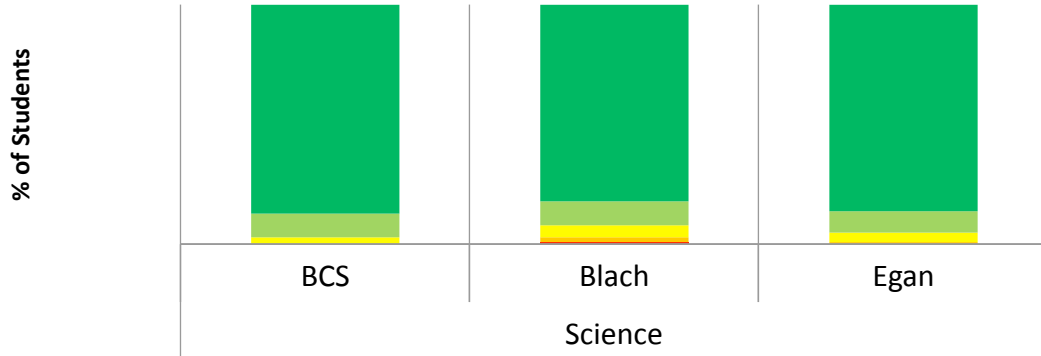
Source: CDE CAASPP 2015 research files

2015 CST Testing – Science



2015 CST Science: Gr. 8

■ Far Below
 ■ Below Basic
 ■ Basic
 ■ Proficient
 ■ Advanced

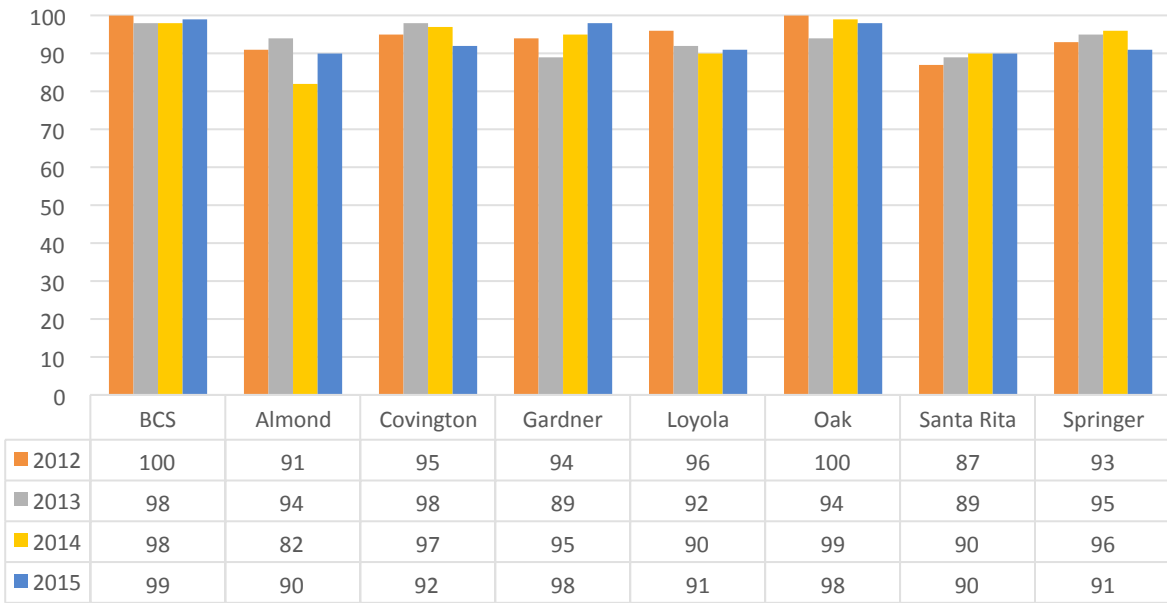


	Science		
	BCS	Blach	Egan
Advanced	88	82	87
Proficient	10	10	9
Basic	3	5	4
Below Basic	0	2	1
Far Below	0	1	0

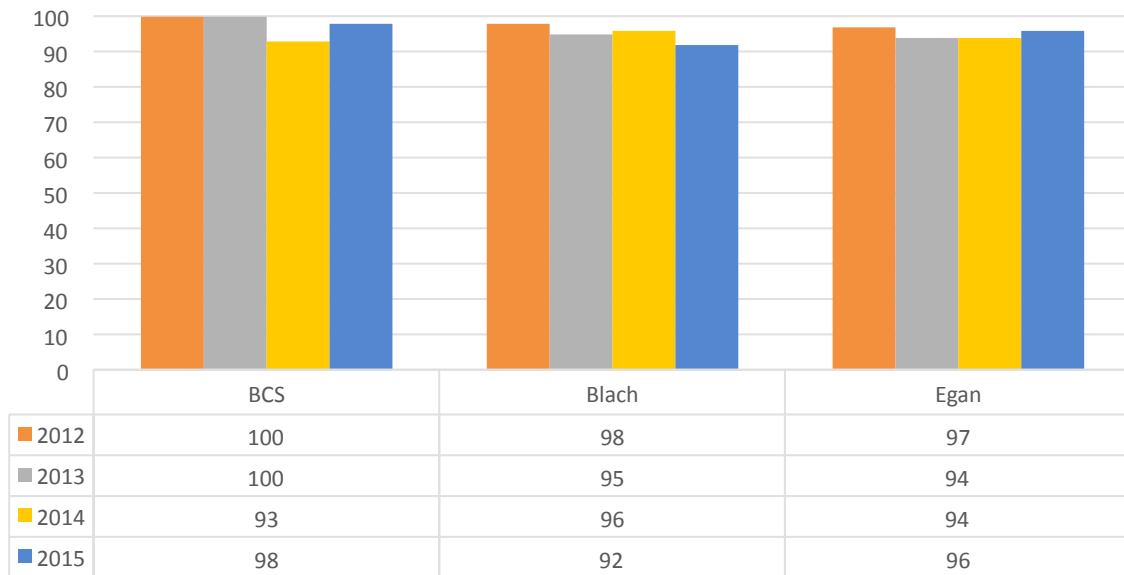
Source: CDE Dataquest

2012-2015 CST Science Testing

CST Science - Grade 5 Percent Proficient/Advanced



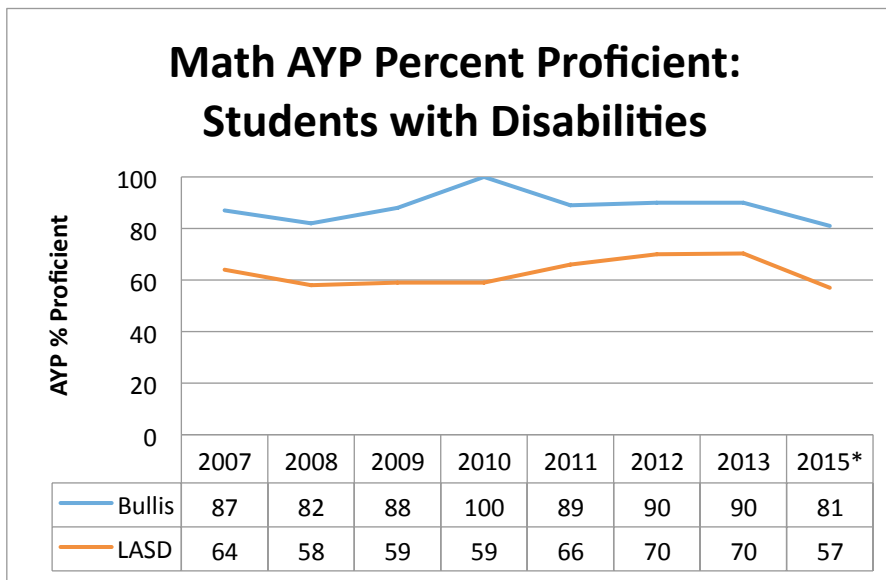
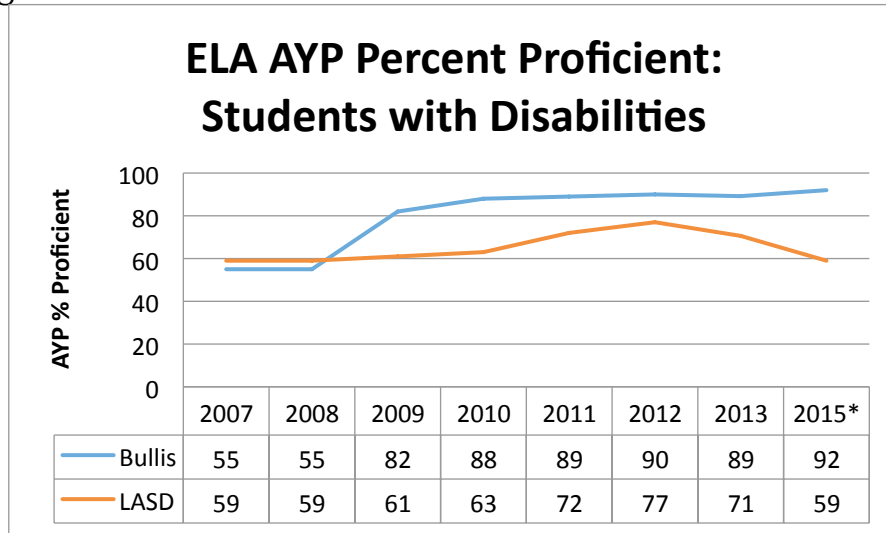
CST Science - Grade 8 Percent Proficient/Advanced



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

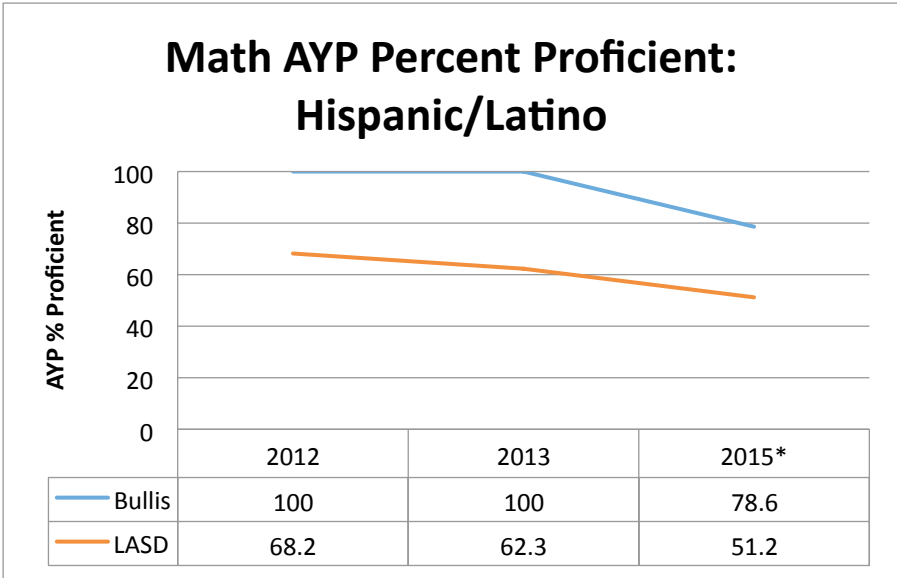
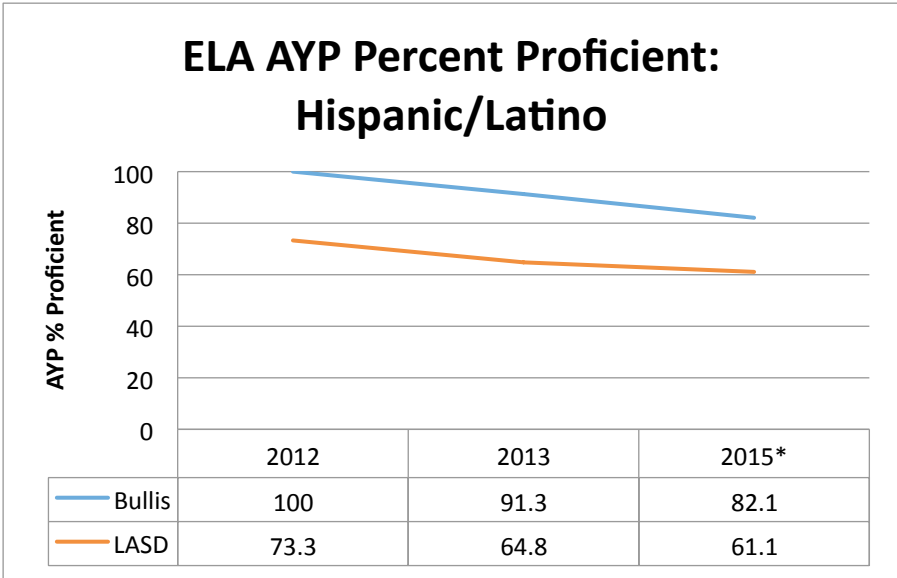
AYP Percent Proficient Compared to Local Schools for Subgroups

*Change from CST to SBAC test in 2015



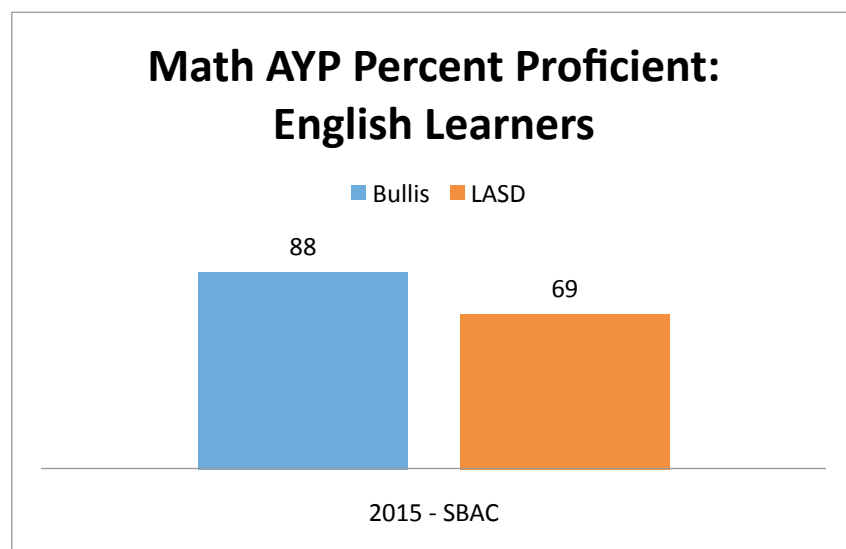
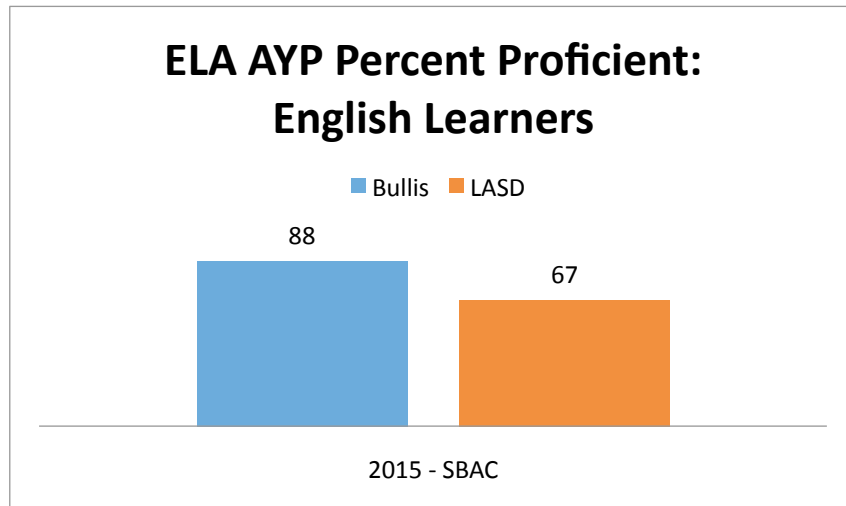
Source: CDE AYP annual research files

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



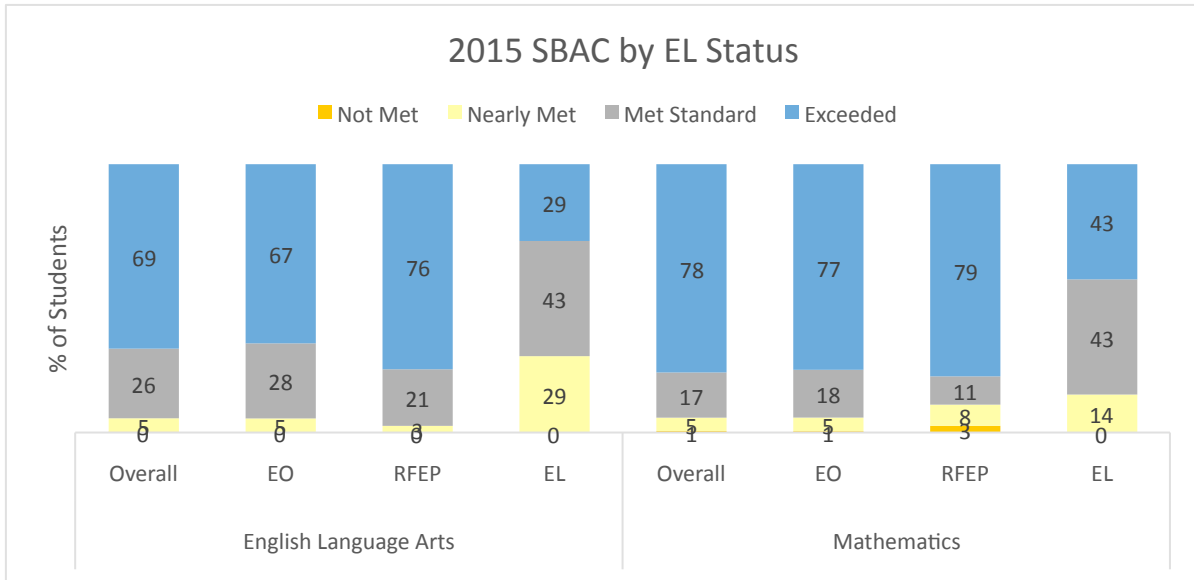
Source: CDE AYP annual research files

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



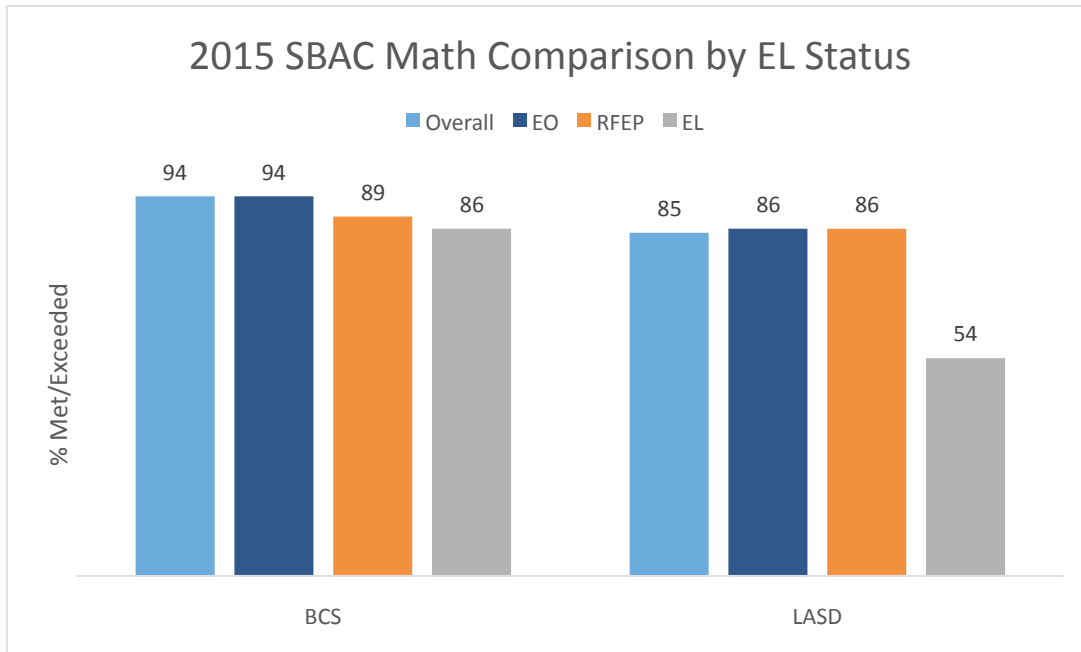
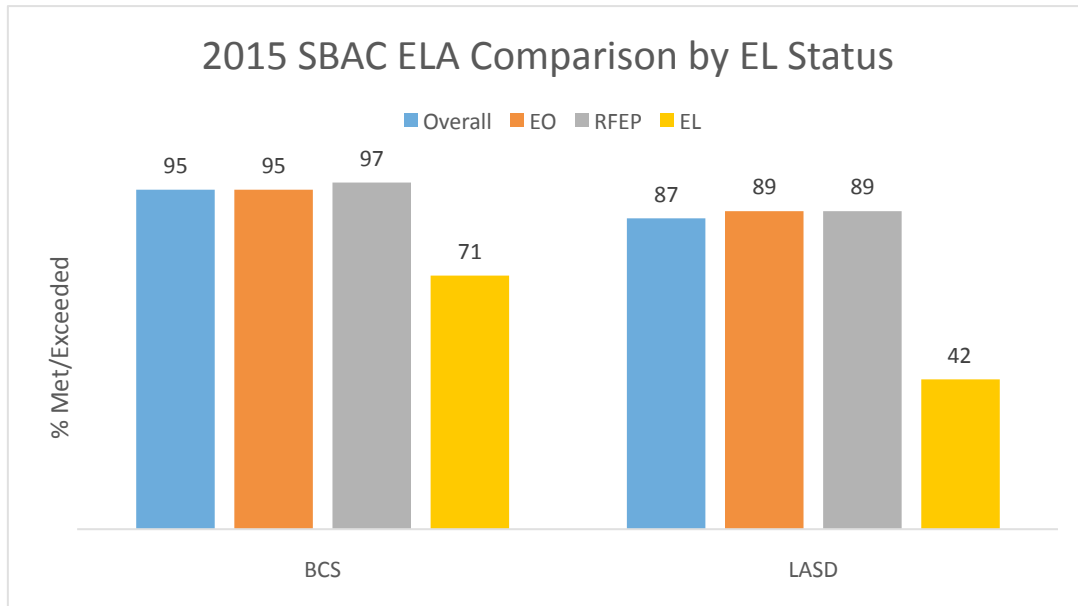
Source: CDE AYP annual research files

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



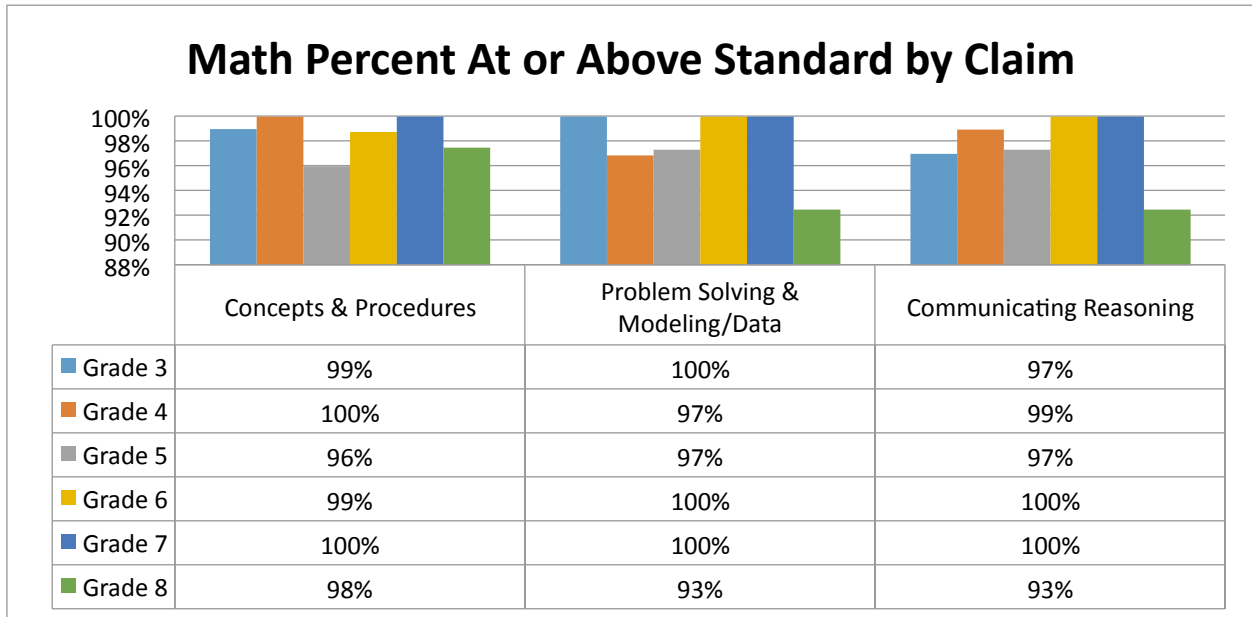
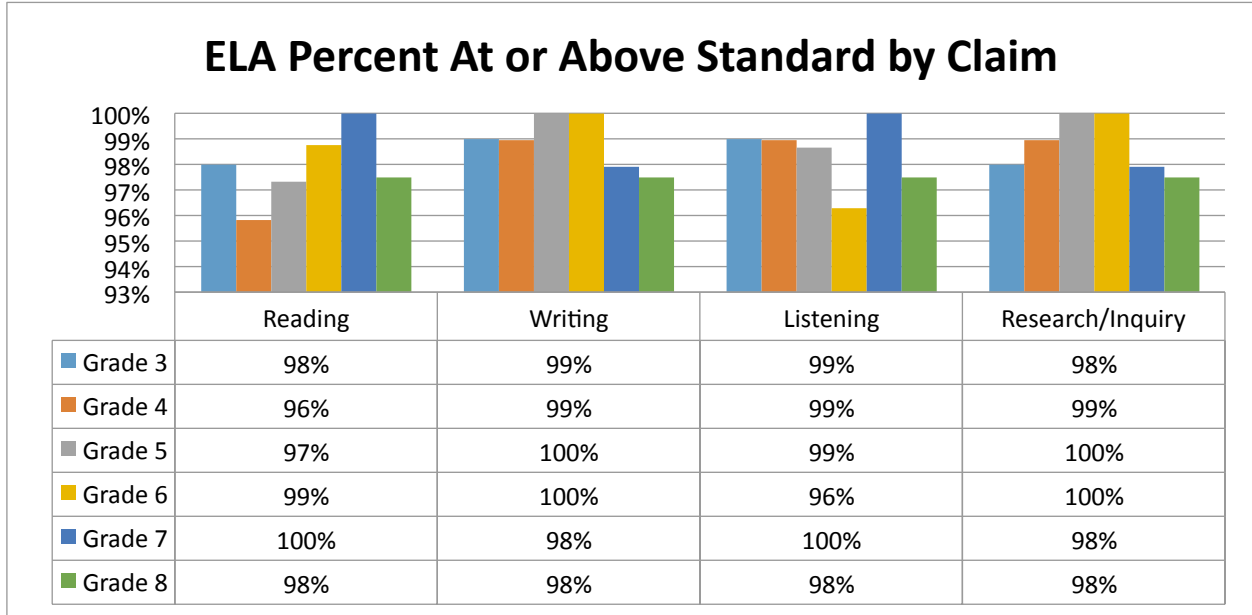
Source: Bullis 2015 CAASPP student results file

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



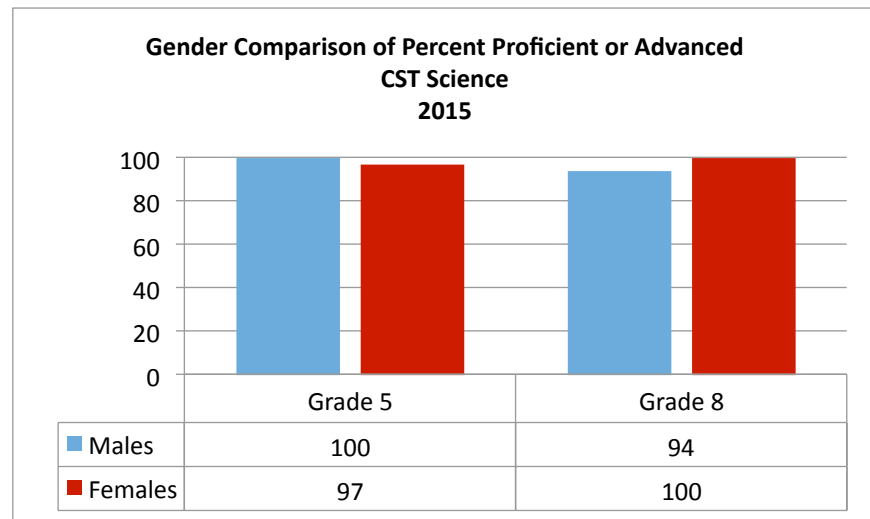
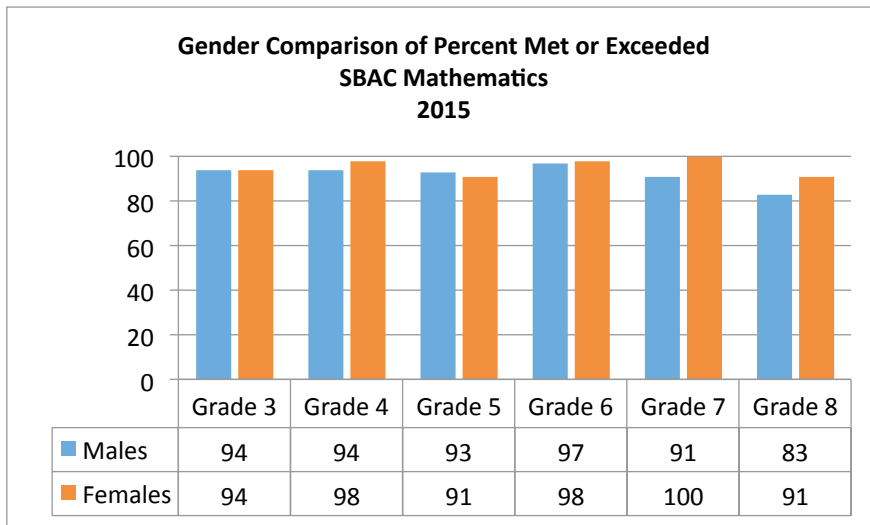
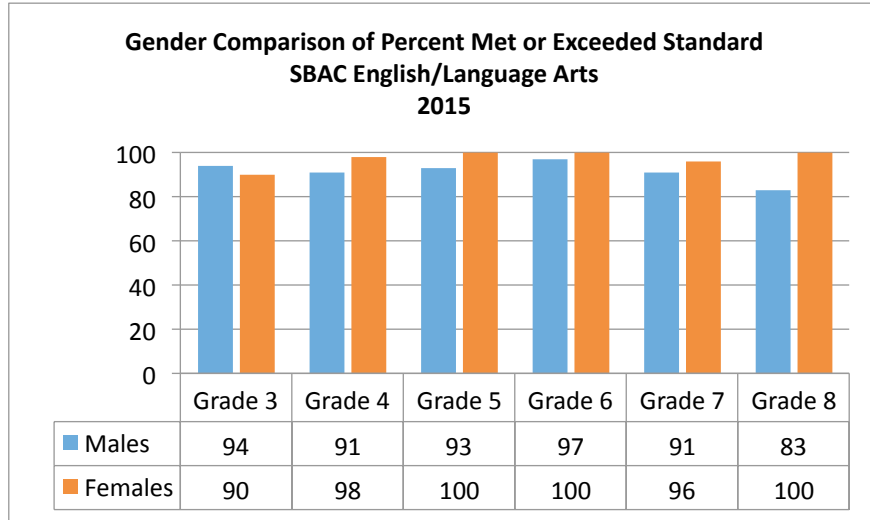
Source: CDE CAASPP 2015 research files

4) Other items tracked by school
2015 SBAC Percent At or Above Standard by Claim



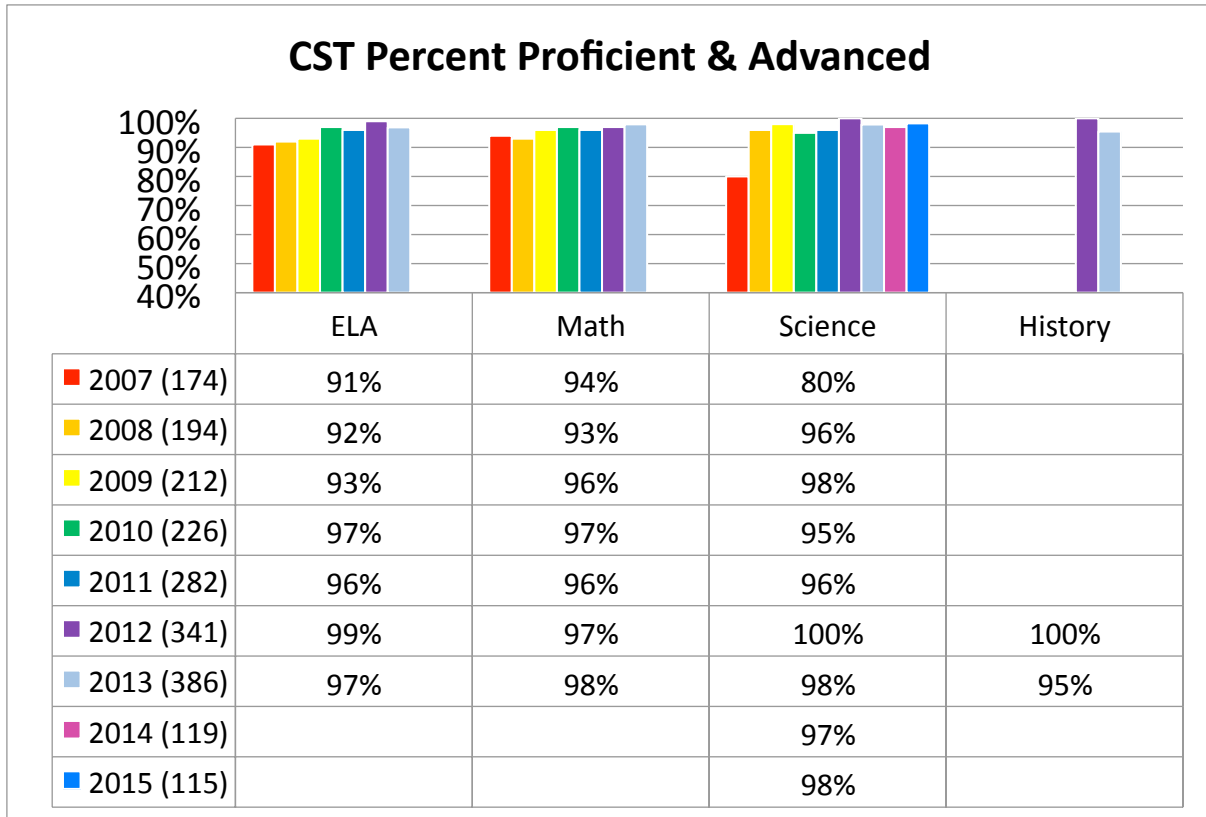
Source: Bullis 2015 CAASPP student results file

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

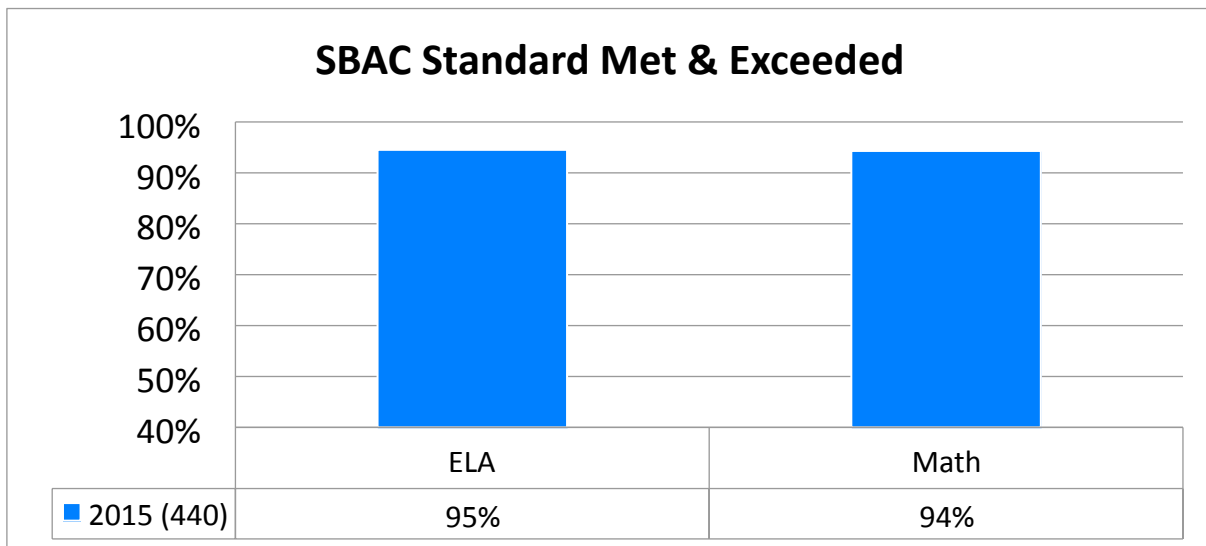


Source: Bullis 2015 CAASPP student results file

Year Over Year Progress on State Tests - School-wide

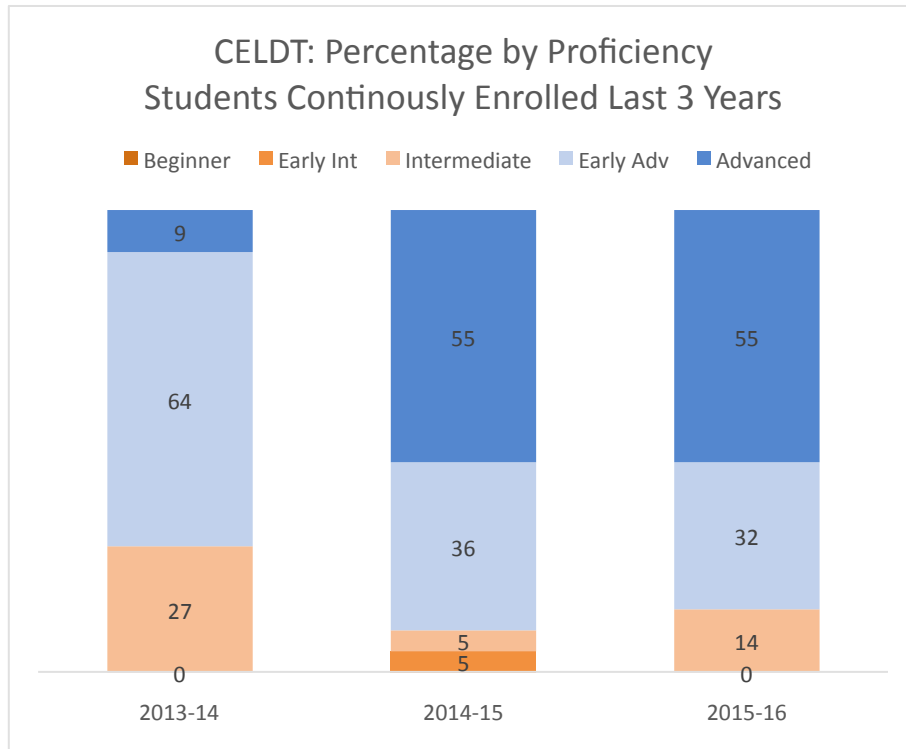


Source: CDE STAR research files (2007 – 2013), CAASPP research file (2014), Dataquest (2015)

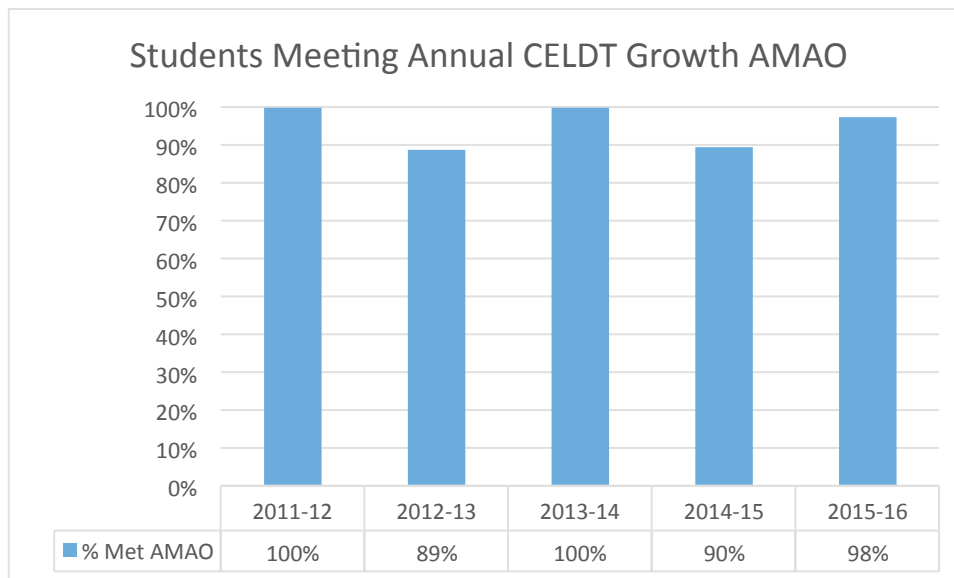


Source: CDE CAASPP 2015 research files

CELDT Progress for Students Continuously Enrolled from 2013-14 to 2015-16



Students Meeting Annual Growth Objective



AMAO: Students increase at least one proficiency level on CELDT and students scoring a 4 or 5 on CELDT achieve proficiency on CST/SBAC ELA. 2015-16 based only on CELDT growth (and maintaining a 4 or 5) since SBAC scores not yet available.

Source: Bullis CELDT student results files – 2010-11 through 2015-16

BCS Performance-Based Continuum 2015-2016

Standard	Solid Foundation (Associate Teachers)	Effective Application	Purposeful Synthesis	Successful Innovation	Exemplary Model
I Content Knowledge					
IA. Content Knowledge	Understands the information and skills in the content standards of assigned grade level.	Understands the content of other grade levels and is able to build on skills and content taught previously and teach skills and content needed for future grade levels.	Understands how the content of various subjects within grade level fit together and overlap so as to integrate subject matter within individual lessons and units of instruction.	Understands how the content of various subjects within assigned grade level(s) fit together so as to create and/or adapt units of instruction (i.e. PBL units) that integrate subject matter.	Possesses in-depth knowledge of subject matter required to engage students in interdisciplinary, meaningful units of instruction that are modified yearly to deepen students' knowledge and mastery of content. Facilitates collegial conversations around content knowledge and the development of sequential K-8 scopes and sequences around student mastery of content.
IB. Pedagogical Knowledge	Possesses knowledge of pedagogy required to engage students in meaningful instruction that covers state content standards.	Incorporates pedagogical knowledge gained from peer collaboration and trainings in order to engage and instruct students in a way that is meaningful and meets students' diverse learning needs and abilities.	Adapts and integrates a broad range of teaching strategies into a differentiated instructional program that meets students' diverse learning needs and abilities.	Creates, adapts, and then integrates an extensive repertoire of teaching strategies that allows all students to reach their full potential.	Implements and shares strategies for developing and delivering an instructional program focused on providing quality instruction and optimal learning for both peers and children via effective and collaborative learning communities.
IC. Planning Instruction	Plans instruction that incorporates strategies suggested by curriculum guidelines in order to cover state standards.	Selects strategies for single lessons or sequences of lessons, based on knowledge gained from trainings and collegial conversations, that meet state standards and respond to students' diverse learning needs based on data.	Plans instruction using a wide variety of strategies to address the learning styles and needs of students based on data. Plans lessons that provide appropriate support and challenge for students and collaborates with colleagues to meet the needs of all students within assigned grade level(s).	Designs and plans units of instruction that incorporate a repertoire of strategies to specifically meet students' diverse learning needs and styles to advance learning for all based on data. Provides student choice of activities within units of instruction to allow students to engage in tasks that meet his/her learning needs based on self-assessment and/or teacher recommendation.	Designs and plans units of instruction that incorporate a repertoire of strategies to specifically meet students' diverse learning needs and styles to advance learning for all based on data. Facilitates opportunities for students to reflect on their learning and create plans to meet their individual learning needs.
ID. Behavior Management	Understands the importance of establishing and maintaining a positive, effective learning environment. Models and communicates expectations for students behavior and works to correct misbehavior.	Models and clearly communicates classroom structures, routines, and expectations so that students know consequences for misbehavior, which are enforced.	Creates and maintains an environment that supports all students in reaching their individual goals with respect and support from their peers. Involves students in creating classroom rules and community building activities. Assists students in resolving conflicts when they occur.	Develops shared responsibility with students for resolving conflicts and maintaining a caring classroom community in which students promote respect and an appreciation for differences. Oversees a learning environment that promotes community building and respectful discourse.	Establishes an optimal learning environment in which students are actively regulating their own behavior and effectively managing their time as they work towards fulfilling their potential in regards to academics and life skills. Creates a developmentally appropriate learning environment in which students take leadership in resolving conflicts and creating a fair and respectful classroom community.
II Pedagogy					
IIA. Real-World Application	Understands the need to connect learning in the classroom to the real world.	Plans lessons that extend beyond schoolwide adopted curricula that include real-life connections.	Draws from a variety of curricular and instructional options to plan units of instruction that can be applied to meaningful, real-life contexts. Students are able to utilize these connections regularly to develop understanding of subject matter.	Plans units of instruction that anticipate student opportunities for making and using real-life connections to subject matter to extend their learning. Such knowledge of students is based upon a solid understanding of their prior knowledge and interests.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction. Provides opportunities for students to routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.
IIB. Project-Based Learning	Understands what project-based learning/design thinking is. Assists with the implementation of a PBL unit.	Collaborates with colleagues to implement PBL/design thinking unit(s). Reflects on the implementation process and student achievement.	Adapts PBL/design thinking unit(s) to meet the learning needs and interests of current students. Uses assessments to guide PBL unit(s) and to assess mastery of grade level content standards.	Systematically evaluates and improves upon PBL/design thinking units and/or develops new PBL/design thinking unit(s) to meet grade level content standards, student needs, and school needs. Designs meaningful assessments to guide PBL unit(s) and to assess mastery of grade level content standards.	Facilitates collaborative learning communities around the design, improvement upon, and implementation of PBL/design thinking units that lead to mastery of 21st century skills.
IIC. Technology	Understands how technology can be integrated into an instructional program that covers state standards and understands the need to educate children about the safe and responsible use of technology.	Incorporates knowledge gained from site-based and off-site technology trainings into an instructional program that meets students' diverse learning needs. Promotes the safe and responsible use of technology in the classroom.	Integrates a variety of technologies into an instructional program that meets students' diverse learning needs and provides opportunities for students to participate in instruction using technologies that are matched to their learning needs. Conducts lessons on the safe and responsible use of technology.	Develops lessons that integrate and incorporate technology in a manner that not only allows students to use technology as a learning tool but also demonstrate conceptual understanding through the use of appropriately chosen production tools in a manner that promotes efficiency and personal and/or social responsibility.	Creates units of instruction that skillfully integrate technology into the classroom so that it extends student understanding and critical thinking about subject matter and can be employed by students in a manner that allows student production to be more efficient. Provides opportunities for students to learn from and make connections with people and organizations outside the regular classroom in a responsible and safe manner. Facilitates the training of staff on the skillful use and integration of technology into the instructional program.

III Assessment and Knowledge of Students					
III.A. Awareness and Implementation	Understands the purpose for and characteristics of formative and summative assessments and uses data to assess student learning.	Uses different types of pre-assessment, formative and summative assessments. Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Selects appropriate pre-, formative, and summative assessments based on skills to be assessed. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know. Uses analysis of data to inform planning and differentiation of instruction.	Creates and utilizes multiple methods of assessment and uses them to inform future instruction. Modifies lessons during instruction based on informal assessments. Draws flexibly from a repertoire of appropriate assessment options to maximize student demonstration of knowledge.	Uses assessments to clearly communicate to students their strengths and weaknesses so that they can take part in the process of designing their own learning goals. Designs and develops assessment tools that are shared and can be adapted by other staff members to meet their needs. Facilitates collaborative work around the design of assessment tools that can be used to measure student achievement and inform instruction across multiple grade levels.
III.B. Data Analysis	Uses available assessment data to determine proficiency levels of students and to set learning needs of and goals for a class of students.	Uses available assessment data to identify learning needs of a class of students and individual students. Uses available assessment data to establish learning goals for a class and individual students in single lessons or a sequence of lessons.	Uses a variety of assessment data across subject areas to set learning goals for individuals and groups of students. Analyzes real time informal assessment data to modify lessons during instruction.	Reflects on data continuously to make ongoing refinements to learning goals for the full range of students. Uses data systematically to refine planning, to differentiate instruction, and to make ongoing adjustments to match the evolving learning needs of individuals and groups, even during instruction.	Facilitates collaborative work around the analysis of assessment data. Fosters colleagues' ability to analyze assessment data in order to identify and address underlying causes for achievement patterns and trends.
III.C. Differentiation	Understands the need for and value of providing different levels of support and challenge for individual students.	Begins to adapt plans and materials to address students' learning needs, both remedial and advanced. Uses adopted and additional materials to support students' diverse learning needs.	Draws from a variety of curricular and instructional options to provide instruction that best meets the needs of each learner and supports all students in reaching their individual goals.	Differentiates instruction in order to address varying modalities and meet individual student needs. Provides opportunities for students to make appropriate decisions about classroom activities based on their self-identified learning needs.	Uses differentiation to establish a learning environment in which all students have a sense of their strengths and weaknesses to the point that they are motivated to satisfy open-ended tasks to the best of their ability.
III.D. Focused Learning Goals	Recognizes the need for and value of individualized goal-setting.	Writes goals based on students' strengths and areas for improvement based on data. Models and scaffolds student self-assessment and goal-setting processes for content, behavior, and/or personal interests. Provides students with opportunities to monitor their own progress toward meeting individual goals. Reflects monthly on students' focused learning goals. Formally gives feedback to the parents at designated times throughout the year.	Establishes and communicates effectively to students and parents clear learning goals for academic content, behavior, and/or interests based on assessment data that are accessible, challenging, and differentiated to address students' diverse learning needs. Implements structures for students to set and reflect upon progress towards meeting learning goals related to content, behavior, and personal interests.	Integrates students' strengths, interests, and learning needs into their focused learning goals. Provides systematic opportunities for student self-assessment, goal-setting, and progress monitoring. Develops students' meta-cognitive skills for analyzing progress and refining goals toward high levels of academic achievement and personal growth.	Engages students in short-term goal-setting to meet their long-term focused learning goals. Assists students to be able to articulate, monitor, and revise when they deem necessary their learning goals and personal responsibilities.

IV Communication					
IV.A. Communicating Student Performance with Students	Understands the need to provide students with consistent feedback on performance, mastery of grade level content standards, and behavior.	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement and behavior.	Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning and promote positive student-student and student-adult interactions. Provides opportunities for meaningful peer and self-assessment within the instructional program.	Creates assessment and reflection protocols within the classroom that provide students with meaningful adult and peer feedback on academic performance and life skills as well as time to reflect upon the feedback received to create a plan of action for self-improvement.	Establishes a learning environment in which all students have a sense of their strengths and weaknesses to the point that they are motivated to work towards fulfilling their potential in regards to academics and life skills. Works with colleagues of various grade levels to develop protocols that allow all students in grades K-8 to develop the abilities to recognize their strengths and weaknesses and work towards fulfilling their potential in developmentally appropriate ways so that upon graduation, they can do so independently.
IV.B. Communicating Student Performance with Parents	Notifies families of student proficiencies, challenges, successes, and behavior issues through school mandated procedures in a timely fashion.	Communicates in an honest, thorough manner with families about student progress, strengths, and needs at the end of each reporting period. Communicates with families about student progress, strengths, and needs throughout each reporting period as needs arise in a timely fashion.	Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. Guides families to support students at home.	Engages families in a variety of ongoing, comprehensible communications about individual student progress and ways to provide and monitor support at home. Creates tools and protocols that families can easily implement with students at home to promote success regarding work/study habits and behavior.	Creates a variety of vehicles through which two-way communication around student progress can occur. Plans and/or takes part in events that educate families about aiding students to reach their full potential, both academic and behavioral. Invites families into the classroom to view authentic examples of student performance and provides vehicles by which they can provide meaningful guidance and feedback to students in a real-time manner.
IV.C. Communicating Student Performance with Colleagues	Understands the importance of sharing students' performance with colleagues.	Shares students' performance with all appropriate colleagues who directly work with students via required protocols like work folders, FLG protocols, or DataDirector.	Shares information about students' strengths and weaknesses with colleagues that could be instrumental in helping students reach their full potential. Works with colleagues to identify trends in student performance in order to improve practice.	Works with colleagues to create opportunities to engage in close examination of student performance based on objective measures. Analyzes data collected from these opportunities to design and alter learning experiences to improve student performance.	Designs protocols that engage groups of colleagues to identify trends in student performance and underlying causes for them. Facilitates professional dialogues with colleagues to translate data collected from protocols into practice that result in improved practice by colleagues and improved student performance.

V Life-Long Love of Learning (Teacher)					
VA. Goal Setting	Develops goals connected to the BCS continuum through the required school protocols.	Sets goals connected to the BCS continuum that are based on self-assessment of teaching practice and professional conversations with colleagues and administrative staff.	Sets authentic, challenging goals that are based on data and focused on improving student learning.	Engages in systematic reflection to monitor progress towards meeting rigorous, self-initiated goals and bases final analysis of progress on hard evidence and data.	Facilitates the setting of professional goals amongst colleagues to improve instructional practice and impact student learning throughout the school community.
VB. Professional Development	Attends staff, grade level, team, and other required meetings, trainings, and collaborations.	Reflects upon and effectively incorporates into own instruction routines, pedagogy, and content learned in order to result in positive student outcomes.	Seeks out own opportunities for professional development based on personal goals. Takes what is learned via those learning opportunities and effectively incorporates it into own practice to promote student success.	Facilitates and develops professional learning opportunities for BCS staff focused on providing high quality instruction that improves student achievement.	Facilitates and develops professional learning opportunities for the broader education community outside of BCS focused on providing high quality instruction that improves student achievement.
VC. NBPTS Certification	Possesses the desire to pursue NBPTS certification.	Researches relevant path towards successful completion of NBPTS Certification and begins to align instruction to NBPTS standards.	Becomes a candidate for National Board Certification and works towards successfully completing the process within three years.	Becomes NBPTS certified and maintains certification via renewal at ten-year intervals or obtains certification in different area.	Supports colleagues through the NBPTS certification process.
VI Global Perspective					
VIA. Risk Taking	Understands that improvement of practice comes from taking risks and trying new things.	Tries something new based on conversations with colleagues, new knowledge gained, and/or student data.	Engages in systematic reflection and professional development prior to implementing a new lesson, series of lessons, unit, or protocol in the hopes of improving student performance.	Implements new lessons, series of lessons, units, or protocols based on systematic reflection and professional development. Reflects upon results after completion of implementation to determine level of success and whether to refine and improve upon it for the future or to abandon it and try something new to optimize student results.	Supports colleagues to engage in risk-taking in a manner that promotes student success, positive collegial partnerships, and teacher confidence throughout the school community.
VIB. Global Citizenship	Understands that individuals affect the systems in which they exist, whether social, environmental, or political, and that students need to possess understanding of this in order to be good citizens of the global community.	Implements agreed upon lessons and units of instruction that teach students to be positive, contributing members of the global community by exposing them to a variety of perspectives on issues.	Integrates and delivers in an unbiased manner real world connections regarding empathy, societal issues, and environmental impact with the core curriculum.	Designs units of instruction that purposefully integrate issues of global citizenship and formally assesses whether or not there has been increased student awareness about the interconnectedness of individuals and the global community.	Facilitates and coordinates schoolwide efforts to affect the global community, including, but not limited to, political, societal, or environmental issues.
VIC. Civic Responsibility	Understands the importance of teaching students about the individual's role in the creation of a viable community. Models and reinforces the six pillars with all members within the school community.	Implements lessons that teach students about how to be a positive, contributing member of the school and local community by exposing them to a variety of perspectives on issues.	Integrates and delivers in an unbiased manner real world connections regarding civic responsibility into what the students are learning with the core curriculum.	Designs units of instruction that purposefully integrate issues of civic responsibility and formally assesses whether or not there has been increased student awareness about the affect individuals can have on their local communities.	Facilitates and coordinates schoolwide efforts to affect the local community, including, but not limited to, political, societal, or environmental issues.
VII Professional Partnerships/Model of Educational Excellence (Teacher)					
VIIA. Collaboration	Attends, participates in, and comes prepared to required staff, grade level, and team meetings.	Consults with colleagues to consider how best to support teacher and student learning.	Collaborates with colleagues to improve student learning and to reflect on teaching practice at the class, grade, and team levels and follows through on decisions that are made.	Collaborates with colleagues across grade levels and/or disciplines to enhance his/her teaching repertoire and to help students reach full potential.	Initiates and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of learners, both children and adult, at the school level and across the broader educational community.
VII B. Communal Responsibility (committee work)					
VII C. Leadership	Possesses a willingness to lead and/or work with peers toward achieving common goals.	Identifies needs and takes action to lead and/or work with peers toward achieving common goals.	Seeks leadership opportunities at the department, grade, or team levels to improve instruction, streamline systems of operation, or maximize student performance as well as carries out the functions thereof.	Seeks leadership opportunities at the schoolwide level to improve instruction, streamline systems of operation, or maximize student performance as well as carries out the functions thereof.	Leads efforts within the greater professional community to improve the quality of educational programs and to promote the status of the teaching profession.
Standard	(Associate Teacher) Solid Foundation	Effective Application	Purposeful Synthesis	Successful Innovation	Exemplary Model
	\$36,750-\$47,250	\$48,783 - \$55,146	\$57,267-63,630	\$66,811-\$76,356	\$78,477-\$91,203

BULLIS CHARTER SCHOOL

Strategic Plan 2015-2020

Adopted
January 11, 2016

Mission: A declaration of the unique *identity* to which the organization aspires; its specific *purpose*; and the critical *means* by which it will achieve that purpose.

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.

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

We believe that...

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

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

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

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

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

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

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. **Spring 2016-2017**

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. **Spring 2016-2017**

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. **Spring 2016-2017**

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. **Spring 2016-2017**

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 **Spring 2016-2017**

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. **Spring 2016-2017**

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.

SB 187

Comprehensive School Safety Plan

Bullis Charter School
102 W. Portola Avenue
(650) 947-4100

Fall 2015



BULLIS
charter school

2015 – 2016

Preface

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187. It is designed to be an electronic or hard-copy Safety Plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is *NOT* intended to be a “grab and go” guide in an actual emergency.

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SB 187: School Safety Plan

Introduction

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse reporting procedures
- Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers and counselors of dangerous students
- Sexual Harassment Policy
- Safe ingress and egress to and from school
- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main offices.

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

SCHOOL SAFETY PLAN COMMITTEE

- Wanny Hersey Superintendent/Principal
- Alison Schwartzbaum Assistant Principal and South Site Administrator
- Jennifer Anderson-Rosse Director, Special Programs and Curric. & North Site Admin
- Rebecca Lee School Nurse
- Dr. Seval Aksu School Counselor
- Emily Drew-Moyer Teacher Representative
- Linda Lukas Classified Representative
- Joe Williams Maintenance and Facilities
- Amy Suri Parent Volunteer and BBC Chair

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

Bullis Charter School
Safety Plan Goals
2015 - 2016

GOAL 1: *In order to provide all students and staff members a safe teaching and learning environment, a complete emergency procedures plan will be in place for a crisis or disaster and all stakeholders will understand their roles and responsibilities on both campuses.*

Strategy 1.1: Update current Emergency Preparedness plans.

Strategy 1.2: Review roles and responsibilities for disasters at a staff meeting.

Strategy 1.3: Implement and evaluate monthly emergency drills (fire, earthquake, lockdown, etc.)

Strategy 1.4: Evaluate all safety equipment and emergency supplies (first aid kits, code red boxes, emergency backpacks, etc.). and order the appropriate materials.

Strategy 1.5: Maintain and store a Student Information binder in the Emergency Shed.

Assessment 2.1: Safety and emergency plans

Assessment 2.2: Dates of drills and training

Assessment 2.3 Monthly meetings with agenda items discussed and shared

Assessment 2.4: Emergency supply lists and receipts

Assessment 2.5 End of year parent and student surveys.

GOAL 2: Reduce the number of citations by 20%

Strategy 2.1: Consistently follow the established Character Pillars.

Strategy 2.2: Set standards for adults and students to interact with each other in a caring, supportive learning community.

Strategy 2.3: Provide peer conflict mediation during the morning and lunch recesses.

Baseline Data 1.1: 31 citations were issued last year for playground misconduct – not following the game rules, arguing, hitting

Assessment 1.1: Posted Character Pillars in all classrooms

Assessment 1.2: Schedule of assemblies which reinforce the Pillars through the Proverb of the Week and the Word of the week.

Assessment 1.3: 11 students signed up to take part in conflict managers co-curricular to do conflict resolution peer mediation at recess.

Assessment 1.4 End of year parent and student survey.

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies
 - Code Red/Active Shooter Procedure System

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

In addition to the above, the Petris Bill (section 8607 of the California Government Code) requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated into the school safety plans.

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse

- a. Injury inflicted by another person.
- b. Sexual Abuse.
- c. Neglect of child's physical, health, and emotional needs.
- d. Unusual and willful cruelty; unjustifiable punishment.
- e. Unlawful corporal punishment.

2. Not Considered Child Abuse

- a. Mutual affray between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional

capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- f. This entire section on Child Abuse was been taken from *California Laws Relating to Minors* manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

- a. Involuntary sexual activity is always reportable.
- b. incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by

Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

(This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.)

E. Child Abuse Reporting Number: (408) 299-207

F. Staff Training

- a. New staff members receive Child Abuse and Neglect Identification Reporting Procedures training as a routine part of their new teacher orientation held in August of each school year and also receive the handbook with an outline of the procedures.
- b. All staff members receive the Child Abuse and Neglect Reporting Procedures annually at the beginning of the new school year. Child and Neglect Reporting Procedures are included in the employee handbook.

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.

- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.
- d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, as defined under Ed. Code.
- d. Robbery or extortion.
- e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance as defined by Education Code.
- d. Committing or attempting to commit a sexual assault as defined in the Education Code.

F. Staff Training

- a. At the beginning of each academic school year, the staff is trained on how to complete and submit a student referral or citation for inappropriate behavior. The staff is also provided with training on the school's character pillars and progressive discipline as outlined in the Student/Parent Handbook.
- b. All new staff members receive training on the Suspension and Expulsion Policies as a routine part of their new teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure.
- c. All staff members review the Suspension and Expulsion Policies annually at the annual orientation at the staff meeting at the beginning of the school year.

Staff Notification of Dangerous Students

A. Staff Notice of Dangerous Students

Ed Code 49079 requires that classroom teachers are notified of students who have engaged in, or are reasonably suspected of engaging in certain suspendable or expellable acts within the last 3 years (EC489000 except tobacco and nicotine). This information must be shared in a confidential manner with teachers as appropriate. At BCS teachers are notified of students who may be considered dangerous through conferences with the principal or assistant principal. They also receive copies of all school suspensions and have access to student records.

B. Staff Training

At the beginning of each academic school year, the staff is trained on how to complete and submit a student referrals, or citations, for inappropriate behavior. The staff is also provided with training on the school's character pillars and progressive discipline as outlined in the Student/Parent Handbook.

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and

- Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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) Stolen or attempted to steal school property or private property.
 - (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 Section 11014.5 of the Health and Safety Code.
 - (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - (l) Knowingly received stolen school property or private property.
 - (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means 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.
 - (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - (p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
 - (q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, 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 not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist 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 district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when **any of four conditions** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment

Sexual harassment of or by any student or member of the School staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is either explicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age-appropriate training and/or instruction on the prohibition of sexual harassment at the School. Copies of this policy, implementing administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies shall be available at the School's Administrative Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to the School's Sexual Harassment Investigator. The Investigator will promptly investigate all such incidents in a confidential manner.

C. Complaint Procedure

The law prohibits any form of protected basis harassment that impairs an employee's or student's working ability or emotional well-being at work or school. Staff members or students who think they are being harassed or discriminated against because of their gender, race, national origin and/or other protected basis, should use the school's policy procedures to file a complaint or have it investigated.

Staff members and students have the right of redress for unlawful harassment or discrimination. In order to secure this right, individuals must submit a complaint, preferably but not necessarily in writing, to the School's Sexual Harassment Investigator as soon as possible. The complaint should include the details of the incident or incidents and the names of the individuals and any witness involved.

Staff-to-Staff and Student-to-Staff Complaint

The individual filing the complaint must complete the form in the Employee Handbook or request a form from the administration. The complaint will be kept highly confidential.

Student-to-Student and Student-to-Staff Complaint

The individual filing the complaint must contact the School's Sexual Harassment Investigator. This type of complaint will be handled by the Superintendent/ Principal or designee, following the School's guidelines on handling a sexual harassment complaint.

Knowledge of Student-to-Student and Staff-to-Student Sexual Harassment

Staff having knowledge of any sexual harassment activity must report it to the the School's Sexual Harassment Investigator. It is the administration's responsibility to make sure that the proper process is used to respond to the complaint.

D. Staff Training

- a. Staff members new to the school receive training on the Sexual Harassment Policies as a routine part of their new-teacher orientation held in August of each school year and also receive a handbook with an outline of the procedure.
- b. All staff review the Sexual Harassment Policies annually at the teacher orientation at the staff meeting at the beginning of the school year.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. The School's plan includes provisions for:

- Students with disabilities inc disabilities including physical disabilities
- Displaying proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that the child with a disability has equal access to an education. The child may receive accommodations and modifications.

B. Planning

Bullis Charter School has identified the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Staff has reviewed the site layout and determines where the safest outdoor location is on campus to assemble students and staff.

Off-Campus Evacuation/Assembly Location

Bullis Charter School has established an off-site location for assembling students.

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

North Site – 102 W. Portola Ave.	
Organization	Santa Rita Elementary School
Address	700 Los Altos Avenue Los Altos, CA 94022
Contact	Greg Land, Principal
Phone Number	(650) 559-1600

Secondary Off-Site Evacuation/Assembly Location

North Site – 102 W. Portola Ave.	
Organization	Los Altos High School
Address	201 Almond Ave. Los Altos, CA 94022
Contact	Wayne Satterwhite
Phone Number	650-960-8811

Primary Off-Site Evacuation/Assembly Location

South Site – 1124 Covington Road	
Organization	Saint Francis High School
Address	1885 Miramonte Ave., Mountain View, CA 94040
Contact	Patricia Tennant, Principal
Phone Number	650 968-1213

Secondary Off-Site Evacuation/Assembly Location

South Site – 1124 Covington Road	
Organization	Loyola Elementary School
Address	770 Berry Avenue, Los Altos, CA 94024
Contact	Kimberly Attell, Principal
Phone Number	650 - 254-2400

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

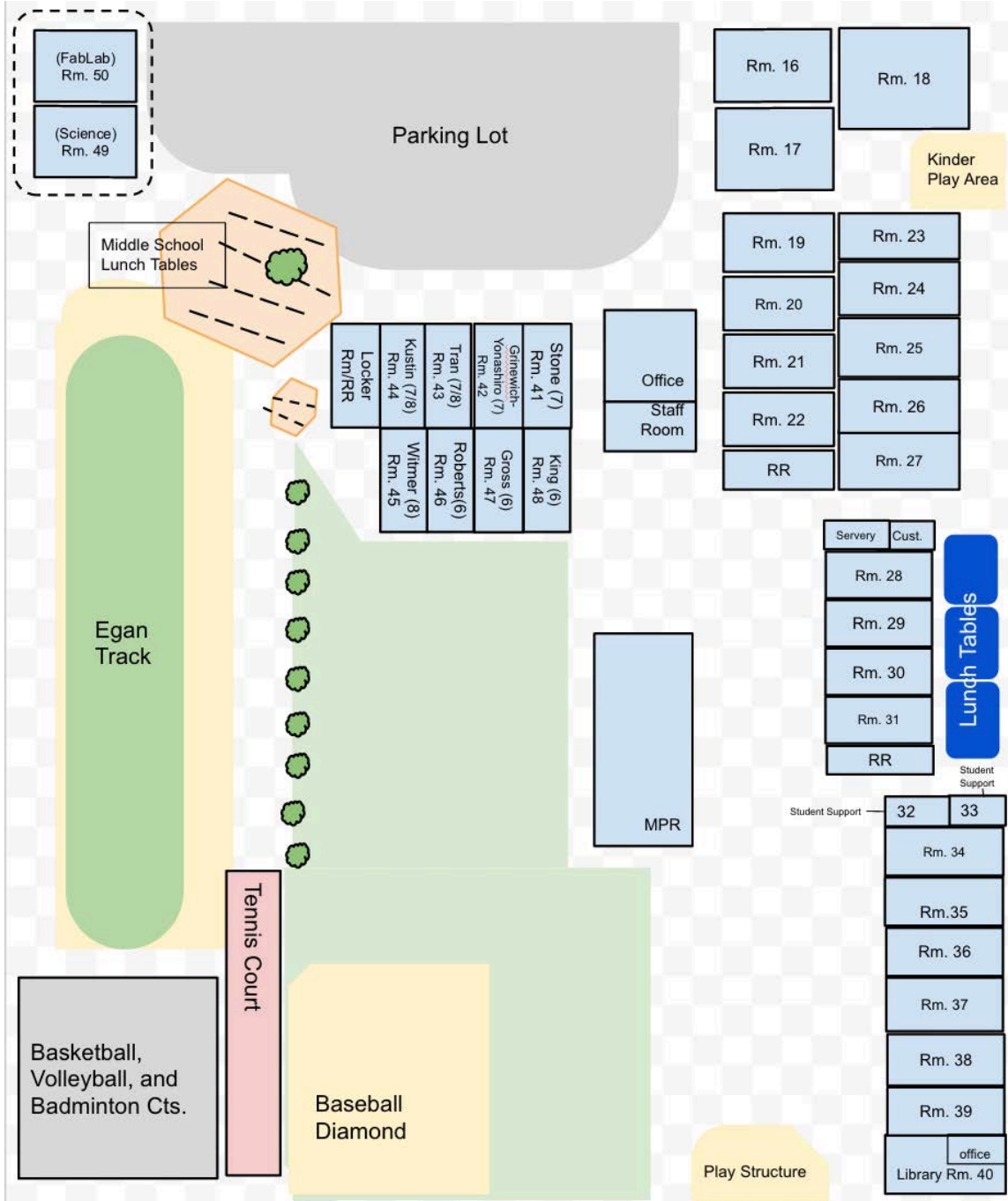
Follow the “Shelter-in-Place” procedures.

C. Staff Training

Staff is trained on emergency preparedness as well as lock down and shelter in place – Code Red and Code Blue – annually at the staff meeting at the beginning of the new school year.

Daily Ingress/Egress Routes

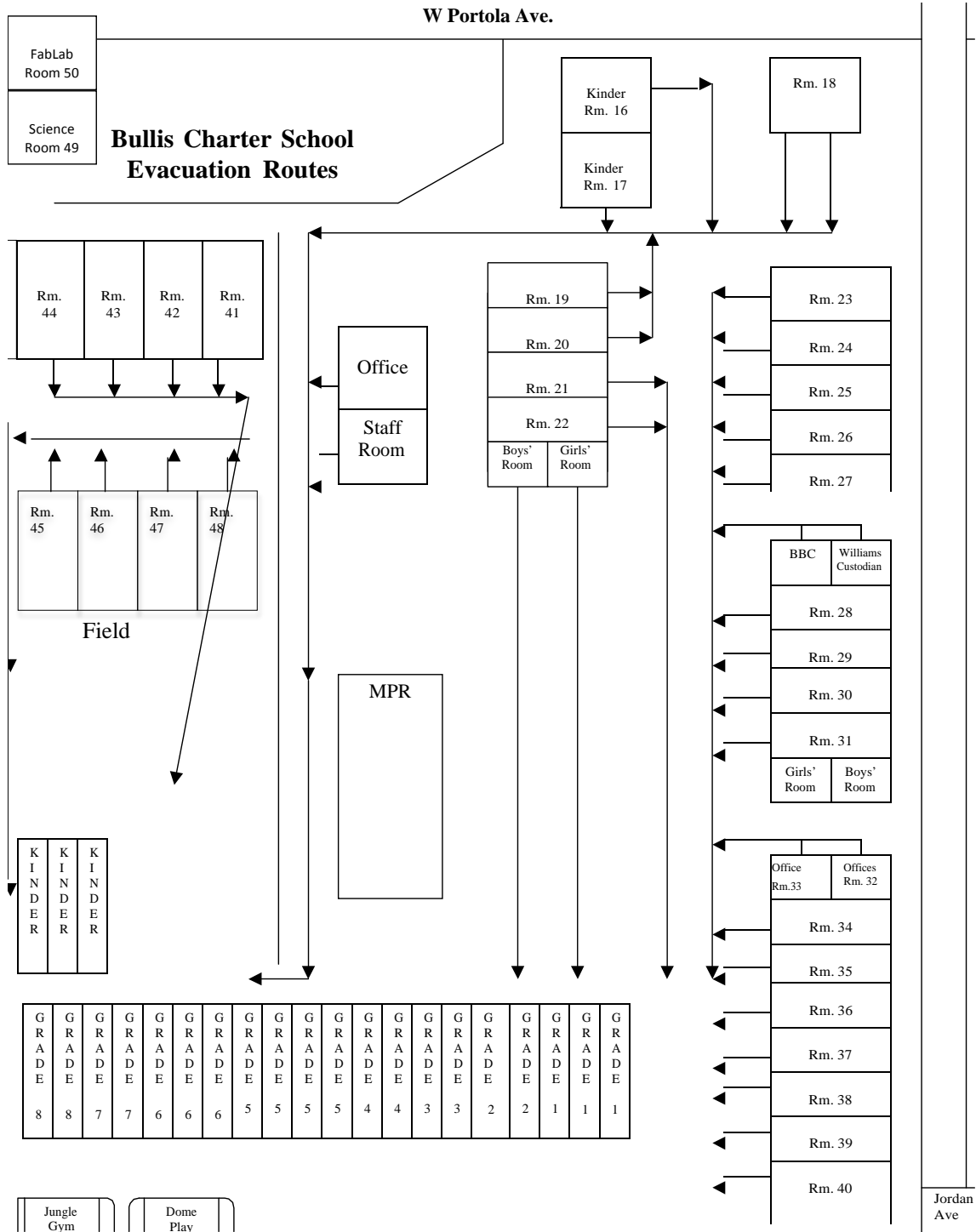
North Site



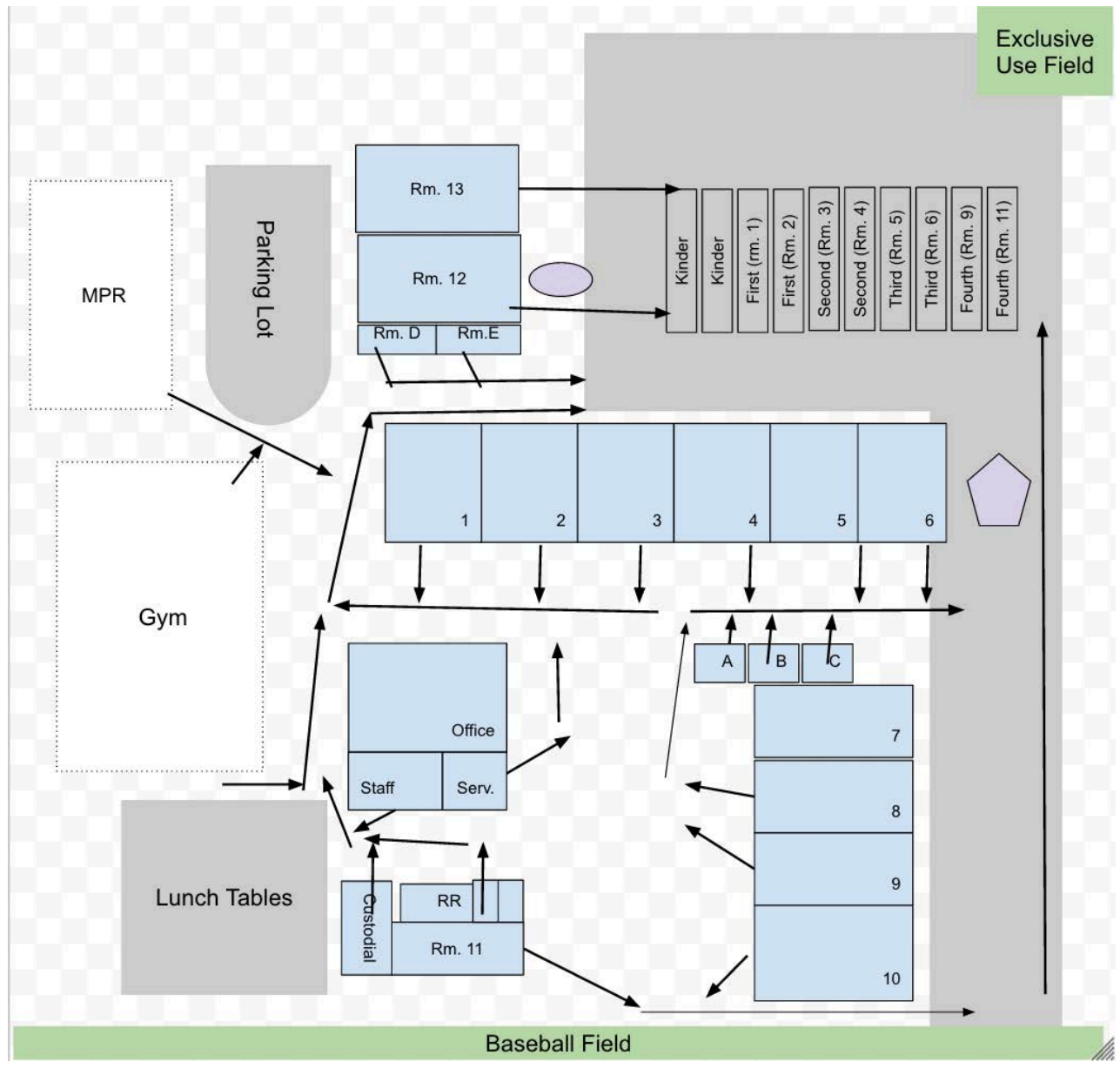
South Site



Emergency Evacuation Routes North Site



Emergency Evacuation Routes South Site



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- a. Parents and students shall be notified of school rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the staff, site administrators, students, and parents. (*Student/Parent Handbook*)

C. School Discipline Plan and Sequence of Consequences

Students are held accountable for acts related to a school activity while on school grounds, going to or from school, or during, going to or coming from any school sponsored field trip or other activity.

All students are expected to follow the 6 Character Pillars. Students will receive a citation for violating the pillars as determined by the classroom teacher or administrator. (*Student/ Parent Handbook*)

1. When a child receives a citation, parents will be notified by phone, electronic message or in writing.
2. An after-school detention will be assigned on receipt of three violations or at the discretion of the administration. Detention will be served for one hour on a designated day following the incident. Parents will be contacted.
3. When a student receives an after-school detention, the parents will receive a detention slip and/or a call indicating the date and time of detention. The detention slip is to be signed by the parent. The white copy is kept by the parent. The pink and yellow copies are returned to the school. After school detentions are held from 3:15 to 4:15 in the office.
4. Students must serve their detention on the day assigned. No excuse except absence from school will be accepted. In case of an absence, detention will be rescheduled the following week.

5. Failure to serve the after school detention will result in a suspension from school the following day.
6. During detention, students will sit quietly for 10 minutes and then begin assigned lessons. Failure to do so will result in a call to the parent and a suspension the next day.
7. At the end of detention, students will be picked up at the office unless the office has been notified of other arrangements.

D. Staff Training

Staff is trained annually on the above policy. Through school wide staff meetings and emails, the staff is in-serviced regarding the student discipline referral/citation process.

Dress Code

A. The School adheres to the following dress code for grades K-6 students: Come to school in neat, clean appropriate clothing and closed-toe shoes suitable for active participation in P.E. and playground activities. Mini-skirts, short shorts, and spaghetti straps are not appropriate clothing for school. Clothing should be comfortable, be of proper fit, and not reveling or otherwise disruptive to learning. Pants must fit at the waist; shirts must come to the waist. Shoes must be worn at all times. Sandals must have a back strap. Shoes with closed-toes must be worn for PE and sports related activities.

The School adheres to the following dress code for the grades 7-8 students:

Clothing Must Fit

- Pants, shorts, or skirts must fit at the waist and stay up at the waist without a belt.
- Shirts must come down to at least the waistband of skirts, shorts, or pants, even when arms are raised.
- Underwear, including bras, must never show, whether standing, sitting, bending down, or bending forward.
- Shoes must be comfortable to allow student to access all areas/grounds of the campus at any time.

Clothing Cannot Be Inappropriate on School Grounds

- Sexual or racist remarks are prohibited on any article of clothing.
- No high (over 2") heels may be worn.
- No underwear may be showing at any time (including bras and their straps).
- No halter-tops or tops with spaghetti straps may be worn.
- Straps must be a minimum of 2-fingers wide.
- No thick chains may be worn anywhere on the body.

- No sunglasses may be worn inside the classrooms/school buildings.
- No hats or hoods may be worn inside the classrooms/school buildings.
- No brightly colored make-up may be worn, except for on special occasions.
- No images of or images related to drugs, weapons, alcohol, or tobacco may be on any article of clothing.
- No “gang-related” apparel

Clothing Must Not Be Distracting to the Wearer or Other Students

- No shirts with technology (flashing lights or sounds) on them may be worn.
- No crazy hats, except for on special occasions (e.g. Crazy Hat Day) may be worn.
- No cleavage will ever be shown.
- Clothing may not be see-through so undergarments are noticeable.
- Shorts/skirts may be no shorter than the end of the fingertips when arms are at sides and hands are extended.
- Skin-tight leggings may only be worn with a shirt/skirt/dress that covers below the buttocks is worn at all times. Outwear, such as coats, ponchos, blazers, do not qualify.

B. Staff Training

Staff is trained annually on the above policy and also receives a handbook with an outline of the policy.

Chapter

5

Routine and Emergency Disaster Procedures: Drills

FIRE DRILL

A pulsating ring will occur

1. Leave building and lead class to designated area. (see map)
2. Doors must be closed (and left unlocked)
3. Take the emergency backpack and the first aid kit to the designated area.
4. Remind students of the necessity for silent and orderly passage and return.
5. Take roll on the emergency roll sheet and have runner deliver sheet to command post.

6. Remove either the red or green card from the backpack and make sure it is visible to command post.
7. **A long bell will ring to return to class.**

EARTHQUAKE DRILL

A sustained bell

1. Duck, cover, and hold.
2. Teacher will be responsible for making sure all students follow the procedures above.
3. Listen for the “all clear” signal (stated below).
4. When safe, take the emergency backpack and the first aid kit, leave the building, and lead class to designated area. (see map) Leave your door open.
5. Remind students of the necessity for silent and orderly passage and return.
6. Take roll on the emergency roll sheet and have runner deliver sheet to command post.
7. Remove either the red or green card from the backpack and make sure it is visible to command post¹.
8. **A long bell will ring to return to class.**

LOCKDOWN DRILL (Code Red)

4 bells (5x) and/or announcement “Secure Building” or “Is Sally Barnes in the building?”

1. Secure classroom. Lock doors, close curtains/draw blinds, turn off lights, listen for/check email for instructions or information, group children away from the door/windows, stay down and keep quiet.
2. Remain in this state until you receive an “ALL CLEAR” by authorized personnel. (The principal, secretaries or police officer)
3. If a real situation, you will be prompted by the EVACUATION CODE by the police.

DISASTER PLAN SIGNALS

ALL CLEAR

Sustained bell

EVACUATION

Fire Alarm bell (pulsating)

DUCK, COVER & HOLD

Sustained bell

LEAVE BUILDING

Fire Alarm bell (pulsating)

SECURE BUILDING

4 bells (5x) and/or announcement “Secure Building” or “Is Sally Barnes in the building?”

Sweepers Procedure

Procedure Description:

- a. Homeroom Teachers meet the specialists along the evacuation route point (at blacktop/as soon as possible)
- b. Sweepers conduct a basic search of open areas. They do not enter classrooms (fire dept. does this)
- c. If a child is found, sweeper walks student to home evacuation point, and communicates the child’s name to the administrative staff who are verifying attendance along the way. Sweeper will ensure the student is reunited with the homeroom class.

2015-2016 Who and Where

North

Zone 1: **Upper Bathrooms, Lunch Area, Library** (Reed, Kabert)

Zone 2: **MPR & Lower Bathroom** (Burke, Sun)

Zone 3: **Kinder Playground, Primary hallway** (Yang, Feng)

Zone 4: **Staff Room, middle school hallways Field** (Stark, Clarke, Lipson)

South

Zone 1: Kinder Playground - Flynn/Soukup-Mutz, Pickett, Bond,

Zone 2: Seryery, Student Bathrooms - Schiff, Barlow, Yang

Zone 3: Between room 10 and the softball field, between room 11 and the softball field - Boynton, Chiang

Room 49 and 50 Procedure/Evacuation Route

- Students in these two rooms evacuate with Egan.
- Upon evacuation, the teacher in the classroom must call the BCS office from a cell phone to inform BCS staff of the evacuation.

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake.

A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the office.

Code Red/Lockdown Drills

For sites that have had Code Red Training, conducting a Code Red Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Code Red Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Covering windows
 - c. Turning off lights
 - d. Building barricades
 - e. Reviewing classroom and all clear procedures
 - f. Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Chapter

6

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses Bullis Charter School's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Bullis Charter School with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's and District's facilities and properties.
- Enable the School and District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the School and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between the School and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated School or District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

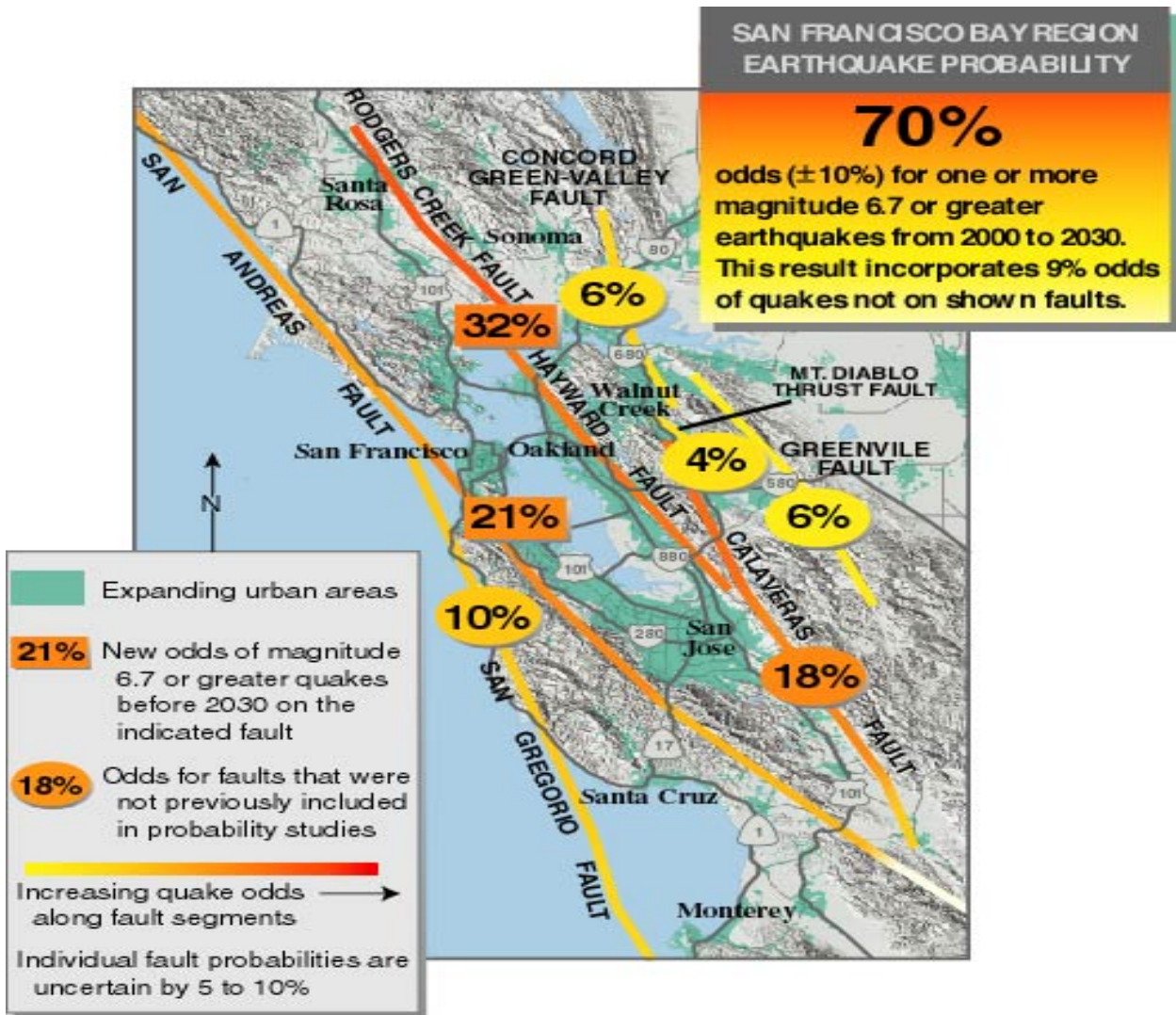
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.



Levels of Response

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

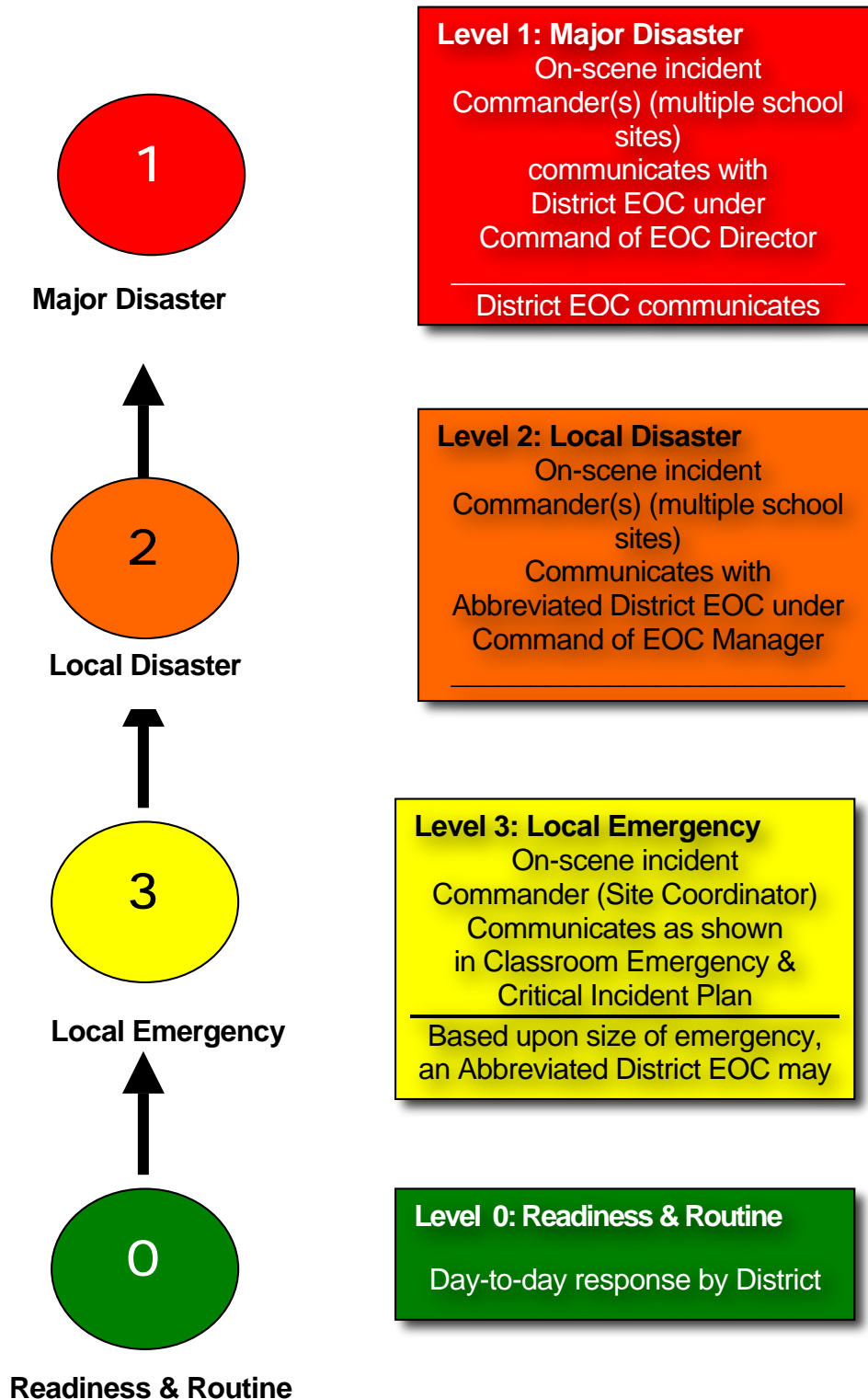
Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Bullis Charter School to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram



Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or [www,ready.gov](http://www.ready.gov).

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: *California Government Code* Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

School and Parent Responsibilities for Students

School RESPONSIBILITY

If the superintendent/principal declares a school emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by school personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major

emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Chapter

7

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Peacetime Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of a Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a. Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- c. Explosion/Nuclear Attack:
 - Take protective position, **OR**,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- a. Fire
- b. Chemical & Biological Gas Alert
- c. Flood
- d. Fallout Area
- e. Blast Area
- f. Chemical & Biological Gas Alert
- g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOME** consists of:

- a. Dismissal of all classes
- b. Return of students to their homes by the most expeditious

Action: **GO HOME** is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after-shocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - Order an evacuation if the fire alarm doesn't work
 - Call 9-1-1
 - Notify the superintendent
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
- e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

a. **The Principal or designee shall:**

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.

- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- ❑ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ❑ **LISTEN.** Remain quiet to hear critical instructions from school officials.
 - If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- ❑ **Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- ❑ **A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- ❑ **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- ❑ Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - ✓ Your name
 - ✓ Your call-back phone number
 - ✓ Exact street location with the nearest cross street
 - ✓ Nature of incident
 - ✓ Number and location of people involved and/or injured

- Notify Superintendent's Office.
- Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.
- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM BULLIS CHARTER SCHOOL

School:	Time Call Received:	Call Taken By:
Date:	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

Questions to Ask:	Exact Wording of Threat: “								
	“								
1. When will the bomb explode?	Caller's Voice: (circle all that apply)			Caller's Language: (circle all that apply)			Background Sounds: (circle all that apply)		
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery	
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System	
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises	
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office	
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery	
7. Why?	Soft	Ragged	Clearing Throat	Normal	Caller Demographics (Circle One)		Animal Noises	Clear	
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female	Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?			Approximate Age:			Long Distance	Cell Phone	
10. What is your name, address, phone?	Other Observations:								

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ❑ **.Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- ❑ If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ❑ .Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM.**
- ❑ If and when possible, call Administration and/or 9-1-1.

Lockdown: Active shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent

Intermediate activities:

- Place a red card under the door/in a window if you have a serious injury in the classroom.
- Take roll
- Conduct anxiety-reducing activities

Evacuation:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the School Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the School office with the following information:
 - ✓ Date, time, and exact location of the release or threatened release
 - ✓ Name and telephone number of person reporting
 - ✓ Type of chemical involved and the estimated quantity
 - ✓ Description of potential hazards presented by the spill
 - ✓ Document time and date notification made
 - ✓ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a **SPILL RESPONSE EVALUATION**. The incident must be reported to the Superintendent **WITHIN 24 HOURS OF THE SPILL**.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the School Office at 650-947-4937 or the Los Altos School District Maintenance and Operations Office at 650-559-8855. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

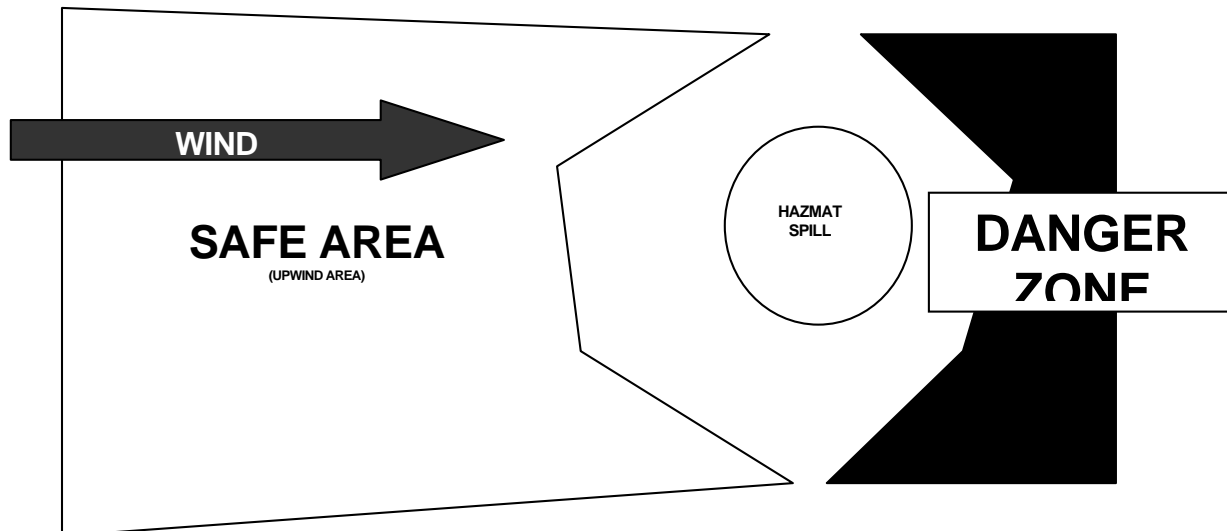
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the School Office at 650-947-4937 or the Los Altos School District Maintenance and Operations Office at 650-559-8855.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the School or District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release
 - Name and telephone number of persons reporting the release
 - The type of fuel spilled and the estimated quantity
 - Description of potential hazards presented by the fuel spill
 - Document the time and date notification was made and the information provided
-
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Emergency Evacuation Routes and Procedures

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.

- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

- Listen** to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

- Don't** leave the person alone for even a minute.
- Don't** act shocked or be sworn to secrecy.
- Don't** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students ho

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- ✓ Excessive postage
- ✓ Handwritten or poorly typed addresses
- ✓ Incorrect titles
- ✓ Title, but no name
- ✓ Misspellings of common words
- ✓ Oily stains, discolorations or odors
- ✓ No return address
- ✓ Excessive weight
- ✓ Lopsided or uneven envelop
- ✓ Protruding wires or aluminum foil
- ✓ Excessive security material such as masking tape, string, etc.
- ✓ Visual distractions
- ✓ Ticking sound
- ✓ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✓ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

- Do not shake or empty the contents of any suspicious envelop or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.

- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.**
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodbourne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur

Immunization & Mass Prophylaxis Pandemic & Bio-Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Santa Clara County Public Health, City of Los Altos, Los Altos School District, and Bullis Charter School officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent Department upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bio-terrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout Bullis Charter School. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

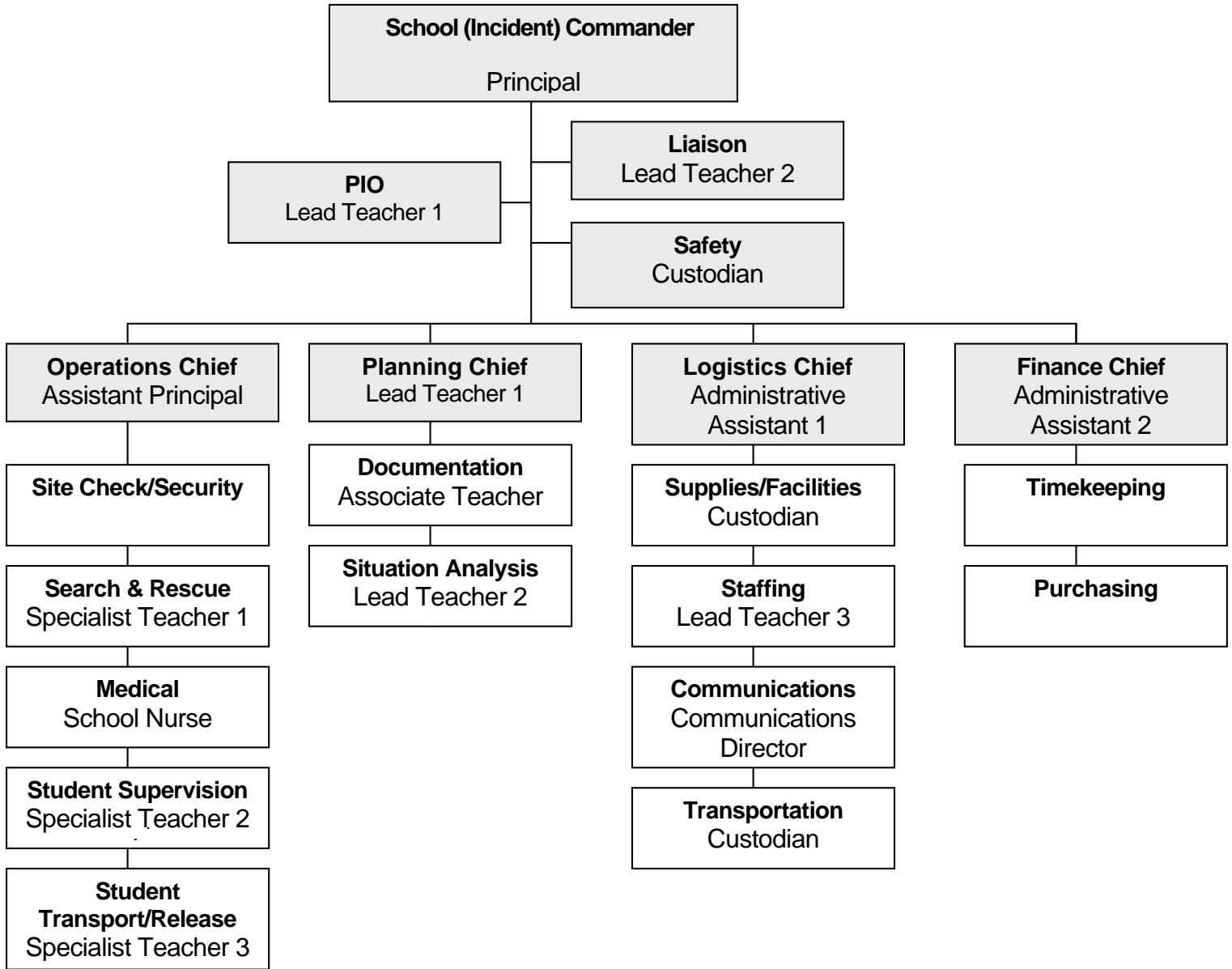
- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

BULLIS CHARTER SCHOOL ICS TEAM

Responsibilities during a School Disaster



Staging Areas

Command Posts

North Site

- Primary: Back field by baseball diamond
- Secondary: Soccer Field near parking lot

South Site

- Primary: Blacktop adjacent to kinder playground
- Secondary: exclusive use field

Mass Care Centers

North Site

- Primary: Back field by baseball diamond in front of Emergency Shed
- Secondary: Soccer Field near Emergency Shed

South Site

- Primary: Track/field near the emergency shed
- Secondary: Soccer field and/or blacktop behind rooms 7-10

Evacuation Centers

North Site On Campus:

Back field by baseball diamond
Soccer Field
Parking Lot

Off Campus:

Organization	Los Altos High School
Address	201 Almond Ave. Los Altos, CA 94022
Contact	Wayne Satterwhite
Phone Number	650-960-8811

South Site

On Campus:

Blacktop adjacent to kinder playground
Exclusive use field
Parking lot

Off Campus:

Organization	Saint Francis High School
Address	1885 Miramonte Ave., Mountain View, CA 94040
Contact	Patricia Tenant, Principal
Phone Number	650 968-1213

Emergency Response Teams

Operations

Team	Team Leader:	Staff:
Security	Custodian: Joe Williams	Specialist Teachers: Andrew Lipson Jeff Clarke Dan McHaney
Search & Rescue	Aumi Rohn-Wesley	Specialist Teachers: Jeff Clarke Andrew Lipson Dan McHaney David Belles Lynn Reed Qinglin Yang Office: Charles Morgan Associate Teachers: Laurie Dingler Craig Kabert

Medical	School Nurse: Stephanie Lee	School Nurse: Rebecca Lee Admin. Assistant 2: Kitty Chiu Martha Gutierrez Linda Lukas Associate Teachers: Savannah Lundsford
Student Release	Admin. Assistant 1: Aumi Rohm-Wesley Linda Lukas Specialist Teacher: David Belles	Specialists: Amy Felder Jocelyn Pickett Debora Burke Gillian Thowson

Student Staging Area Teams:

Locations	Team Leader:	Staff:
Fields	Teacher: Lisa Stone	Specialist Teachers: Joseph Stark David Malpica Joseph Osborne

Planning

Team	Team Leader:	Staff:
Documentation	Specialist: Jenny Cheng	Teacher: Yanfei Tang Lynn Reed
Situation Analysis	Principal: Jocelyn Lee	Lead Teachers: Alison Schwartzbaum Jessica Lura Lisa Stone Jessica Morgan Nancy Barlow Office: Charles Morgan

Logistics

Team	Team Leader:	Staff:
Supplies/Facilities	Custodian:	Kitty Chiu

	Joe Williams	Aumi Rohm-Wesley Martha Gutierrez
Staffing	Teacher: Lisa Stone	Lead Teacher 3: Nancy Barlow
Communication	Communication Director: Charles Morgan	Midori Hosobuchi
Transportation	Custodian: Joe Williams	Specialist Teachers: Andrew Lipson Jeff Clarke

FINANCE

Team	Team Leader:	Staff:
Timekeeping	Specialist Teacher: Lynn Reed	Associate Teacher: Laurie Dingler
Purchasing	Admin Assistant 2: Kitty Chiu	School Nurse: Rebecca Lee

Emergency Directory

A. Emergency Telephone Numbers

Emergency 911

Police Department (650) 947-2779

Fire Department (408) 378-4015
10 Almond Avenue

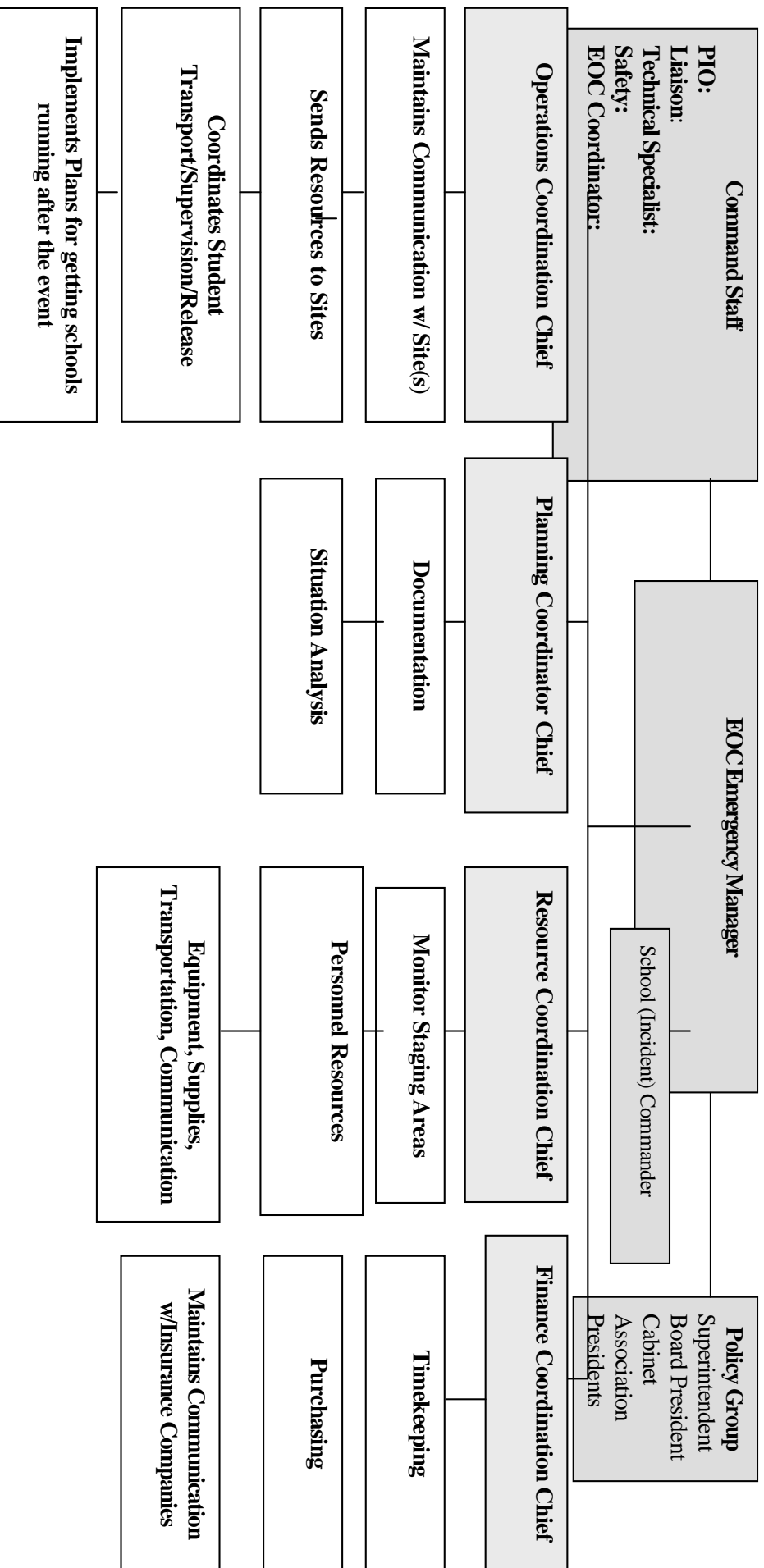
B. Los Altos School District Personnel Phone Numbers:

Superintendent Jeff Baier, (650) 947-1150

Assistant Superintendent, Business Services Randy Kenyon, (650) 947-1150

Maintenance and Operations Marlene Shatran, (650) 559-8829

District Emergency Operations Center



Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District radio system:

- Set radio to 530
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
- Identify yourself: " This is NAME. POSITION, from SITE."
- Base will respond.

- Give message, after transmission is complete. Base will end with (base number)clear
- Unit to Unit
- Use unit number to begin and end transmissions.
- School Bus to unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exception for emergency information.

- Portable units should remain in charger when not in use.
- Portable units keep a usable charge for ___ to ___ hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

BULLIS CHARTER SCHOOL EOC Message Form

Date	Priority (Circle one)		
	EMERGENCY (Life Threatened)	URGENT (Property Threatened)	ROUTINE (All Others)
Time			

TO	Name	FROM	Name
	Title		Title
	Location		Location

Check One Take Action For Information Other

<u>Category</u>	<u>Number</u>	<u>Description</u>
-----------------	---------------	--------------------

A.	# _____	Fatalities
B.	# ____ Minor	Injuries Minor: In need of First Aid attention only
C.	# of Injured # ____ Major	Injuries (Ambulance) Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock. Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage
D.	# __ Moderate Circle one Major Moderate Minor	Property Damages Major damage: building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	____ Ambulance ____ PG&E ____ Other	Resources Needed ____ Other: (describe)

↑
Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:

Disposition:

Action Requested By:
(Name)

Time Action provided:

Media Contact Information

Television Stations

	<u>Fax Numbers</u>	<u>Telephone</u>
KPIX Channel 5 (ASSIGN. EDITOR)	415-765-8916	415-765-8610
KRON Channel 4 (BONNIE HITCH)	415-561-8136	415-561-8907
KGO-TV Channel 7	408-261-6413	408-261-6410
KQED TV Channel 9	415-553-2456	415-864-2000
KNTV Channel 11	408-538-1530	408-286-1111
KDTV Channel 14	415-538-8002	408-415-6311
KOFY TV (PS Announcement only)	415-641-1163	415-821-2020
KICU Channel 36	408-953-3630	408-953-3636
	(408-383-2100)	
KSTS Channel 48	408-434-1046	408-435-8848

Radio Stations

	<u>Fax Numbers</u>	<u>Telephone</u>
KAZA	408-985-9322	408-984-1290
KBAY FM/KEEN AM	408-364-4545	408-370-1370
KEZR	408-293-3341	408-287-5775
KGO AM	415-954-8686	415-954-8100
KLIV AM/KARA FM	408-995-0823	408-293-8030
KLOK	408-532-7389	408-274-1170
K101 FM (call before 9:30 a.m.)	415-392-7140	415-956-5101
KSFO	415-658-4501	415-398-5600
KSJO FM/KSIX AM	408-452-1330	408-453-5400
KCBS		415-765-4112 (24 hrs)

Newspapers

	<u>Fax Numbers</u>	<u>Telephone</u>
San Jose Mercury News	408-288-8060	408-920-5541
Blossom Valley Times	408-494-7078	408-484-7000
Evergreen Times	408-494-7078	408-484-7000
Santa Teresa Times	408-494-7078	408-484-7000
Milpitas Post	408-263-9710	408-262-2454
Bay City News	408-294-7745	408-294-2793 or 415-552-8900
Berryessa Sun	408-263-9710	408-262-2454
El Observador	408-295-0188	408-295-4272
La Alianza	408-272-9395	408-295-9394 or 408-270-2457
LaOferta Review	408-729-3278	408-729-6397
La Voz Latina	408-297-1428	408-297-1553
East (Jeff Butler)	408-928-1757	408-928-1750

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the Santa Clara County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

- (1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.
- (2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

- (3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.
- (4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
- (5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
- (6) In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

LOCAL MENTAL/SOCIAL SUPPORT RESOURCE CONTACT INFORMATION

Mental Health Call Center

(800) 704-0900 or (408) 885-5673

CHAC (Community Health Awareness Council)
711 Church St, Mountain View, CA 94041

(650) 965-2020

Chapter

8

Appendices

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

BULLIS CHARTER SCHOOL Annual Site Awareness Checklist 2015 – 2016

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	<ul style="list-style-type: none"> ♦ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ♦ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ♦ Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ♦ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school? 	<ul style="list-style-type: none"> ♦ Security ♦ Human Resources 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
Review the adequacy of physical security in and around campus buildings	<ul style="list-style-type: none"> ♦ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ♦ Are keys to campus and administration buildings adequately controlled? ♦ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ♦ Is exterior lighting working and is illumination adequate? ♦ Is interior lighting (night lighting) working and is illumination adequate? 	<ul style="list-style-type: none"> ♦ Security ♦ Maintenance ♦ Operations 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
Review access control procedures and heighten employee awareness	<ul style="list-style-type: none"> ♦ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ♦ Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ♦ Has a visitor log and ID badge system been implemented? 	<ul style="list-style-type: none"> ♦ Everyone 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
Train everyone to recognize and report suspicious activities on campuses.	<ul style="list-style-type: none"> ♦ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ♦ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ♦ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? 	<ul style="list-style-type: none"> ♦ Everyone 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>

<p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</p>	<ul style="list-style-type: none"> ♦ Do you have a zero tolerance for verbal threats of any kind? ♦ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke? ♦ Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ♦ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves? 	<ul style="list-style-type: none"> ♦ Student Services ♦ Security ♦ Human Resources 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
<p>Work closely with local law enforcement and health officials.</p>	<ul style="list-style-type: none"> ♦ Have you made local law enforcement a partner in your district plans? ♦ Are parking regulations, particularly fire zone regulations, strictly enforced? ♦ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ♦ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ♦ Have you determined contact protocol with local health officials if bio-terrorism is suspected? 	<ul style="list-style-type: none"> ♦ Security ♦ Clinical Staff ♦ Crisis Management Team 	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<ul style="list-style-type: none"> ♦ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ♦ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ♦ Have you considered publicizing the availability of this information to others in the school community for personal use? 	<ul style="list-style-type: none"> ♦ Mail room ♦ Secretarial ♦ Security ♦ Parents ♦ Students 	

Recommendation	Steps	Participants	Completed
	<ul style="list-style-type: none"> ♦ Have you developed a plan to handle reports of suspicious activity? ♦ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ♦ Do personnel know what to do if a suspicious package is found? ♦ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ♦ Are food services personnel trained to be aware of suspicious people in their food preparation area? ♦ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? 		<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>

BULLIS CHARTER SCHOOL

Safety Plan Annual Emergency Plan Checklist

2015 – 2016

Site: Bullis Charter School Site Checklist
Due By: October 1 Each Year
Submit To: Principal

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

<u>Check</u>	<u>Requirement</u>
_____	1. Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2. Designate a second-in-command and a backup
_____	3. Orient staff to District Disaster Plan, review site procedures (staff meeting)
_____	4. Update site plan, assign staff responsibilities (complete staff roster sheet)
_____	5. Schedule necessary training (First Aid, CPR, Search & Rescue)
_____	6. Schedule drills: Fire, Earthquake, Active shooter, Communications
_____	7. Complete site map, post as required, and forward a copy to _____
_____	8. Complete Site Hazard Survey
_____	9. Complete Classroom Hazard Survey Summary
_____	10. Submit Classroom Hazard Survey Summary to _____
_____	11. Participate in test of District Radios
_____	12. Check battery-operated radios
_____	13. Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate.
_____	14. Complete supplies and equipment inventory to include classroom emergency kits
_____	15. Order supplies and equipment as necessary
_____	16. Evacuation areas/alternative identified for all classes
_____	17. Communications to parents and students about disaster procedures _____ District Student Release Policy _____ Emergency Information Cards
_____	18. Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
_____	19. Assess food supplies as applicable.
_____	20. Meet with child care provider and coordinate disaster preparedness plans
_____	21. Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature

Date

BULLIS CHARTER SCHOOL
Annual Site Hazard Survey
2015 – 2016

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the office by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- 3. Likelihood and possible effects of flooding or landslides
- 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- 5. Water heaters are strapped
- 6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
- 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
- 9. All computers and peripherals should be situated so as not to create a tipping hazard
- 10. Machine shop and woodshop: equipment should be bolted down
- 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- 12. Sound system speakers and spotlights: secure
- 13. Compressed gas cylinders: secured top and bottom with a safety chain
- 14. Weight room/motor development room equipment: racks anchored and weights properly stored
- 15. Laboratory chemicals on shelves: restrained

BULLIS CHARTER SCHOOL Annual Site Hazard Survey II 2015 – 2016

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access	X		
Traffic review, parking, fire lanes	X		
Adequate surfacing, lighting	X		
Safety Plan	X		
Required Postings	X		
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights	X		
Floors, seating maintained	X		
Stage: clean, clear exits, wiring	X		
Kitchen: clean, safe food storage	X		
ATHLETIC FACILITIES			
Bleachers, fences, backstops	X		
Stairs, ramps, walkways, gates	X		
Surfacing in common areas	X		
Equipment	X		
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage	X		
Adequate ventilation, fume hoods	X		
Eyewash, gas shut-off			
Safety training	X		
Safety signs posted, enforced	X		
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly	X		
Fire and Earthquake drills conducted	X		
First Aid Equipment in place	X		
Evacuation routes posted	X		
Staff Training on Emergency Procedures	X		

BULLIS CHARTER SCHOOL
Annual Classroom Hazard Survey
2015 – 2016

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by September 30. The principal shall submit a completed copy of the school needs with the principal's checklist by October 30 To office.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to work station	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

BULLIS CHARTER SCHOOL
Safety Plan Annual Drill Report
2015 – 2016

Date	Time		Please place a ✓ below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

**BULLIS CHARTER SCHOOL
ANNUAL DISASTER SERVICE WORKER SURVEY
2015 - 2016**

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT (Trained?)		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in

(new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)

- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

**GREEN:
LOW RISK OF
TERRORIST ATTACK**

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

**BLUE:
GENERAL RISK OF
TERRORIST ATTACK**

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

**YELLOW
SIGNIFICANT RISK OF
TERRORIST ATTACK**

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
 - a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

**RED:
SEVERE RISK OF
TERRORIST ATTACKS**

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)**

The Santa Clara County Office of Education will provide staff at the **Santa Clara County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - A. review communication guidelines under Orange Threat Level
 - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Listed below are websites that provide additional information.

<http://www.ready.gov>

Disaster Preparedness Information

<http://www.whitehouse.gov>

White House

<http://www.dhs.gov>

Federal Department of Homeland Security

<http://www.nasponline.org>

National Association of School Psychologists

<http://www.fema.gov/>

Federal Emergency Management Agency

<http://www.oes.ca.gov/>

California Office of Emergency Services

<http://www.bt.cdc.gov/>

Centers for Disease Control and Prevention

<http://www.fbi.gov/>

Federal Bureau of Investigation

<http://www.sccoe.org/>

Santa Clara County Office of Education

**Mathematics Assessment Collaborative
MAC**

MARS Report on the 2014 Tests

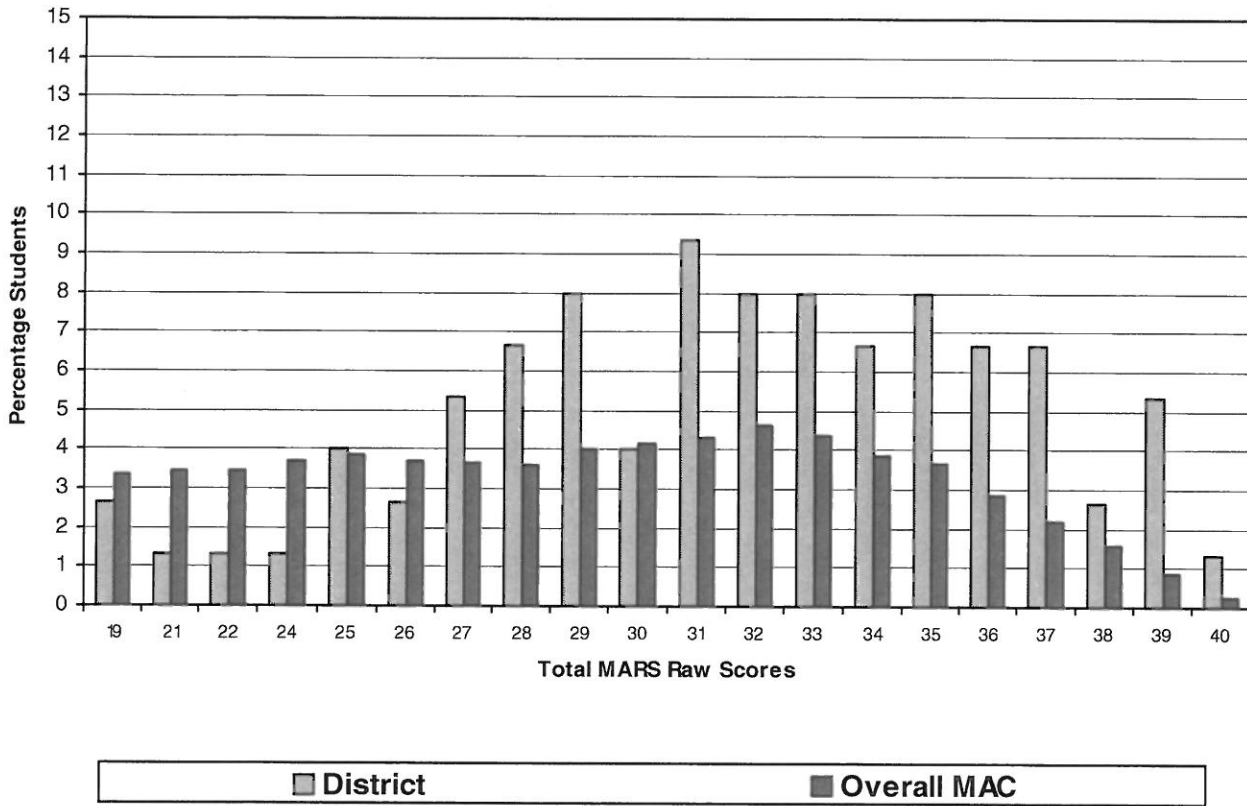
Bullis Charter

**Mathematics Assessment Resource Service
MARS**

Bullis Charter

Grade: 2

Figure 1.1: Histogram of Total MARS Raw Scores By District and Overall MAC

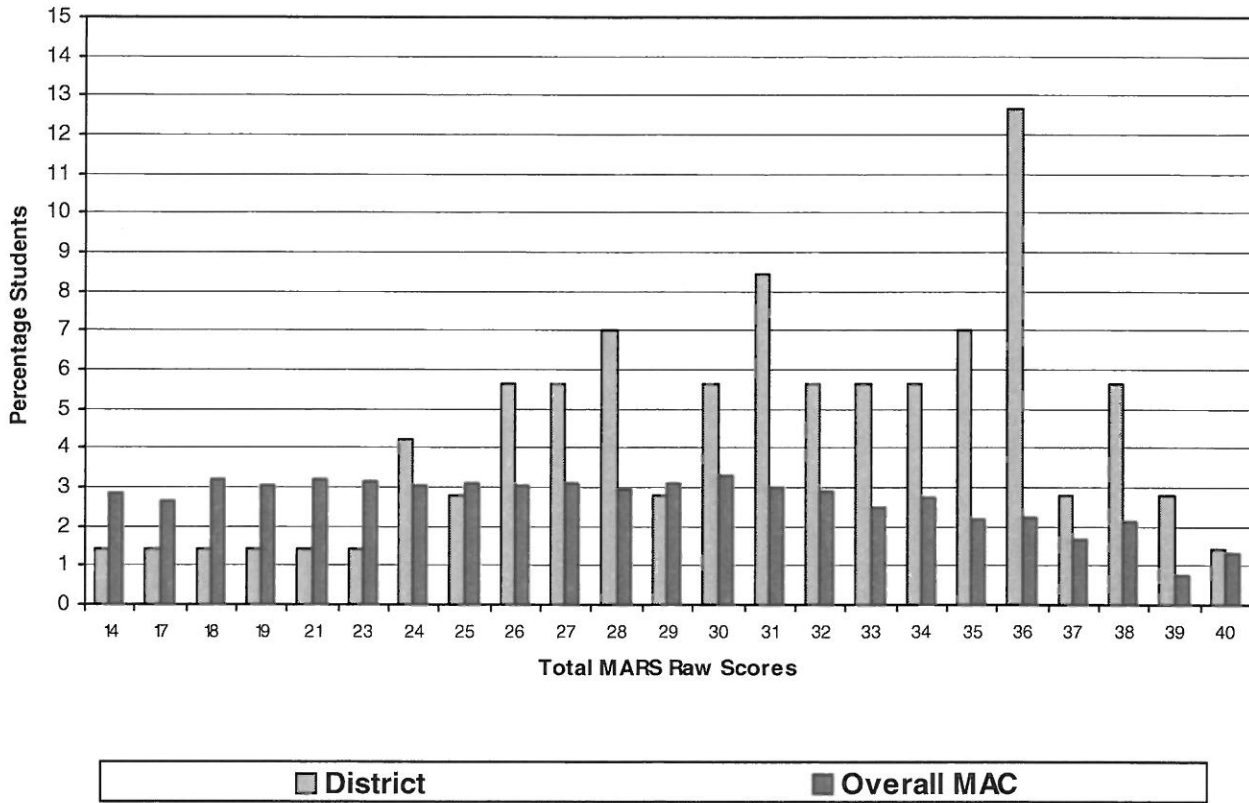


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 3

Figure 1.2: Histogram of Total MARS Raw Scores By District and Overall MAC

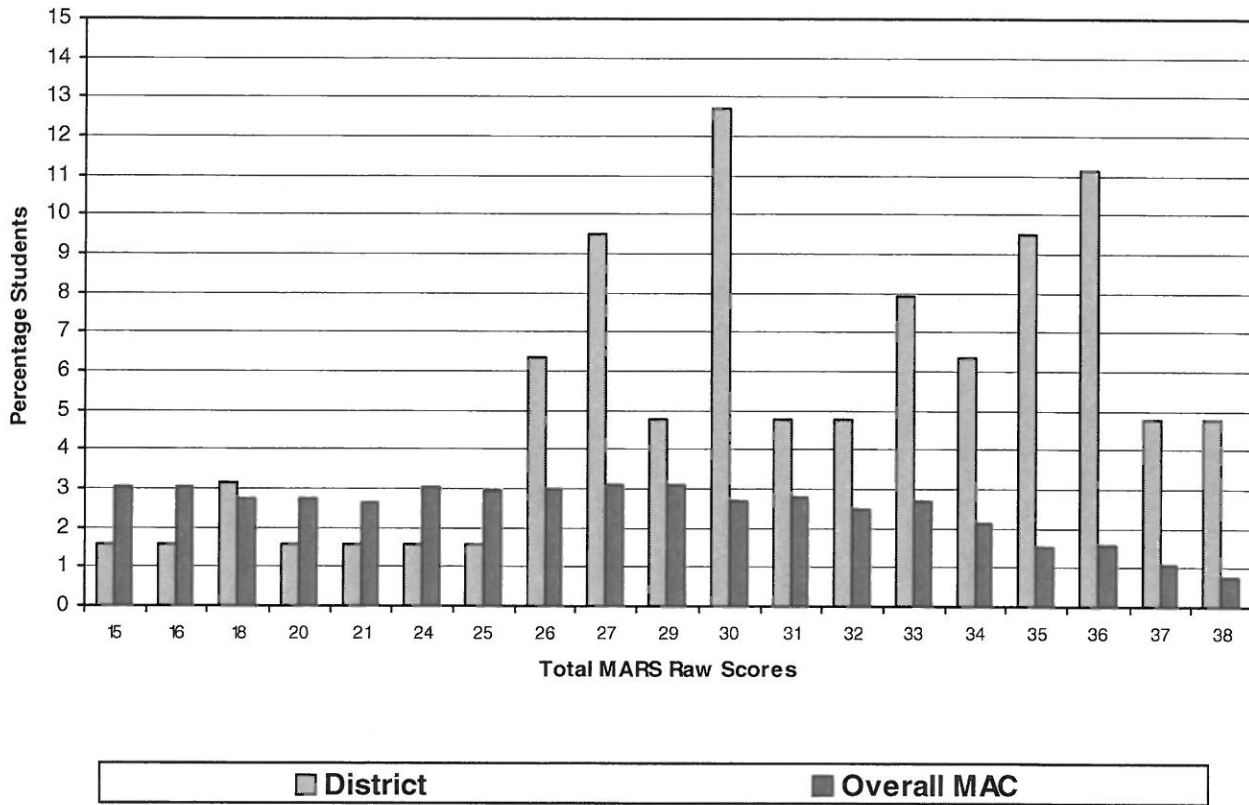


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

Figure 1.3: Histogram of Total MARS Raw Scores By District and Overall MAC

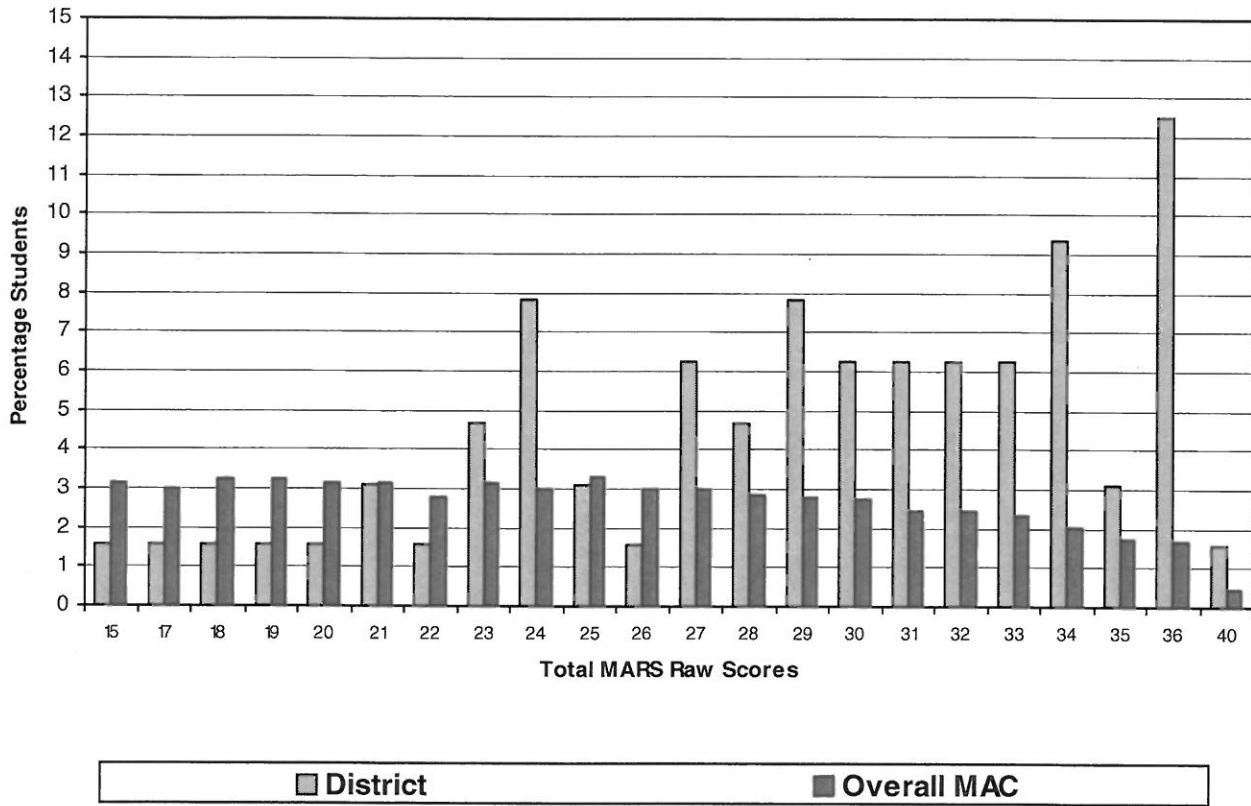


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 5

Figure 1.4: Histogram of Total MARS Raw Scores By District and Overall MAC

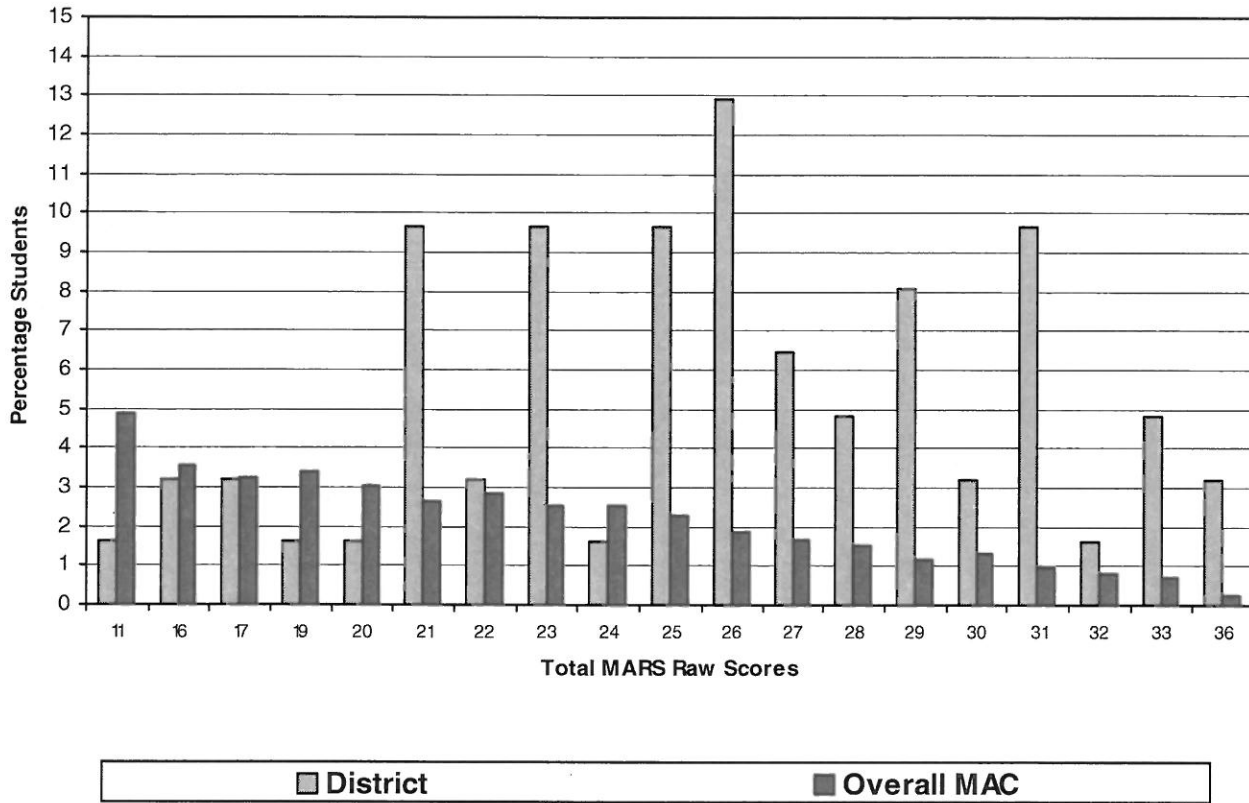


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

Figure 1.5: Histogram of Total MARS Raw Scores By District and Overall MAC

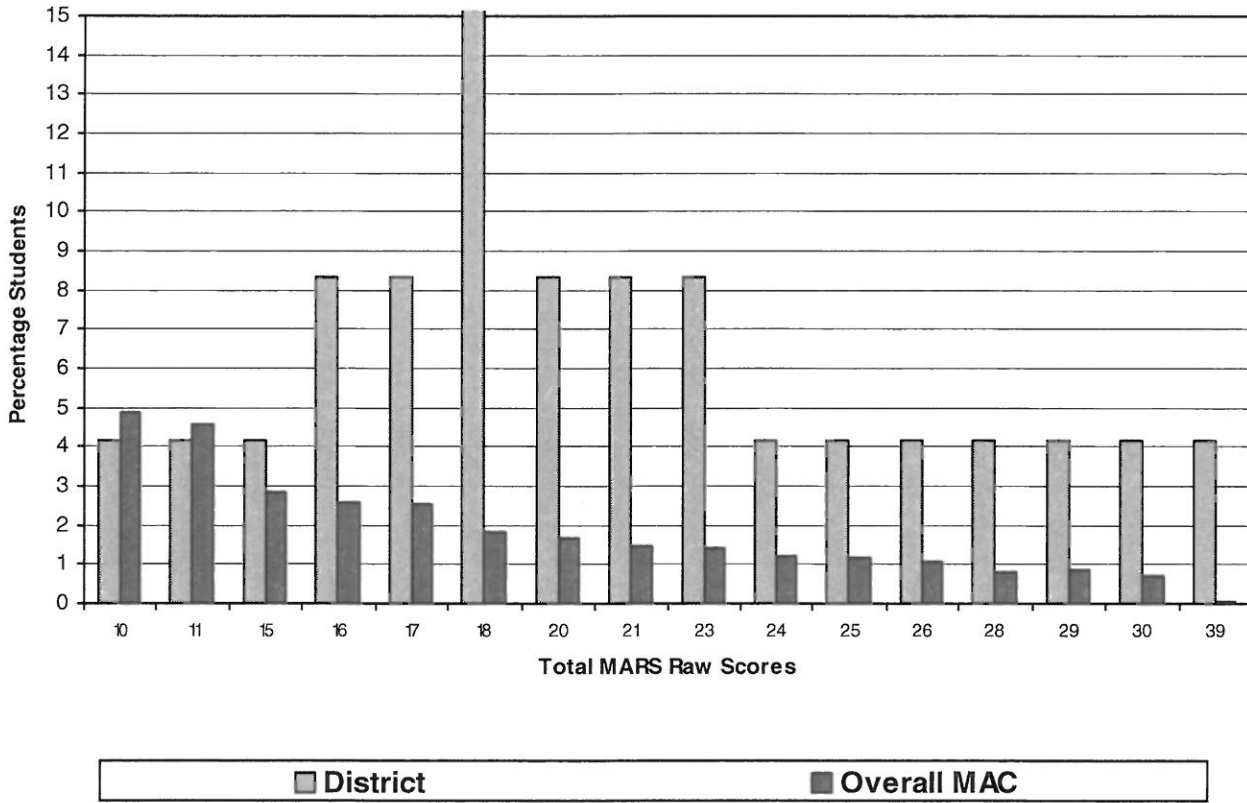


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

Figure 1.6: Histogram of Total MARS Raw Scores By District and Overall MAC

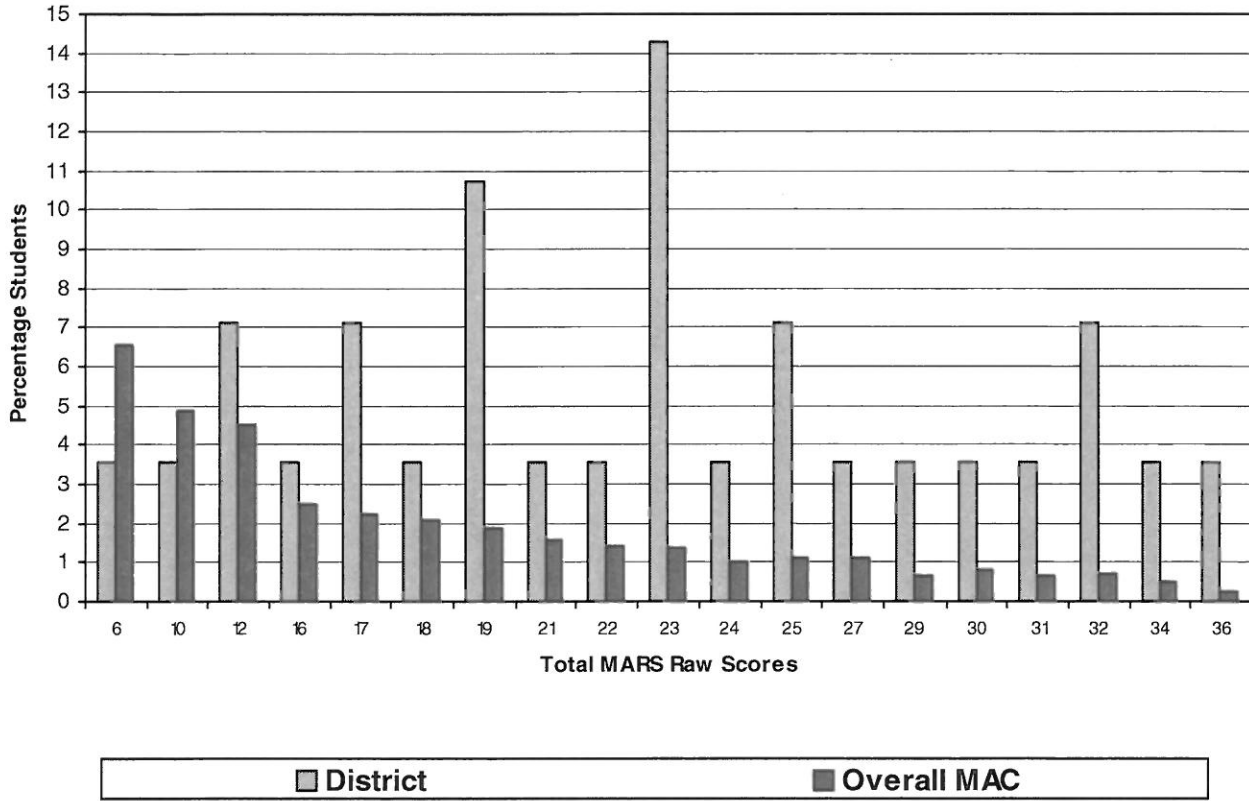


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

Figure 1.7: Histogram of Total MARS Raw Scores By District and Overall MAC



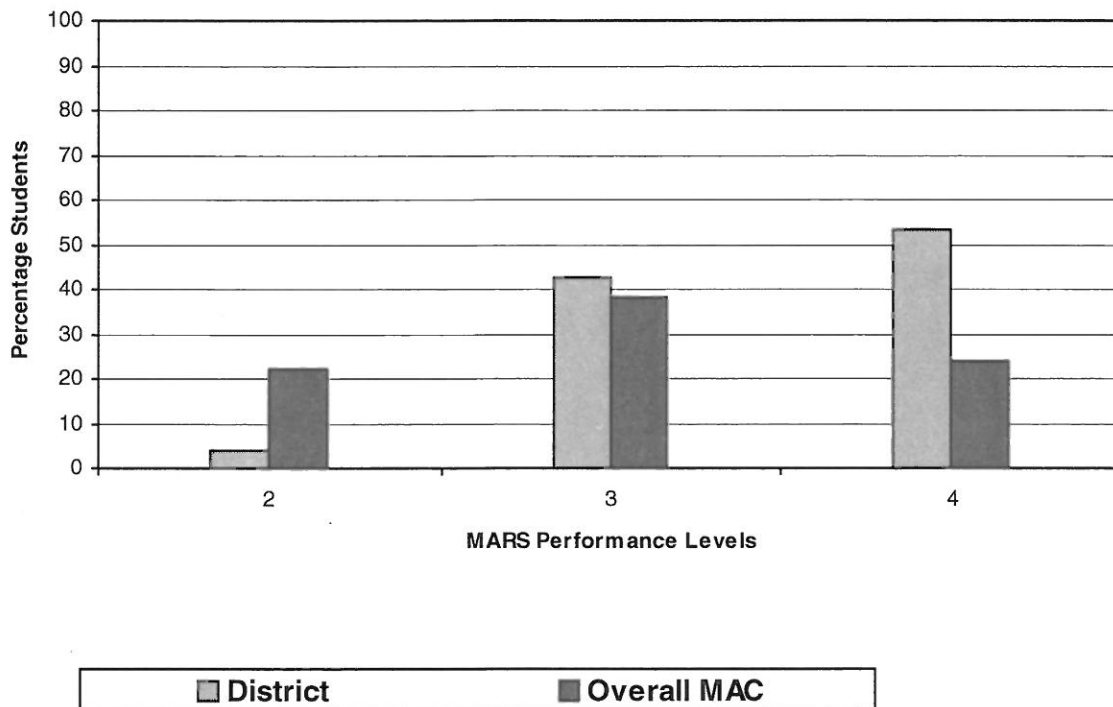
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 2

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
2	13-21	4.00%	100.00%	22.35%	84.62%
3	22-28	42.67%	96.00%	38.07%	62.27%
4	29-40	53.33%	53.33%	24.21%	24.21%

Figure 2.1: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



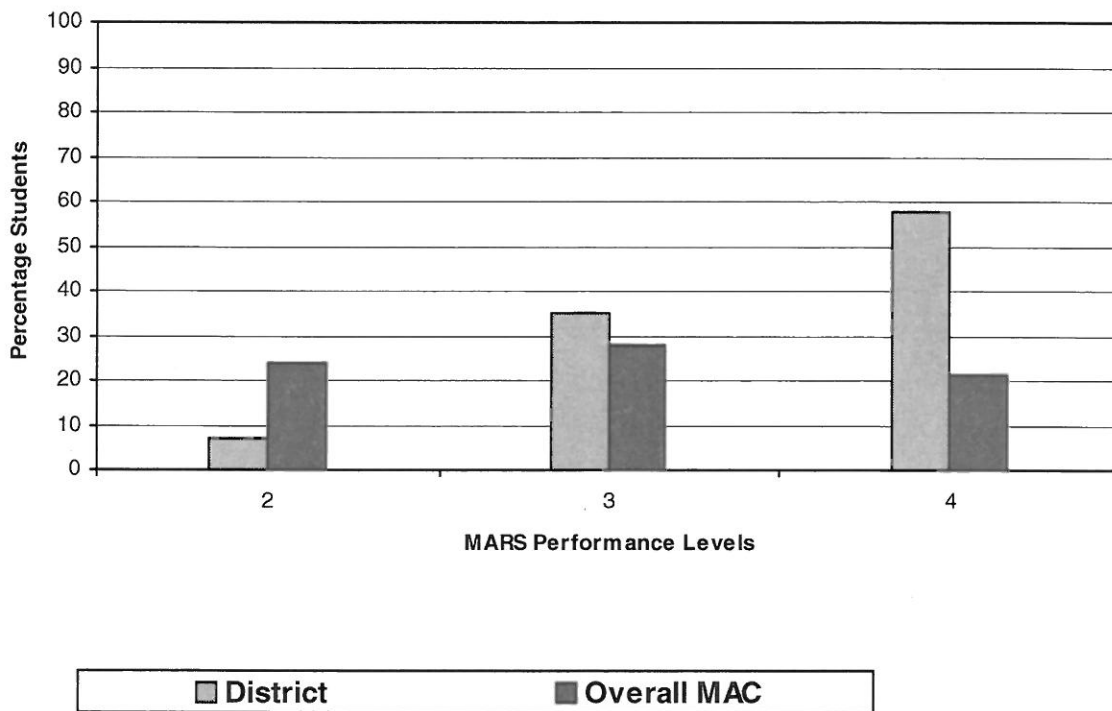
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 3

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
2	13-20	7.04%	100.00%	24.03%	73.27%
3	21-29	35.21%	92.96%	27.99%	49.24%
4	30-40	57.75%	57.75%	21.25%	21.25%

Figure 2.2: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



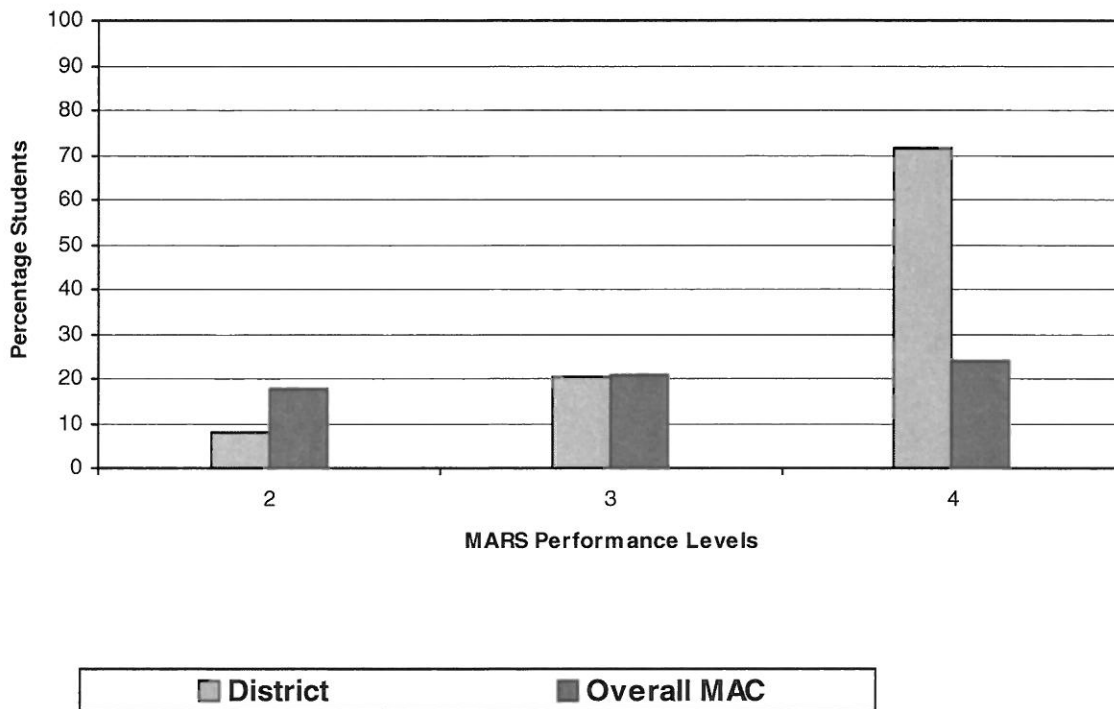
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
2	14-20	7.94%	100.00%	17.61%	62.62%
3	21-29	20.63%	92.06%	21.04%	45.01%
4	30-40	71.43%	71.43%	23.97%	23.97%

Figure 2.3: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC

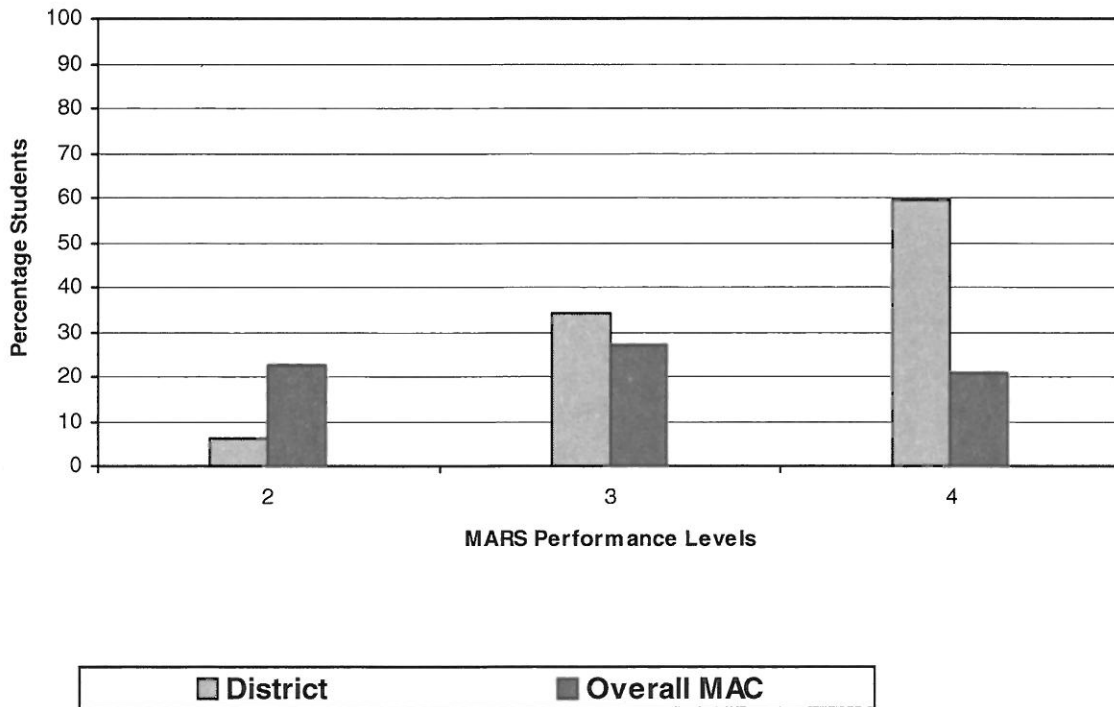


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

**Bullis Charter
Grade: 5**

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
2	13-21	6.25%	100.00%	22.80%	71.03%
3	22-29	34.38%	93.75%	27.23%	48.23%
4	30-40	59.38%	59.38%	21.00%	21.00%

Figure 2.4: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



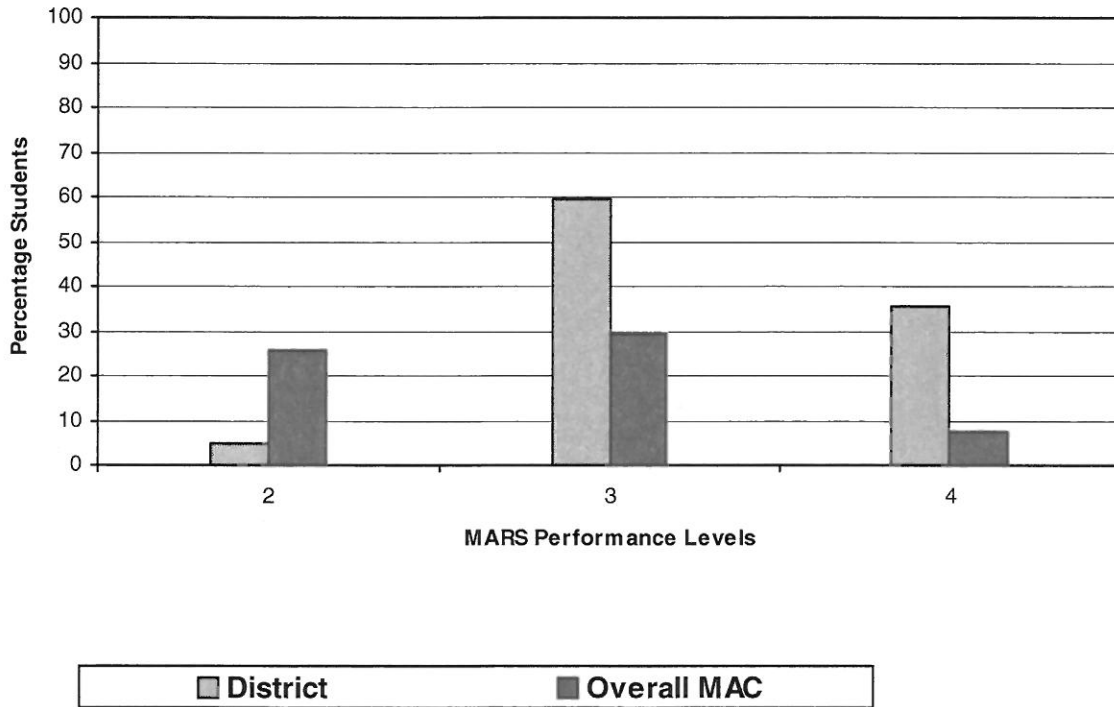
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
2	12-18	4.84%	100.00%	25.89%	62.74%
3	19-27	59.68%	95.16%	29.25%	36.85%
4	28-40	35.48%	35.48%	7.61%	7.61%

Figure 2.5: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



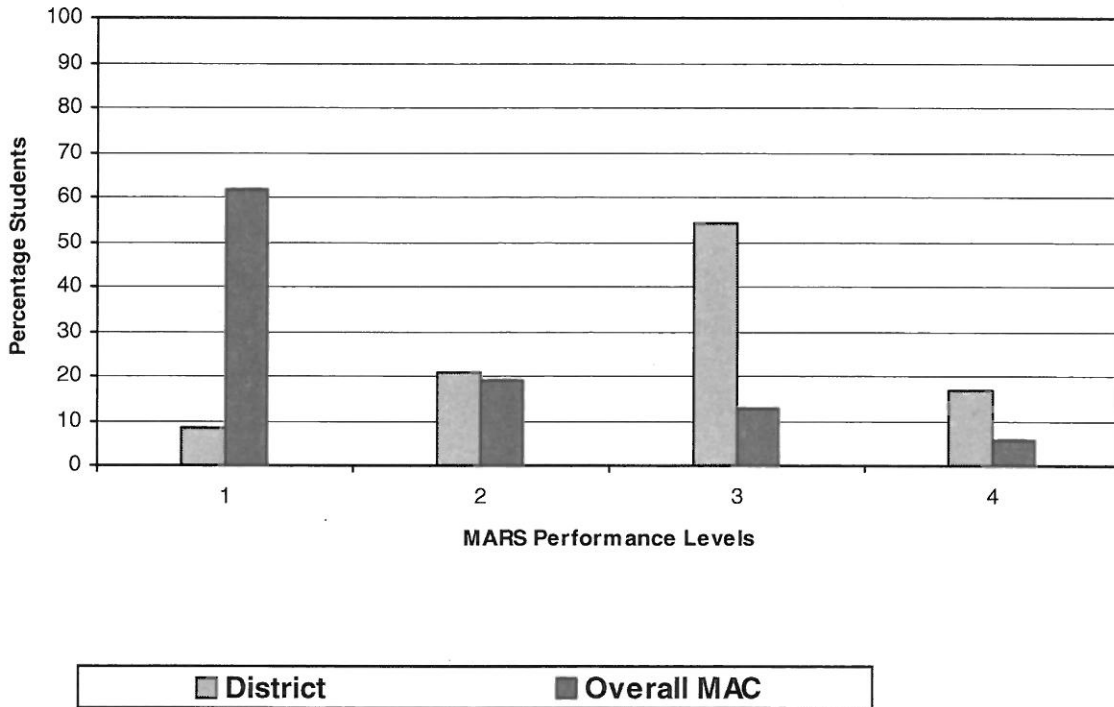
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0-11	8.33%	100.00%	61.72%	100.00%
2	12-19	20.83%	91.67%	19.32%	38.28%
3	20-29	54.17%	70.83%	13.09%	18.95%
4	30-40	16.67%	16.67%	5.86%	5.86%

Figure 2.6: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



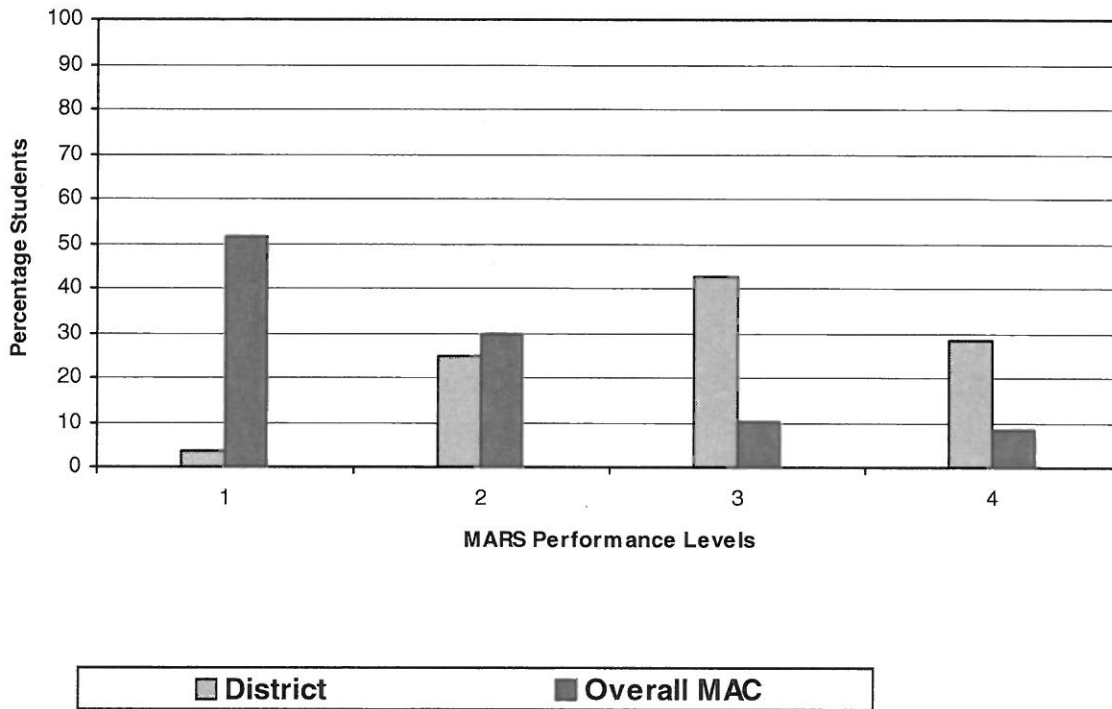
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0-10	3.57%	100.00%	51.73%	100.00%
2	11-19	25.00%	96.43%	29.82%	48.27%
3	20-27	42.86%	71.43%	10.01%	18.45%
4	28-40	28.57%	28.57%	8.44%	8.44%

Figure 2.7: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter Grade: 2

Table 1.1: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	75	32	-	-	-	23	-	-	57	12	-	-
	Raw Score Mean	31.57	33.16	-	-	27.50	30.35	-	33.67	31.54	32.83	28.50	29.75
	Std Deviation	4.79	4.39	-	-	2.12	5.76	-	4.04	4.72	5.69	0.71	3.77

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 3

Table 1.2: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	71	22	-	-	6	24	-	-	63	7	-	-
	Raw Score Mean	30.83	31.73	-	-	32.33	29.08	-	38.00	30.97	30.00	-	28.00
	Std Deviation	5.65	5.07	-	-	3.78	6.86	-	-	5.88	3.65	-	-

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 4

Table 1.3: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	63	28	-	-	-	18	-	5	47	12	-	-
	Raw Score Mean	30.59	31.25	-	-	30.25	29.44	-	28.40	30.17	32.08	16.00	36.00
	Std Deviation	5.56	6.40	-	-	2.36	5.24	-	6.88	5.33	4.89	-	2.00

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 5

Table 1.4: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	64	28	-	-	-	25	-	-	47	11	-	6
	Raw Score Mean	29.08	30.36	-	-	25.67	27.32	-	23.50	28.53	30.18	-	31.33
	Std Deviation	5.59	4.48	-	-	9.61	6.28	-	4.95	5.74	6.01	-	2.50

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 6

Table 1.5: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	62	22	-	-	-	25	-	-	51	7	-	-
	Raw Score Mean	25.68	26.68	-	-	26.67	23.64	-	27.00	25.55	28.71	-	22.00
	Std Deviation	5.02	4.47	-	-	6.03	5.20	-	5.66	5.17	2.56	-	3.83

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 7

Table 1.6: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	24	8	-	-	-	9	-	-	16	5	-	-
	Raw Score Mean	20.96	23.38	-	-	16.67	19.33	-	20.50	19.69	26.80	10.00	22.00
	Std Deviation	6.44	4.84	-	-	6.51	5.10	-	3.54	4.39	8.26	-	8.49

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 8

Table 1.7: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian/Asian American	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	NSLP* Yes	NSLP NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	28	7	-	-	-	15	-	-	25	-	-	-
	Raw Score Mean	22.32	23.43	-	-	24.50	23.00	-	17.00	22.36	23.00	-	21.50
	Std Deviation	7.48	9.14	-	-	7.78	6.90	-	-	7.90	-	-	3.54

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* NSLP: National School Lunch Program

* FEP: Fluent English Proficient

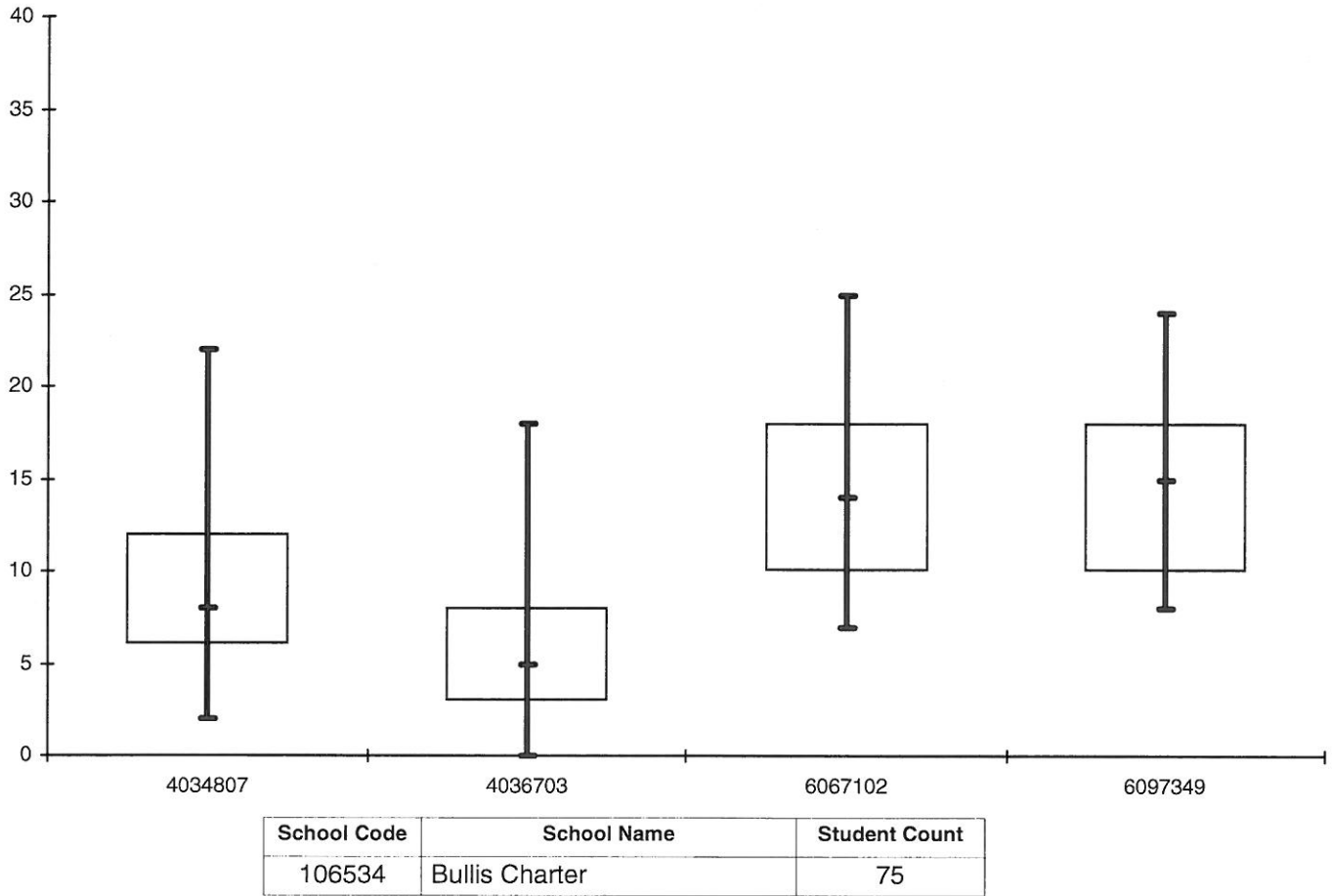
* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter

Grade: 2

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.1: Box and Whiskers plots for the Median MARS Raw Scores by School



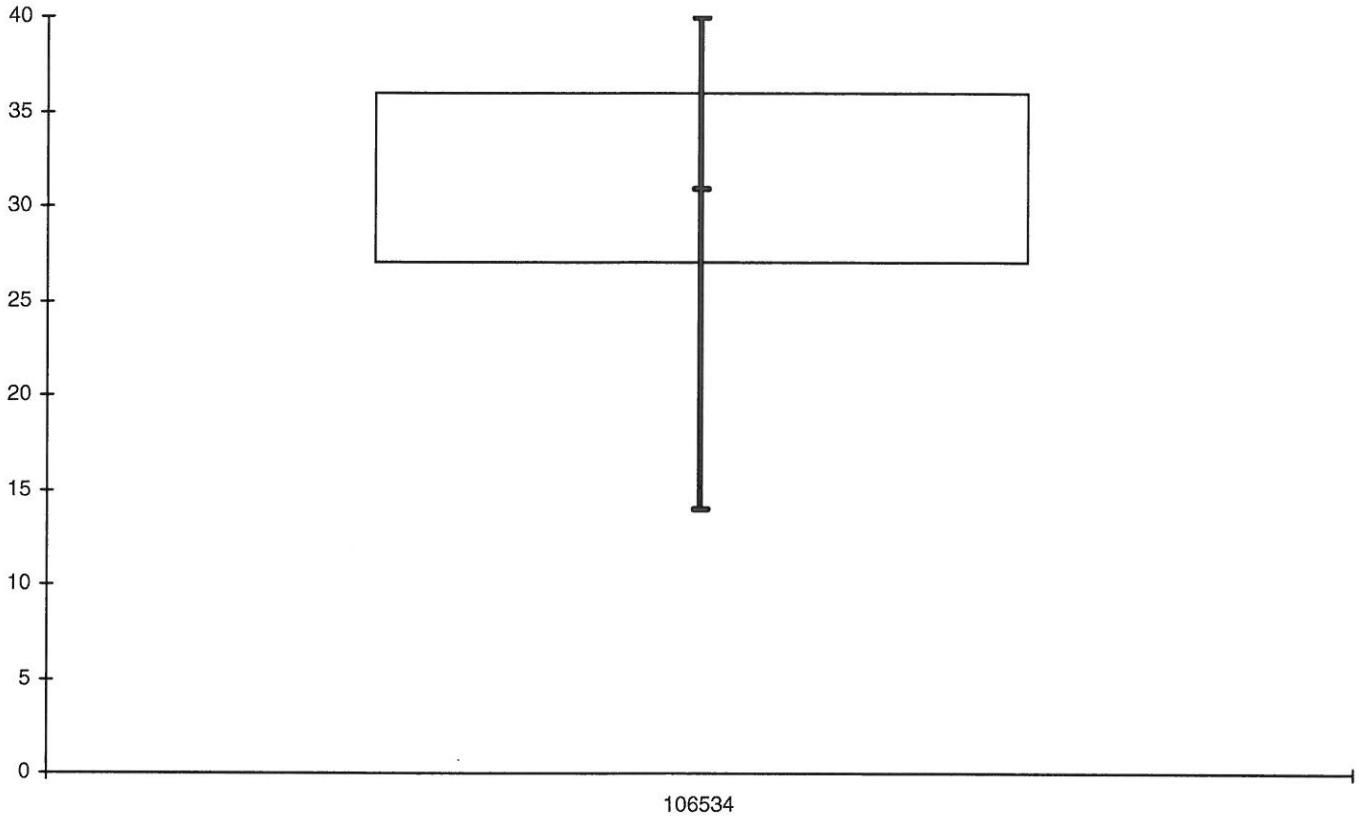
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 3

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.2: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	71

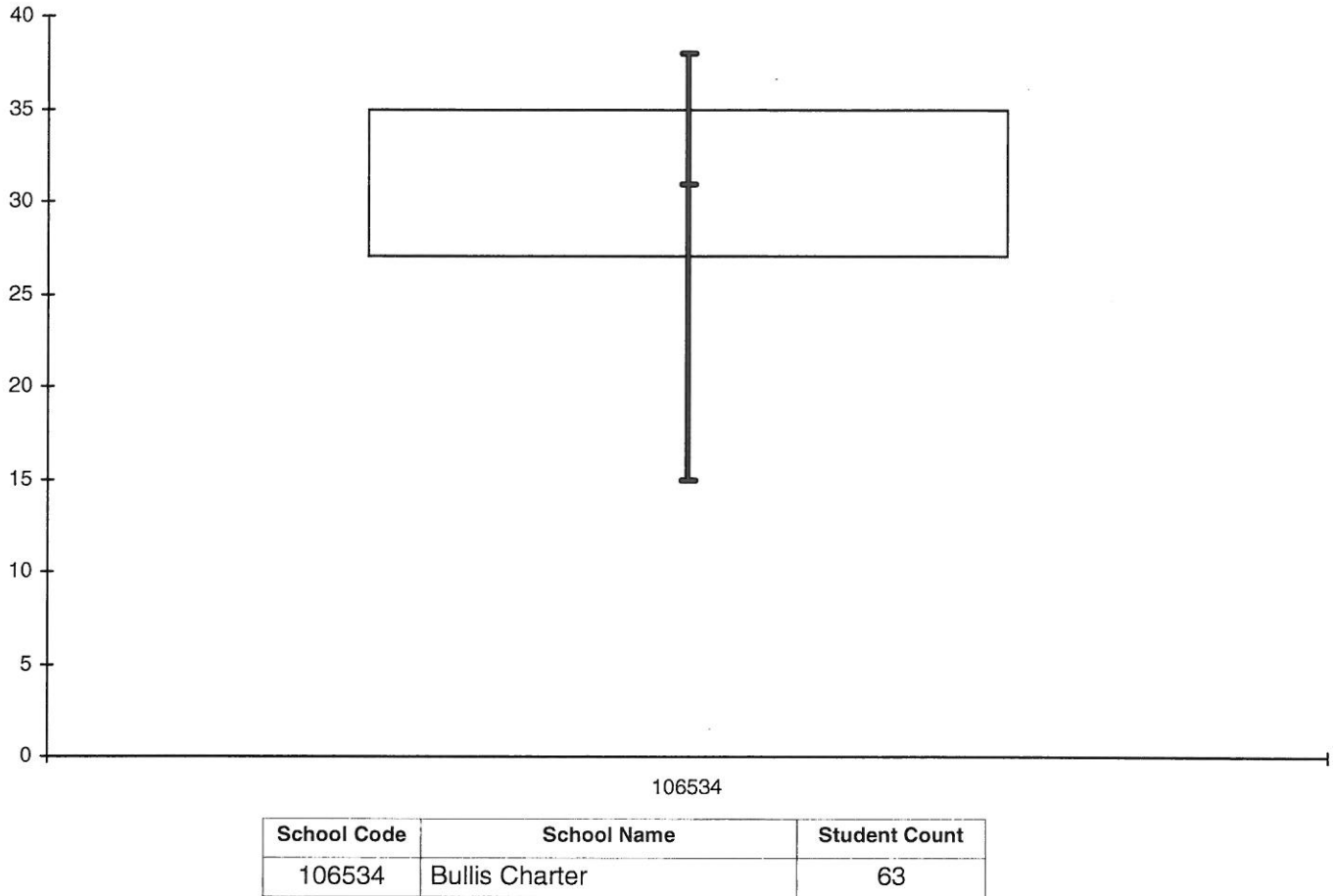
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.3: Box and Whiskers plots for the Median MARS Raw Scores by School



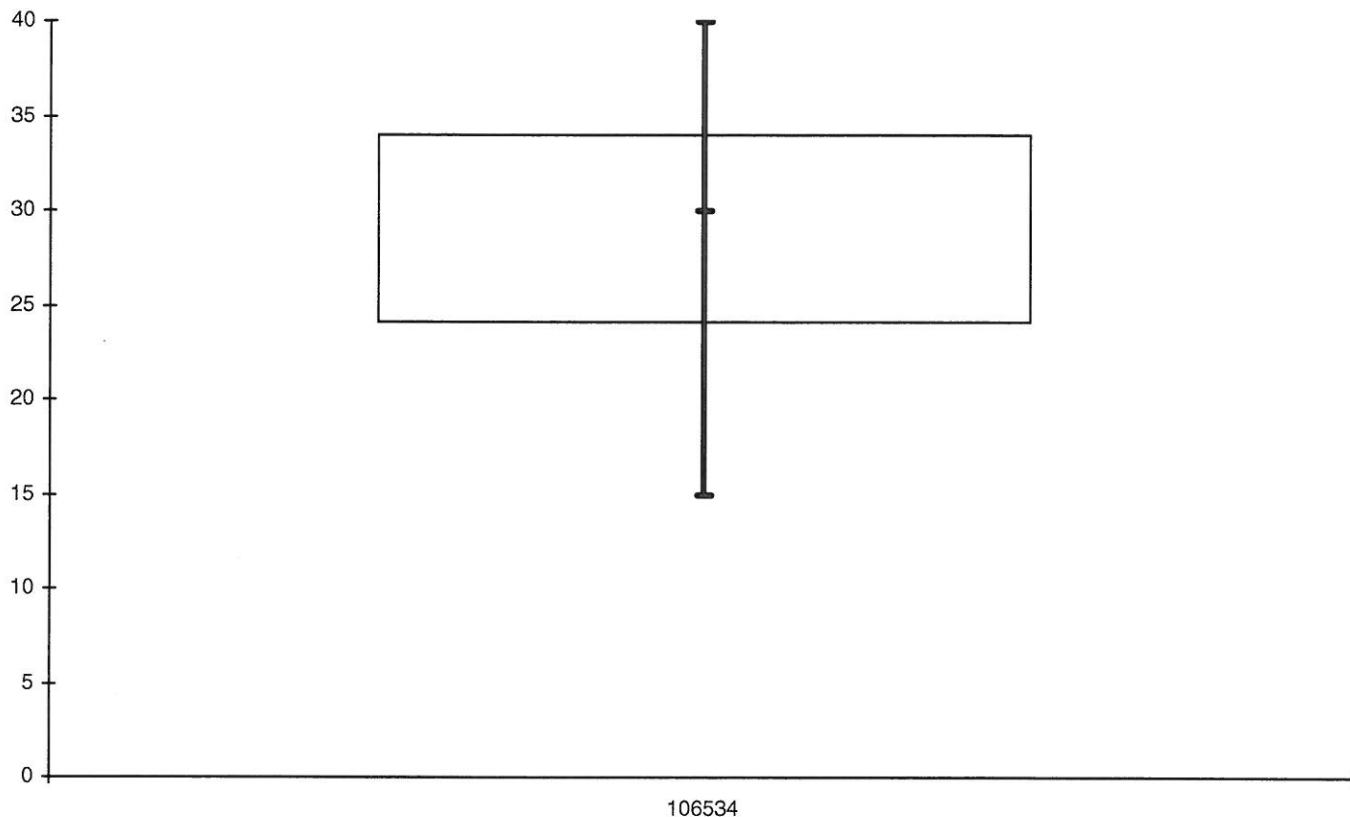
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 5

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.4: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	64

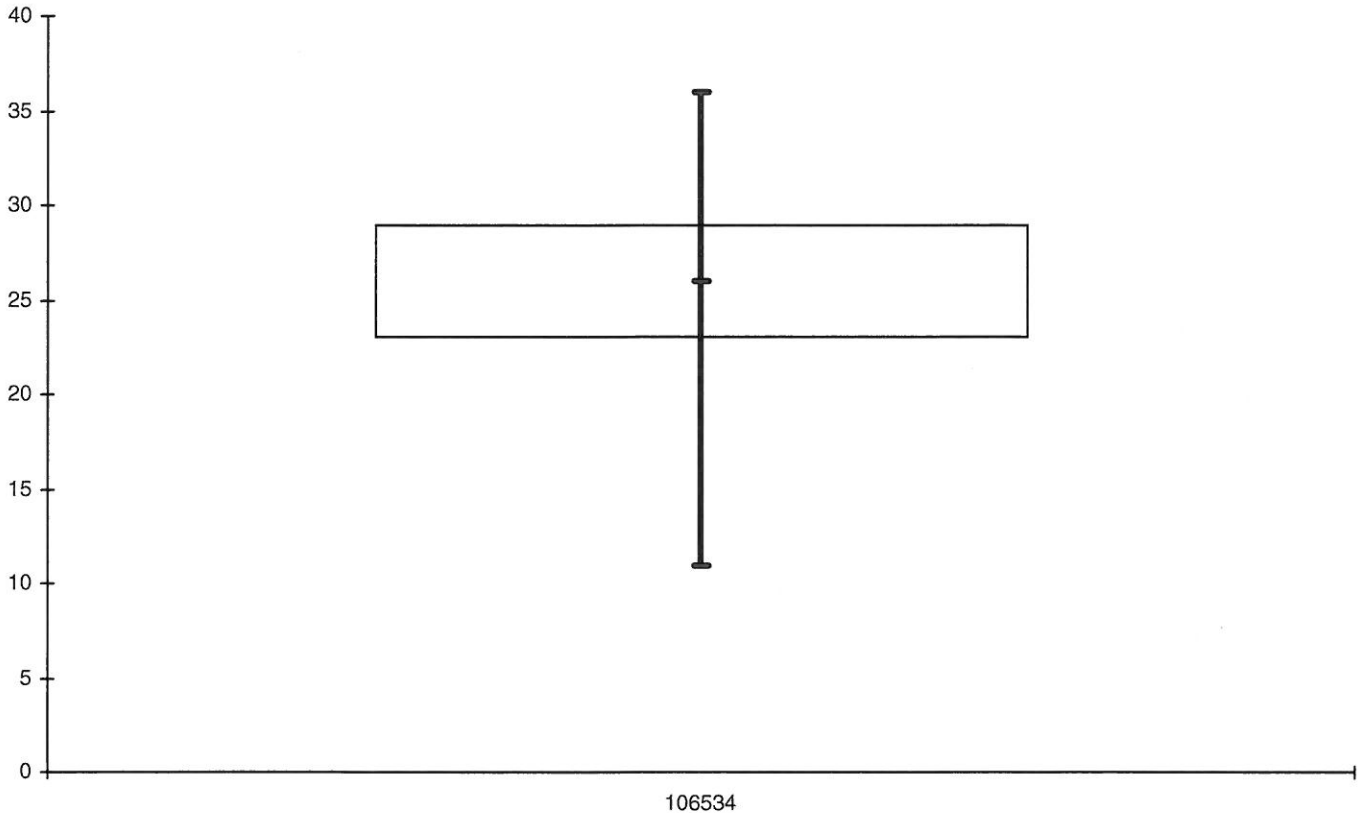
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.5: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	62

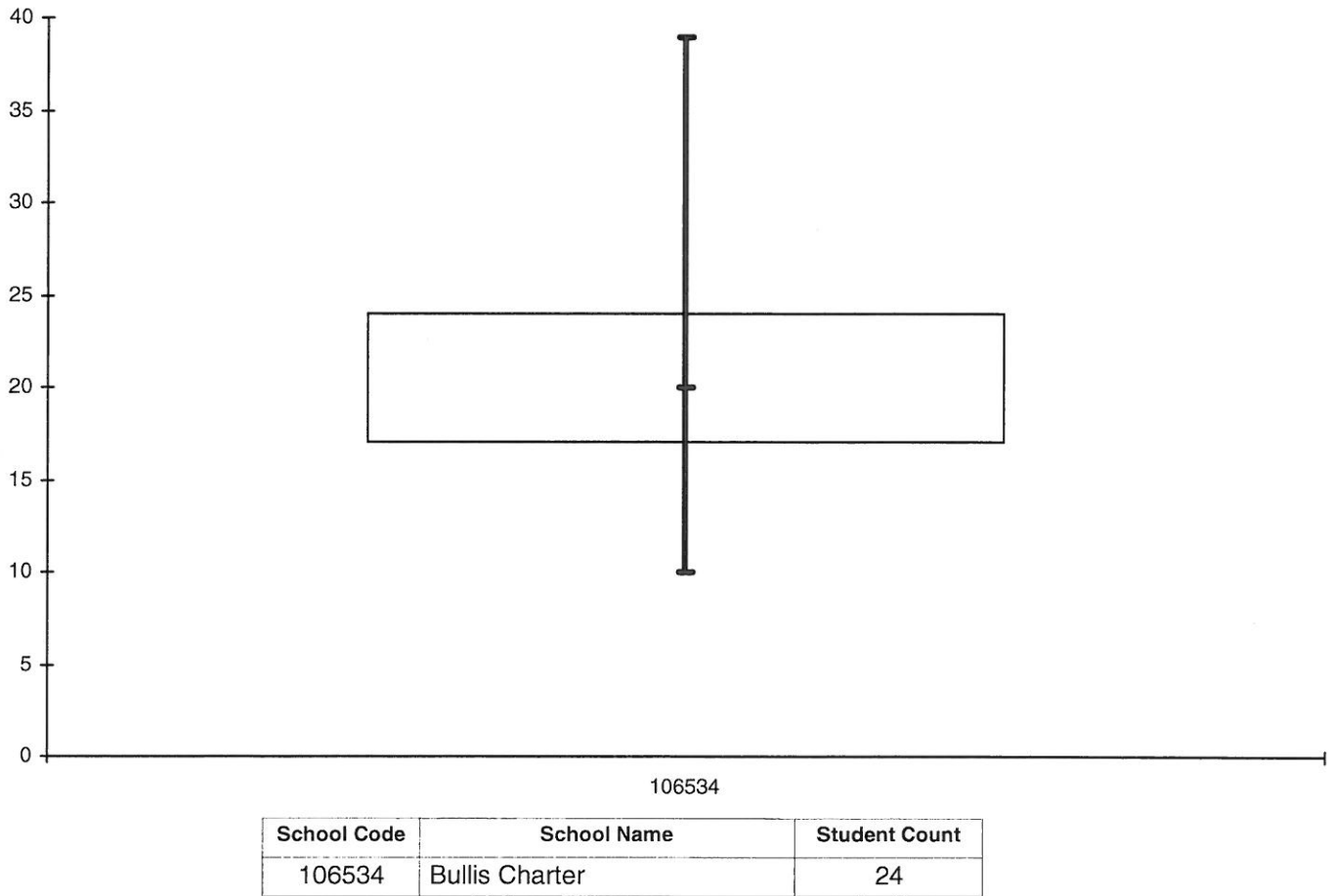
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.6: Box and Whiskers plots for the Median MARS Raw Scores by School



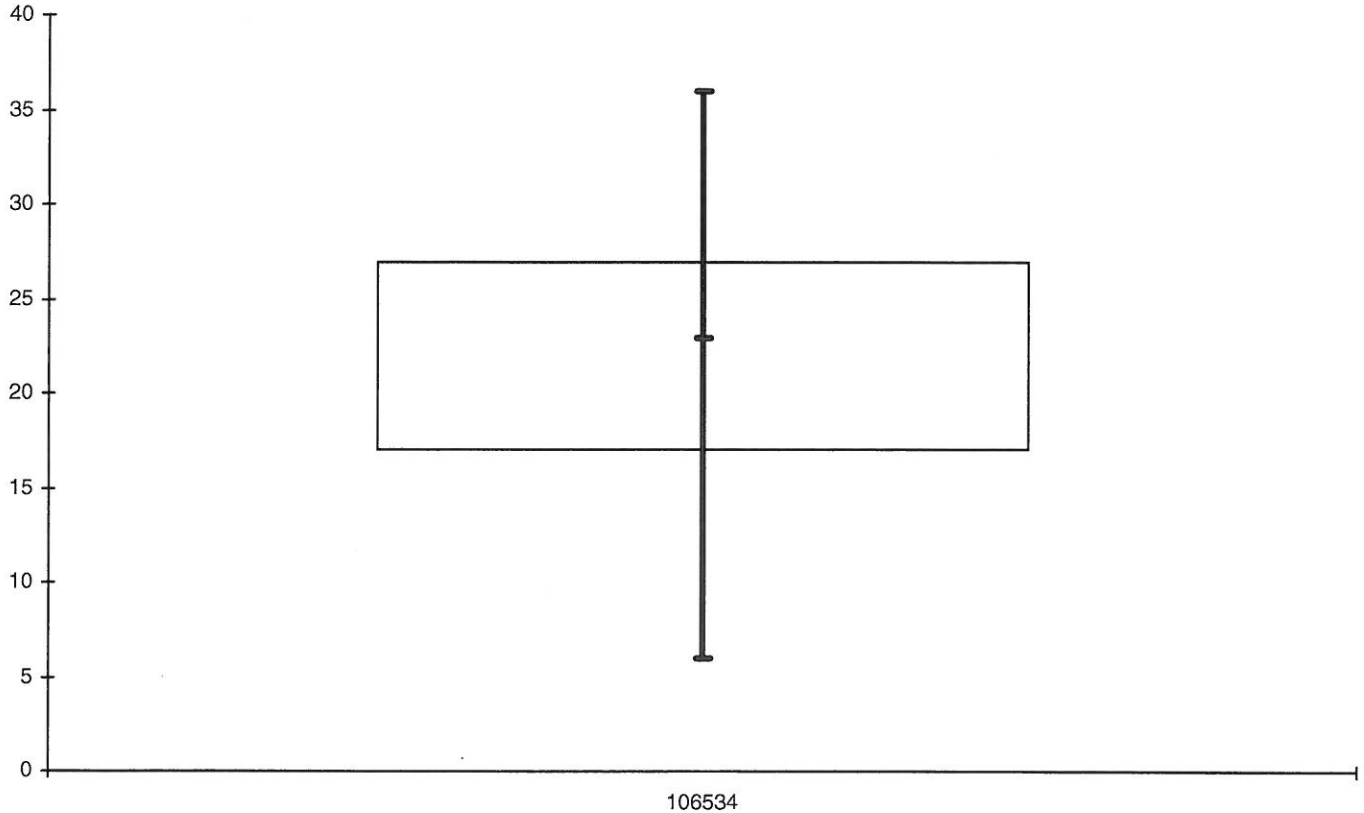
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.7: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	28

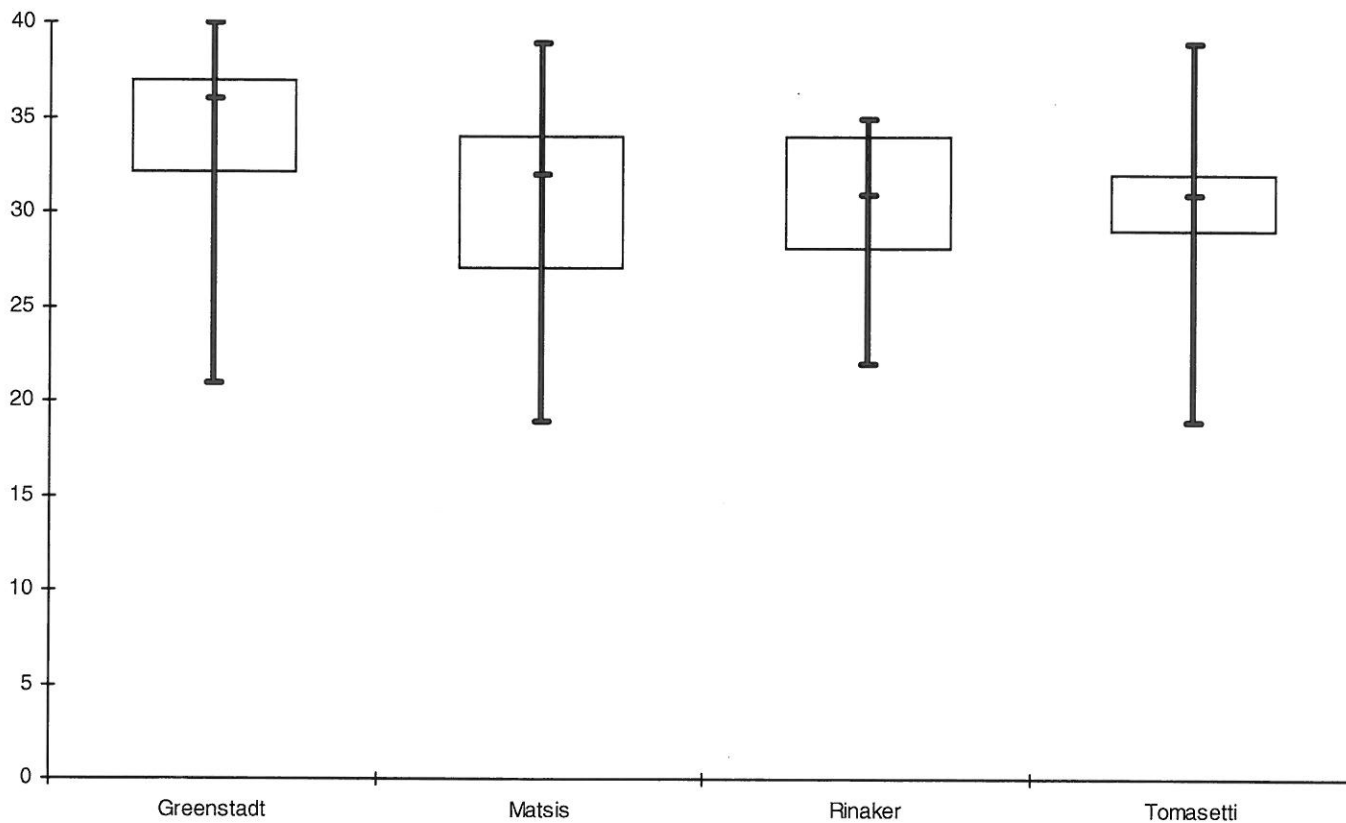
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 2

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.1: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



School Code	Teacher Name	Student Count
106534	Greenstadt	20
106534	Matsis	20
106534	Rinaker	15
106534	Tomasetti	20

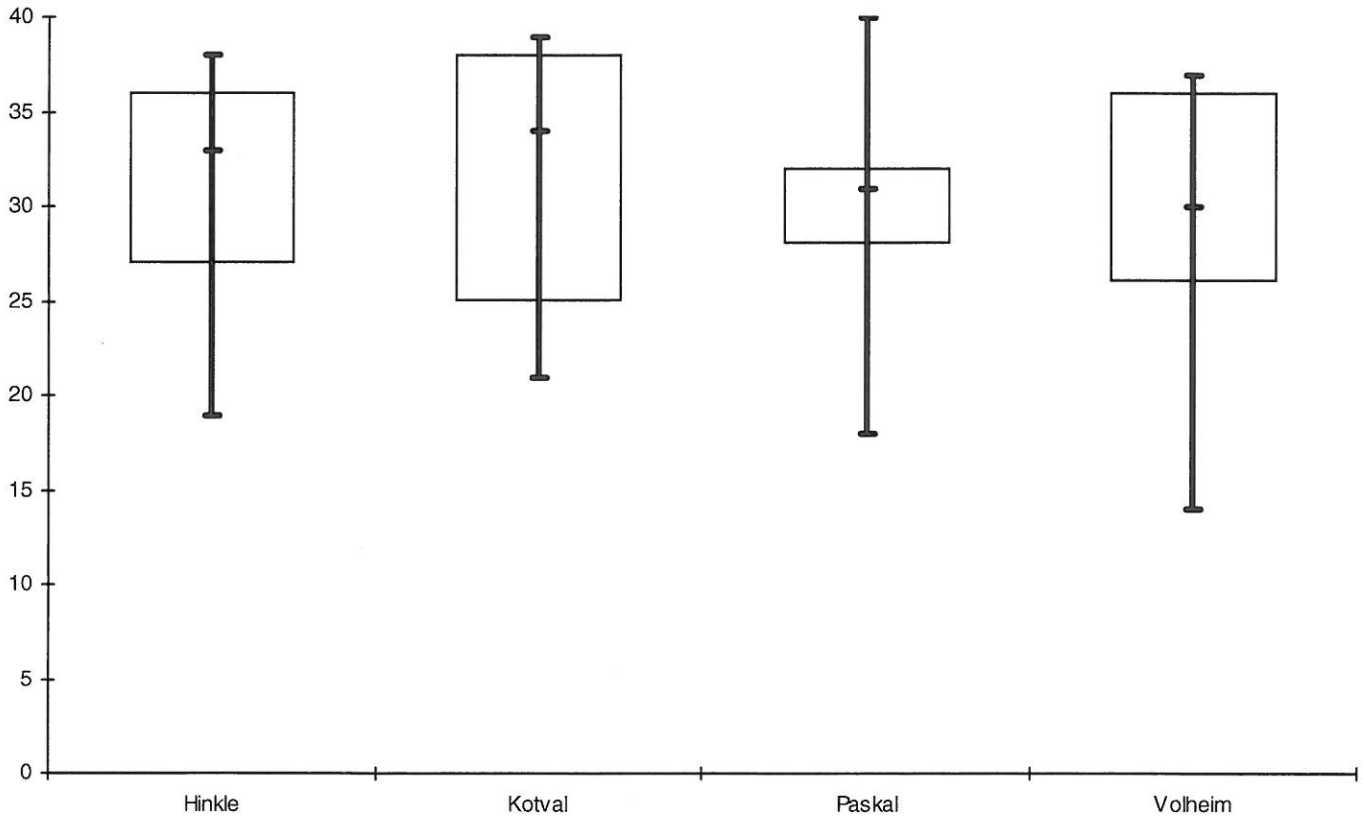
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 3

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.2: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



School Code	Teacher Name	Student Count
106534	Hinkle	15
106534	Kotval	18
106534	Paskal	20
106534	Volheim	18

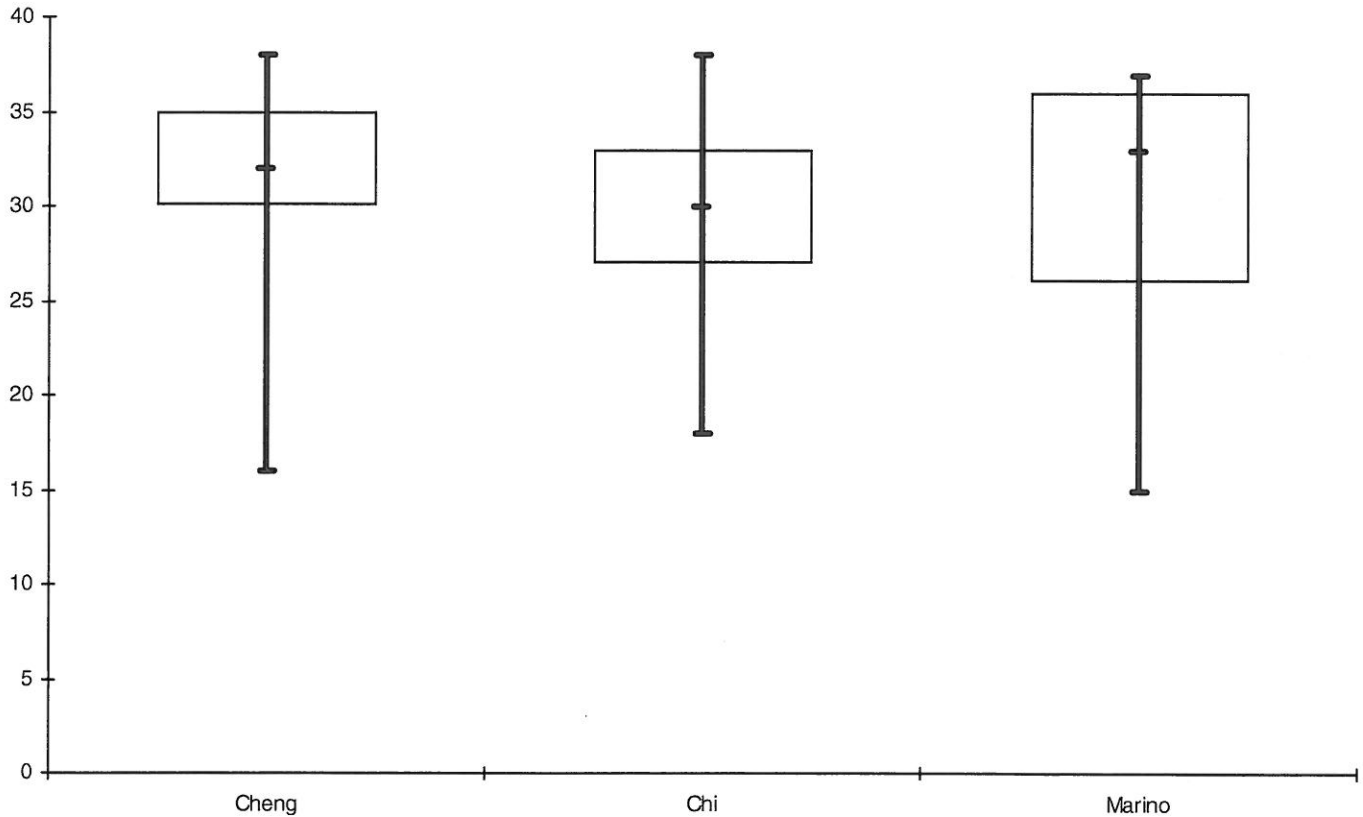
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.3: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



School Code	Teacher Name	Student Count
106534	Cheng	19
106534	Chi	21
106534	Marino	23

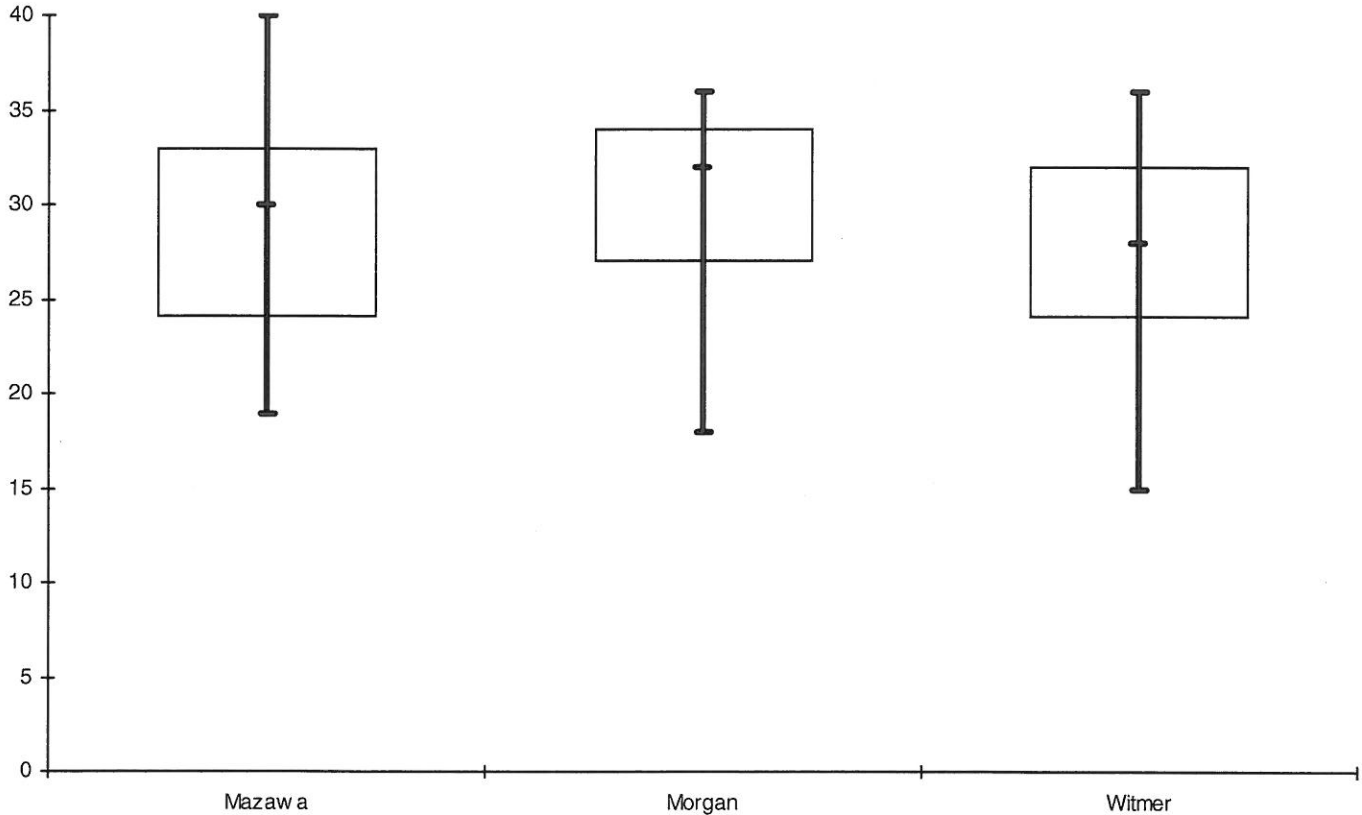
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 5

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.4: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



School Code	Teacher Name	Student Count
106534	Mazawa	20
106534	Morgan	20
106534	Witmer	24

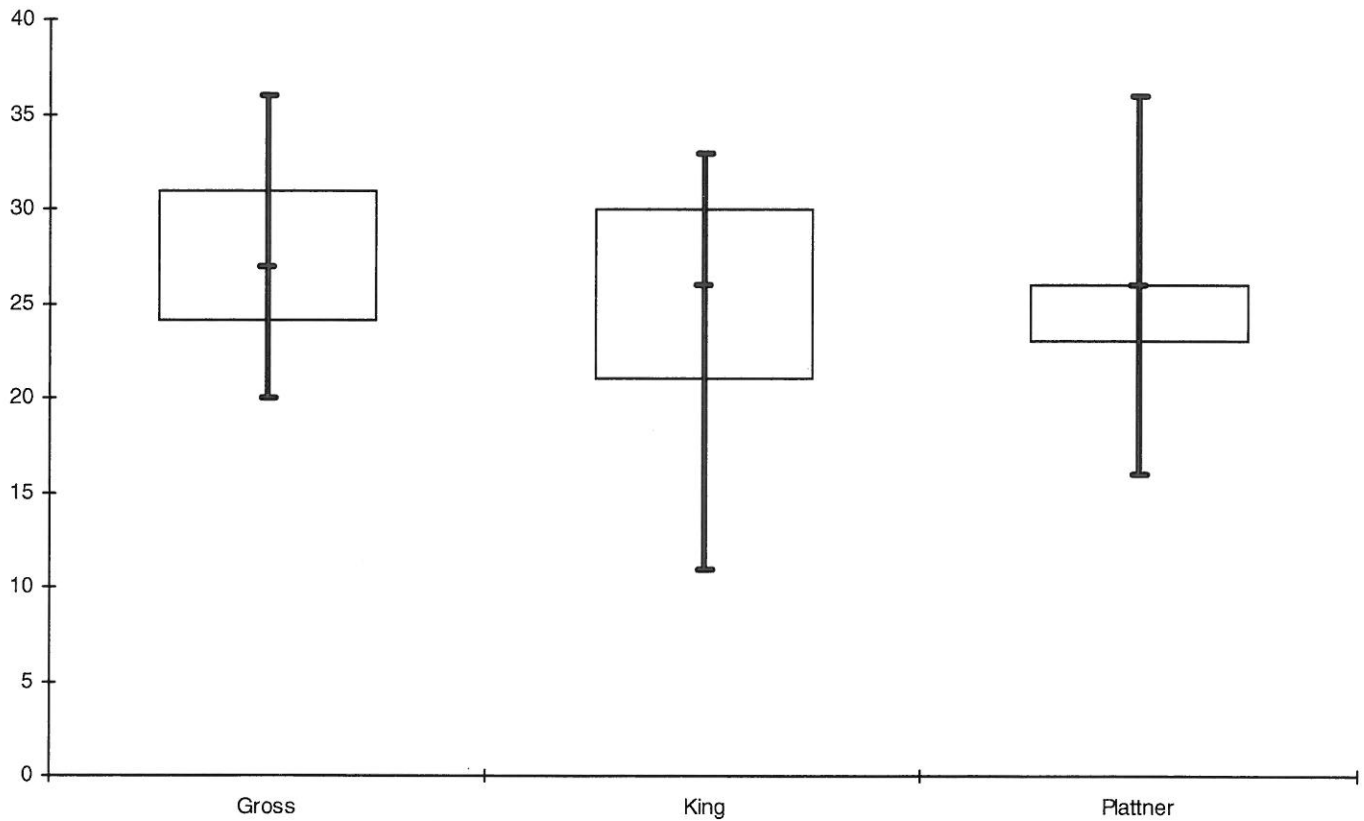
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.5: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



School Code	Teacher Name	Student Count
106534	Gross	19
106534	King	21
106534	Plattner	22

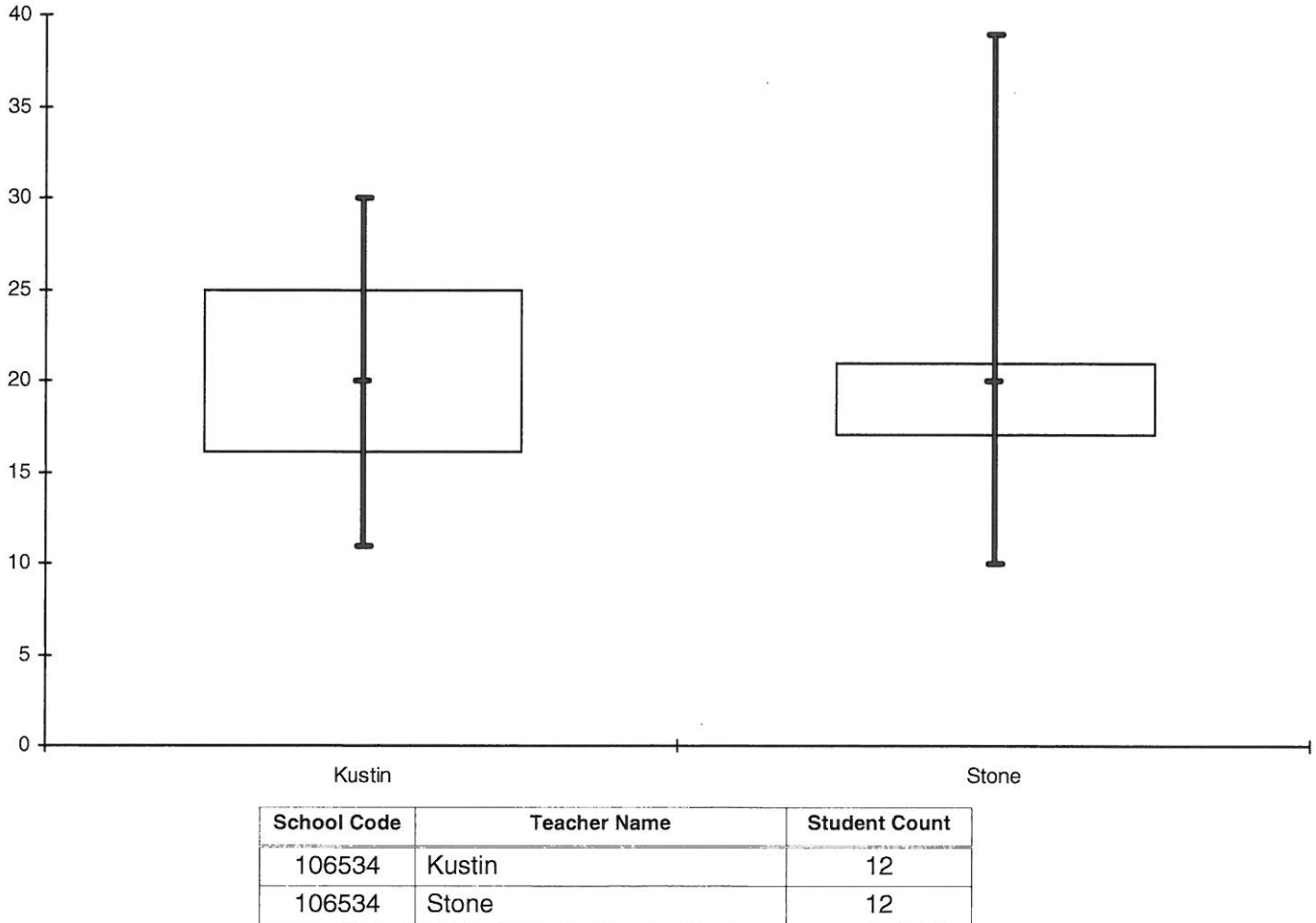
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.6: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



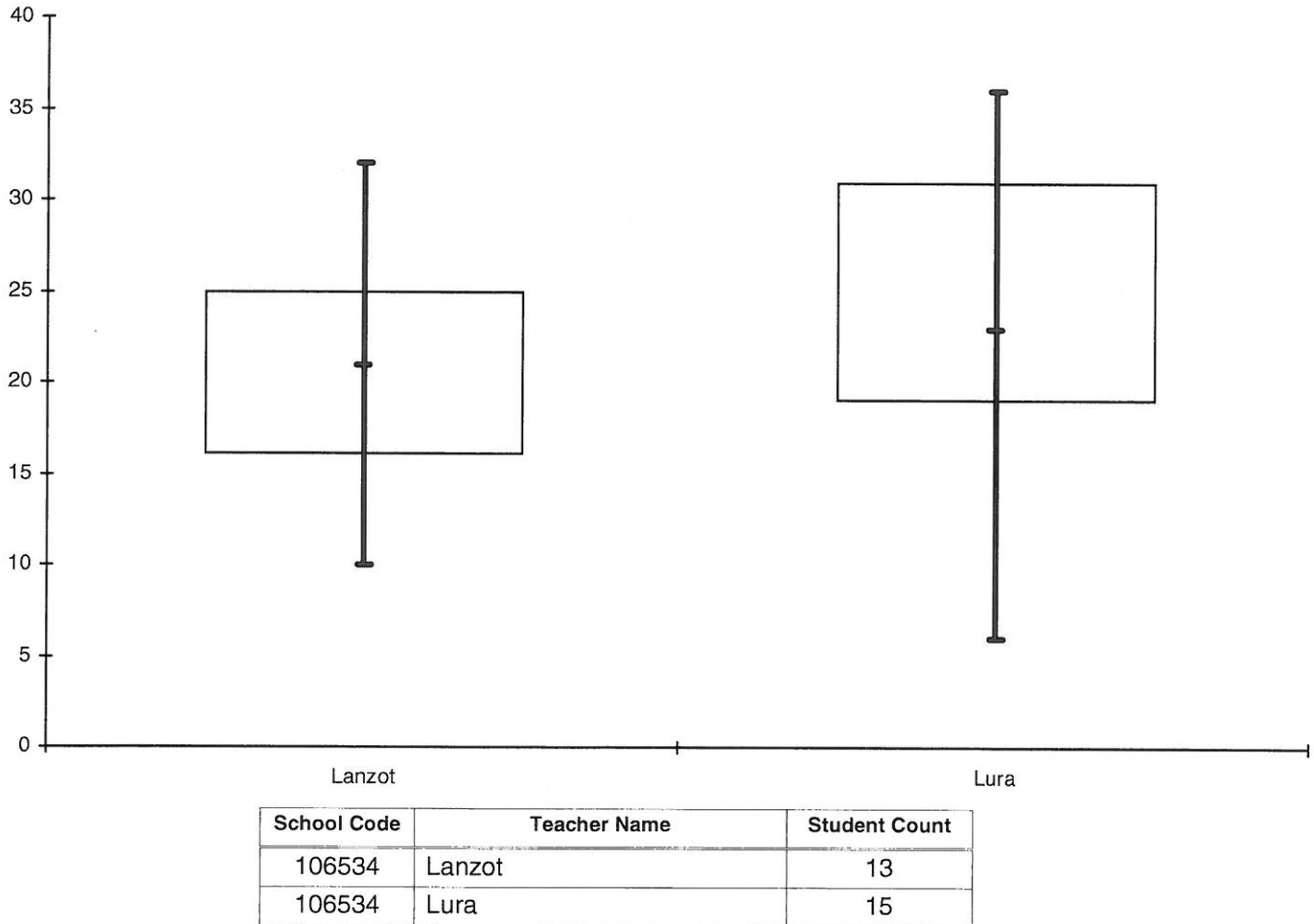
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25 percentile to 75 percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 4.7: Box and Whiskers plots for the Median MARS Raw Scores by Teacher



* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

**Mathematics Assessment Collaborative
MAC**

MARS Report on the 2015 Tests

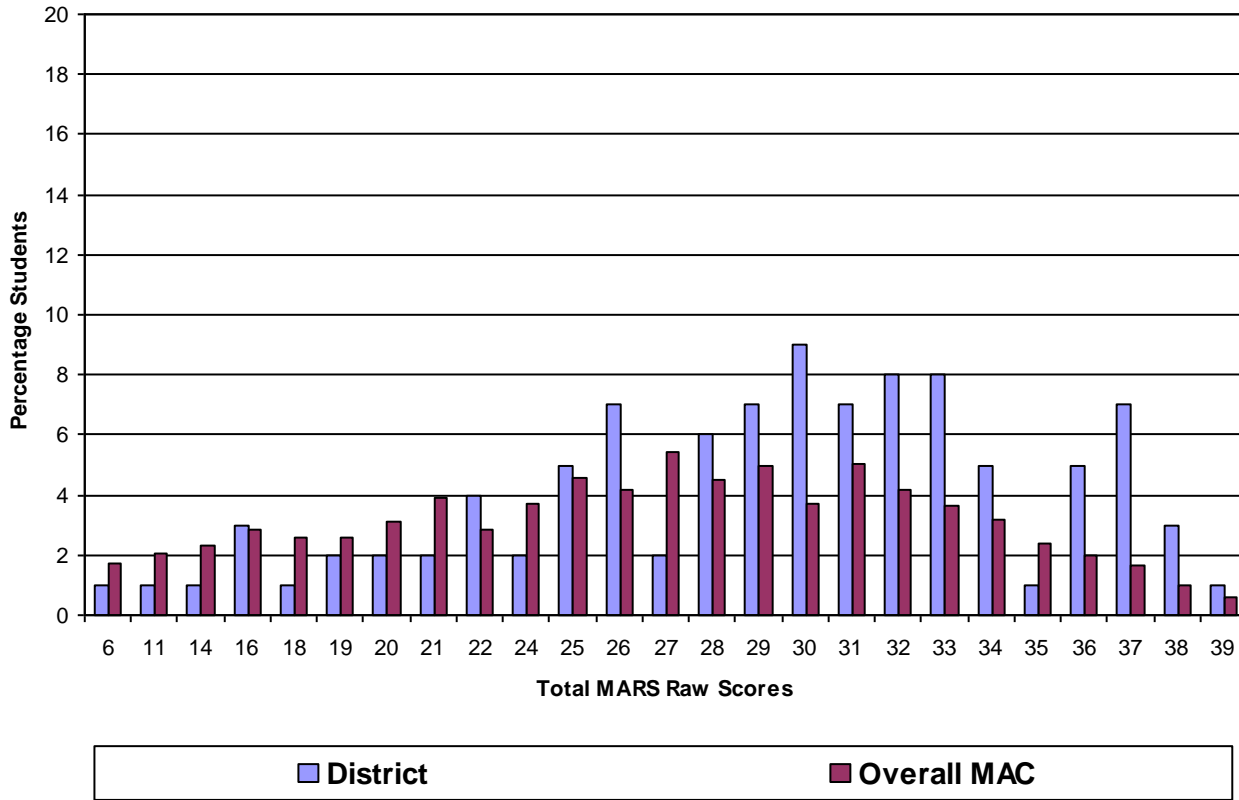
Bullis Charter

**Mathematics Assessment Resource Service
MARS**

Bullis Charter

Grade: 3

Figure 1.1: Histogram of Total MARS Raw Scores By District and Overall MAC

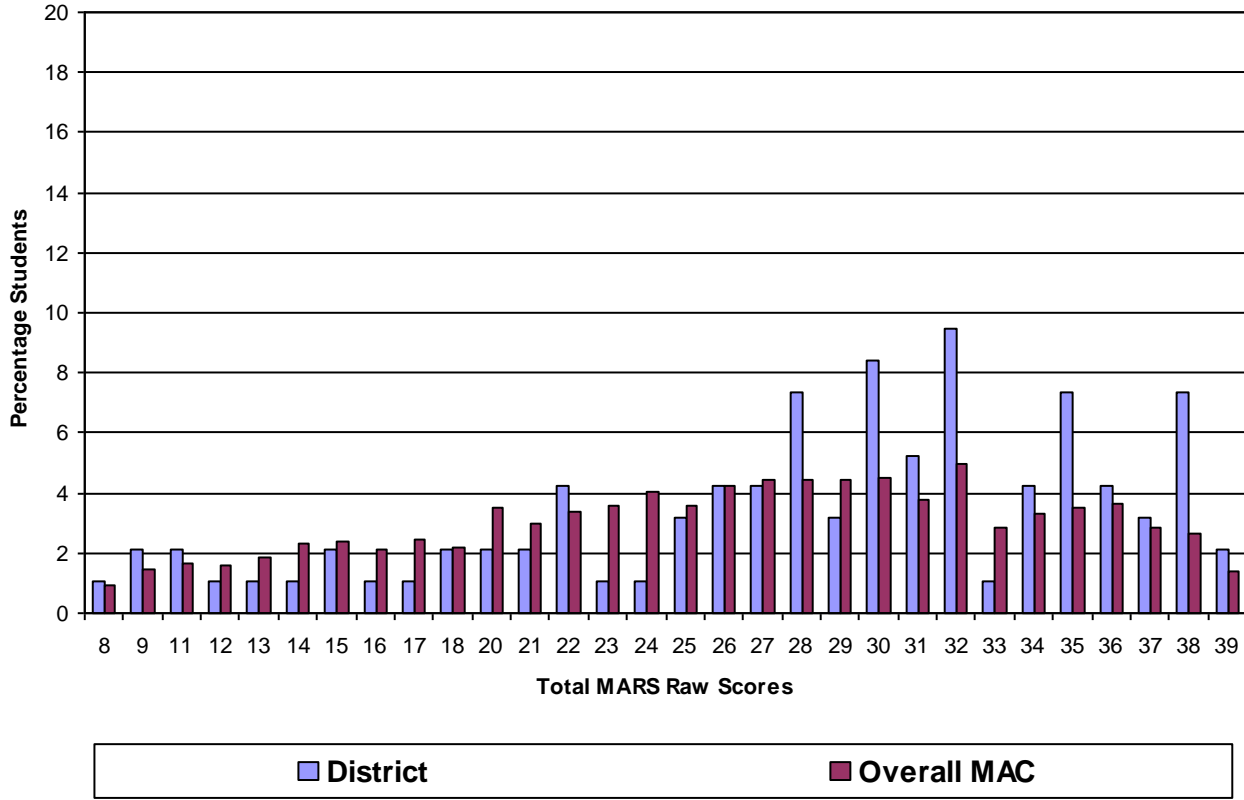


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

Figure 1.2: Histogram of Total MARS Raw Scores By District and Overall MAC

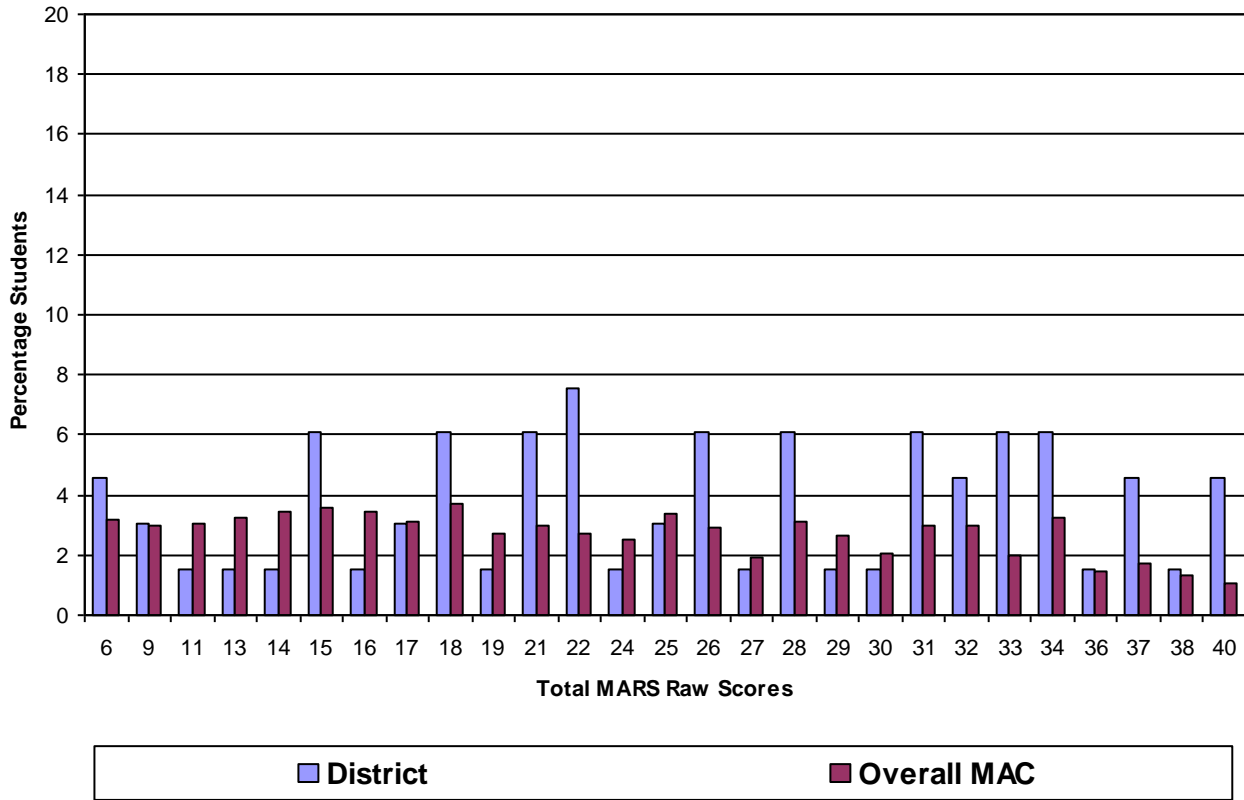


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 5

Figure 1.3: Histogram of Total MARS Raw Scores By District and Overall MAC

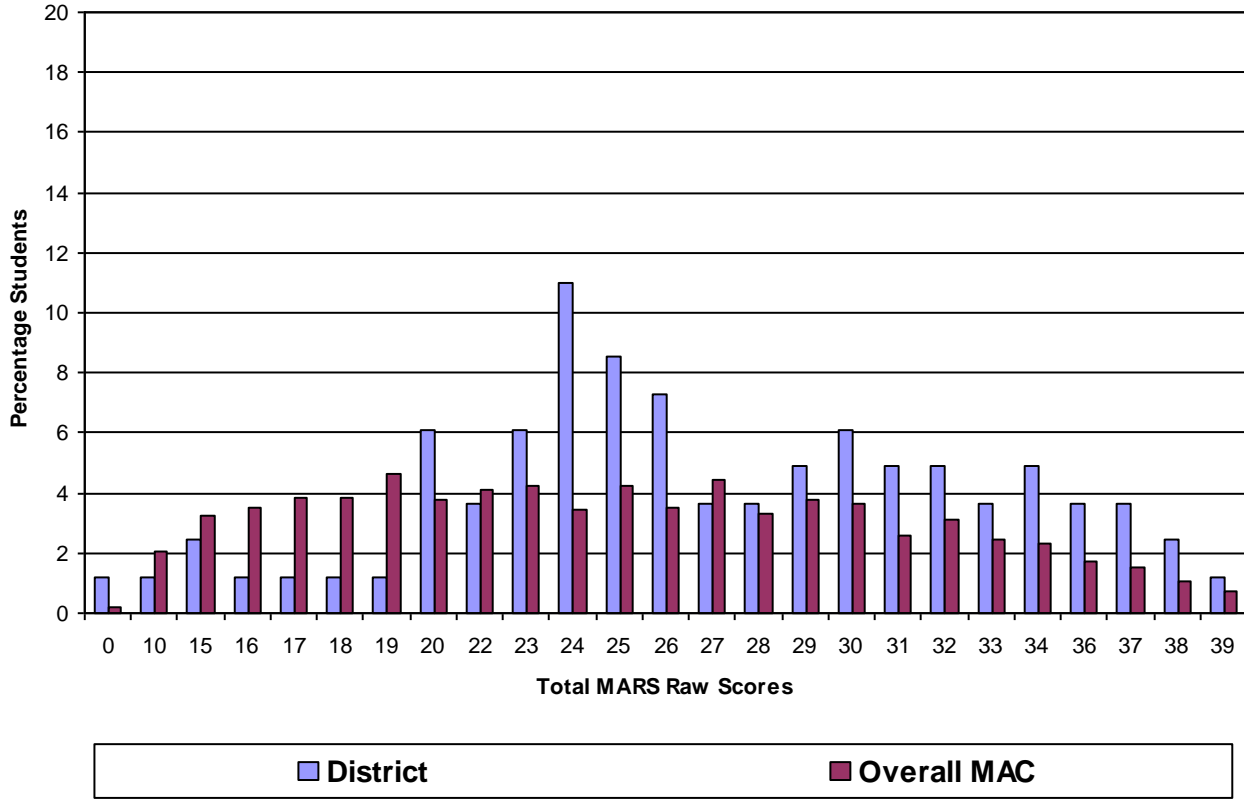


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

Figure 1.4: Histogram of Total MARS Raw Scores By District and Overall MAC

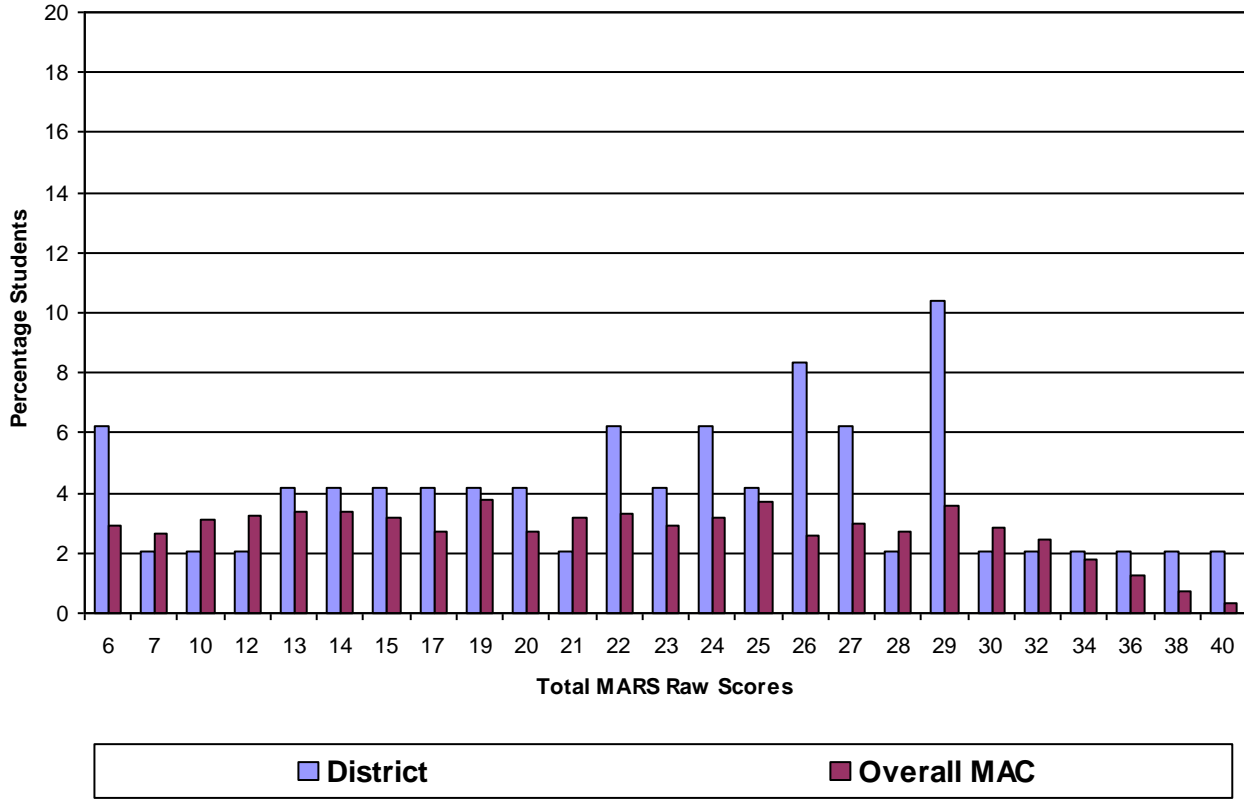


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

Figure 1.5: Histogram of Total MARS Raw Scores By District and Overall MAC

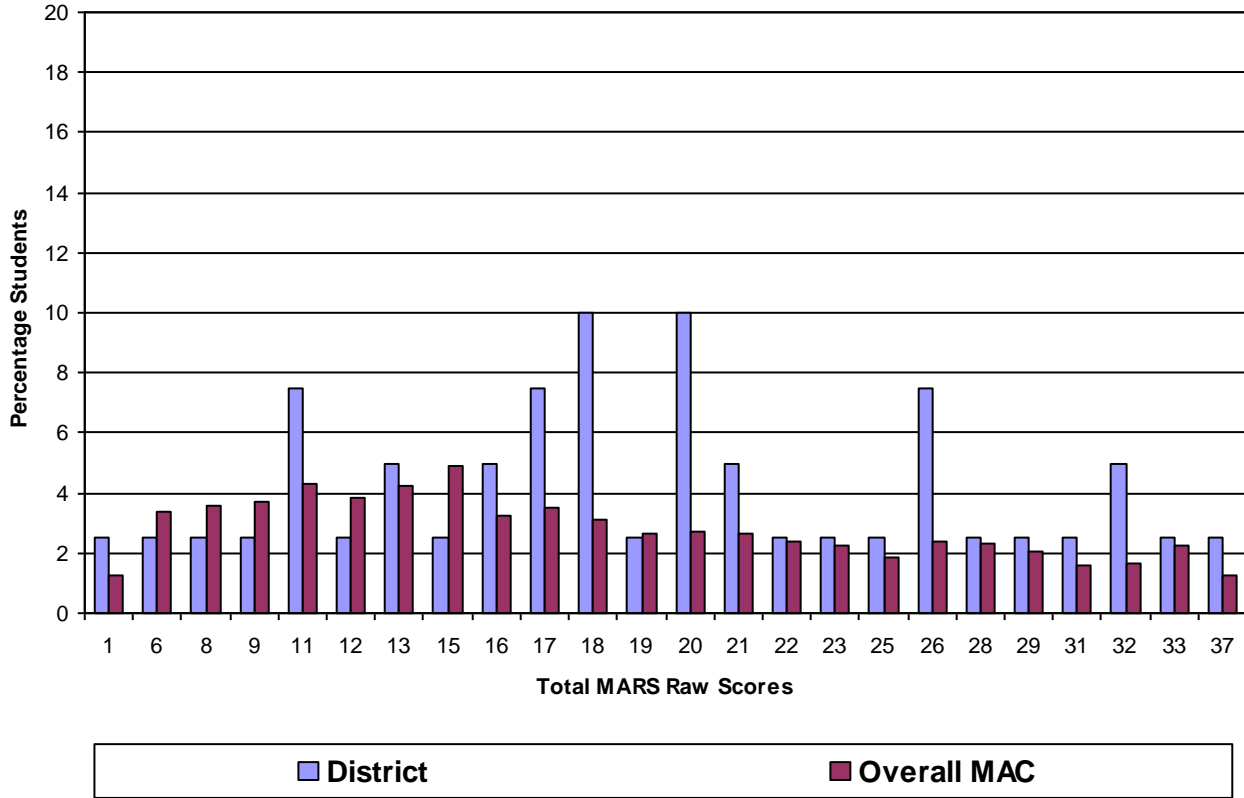


* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

Figure 1.6: Histogram of Total MARS Raw Scores By District and Overall MAC



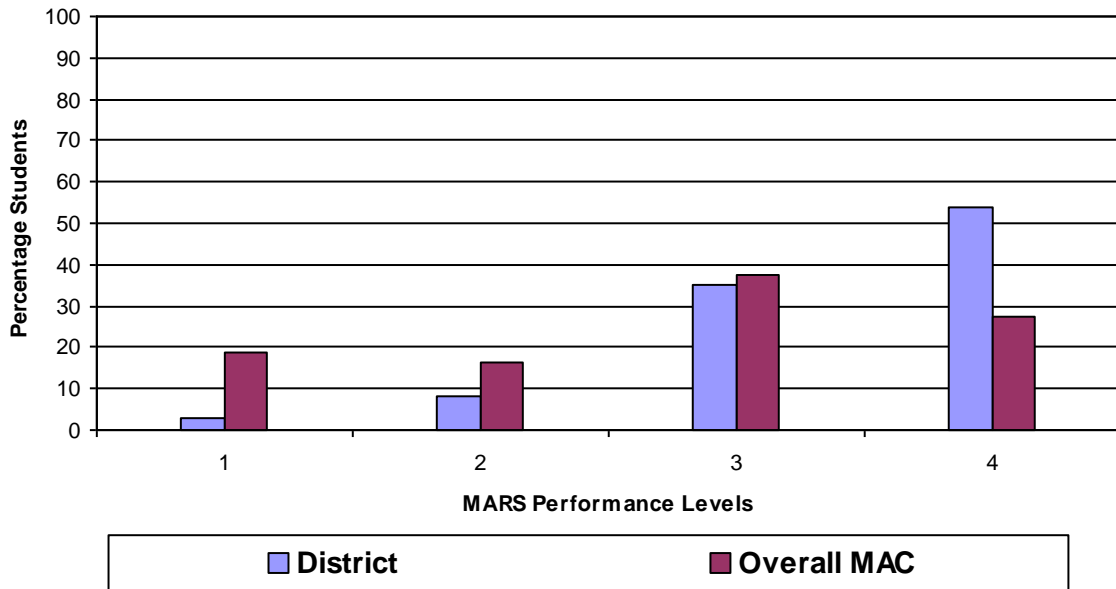
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 3

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0 – 14	3.00%	100.00%	18.82%	100.00%
2	15 – 20	8.00%	97.00%	16.15%	81.18%
3	21 – 29	35.00%	89.00%	37.47%	65.03%
4	30 – 40	54.00%	54.00%	27.56%	27.56%

Figure 2.1: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



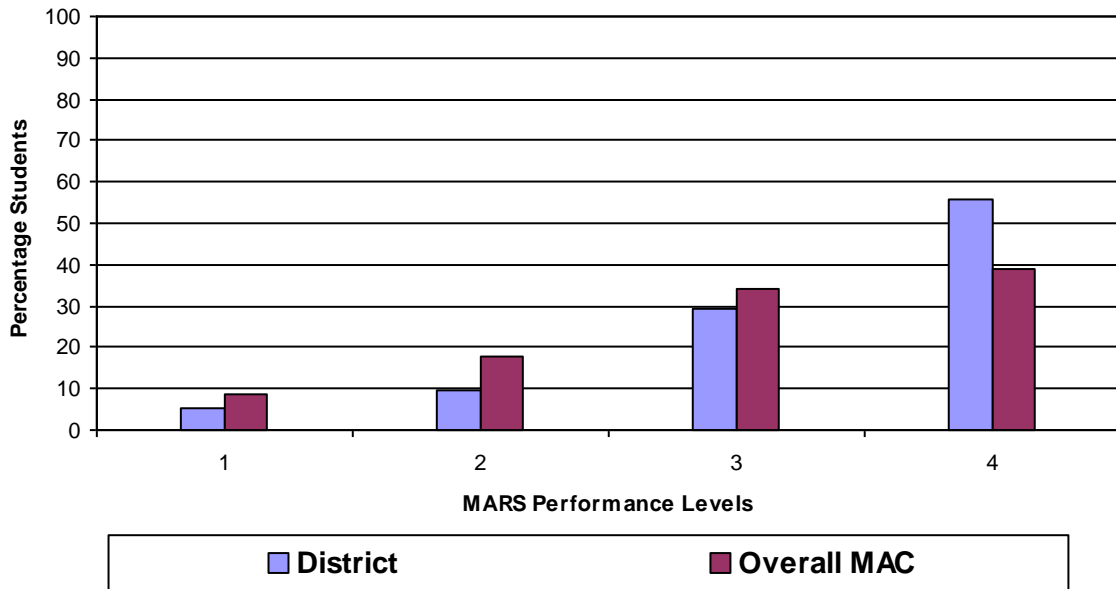
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0 – 11	5.26%	100.00%	8.80%	100.00%
2	12 – 19	9.47%	94.74%	17.98%	91.20%
3	20 – 28	29.47%	85.26%	34.16%	73.22%
4	29 – 40	55.79%	55.79%	39.06%	39.06%

Figure 2.2: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



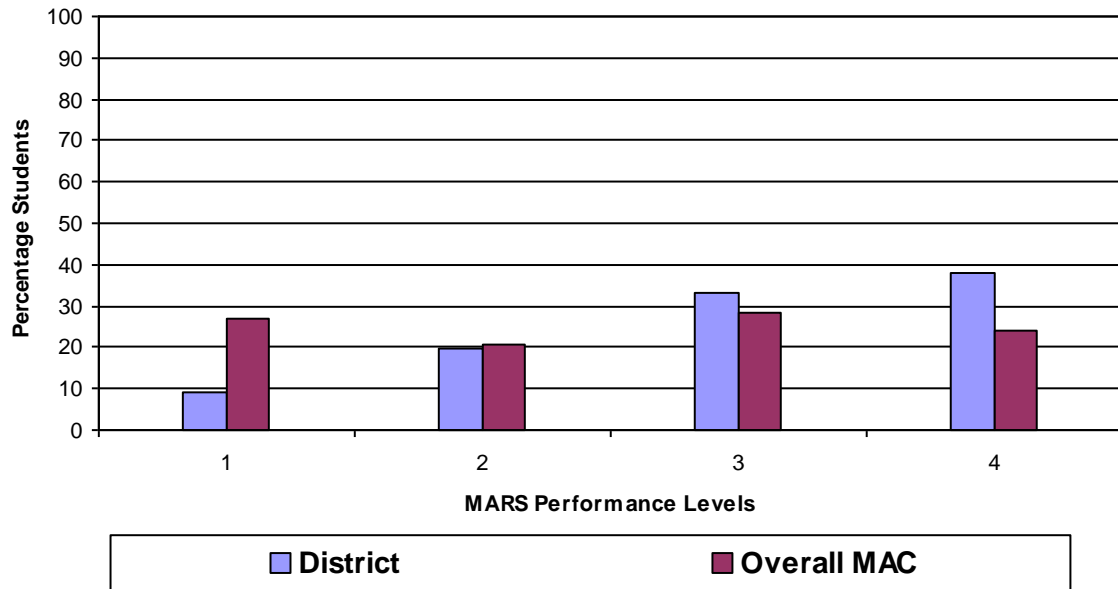
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 5

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0 – 12	9.09%	100.00%	26.83%	100.00%
2	13 – 18	19.70%	90.91%	20.51%	73.17%
3	19 – 28	33.33%	71.21%	28.42%	52.66%
4	29 – 40	37.88%	37.88%	24.24%	24.24%

Figure 2.3: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



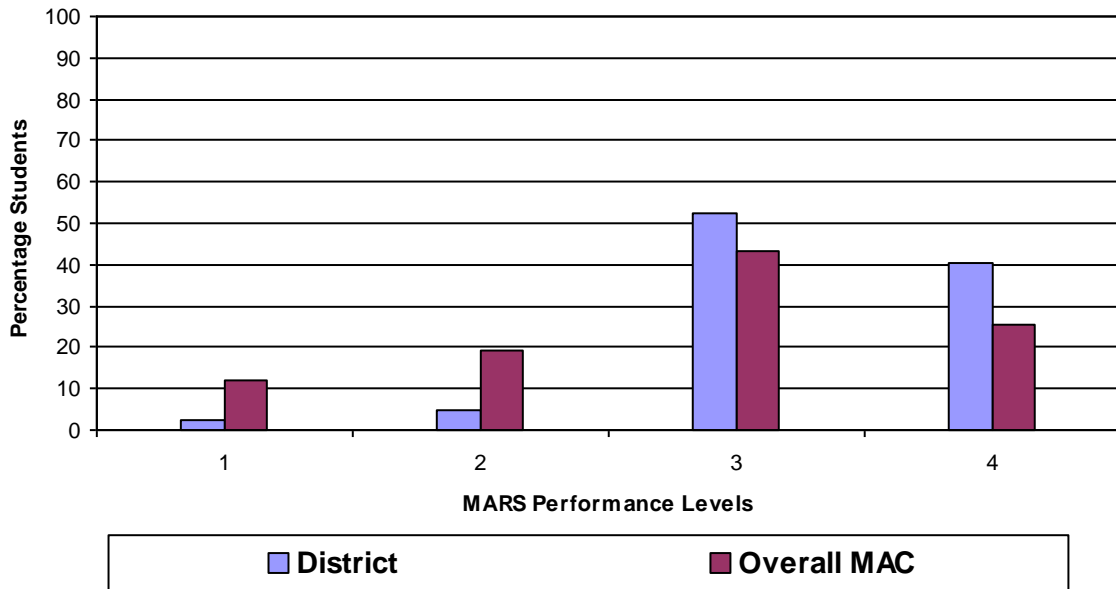
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0 – 11	2.44%	100.00%	11.84%	100.00%
2	12 – 17	4.88%	97.56%	19.23%	88.16%
3	18 – 28	52.44%	92.68%	43.44%	68.93%
4	29 – 40	40.24%	40.24%	25.49%	25.49%

Figure 2.4: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



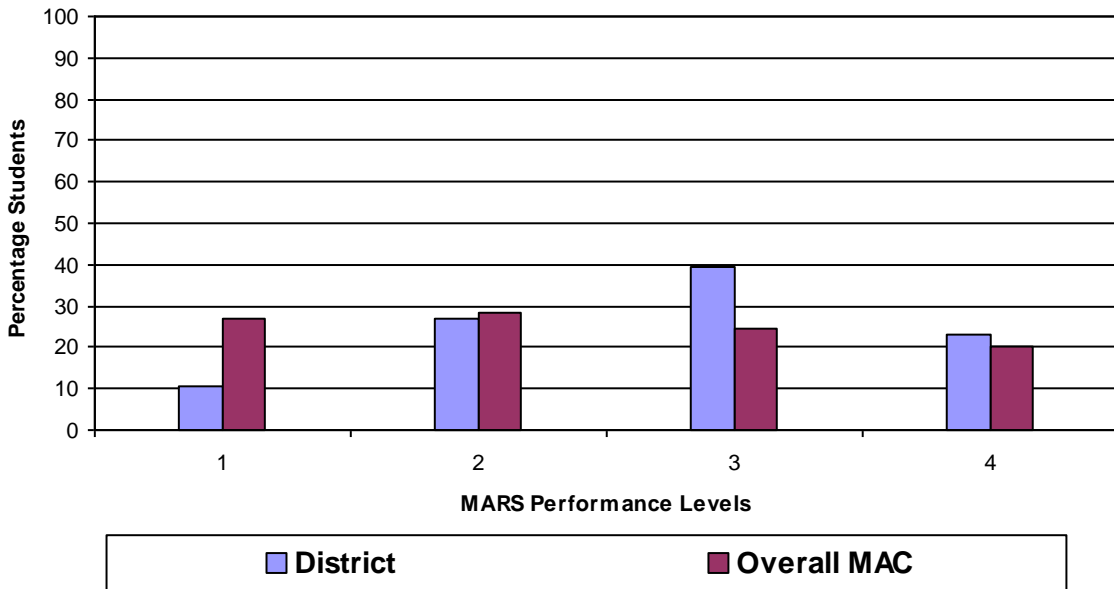
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0 – 11	10.42%	100.00%	26.96%	100.00%
2	12 – 20	27.08%	89.58%	28.25%	73.04%
3	21 – 28	39.58%	62.50%	24.60%	44.79%
4	29 – 40	22.92%	22.92%	20.18%	20.18%

Figure 2.5: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



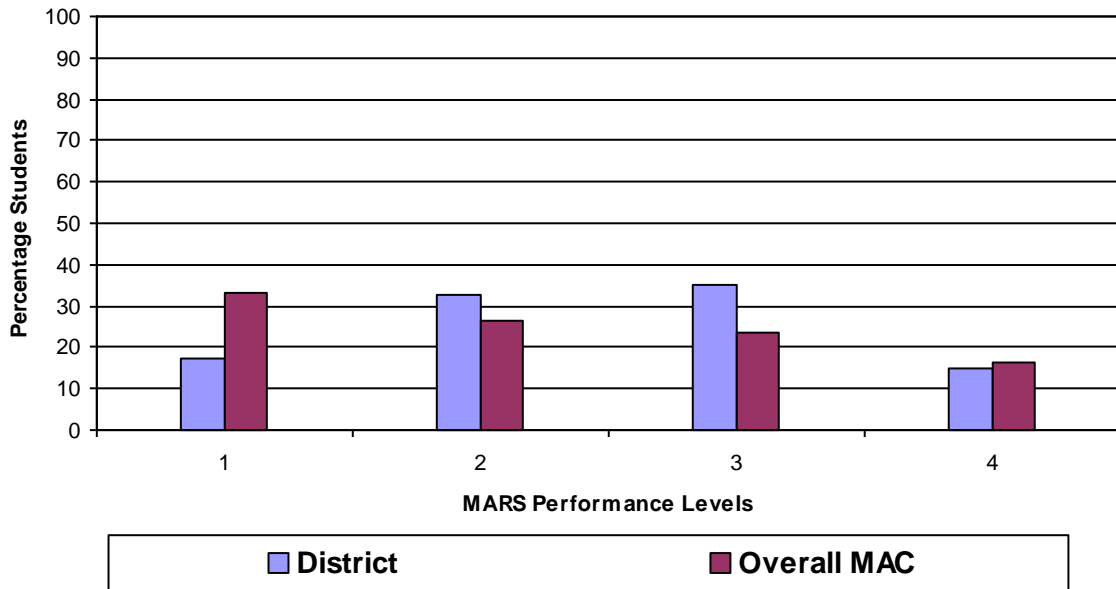
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

Total MARS		Bullis Charter		Overall MAC	
Perf. Level	Raw Scores	% Student at	% at least	% Student at	% at least
1	0 – 11	17.50%	100.00%	33.37%	100.00%
2	12 – 18	32.50%	82.50%	26.31%	66.63%
3	19 – 28	35.00%	50.00%	23.74%	40.32%
4	29 – 40	15.00%	15.00%	16.58%	16.58%

Figure 2.6: Bar graph of Percentage Students by MARS Performance Levels, District and Overall MAC



* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter Grade: 3

Table 1.1: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	EStatus* Yes	EStatus NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	100	43	-	-	-	30	-	99	73	16	5	6
	Raw Score Mean	28.89	31.56	27.25	29.00	27.00	26.27	30.00	28.88	28.36	29.63	31.00	31.67
	Std Deviation	6.38	4.48	4.86	-	9.90	7.13	-	6.41	6.65	6.00	2.92	5.96

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* EStatus:Economic Disadvantage Status

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 4

Table 1.2: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	EStatus* Yes	EStatus NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	95	36	-	-	8	29	-	95	71	15	-	-
	Raw Score Mean	28.09	29.03	24.00	-	25.75	26.17	-	28.09	28.44	29.73	17.00	30.25
	Std Deviation	7.86	7.56	2.83	-	11.78	7.83	-	7.86	7.77	6.73	7.30	4.50

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* EStatus:Economic Disadvantage Status

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 5

Table 1.3: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	EStatus* Yes	EStatus NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	66	25	-	-	5	21	-	65	49	11	-	-
	Raw Score Mean	24.82	27.44	28.67	-	19.80	21.62	15.00	24.97	23.10	31.18	15.00	33.25
	Std Deviation	9.08	7.82	4.62	-	5.63	10.44	-	9.07	8.62	7.56	1.41	6.99

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* EStatus:Economic Disadvantage Status

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 6

Table 1.4: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	EStatus* Yes	EStatus NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	82	34	-	-	6	29	-	82	58	15	-	9
	Raw Score Mean	26.71	29.00	-	22.00	25.17	24.83	-	26.71	26.17	27.07	-	29.56
	Std Deviation	6.70	5.86	-	-	7.22	7.79	-	6.70	6.92	6.42	-	5.50

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* EStatus:Economic Disadvantage Status

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 7

Table 1.5: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	EStatus* Yes	EStatus NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	48	14	-	-	-	21	-	47	35	5	-	8
	Raw Score Mean	22.21	25.79	-	-	17.00	19.33	-	22.38	21.94	27.40	-	20.13
	Std Deviation	8.30	7.64	-	-	9.85	7.80	-	8.30	6.93	12.60	-	10.67

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* EStatus:Economic Disadvantage Status

* FEP: Fluent English Proficient

* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter Grade: 8

Table 1.6: Total MARS Raw Score Mean by Demographics

School	Description	Overall	Asian	Filipino	African American	Hispanic /Latino	White (Not Hispanic)	EStatus* Yes	EStatus NO	English Only	FEP*	English Learner	Re-designated FEP*
Bullis Charter	N	40	15	-	-	5	13	-	38	23	8	-	6
	Raw Score Mean	19.40	20.73	6.00	-	14.80	19.46	4.50	20.18	19.48	24.63	12.33	15.67
	Std Deviation	7.96	9.55	-	-	7.05	5.77	4.95	7.32	7.91	7.01	6.66	6.50

Groups with less than 5 students are included in the totals but not in the breakdowns by group.

* EStatus:Economic Disadvantage Status

* FEP: Fluent English Proficient

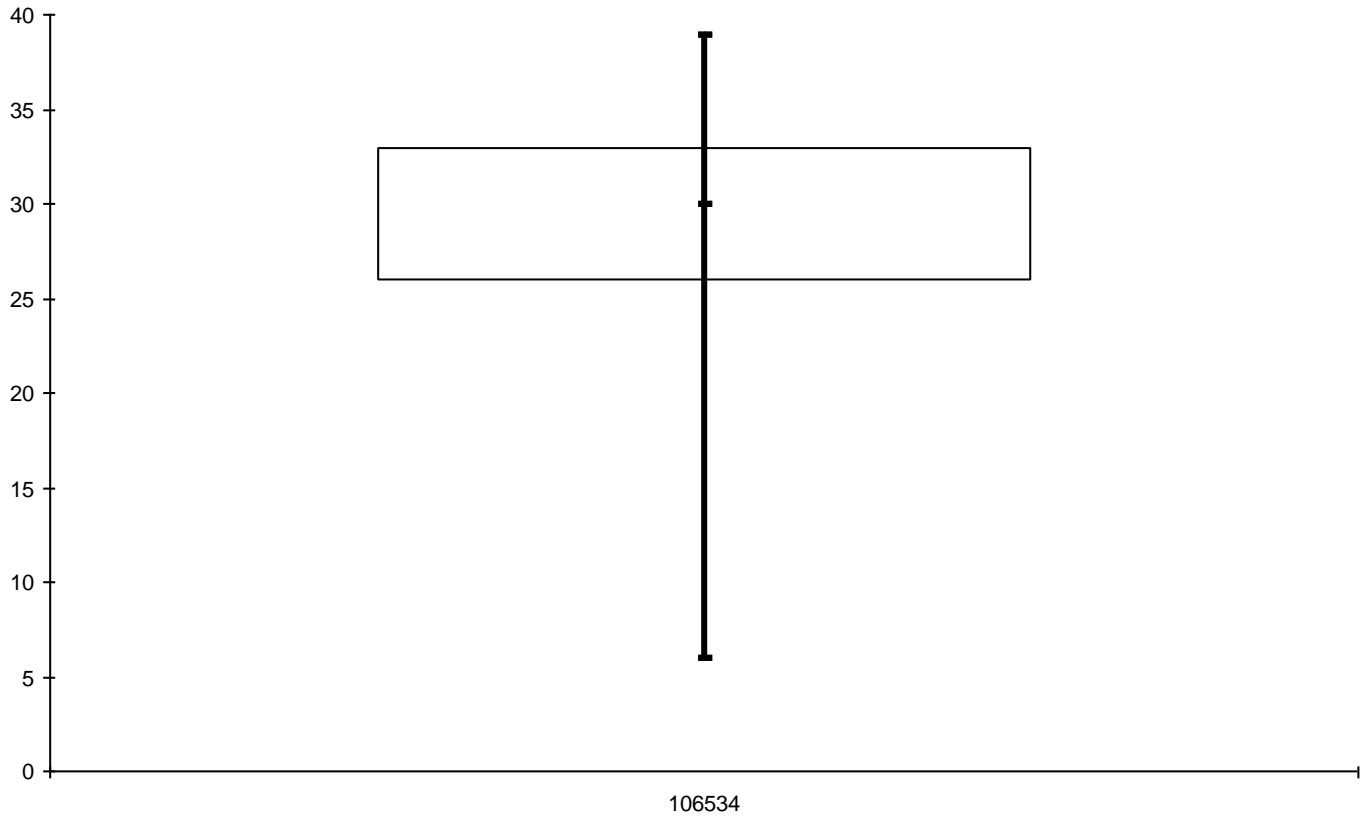
* Re-Designated FEP: Re-designated-Fluent English Proficient

Bullis Charter

Grade: 3

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25th percentile to 75th percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.1: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	100

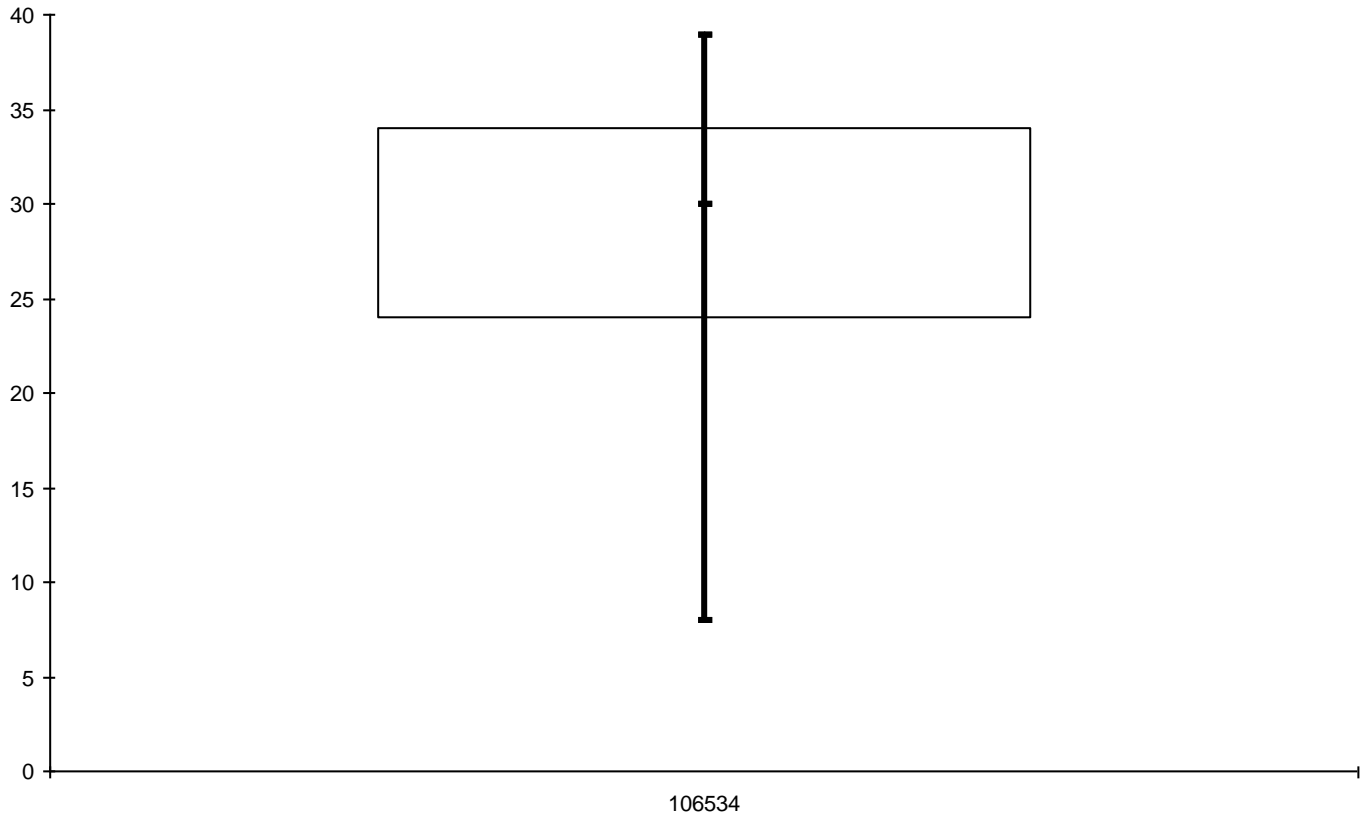
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 4

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25th percentile to 75th percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.2: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	95

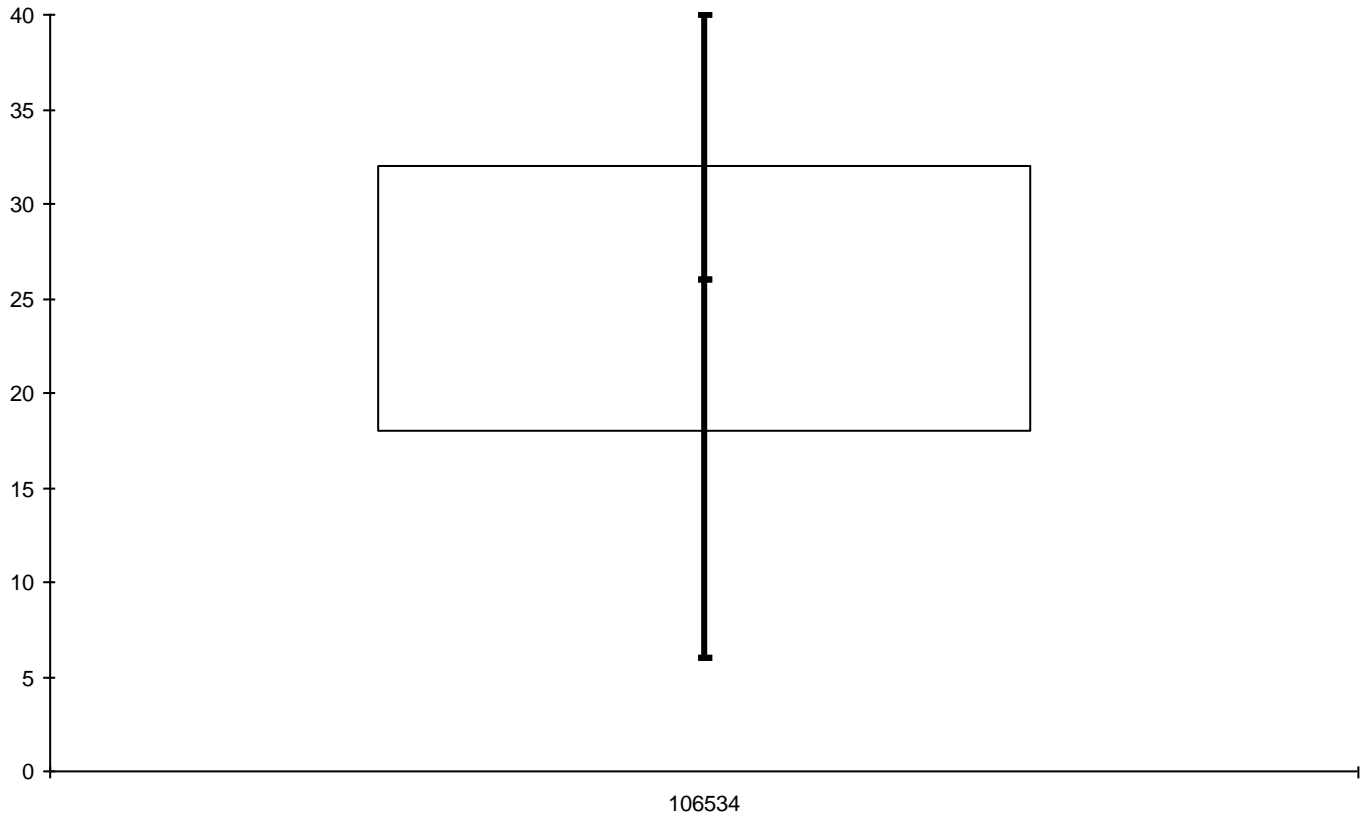
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 5

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25th percentile to 75th percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.3: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	66

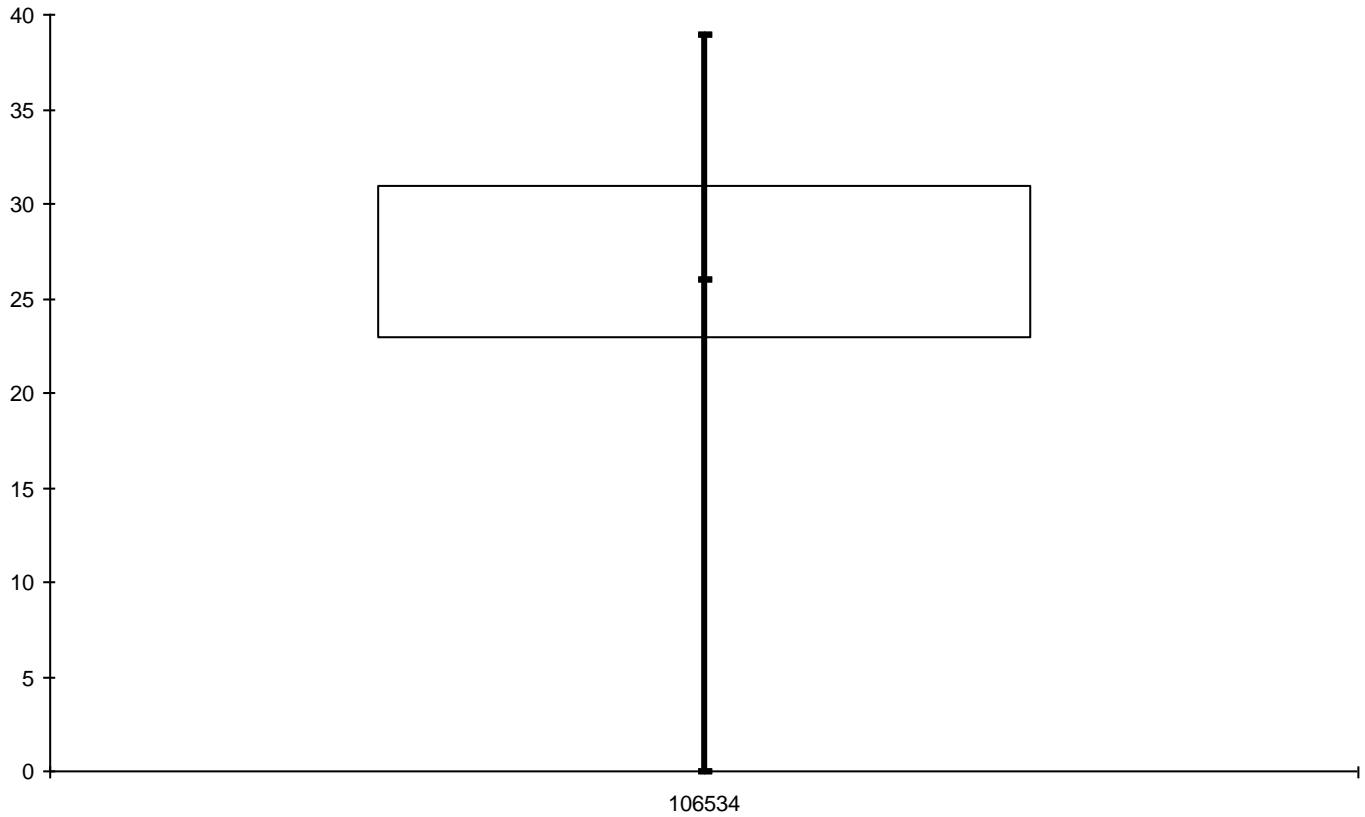
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 6

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25th percentile to 75th percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.4: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	82

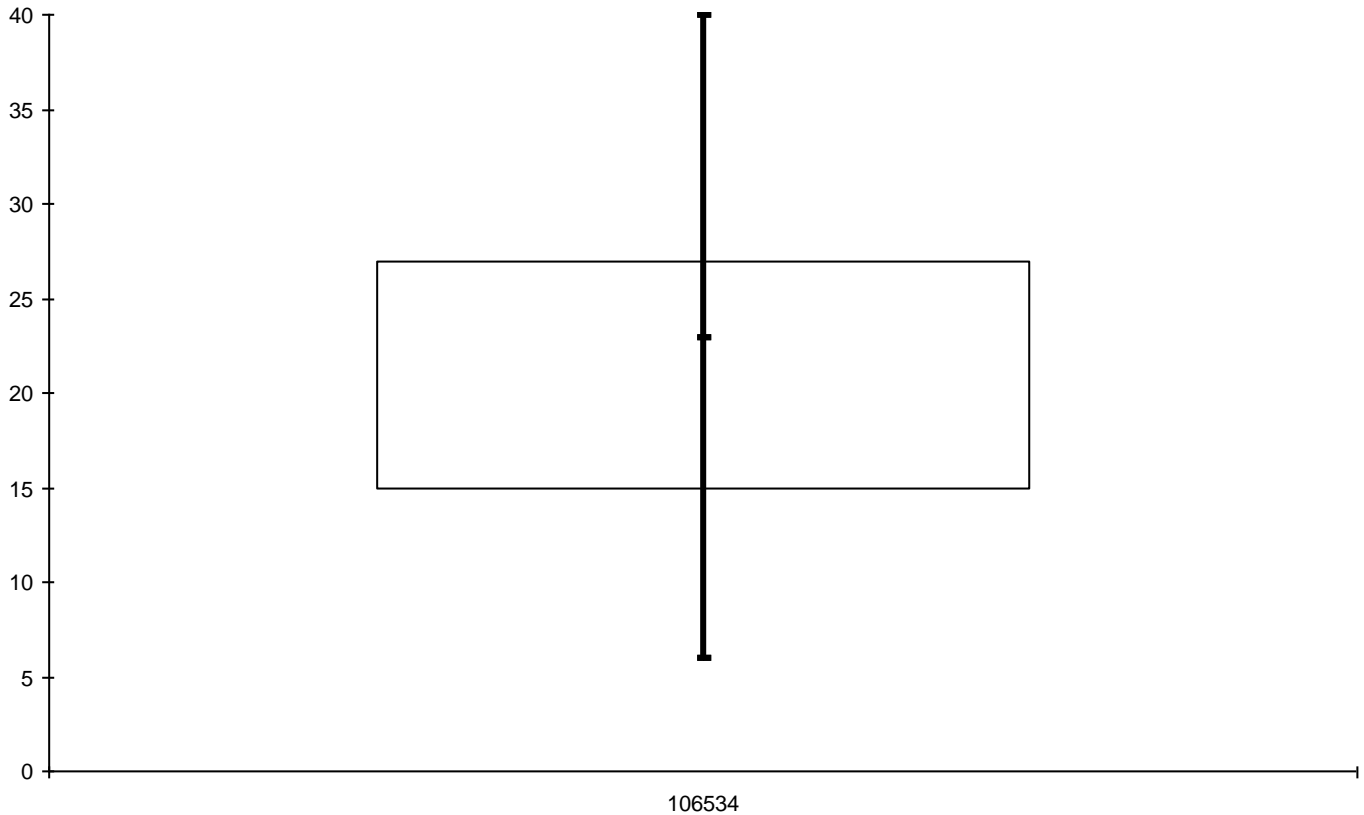
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 7

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25th percentile to 75th percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.5: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	48

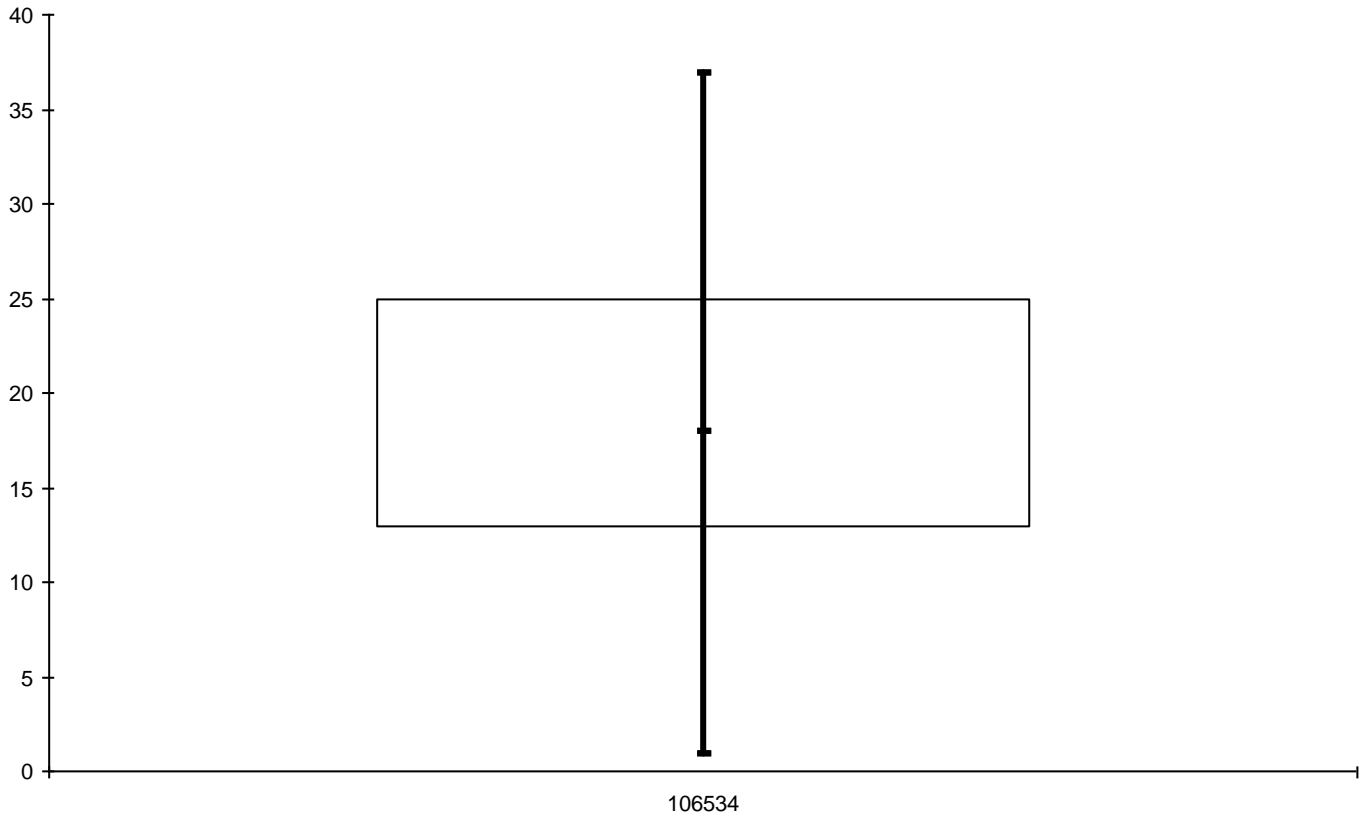
* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Grade: 8

The following figure shows the Box and Whiskers plots of total MARS raw scores. The median is represented as a horizontal bar in the center of the box. The interquartile range (25th percentile to 75th percentile) is represented by the box. The extreme values* within a category lie between the highest and lowest horizontal bars. Note that schools with 5 or fewer students are not reported.

Figure 3.6: Box and Whiskers plots for the Median MARS Raw Scores by School



School Code	School Name	Student Count
106534	Bullis Charter	40

* Total MARS raw scores is the summation of Tasks 1 through 5 on the MARS test.

Bullis Charter

Table 2.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	1.0%			
Standard Nearly Met	1.0%	1.0%	3.0%	
Standard Met	1.0%	5.1%	12.1%	5.1%
Standard Exceeded		1.0%	20.2%	49.5%

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	3.2%	1.1%		
Standard Met	2.1%	5.3%	8.4%	3.2%
Standard Exceeded		3.2%	21.1%	52.6%

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	1.5%			
Standard Nearly Met	4.5%	1.5%	1.5%	
Standard Met	1.5%	4.5%	4.5%	
Standard Exceeded	1.5%	13.6%	27.3%	37.9%

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	1.2%	1.2%		
Standard Met		3.7%	9.9%	1.2%
Standard Exceeded			43.2%	39.5%

Bullis Charter

Table 2.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	4.2%			
Standard Met	4.2%	6.3%		
Standard Exceeded	2.1%	20.8%	39.6%	22.9%

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	2.6%			
Standard Nearly Met	7.7%	2.6%		
Standard Met	5.1%	15.4%		
Standard Exceeded	2.6%	15.4%	33.3%	15.4%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	1.0%			
Standard Nearly Met	1.0%	1.0%	3.0%	
Standard Met	1.0%	5.1%	12.1%	5.1%
Standard Exceeded		1.0%	20.2%	49.5%

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	3.2%	1.1%		
Standard Met	2.1%	5.3%	8.4%	3.2%
Standard Exceeded		3.2%	21.1%	52.6%

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	1.5%			
Standard Nearly Met	4.5%	1.5%	1.5%	
Standard Met	1.5%	4.5%	4.5%	
Standard Exceeded	1.5%	13.6%	27.3%	37.9%

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	1.2%	1.2%		
Standard Met		3.7%	9.9%	1.2%
Standard Exceeded			43.2%	39.5%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	4.2%			
Standard Met	4.2%	6.3%		
Standard Exceeded	2.1%	20.8%	39.6%	22.9%

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	2.6%			
Standard Nearly Met	7.7%	2.6%		
Standard Met	5.1%	15.4%		
Standard Exceeded	2.6%	15.4%	33.3%	15.4%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 3

Teacher Name: Kotval

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	5.0%		10.0%	
Standard Met		5.0%	15.0%	5.0%
Standard Exceeded		5.0%	30.0%	25.0%

Grade: 3

Teacher Name: Paskal

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Met	4.8%	9.5%	4.8%	
Standard Exceeded			14.3%	66.7%

Grade: 3

Teacher Name: Ratnasamy

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Met			25.0%	10.0%
Standard Exceeded			20.0%	45.0%

Grade: 3

Teacher Name: Westenhofer

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met			5.6%	
Standard Met		5.6%	16.7%	11.1%
Standard Exceeded			5.6%	55.6%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 3

Teacher Name: Yun

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	5.0%			
Standard Nearly Met		5.0%		
Standard Met		5.0%		
Standard Exceeded			30.0%	55.0%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 4

Teacher Name: Cheng

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	4.2%			
Standard Met		8.3%	12.5%	4.2%
Standard Exceeded		4.2%	12.5%	54.2%

Grade: 4

Teacher Name: Chi

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	8.7%			
Standard Met	4.3%	4.3%	4.3%	
Standard Exceeded		4.3%	26.1%	47.8%

Grade: 4

Teacher Name: Drew-Moyer

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met		4.2%		
Standard Met		8.3%	8.3%	4.2%
Standard Exceeded		4.2%	25.0%	45.8%

Grade: 4

Teacher Name: Marino

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Met	4.2%		8.3%	4.2%
Standard Exceeded			20.8%	62.5%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 5

Teacher Name: Fernandez

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	5.0%			
Standard Nearly Met	10.0%		5.0%	
Standard Met		5.0%		
Standard Exceeded	5.0%	20.0%	30.0%	20.0%

Grade: 5

Teacher Name: Morgan

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Met	4.5%	4.5%	9.1%	
Standard Exceeded		22.7%	18.2%	40.9%

Grade: 5

Teacher Name: Villaluz

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	4.2%	4.2%		
Standard Met		4.2%	4.2%	
Standard Exceeded			33.3%	50.0%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 6

Teacher Name: Gross

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	3.7%			
Standard Met		3.7%	7.4%	
Standard Exceeded			48.1%	37.0%

Grade: 6

Teacher Name: King

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Met		3.7%	14.8%	3.7%
Standard Exceeded			37.0%	40.7%

Grade: 6

Teacher Name: Plattner

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met		3.7%		
Standard Met		3.7%	7.4%	
Standard Exceeded			44.4%	40.7%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 7

Teacher Name: 7A

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Met	8.0%	12.0%		
Standard Exceeded		20.0%	48.0%	12.0%

Grade: 7

Teacher Name: 7B

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	8.7%			
Standard Exceeded	4.3%	21.7%	30.4%	34.8%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 2.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels

Grade: 8

Teacher Name: 8A

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Nearly Met	11.1%	5.6%		
Standard Met	5.6%	16.7%		
Standard Exceeded	5.6%	16.7%	38.9%	

Grade: 8

Teacher Name: 8B

CAASPP Math Achievement Levels	MARS LEVELS			
	1	2	3	4
Standard Not Met	4.8%			
Standard Nearly Met	4.8%			
Standard Met	4.8%	14.3%		
Standard Exceeded		14.3%	28.6%	28.6%

Bullis Charter

Table 3.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 3

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met					1.0%							
Standard Nearly Met					1.0%	1.0%	3.0%					
Standard Met					1.0%	5.1%	12.1%	5.1%				
Standard Exceeded				1.0%		1.0%	20.2%	48.5%				

Grade: 4

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					3.2%	1.1%						
Standard Met					2.1%	5.3%	8.4%	3.2%				
Standard Exceeded						3.2%	21.1%	52.6%				

Grade: 5

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met					1.5%							
Standard Nearly Met					4.5%	1.5%	1.5%					
Standard Met		1.5%			1.5%	3.0%	4.5%					
Standard Exceeded					1.5%	13.6%	27.3%	37.9%				

Bullis Charter

Grade: 6

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					1.2%	1.2%						
Standard Met						3.7%	9.9%	1.2%				
Standard Exceeded							43.2%	39.5%				

Grade: 7

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					4.2%							
Standard Met					4.2%	6.3%						
Standard Exceeded					2.1%	18.8%	39.6%	22.9%		2.1%		

Grade: 8

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met					2.6%							
Standard Nearly Met	2.6%				5.1%	2.6%						
Standard Met	2.6%				2.6%	15.4%						
Standard Exceeded					2.6%	15.4%	33.3%	15.4%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 3

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Not Met					1.0%								
Standard Nearly Met					1.0%	1.0%	3.0%						
Standard Met					1.0%	5.1%	12.1%	5.1%					
Standard Exceeded				1.0%		1.0%	20.2%	48.5%					

Grade: 4

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Nearly Met					3.2%	1.1%							
Standard Met					2.1%	5.3%	8.4%	3.2%					
Standard Exceeded						3.2%	21.1%	52.6%					

DS: 66 - 106534
District: Bullis Charter
School: Bullis Charter

Grade: 5

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met					1.5%							
Standard Nearly Met					4.5%	1.5%	1.5%					
Standard Met		1.5%			1.5%	3.0%	4.5%					
Standard Exceeded					1.5%	13.6%	27.3%	37.9%				

Grade: 6

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					1.2%	1.2%						
Standard Met						3.7%	9.9%	1.2%				
Standard Exceeded							43.2%	39.5%				

Grade: 7

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					4.2%							
Standard Met					4.2%	6.3%						
Standard Exceeded					2.1%	18.8%	39.6%	22.9%		2.1%		

DS: 66 - 106534
District: Bullis Charter
School: Bullis Charter

Grade: 8

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Not Met					2.6%								
Standard Nearly Met	2.6%				5.1%	2.6%							
Standard Met	2.6%				2.6%	15.4%							
Standard Exceeded					2.6%	15.4%	33.3%	15.4%					

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 3

Teacher Name: Kotval

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					5.0%		10.0%					
Standard Met						5.0%	15.0%	5.0%				
Standard Exceeded						5.0%	30.0%	25.0%				

Teacher Name: Paskal

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met					4.8%	9.5%	4.8%					
Standard Exceeded							14.3%	66.7%				

Teacher Name: Ratnasamy

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met							25.0%	10.0%				
Standard Exceeded							20.0%	45.0%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 3

Teacher Name: Westenhofer

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met							5.6%					
Standard Met						5.6%	16.7%	11.1%				
Standard Exceeded							5.6%	55.6%				

Teacher Name: Yun

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met					5.0%							
Standard Nearly Met						5.0%						
Standard Met						5.0%						
Standard Exceeded				5.0%			30.0%	50.0%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 4

Teacher Name: Cheng

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					4.2%							
Standard Met						8.3%	12.5%	4.2%				
Standard Exceeded						4.2%	12.5%	54.2%				

Teacher Name: Chi

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					8.7%							
Standard Met					4.3%	4.3%	4.3%					
Standard Exceeded						4.3%	26.1%	47.8%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 4

Teacher Name: Drew-Moyer

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met						4.2%						
Standard Met						8.3%	8.3%	4.2%				
Standard Exceeded						4.2%	25.0%	45.8%				

Teacher Name: Marino

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met					4.2%		8.3%	4.2%				
Standard Exceeded							20.8%	62.5%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 5

Teacher Name: Fernandez

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Not Met					5.0%								
Standard Nearly Met					10.0%		5.0%						
Standard Met						5.0%							
Standard Exceeded					5.0%	20.0%	30.0%	20.0%					

Teacher Name: Morgan

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Met		4.5%			4.5%		9.1%						
Standard Exceeded						22.7%	18.2%	40.9%					

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 5

Teacher Name: Villaluz

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					4.2%	4.2%						
Standard Met						4.2%	4.2%					
Standard Exceeded							33.3%	50.0%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 6

Teacher Name: Gross

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Nearly Met					3.7%								
Standard Met						3.7%	7.4%						
Standard Exceeded							48.1%	37.0%					

Teacher Name: King

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Met						3.7%	14.8%	3.7%					
Standard Exceeded							37.0%	40.7%					

Teacher Name: Plattner

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status												
	YES				NO				BLANK				
	1	2	3	4	1	2	3	4	1	2	3	4	
Standard Nearly Met						3.7%							
Standard Met						3.7%	7.4%						
Standard Exceeded							44.4%	40.7%					

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 7

Teacher Name: 7A

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met					8.0%	12.0%						
Standard Exceeded						16.0%	48.0%	12.0%		4.0%		

Teacher Name: 7B

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					8.7%							
Standard Exceeded					4.3%	21.7%	30.4%	34.8%				

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 3.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - Economic Disadvantage Status

Grade: 8

Teacher Name: 8A

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	5.6%				5.6%	5.6%						
Standard Met	5.6%					16.7%						
Standard Exceeded					5.6%	16.7%	38.9%					

Teacher Name: 8B

CAASPP Math Achievement Levels	MARS Levels - Economic Disadvantage Status											
	YES				NO				BLANK			
	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met					4.8%							
Standard Nearly Met					4.8%							
Standard Met					4.8%	14.3%						
Standard Exceeded						14.3%	28.6%	28.6%				

Bullis Charter

Table 4.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	1.0%																			
Standard Nearly Met	1.0%	1.0%	2.0%												1.0%					
Standard Met	1.0%	4.0%	10.1%	3.0%		1.0%	2.0%					2.0%								
Standard Exceeded			14.1%	35.4%		1.0%	3.0%	9.1%			2.0%	1.0%			1.0%	4.0%				

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	2.1%	1.1%							1.1%											
Standard Met	2.1%	3.2%	6.3%			1.1%	1.1%	1.1%		1.1%	1.1%					2.1%				
Standard Exceeded		2.1%	16.8%	41.1%			2.1%	10.5%			1.1%				1.1%	1.1%		1.1%		

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	1.5%																			
Standard Nearly Met	4.5%	1.5%	1.5%																	
Standard Met	1.5%	3.0%	3.0%				1.5%			1.5%										
Standard Exceeded	1.5%	10.6%	24.2%	21.2%		1.5%	1.5%	12.1%		1.5%					1.5%	4.5%				

Bullis Charter

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	1.2%					1.2%														
Standard Met		2.5%	9.9%	1.2%		1.2%														
Standard Exceeded			28.4%	27.2%			8.6%	7.4%							6.2%	4.9%				

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met													4.2%							
Standard Met	4.2%	6.3%																		
Standard Exceeded		16.7%	33.3%	12.5%	2.1%		2.1%	6.3%						4.2%	4.2%	4.2%				

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met													2.6%							
Standard Nearly Met	5.1%	2.6%							2.6%											
Standard Met	2.6%	10.3%							2.6%					5.1%						
Standard Exceeded		5.1%	25.6%	5.1%		7.7%	2.6%	10.3%			2.6%		2.6%	2.6%	2.6%					

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District: Bullis Charter

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Table 4.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	1.0%																			
Standard Nearly Met	1.0%	1.0%	2.0%												1.0%					
Standard Met	1.0%	4.0%	10.1%	3.0%		1.0%	2.0%					2.0%								
Standard Exceeded			14.1%	35.4%		1.0%	3.0%	9.1%			2.0%	1.0%			1.0%	4.0%				

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	2.1%	1.1%							1.1%											
Standard Met	2.1%	3.2%	6.3%			1.1%	1.1%	1.1%		1.1%	1.1%					2.1%				
Standard Exceeded		2.1%	16.8%	41.1%			2.1%	10.5%			1.1%				1.1%	1.1%		1.1%		

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District: Bullis Charter

School: Bullis Charter

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	1.5%																			
Standard Nearly Met	4.5%	1.5%	1.5%																	
Standard Met	1.5%	3.0%	3.0%				1.5%			1.5%										
Standard Exceeded	1.5%	10.6%	24.2%	21.2%		1.5%	1.5%	12.1%		1.5%					1.5%	4.5%				

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	1.2%					1.2%														
Standard Met		2.5%	9.9%	1.2%		1.2%														
Standard Exceeded			28.4%	27.2%			8.6%	7.4%							6.2%	4.9%				

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met													4.2%							
Standard Met	4.2%	6.3%																		
Standard Exceeded		16.7%	33.3%	12.5%	2.1%		2.1%	6.3%						4.2%	4.2%	4.2%				

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Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met													2.6%							
Standard Nearly Met	5.1%	2.6%							2.6%											
Standard Met	2.6%	10.3%							2.6%					5.1%						
Standard Exceeded		5.1%	25.6%	5.1%		7.7%	2.6%	10.3%			2.6%		2.6%	2.6%	2.6%					

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 3

Teacher Name: Kotval

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	5.0%		10.0%																	
Standard Met		5.0%	10.0%	5.0%			5.0%													
Standard Exceeded			25.0%	20.0%		5.0%		5.0%			5.0%									

Grade: 3

Teacher Name: Paskal

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met	4.8%	9.5%	4.8%																	
Standard Exceeded			9.5%	47.6%			4.8%	14.3%								4.8%				

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 3

Teacher Name: Ratnasamy

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met			25.0%	5.0%								5.0%								
Standard Exceeded			10.0%	40.0%			5.0%	5.0%							5.0%					

Grade: 3

Teacher Name: Westenhofer

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met															5.6%					
Standard Met		5.6%	11.1%	5.6%			5.6%					5.6%								
Standard Exceeded			5.6%	44.4%								5.6%				5.6%				

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 3
Teacher Name: Yun

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	5.0%																			
Standard Nearly Met		5.0%																		
Standard Met						5.0%														
Standard Exceeded			20.0%	25.0%			5.0%	20.0%			5.0%					10.0%				

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 4

Teacher Name: Cheng

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met									4.2%											
Standard Met		8.3%	8.3%				4.2%									4.2%				
Standard Exceeded		4.2%	12.5%	45.8%				8.3%												

Grade: 4

Teacher Name: Chi

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	8.7%																			
Standard Met	4.3%		4.3%							4.3%										
Standard Exceeded			17.4%	39.1%			4.3%	4.3%							4.3%	4.3%		4.3%		

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 4

Teacher Name: Drew-Moyer

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met		4.2%																		
Standard Met		4.2%	4.2%			4.2%					4.2%					4.2%				
Standard Exceeded		4.2%	20.8%	33.3%			4.2%	12.5%												

Grade: 4

Teacher Name: Marino

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met	4.2%		8.3%					4.2%												
Standard Exceeded			16.7%	45.8%				16.7%			4.2%									

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 5

Teacher Name: Fernandez

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	5.0%																			
Standard Nearly Met	10.0%		5.0%																	
Standard Met		5.0%																		
Standard Exceeded	5.0%	20.0%	25.0%	10.0%			5.0%	10.0%												

Grade: 5

Teacher Name: Morgan

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met	4.5%	4.5%	4.5%				4.5%													
Standard Exceeded		13.6%	18.2%	27.3%		4.5%		13.6%		4.5%										

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 5

Teacher Name: Villaluz

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	4.2%	4.2%																		
Standard Met			4.2%							4.2%										
Standard Exceeded			29.2%	25.0%				12.5%							4.2%	12.5%				

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School: Bullis Charter

Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 6

Teacher Name: Gross

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	3.7%																			
Standard Met			7.4%			3.7%														
Standard Exceeded			29.6%	25.9%			7.4%	3.7%							11.1%	7.4%				

Grade: 6

Teacher Name: King

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met		3.7%	14.8%	3.7%																
Standard Exceeded			22.2%	29.6%			14.8%	7.4%								3.7%				

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District: Bullis Charter
School: Bullis Charter

Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 6
Teacher Name: Plattner

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met						3.7%														
Standard Met		3.7%	7.4%																	
Standard Exceeded			33.3%	25.9%			3.7%	11.1%							7.4%	3.7%				

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Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 7

Teacher Name: 7A

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met	8.0%	12.0%																		
Standard Exceeded		12.0%	44.0%	4.0%				4.0%						8.0%	4.0%	4.0%				

Grade: 7

Teacher Name: 7B

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met													8.7%							
Standard Exceeded		21.7%	21.7%	21.7%	4.3%		4.3%	8.7%							4.3%	4.3%				

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School: Bullis Charter

Table 4.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ENGLISH LEARNER

Grade: 8

Teacher Name: 8A

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	5.6%	5.6%							5.6%											
Standard Met	5.6%	11.1%												5.6%						
Standard Exceeded			38.9%			11.1%							5.6%	5.6%						

Grade: 8

Teacher Name: 8B

CAASPP Math Achievement Levels	MARS LEVELS - ENGLISH LEARNER																			
	English Only				Initially Fluent				English Learner				ReDesignated				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met													4.8%							
Standard Nearly Met	4.8%																			
Standard Met		9.5%							4.8%					4.8%						
Standard Exceeded		9.5%	14.3%	9.5%		4.8%	4.8%	19.0%			4.8%				4.8%					

Bullis Charter

Table 5.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met							1.0%									
Standard Met							4.0%	3.0%								
Standard Exceeded							9.1%	26.3%							2.0%	2.0%

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met									1.0%							
Standard Nearly Met									1.0%	1.0%	1.0%				1.0%	
Standard Met		1.0%								3.0%	6.1%		1.0%	1.0%	2.0%	2.0%
Standard Exceeded				1.0%			1.0%			1.0%	3.0%	13.1%			5.1%	7.1%

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Table 5.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					1.1%											
Standard Met						3.2%	2.1%	3.2%							2.1%	
Standard Exceeded							8.4%	20.0%								

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	2.1%									1.1%						
Standard Met			1.1%						1.1%	2.1%	1.1%		1.1%		2.1%	
Standard Exceeded			1.1%	4.2%						3.2%	9.5%	12.6%			2.1%	15.8%

Bullis Charter

Table 5.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met							1.5%									
Standard Met						1.5%	4.5%									
Standard Exceeded						4.5%	7.6%	18.2%							3.0%	1.5%

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met									1.5%							
Standard Nearly Met									3.0%	1.5%			1.5%			
Standard Met									1.5%	1.5%				1.5%		
Standard Exceeded	1.5%	1.5%	4.5%							6.1%	7.6%	9.1%		1.5%	4.5%	9.1%

Bullis Charter

Table 5.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met						1.2%	1.2%									
Standard Exceeded							18.5%	21.0%								

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met		1.2%							1.2%							
Standard Met										2.5%	4.9%	1.2%			3.7%	
Standard Exceeded			3.7%	2.5%			1.2%				13.6%	11.1%			6.2%	4.9%

Bullis Charter

Table 5.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met																
Standard Exceeded						8.3%	10.4%	10.4%								

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	2.1%								2.1%							
Standard Met									2.1%	6.3%			2.1%			
Standard Exceeded		2.1%	2.1%						2.1%	8.3%	16.7%	6.3%		2.1%	10.4%	6.3%

Bullis Charter

Table 5.1: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met													2.6%			
Standard Met		2.6%			2.6%	7.7%										
Standard Exceeded					2.6%	7.7%	7.7%	10.3%								

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	2.6%															
Standard Nearly Met	2.6%								2.6%	2.6%						
Standard Met		5.1%							2.6%							
Standard Exceeded			2.6%							5.1%	15.4%	2.6%		2.6%	7.7%	2.6%

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Table 5.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met							1.0%									
Standard Met							4.0%	3.0%								
Standard Exceeded							9.1%	26.3%							2.0%	2.0%

Grade: 3

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met									1.0%							
Standard Nearly Met									1.0%	1.0%	1.0%				1.0%	
Standard Met		1.0%								3.0%	6.1%		1.0%	1.0%	2.0%	2.0%
Standard Exceeded				1.0%			1.0%			1.0%	3.0%	13.1%			5.1%	7.1%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					1.1%											
Standard Met						3.2%	2.1%	3.2%							2.1%	
Standard Exceeded							8.4%	20.0%								

Grade: 4

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	2.1%									1.1%						
Standard Met			1.1%						1.1%	2.1%	1.1%		1.1%		2.1%	
Standard Exceeded			1.1%	4.2%						3.2%	9.5%	12.6%			2.1%	15.8%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met							1.5%									
Standard Met						1.5%	4.5%									
Standard Exceeded						4.5%	7.6%	18.2%							3.0%	1.5%

Grade: 5

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met									1.5%							
Standard Nearly Met									3.0%	1.5%			1.5%			
Standard Met									1.5%	1.5%				1.5%		
Standard Exceeded	1.5%	1.5%	4.5%							6.1%	7.6%	9.1%		1.5%	4.5%	9.1%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met						1.2%	1.2%									
Standard Exceeded							18.5%	21.0%								

Grade: 6

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met		1.2%							1.2%							
Standard Met										2.5%	4.9%	1.2%			3.7%	
Standard Exceeded			3.7%	2.5%			1.2%				13.6%	11.1%			6.2%	4.9%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met																
Standard Exceeded						8.3%	10.4%	10.4%								

Grade: 7

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	2.1%								2.1%							
Standard Met									2.1%	6.3%			2.1%			
Standard Exceeded		2.1%	2.1%						2.1%	8.3%	16.7%	6.3%		2.1%	10.4%	6.3%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.2: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met													2.6%			
Standard Met		2.6%			2.6%	7.7%										
Standard Exceeded					2.6%	7.7%	7.7%	10.3%								

Grade: 8

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	2.6%															
Standard Nearly Met	2.6%								2.6%	2.6%						
Standard Met		5.1%							2.6%							
Standard Exceeded			2.6%							5.1%	15.4%	2.6%		2.6%	7.7%	2.6%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

Teacher Name: Kotval

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met							5.0%	5.0%								
Standard Exceeded							5.0%	15.0%							5.0%	

Grade: 3 - Kotval

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met									5.0%		5.0%				5.0%	
Standard Met											10.0%			5.0%		
Standard Exceeded										5.0%	5.0%				15.0%	10.0%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

Teacher Name: Paskal

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met																
Standard Exceeded							9.5%	42.9%								

Grade: 3 - Paskal

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met		4.8%								4.8%	4.8%		4.8%			
Standard Exceeded												14.3%			4.8%	9.5%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

Teacher Name: Ratnasamy

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met							10.0%									
Standard Exceeded							15.0%	25.0%								5.0%

Grade: 3 - Ratnasamy

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met											10.0%				5.0%	10.0%
Standard Exceeded											5.0%	10.0%				5.0%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

Teacher Name: Westenhofer

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met							5.6%									
Standard Met							5.6%	11.1%								
Standard Exceeded								11.1%								5.6%

Grade: 3 - Westenhofer

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met										5.6%	5.6%				5.6%	
Standard Exceeded				5.6%								27.8%			5.6%	5.6%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 3

Teacher Name: Yun

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met																
Standard Met																
Standard Exceeded							15.0%	35.0%							5.0%	

Grade: 3 - Yun

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met									5.0%							
Standard Nearly Met										5.0%						
Standard Met										5.0%						
Standard Exceeded							5.0%				5.0%	15.0%				5.0%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 4

Teacher Name: Cheng

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met					4.2%											
Standard Met						4.2%	4.2%	4.2%							4.2%	
Standard Exceeded							4.2%	12.5%								

Grade: 4 - Cheng

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met										4.2%	4.2%					
Standard Exceeded				4.2%						4.2%	8.3%	20.8%				16.7%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 4

Teacher Name: Chi

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met						4.3%										
Standard Exceeded							8.7%	17.4%								

Grade: 4 - Chi

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	8.7%															
Standard Met			4.3%										4.3%			
Standard Exceeded			4.3%	4.3%						4.3%	8.7%	8.7%			4.3%	17.4%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 4

Teacher Name: Drew-Moyer

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met						4.2%	4.2%	4.2%								
Standard Exceeded							12.5%	20.8%								

Grade: 4 - Drew-Moyer

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met										4.2%						
Standard Met										4.2%					4.2%	
Standard Exceeded				4.2%						4.2%	12.5%	4.2%				16.7%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 4

Teacher Name: Marino

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met								4.2%							4.2%	
Standard Exceeded							8.3%	29.2%								

Grade: 4 - Marino

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met									4.2%						4.2%	
Standard Exceeded				4.2%							8.3%	16.7%			4.2%	12.5%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 5

Teacher Name: Fernandez

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met							5.0%									
Standard Met																
Standard Exceeded						10.0%	15.0%	15.0%							5.0%	5.0%

Grade: 5 - Fernandez

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met									5.0%							
Standard Nearly Met									5.0%				5.0%			
Standard Met														5.0%		
Standard Exceeded	5.0%									5.0%	10.0%			5.0%		

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 5

Teacher Name: Morgan

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met							9.1%									
Standard Exceeded						4.5%	9.1%	18.2%								

Grade: 5 - Morgan

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met									4.5%	4.5%						
Standard Exceeded		4.5%								13.6%	4.5%	4.5%			4.5%	18.2%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 5

Teacher Name: Villaluz

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met						4.2%	4.2%									
Standard Exceeded								20.8%							4.2%	

Grade: 5 - Villaluz

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met									4.2%	4.2%						
Standard Met																
Standard Exceeded			12.5%								8.3%	20.8%			8.3%	8.3%

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District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 6

Teacher Name: Gross

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met						3.7%										
Standard Exceeded							18.5%	25.9%								

Grade: 6 - Gross

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met									3.7%							
Standard Met											3.7%				3.7%	
Standard Exceeded			7.4%	3.7%							14.8%				7.4%	7.4%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 6

Teacher Name: King

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met																
Standard Exceeded							14.8%	18.5%								

Grade: 6 - King

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met										3.7%	7.4%	3.7%			7.4%	
Standard Exceeded			3.7%	3.7%			3.7%				14.8%	14.8%				3.7%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 6

Teacher Name: Plattner

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met							3.7%									
Standard Exceeded							22.2%	18.5%								

Grade: 6 - Plattner

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met		3.7%														
Standard Met										3.7%	3.7%					
Standard Exceeded											11.1%	18.5%			11.1%	3.7%

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District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 7

Teacher Name: 7A

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met																
Standard Exceeded						16.0%	8.0%	8.0%								

Grade: 7 - 7A

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Met									4.0%	12.0%			4.0%			
Standard Exceeded			4.0%								20.0%	4.0%		4.0%	16.0%	

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District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 7

Teacher Name: 7B

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Exceeded							13.0%	13.0%								

Grade: 7 - 7B

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	4.3%								4.3%							
Standard Exceeded		4.3%							4.3%	17.4%	13.0%	8.7%			4.3%	13.0%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 8

Teacher Name: 8A

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met																
Standard Met					5.6%	11.1%										
Standard Exceeded					5.6%	11.1%	5.6%									

Grade: 8 - 8A

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Nearly Met	5.6%								5.6%	5.6%						
Standard Met		5.6%														
Standard Exceeded			5.6%								11.1%			5.6%	16.7%	

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Table 5.3: Comparison of CAASPP Smarter Balanced Achievement Levels versus MARS Levels - ETHNICITY

Grade: 8

Teacher Name: 8B

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	American Indian				Asian/Asian American				Pacific Islander				Filipino			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met																
Standard Nearly Met													4.8%			
Standard Met		4.8%				4.8%										
Standard Exceeded						4.8%	9.5%	19.0%								

Grade: 8 - 8B

CAASPP Math Achievement Levels	MARS LEVELS - ETHNICITY															
	Hispanic/Latino				African American				White (Not Hispanic)				Unknown			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Standard Not Met	4.8%															
Standard Nearly Met																
Standard Met		4.8%							4.8%							
Standard Exceeded										9.5%	19.0%	4.8%				4.8%

Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 3

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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%

Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 6

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		40.00%	40.00%	20.00%	5
2			23.08%	76.92%	13
3				100.00%	19
4				100.00%	11
Total	0.00%	4.17%	10.42%	85.42%	100.00%

Grade: 8

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 3

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 6

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		40.00%	40.00%	20.00%	5
2			23.08%	76.92%	13
3				100.00%	19
4				100.00%	11
Total	0.00%	4.17%	10.42%	85.42%	100.00%

Grade: 8

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	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%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 3

Teacher Name: Kotval

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		100.00%			1
2			50.00%	50.00%	2
3		18.18%	27.27%	54.55%	11
4			16.67%	83.33%	6
Total	0.00%	15.00%	25.00%	60.00%	100.00%

Grade: 3

Teacher Name: Paskal

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1			100.00%		1
2			100.00%		2
3			25.00%	75.00%	4
4				100.00%	14
Total	0.00%	0.00%	19.05%	80.95%	100.00%

Grade: 3

Teacher Name: Ratnasamy

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
3			55.56%	44.44%	9
4			18.18%	81.82%	11
Total	0.00%	0.00%	35.00%	65.00%	100.00%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 3

Teacher Name: Westenhofer

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				Total
	1	2	3	4	
2			100.00%		1
3		20.00%	60.00%	20.00%	5
4			16.67%	83.33%	12
Total	0.00%	5.56%	33.33%	61.11%	100.00%

Grade: 3

Teacher Name: Yun

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				Total
	1	2	3	4	
1	100.00%				1
2		50.00%	50.00%		2
3				100.00%	6
4				100.00%	11
Total	5.00%	5.00%	5.00%	85.00%	100.00%

Grade: 4

Teacher Name: Cheng

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				Total
	1	2	3	4	
1		100.00%			1
2			66.67%	33.33%	3
3			50.00%	50.00%	6
4			7.14%	92.86%	14
Total	0.00%	4.17%	25.00%	70.83%	100.00%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 4

Teacher Name: Chi

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		66.67%	33.33%		3
2			50.00%	50.00%	2
3			14.29%	85.71%	7
4				100.00%	11
Total	0.00%	8.70%	13.04%	78.26%	100.00%

Grade: 4

Teacher Name: Drew-Moyer

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
2		25.00%	50.00%	25.00%	4
3			25.00%	75.00%	8
4			8.33%	91.67%	12
Total	0.00%	4.17%	20.83%	75.00%	100.00%

Grade: 4

Teacher Name: Marino

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1			100.00%		1
3			28.57%	71.43%	7
4			6.25%	93.75%	16
Total	0.00%	0.00%	16.67%	83.33%	100.00%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 5

Teacher Name: Fernandez

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	25.00%	50.00%		25.00%	4
2			20.00%	80.00%	5
3		14.29%		85.71%	7
4				100.00%	4
Total	5.00%	15.00%	5.00%	75.00%	100.00%

Grade: 5

Teacher Name: Morgan

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1			100.00%		1
2			16.67%	83.33%	6
3			33.33%	66.67%	6
4				100.00%	9
Total	0.00%	0.00%	18.18%	81.82%	100.00%

Grade: 5

Teacher Name: Villaluz

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		100.00%			1
2		50.00%	50.00%		2
3			11.11%	88.89%	9
4				100.00%	12
Total	0.00%	8.33%	8.33%	83.33%	100.00%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 6

Teacher Name: Gross

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		100.00%			1
2			100.00%		1
3			13.33%	86.67%	15
4				100.00%	10
Total	0.00%	3.70%	11.11%	85.19%	100.00%

Grade: 6

Teacher Name: King

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
2			100.00%		1
3			28.57%	71.43%	14
4			8.33%	91.67%	12
Total	0.00%	0.00%	22.22%	77.78%	100.00%

Grade: 6

Teacher Name: Plattner

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
2		50.00%	50.00%		2
3			14.29%	85.71%	14
4				100.00%	11
Total	0.00%	3.70%	11.11%	85.19%	100.00%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 7

Teacher Name: 7A

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1			100.00%		2
2			37.50%	62.50%	8
3				100.00%	12
4				100.00%	3
Total	0.00%	0.00%	20.00%	80.00%	100.00%

Grade: 7

Teacher Name: 7B

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		66.67%		33.33%	3
2				100.00%	5
3				100.00%	7
4				100.00%	8
Total	0.00%	8.70%	0.00%	91.30%	100.00%

Grade: 8

Teacher Name: 8A

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1		50.00%	25.00%	25.00%	4
2		14.29%	42.86%	42.86%	7
3				100.00%	7
Total	0.00%	16.67%	22.22%	61.11%	100.00%

DS: 66 - 106534

District: Bullis Charter

School: Bullis Charter

Crosstabulation: MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 8

Teacher Name: 8B

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	33.33%	33.33%	33.33%		3
2			50.00%	50.00%	6
3				100.00%	6
4				100.00%	6
Total	4.76%	4.76%	19.05%	71.43%	100.00%

Crosstabulation: Overall MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 3

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				Total
	1	2	3	4	
1	51.62%	33.33%	14.16%	0.88%	339
2	7.85%	35.49%	44.71%	11.95%	293
3	1.46%	11.22%	42.71%	44.61%	686
4		1.97%	15.55%	82.48%	508
Total	11.39%	16.65%	30.18%	41.79%	100.00%

Grade: 4

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				Total
	1	2	3	4	
1	52.44%	41.46%	6.10%		164
2	13.86%	48.97%	33.92%	3.24%	339
3	1.26%	23.50%	45.11%	30.13%	634
4		2.86%	18.23%	78.91%	735
Total	7.53%	21.58%	29.11%	41.77%	100.00%

Grade: 5

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				Total
	1	2	3	4	
1	42.91%	42.73%	12.28%	2.08%	578
2	4.93%	35.87%	38.12%	21.08%	446
3	0.64%	8.84%	26.69%	63.83%	622
4		0.56%	3.20%	96.23%	531
Total	12.59%	21.36%	19.48%	46.58%	100.00%

Crosstabulation: Overall MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Grade: 6

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	65.85%	31.40%	2.74%		328
2	21.08%	55.41%	20.71%	2.80%	536
3	4.04%	23.93%	38.28%	33.75%	1212
4	0.14%	2.09%	10.75%	87.01%	716
Total	13.57%	25.25%	23.67%	37.50%	100.00%

Grade: 7

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	54.17%	39.54%	6.05%	0.24%	827
2	9.33%	43.32%	35.37%	11.98%	868
3	1.05%	11.45%	37.63%	49.87%	760
4	0.32%	1.94%	15.81%	81.94%	620
Total	17.53%	26.08%	24.10%	32.29%	100.00%

Grade: 8

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	56.34%	33.26%	9.53%	0.87%	923
2	15.60%	37.89%	32.42%	14.09%	731
3	2.12%	14.07%	37.37%	46.44%	661
4	0.22%	0.87%	7.16%	91.76%	461
Total	23.38%	24.53%	21.79%	30.30%	100.00%

Crosstabulation: Overall MARS Performance Level versus CAASPP Smarter Balanced Achievement Levels

Course: 1

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	25.00%	14.58%	33.33%	27.08%	48
2	1.56%	6.25%	21.88%	70.31%	64
3	0.95%		4.76%	94.29%	105
4				100.00%	83
Total	4.67%	3.67%	11.67%	80.00%	100.00%

Course: 2

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	68.18%	27.27%	3.41%	1.14%	88
2	20.00%	30.00%	10.00%	40.00%	10
3			2.63%	97.37%	38
4				100.00%	34
Total	36.47%	15.88%	2.94%	44.71%	100.00%

Course: 3

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	31.06%	40.00%	27.23%	1.70%	235
2	3.45%	24.14%	58.62%	13.79%	29
Total	28.03%	38.26%	30.68%	3.03%	100.00%

Course: 4

MARS Performance Levels	CAASPP Smarter Balanced Achievement Levels				
	1	2	3	4	Total
1	92.00%	8.00%			50
2		100.00%			1
Total	90.20%	9.80%	0.00%	0.00%	100.00%

BULLIS CHARTER SCHOOL SELF-STUDY REPORT



**102 W. Portola Avenue
Los Altos, CA 94022**

March 23-25, 2015



Bullis Charter School Board of Directors and Leadership

Board of Directors

John Phelps, Chair
Jennifer Carolan
Tom Dennedy
Peter Evans
Andrea Eyring
Francis La Poll
Sang Yoo

ADMINISTRATION

Wanny Hersey, Founding Superintendent/Principal
Jocelyn Lee, Principal
Alison Schwartzbaum, Assistant Principal

LEADERSHIP TEAM

Wanny Hersey, Founding Superintendent/Principal
Jocelyn Lee, Principal & WASC Coordinator
Alison Schwartzbaum, Assistant Principal
Jennifer Anderson-Rosse, Director of Special Programs and Curriculum
Jessica Lura, Director of Strategic Initiatives and Partnerships
Lisa Stone, Middle Grades Team Leader
Jessica Morgan, Upper Grades Team Leader
Nancy Barlow, Lower Grades Team Leader

*"Education is not the filling of a pail, but the lighting of a fire."
William Butler Yeats*

**WASC Visiting Committee
March 23-25, 2015**

***Mr. Martin Procaccio—Chair
President/Principal, St. Elizabeth High School***

***Mr. Brian Borsos
Special Education Content Specialist***

***Dr. Sherry D. Davis
Career Technical Education Administration California Department of Education***

***Ms. Allison McCarty Ku
Teacher, Columbia Middle School***

***Mr. Larry D. Vilaubi
Principal (retired)***

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

Bullis Charter School Staff

Staff Member	Role/Grade
Jessica Adams	K
Adria Patthoff	K
Alyce Jorgensen	Kam
Sarah Flynn	Kam
Dorothy Sears	Kpm
Laura Lucero	1
Nancy Barlow	1
Dana Kincaid	1
Andrea McReynolds	1
Nicole Tomasetti	2
Nate Rinaker	2
Emily Greenstadt	2
Amanda Jenkyn	2
Lauren Kotval	3
Shoba Ratnasamy	3
Kate Paskal	3
Jin Yun	3
Joyce Westenhofer	3
Jeri Chi	4
Amanda Marino	4
Emily Drew-Moyer	4
Jenny Cheng	4
Sara Fernandez	5
Jessica Morgan	5
Joe Villaluz	5
Dan Gross	6
Amy King	6
Kristina Plattner	6
Rebecca Witmer	8
Ted Grinewich-Yonashiro	7
Lisa Stone	7
Sarah Watanabe	7/8
Sarah Lau	7/8
Alli Kustin	7/8
Andrew Lipson	Art/AT
Amy Felder	Art/AT
Jeff Clarke	Drama/AT
Jocelyn Pickett	Drama
David Malpica	FabLab Director
David Belles	Music/AT

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William Butler Yeats*

Kevin Diggins	Music/AT
Laura Beese	Music/AT
Qinglin Yang	Mandarin/AT
Yanfei Tang	Mandarin/AT
Likang Sun	Mandarin/AT
Chia-Ling Chiang	Mandarin/AT
Jason Zhang	Mandarin/AT
Debra Burke	PE/AT
Gillian Boal-Thowson	PE/AT
Joseph Stark	PE/AT
Lynn Reed	MakerSpace
Joanna Lai	Nurse
Catherine O'Sullivan	OT
Jan McNamara	Resource Specialist
Catherine Mendoza	Resource Specialist
Ashrafi Sunasra	Speech
Meghan Stanley	Counselor
Seval Aksu	Counselor
Chi Huang - CHAC	Counselor
Heidi Mitchell	Associate Teacher
Oanh Le	Associate Teacher
Allison Frisbie	Associate Teacher
Jacque Westermeyer	Associate Teacher
Amy Stanesco	Associate Teacher
Savitha Srivatsa	Associate Teacher
Amy Parshall	Associate Teacher
Laurie Dingle	Associate Teacher
Neda Chlala	Associate Teacher
Midori Hosobuchi	Associate Teacher
Nafiisah Renshaw	FabLab Assistant
Aumi Rohm-Wesley	Executive Secretary
Kitty Chiu	Executive Secretary
Martha Gutierrez	Registrar
Linda Lukas	Office Manager
Charles Morgan	Information & Tech
Joe Williams	Custodian & Maintenance
Dan McHaney	Custodian & Maintenance

*"Education is not the filling of a pail, but the lighting of a fire."
William Butler Yeats*

Focus Group Members

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Position	Name
Kinder Teacher	Jessica Adams
First Grade Teacher	Nancy Barlow
Second Grade Teacher	Nate Rinaker
Third Grade Teacher	Jin Yun
Fourth Grade Teacher	Jenny Cheng
Fifth Grade Teacher	Sara Fernandez
Specialist	Kevin Diggins
Associate Teacher	Laurie Dingler
Language Teacher	Likang Sun
Other Specialist	Debra Burke
Grade 8 Teacher	Rebecca Witmer
Specialist	Andrew Lipson

Category B: Standards-Based Student Learning, Curriculum

Foc

Position	Name
Kinder Teacher	Adria Patthoff
First Grade Teacher	Andrea McReynolds
Third Grade Teacher	Lauren Kotval
Fourth Grade Teacher	Amanda Marino
Associate Teacher	Amy Stanesco
Associate Teacher	Oanh Le
Specialist	Chia-Ling Chiang
Specialist	Lynn Reed
Grade 6 Teacher	Neda Chlala
Grade 7 Teacher	Jessica Lura
Grade 8 Teacher	Sarah W.

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

Grade 8 Teacher	Alli Kustin
Specialist	David Malpica

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

Category C: Standards-Based Student Learning, Instruction

Position	Name
Kinder Teacher	Alyce Jorgensen
Second Grade Teacher	Emily Greenstadt
Third Grade Teacher	Joyce Westenhofer
Fourth Grade Teacher	Emily Drew-Moyer
Fifth Grade Teacher	Jessica Morgan
Associate Teacher #1	Jacque Westermeyer
Associate Teacher #2	Savitha Srivatsa
Language Teacher	Yanfei Tang
Other Specialist	Laura Beese
Grade 6 Teacher	Amy King
Grade 8 Teacher	Sarah Lau
Associate Teacher	Midori Hosobuchi
Specialist	Joseph Stark

Category D: Standards-Based Student Learning, Assessment and Accountability

Position	Name
Kinder Teacher	Sara Flynn
First Grade Teacher	Dana Kincaid
Second Grade Teacher	Nicole Tomasetti
Third Grade Teacher	Kate Paskal
Fourth Grade Teacher	
Associate Teacher	Amy Parshall
Associate Teacher	Allison Frisbie
Specialist	Amy Felder
Grade 6 Teacher	Kristina Plattner

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

Grade 7 Teacher	Ted Grinewich-Yonashiro
Specialist	Zhijun Zhang

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

Category E: School Culture and Student Support

Position	Name
Kinder Teacher	Dorothy Sears
First Grade Teacher	Laura Lucero
Second Grade Teacher	Amanda Jenkyn
Third Grade Teacher	Shoba Ratnasamy
Fourth Grade Teacher	Jeri Chi
Associate Teacher	Heidi Mitchell
Language Teacher	Qinglin Yang
Other Specialist	Gillian Thowson
RSP	Jan McNamara
Grade 6 Teacher	Dan Gross
Grade 7 Teacher	Lisa Stone
FabLab Assistant	Nafiisah Renshaw

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William Butler Yeats*

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Preface

BCS began the current self-study process with vigor in the fall of 2013 with implementation of the Board approved goals and action plans as part the school's Strategic Plan. At the same time, Bullis Charter School was invited by the California Department of Education (CDE) and the United States Department of Education to apply for a Distinguished Schools Award and Blue Ribbon Award, respectively. The WASC self-study process dovetailed well with these two application processes, which also required the engagement of various stakeholders in the school.

As BCS has grown and its programs have matured over the years, and many new staff members have come into the school, it was critical that the entire teaching staff be involved in the self-study process. All staff members were re-familiarized with the strategic plan as well as the purpose and educational goals of the charter via several all-school staff orientations and meetings. Additionally, staff and parent focus groups came together to discuss the philosophy and educational goals of the school's charter as well as areas for growth and goal setting.

Bullis Charter School was awarded a California Distinguished school in the spring of 2014 with an additional distinction with a California Exemplary Arts Program award. Bullis is one of just over two dozen schools in the state to earn a distinction for its arts program. In November 2014, Bullis was also named a Blue Ribbon School by the U.S. Department of Education.

The Distinguished Schools *Site Validation Team* offered the following observations to the BCS community:

"This school is fully focused on each individual student's success. It was evident in each classroom that academic and passion goals were valued by students, teachers, and parents."

"In keeping with the growth mindset, students are taught to persevere through their goals."

"Lessons are developed around big ideas and essential questions. Students engage in PBL lessons that are infused with design thinking on a global scale."

"They (teachers) try to design lessons that are more relevant to the students with skills they can use now. As one teacher said, 'the STEAM skills we teach are not intended for students to learn how to use one day in the future. They are designed to teach kids the skills they can use today!'"

"Students are encouraged to design (not simply find) creating solutions to problems. Some common one-word descriptions of the school include: innovative, creative, empowering, cutting-edge, risk-taking, and next-generation."

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“When the authors of the new Common Core State Standards came together to create this whole new movement of really changing the education world for the better, I think this is what they had in mind - for all kids, for every kid in every corner of this country.”

These quotes provide insight into the culture that makes Bullis unique. This is a school community focused on each individual student, the whole child, implementing best practices, and pushing the limit of what is possible in public education

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Chapter I: Student/Community Profile and Supporting Data and Findings

Community

Bullis Charter School (“BCS”) is located in the town of Los Altos and serves over 700 students, Kindergarten through eighth grade, from seven nearby towns from Palo Alto to San Jose. BCS proudly reflects the spirit of the Silicon Valley, a gathering place for families from all over the world speaking over 19 languages but unified in their commitment to innovation, entrepreneurialism, and academic and personal excellence.

BCS Mission:

“Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student achievement. As a model of educational excellence, 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.”

In the spring of 2005, thirty-five members of the school community: staff members, board members, parents, educators from other schools including pre-school and private middle/high school, county and state representatives, community and business members all worked together for three days and developed a five-year Strategic Plan (See Appendix A), in order to establish a common vision of what students will understand, know, and be able to do upon leaving Bullis Charter School. The Strategic Objectives were developed to create a learning environment where students become self-directed learners to reach beyond themselves to achieve their full potential. The BCS Strategic Objectives are equivalent to the strategic objectives referenced by WASC.

BCS Strategic Objectives

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

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Guided by the five objectives created by consensus of all members, in 2007 six strategies were developed, resolutions that commit BCS's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives to: (1) develop innovative educational programs that enrich the academic experience and inspire the individual student; (2) secure a site over which we have sufficient control that best allows us to implement our curriculum; (3) create an environment that attracts and retains the highest quality of staff; (4) develop effective internal and external lines of communication; (5) develop multiple and complementary metrics to measure our objectives for student, staff, and organization performance; and (6) promote and establish viable partnerships throughout the community to support our mission. The draft of the forty-three action plans, all based on extensive research of best practices, was vetted through the original Strategic Planning Team members to ensure that they conformed with the intent of the school's beliefs, parameters, and mission before each was presented to the community over several board meetings. There they were discussed and opportunities were provided to the public for input before the entire plan was approved by the Board.

In the spring of 2011, the Strategic Planning Team reconvened to create a new strategic plan. While the five objectives stayed the same, the team developed five new strategies to guide the school for the next five years: (1) We will build organizational capacity to promote sustainability, vitality, balance, and quality; (2) We will establish our unique relevance in and serve the broader educational reform community; (3) We will create an environment and process that finds, attracts, develops, and retains the highest quality of staff; (4) We will engage all parents in joyful, active partnership to support their children and the BCS mission; (5) We will foster positive relationships with our constituents and communities to reinforce our value to them.

Drawn together by a strong mission statement and strategic objectives, five Action Teams, comprised of forty-three representatives of the school community, including twelve staff members, developed twenty-three action plans over the course of four months. While these plans were written by the members of the Action Teams, input was solicited from as many of the school's constituents as possible. On February 6, 2012, the Strategic Plan was adopted by the Board.

At the beginning of each school year, the entire community is engaged in a process to identify the specific plans for implementation, thus helping to determine the annual school goals. The parents' and staff's recommendations and reasons, along with the Founding Superintendent/Principal's priorities were considered before the Board adopted action plans for implementation for the 2012-2013 school year. All decisions: personnel, budgetary, curricular, etc. are aligned to these initiatives. For example, BCS implemented the program No Bully as part of the action plan that states: We have a schoolwide bullying prevention curriculum that instills a pro-social culture and is embedded throughout the school's program.

The BCS Strategic Plan, viewed as a living document, is continually evaluated and monitored to ensure that it reflects current research and the beliefs of our unique community. The Strategic Planning Team convenes every spring for two days to re-assess and examine progress being made, barriers to implementation, and new issues that need to be addressed.

The Bullis Charter School Program

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Bullis Charter School delivers a high-quality instructional program, provides venues for leadership, and creates an atmosphere of positive school spirit and pride. Ultimately, BCS strives to develop students who are critical, creative and reflective thinkers; who feel personally empowered; who act responsibly in all areas: personally, socially and globally; and who love learning. BCS lives up to these expectations and the challenge of providing an educational experience that will result in students being life-long learners capable of making significant contributions as they emerge into the 21st century.

BCS teachers are committed to educating the whole child. In addition to the core classroom curricula, every student receives instruction in STEAM (Science, Technology, Engineering, Art & Math), drama, vocal and instrumental music, art, and physical education by certificated teachers. BCS also offers an integrated foreign language program, the first of its kind in the Bay Area. Credentialed associate teachers reduce the student/teacher ratio to facilitate differentiated instruction in every classroom. BCS students are expected to master or exceed grade-level content and performance standards. Teachers effectively assess students' academic and social emotional needs in order to create individualized Focused Learning Goals for every child.

Utilizing best practices including differentiated instruction, Project Based Learning, design thinking, and a variety of assessments, Bullis teachers ensure that all students are actively engaged in their learning through inquiry-based units that maximize individual abilities.

Bullis Charter School places equal importance on both the academic and social development of its students. The rigorous, standards-based academic program includes components to reach all children regardless of skill or learning style. All learners benefit from a highly individualized method of teaching that emphasizes frequent and varied means of assessment, flexible grouping, and a richly varied repertoire of teaching practices. Associate teachers in every classroom assist teachers with instructional groups, hands-on lessons, and projects. Special programs and accommodations are available for students who require extra support, whether enrichment or remediation. The special education team: Resource Specialist, Speech and Language Pathologist, Occupational Therapist, and Psychologist help teachers implement Individualized Education Programs (IEP) to ensure that all students are progressing. An on-site Counselor is available to provide social/emotional support.

Bullis Charter School's Character Development program aims to achieve similarly high results with student's moral development by incorporating values education throughout the curriculum and recognizing students who demonstrate good character. Underlying BCS's atmosphere of academic and social development is the school's commitment to student safety. Trained student Conflict Managers enable students to contribute to the safe, friendly atmosphere of the school, weekly Principal Awards recognize students who uphold the character pillars, and cross-grade "Houses" provide opportunities for students to build friendships and find commonalities while working together on schoolwide activities.

To serve the needs of the whole child, BCS also has a rich offering of co-curricular programs and extra-curricular activities. Students wishing to develop their leadership skills while contributing to the climate of the school are provided with several opportunities. There is a Student Council, which consists of a president, vice president, secretary, and treasurer as well as two representatives from each grades 3rd – 6th classroom. This council plans and implements the school spirit days, schoolwide "House" activities, community-service programs, and the Student Store.

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The Green Team, led by a community member and a teacher, is responsible for BCS campus recycling program and helping educate students and staff on environmental issues. Last year they were able to remove plastic water bottles from the lunch program and to encourage all students to bring permanent water containers instead. This year they are embarking on a vigorous composting program, which they have added to their recycling campaign. The Tech crew, also supported by parent volunteers and teachers, supports our school's performing arts programs: plays, musicals, concerts, and dance performances.

Other co-curricular programs are available to all students during the school day including classes in the following areas: Technology, math and science (PowerPoint, Animation, Environmental Education, Math Club, etc.), Visual and Performing Arts (clay sculpture, dance, jazz, band, chorus, etc.), and Global Citizenship (Spanish, Mandarin, World Cultures, Globe Trotters, etc.).

A variety of extra-curricular, or after-school classes, offer more opportunities to students: guitar, choir, strings, keyboarding, running club, set building, book club, homework assistance, and Scrabble/Boggle club. (See Appendix A for a complete listing of co- and extra-curricular offerings.)

Other major school events include an annual Gold Country field trip, Outdoor Education camp, and optional trips to Williamsburg/Washington, DC, Costa Rica, London, and China. These diverse extracurricular opportunities offer students a chance to develop their interests and talents no matter what they may be.

BCS Students

Open Enrollment:

Because charter schools are schools of choice and have no district boundaries, Bullis Charter School has an open application process for enrollment. Anyone who wishes to attend the school may apply. By law the charter school must have a lottery process established if there are more students who wish to attend the charter school than there is capacity. The charter school must also give enrollment preferences to in-district students. BCS follows an approved lottery process when over-subscribed. BCS was already oversubscribed with a waiting list when it opened its doors in August 2004 and has been increasingly oversubscribed ever since. Presently, its 712 students come from Los Altos, Los Altos Hills, Mountain View, nearby towns including Sunnyvale, San Jose, Cupertino, and as far away as Fremont, and from both private and public schools. Bullis Charter School provides a common place of gathering for all the communities it serves, reflecting small-town pride, an intense appreciation of, and participation in its schools, and a tradition of generous support for public education.

Current Year Student Enrollment by Grade:

Bullis Charter School's enrollment has increased each successive year because, in addition to adding a class each year, the school has increased in popularity with the community. One of the strong features of BCS is its small class size and low student to teacher ratio. The average class size since BCS opened in 2004 has ranged from 18-20 in grades K-3, and 21-26 in grades 4-8.

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2014-2015 Enrollment:

Grade	Enrollment	# of Classes
Kindergarten	101	5
1 st	85	4
2 nd	84	4
3 rd	100	5
4 th	95	4
5 th	75	3
6 th	82	3
7 th	49	2
8 th	41	2
TOTAL	712	32

2014-2015 Student Demographic Information:

Ethnicity	Male	Female	Total #	Total %
American Indian/Alaska Native	0	1	1	.001%
Asian	148	146	294	41%
Pacific Islander	0	0	0	0%
Hispanic/Latino	22	21	42	6%
African American	0	2	2	.002%
White (Not Hispanic)	106	121	227	32%
Two or More Race Categories	79	66	145	20%
Unspecified	0	0	0	0%
TOTAL	354	357	712	100

Bullis Charter School’s demographic percentages are reflective of the Los Altos School District and the community it serves.

In/Out of District Students

The Memorandum of Understanding with BCS’ chartering Agency, the Santa Clara County Office of Education (SCCOE), specifies that students be admitted to school based on the following preferences:

1. *Siblings of current 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:*
 - a. *For incoming kindergarten classes for the 2015-2016 school year, preference 2 will be limited to 40% of total available openings.*
3. *Students residing within the boundaries of the Los Altos School District;*

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4. *Siblings of current Bullis Charter School students who reside outside the boundaries of the Los Altos School District.*
5. *All other students.*

The vast majority, 668 or 94%, of the BCS student body, come from the Los Altos School District which serves Los Altos, and parts of the Los Altos Hills and Mountain View communities. The remaining 44 students are from nine different school districts: Palo Alto, Cupertino, Mountain View, Santa Clara, Portola Valley, Union Elementary, Ravenswood, Sunnyvale, and Fremont Unified school districts.

Students With Special Needs

Bullis Charter School has established programs to meet the needs of all students, including those with special needs. Students with special needs receive services from highly trained and appropriately credentialed teachers in the areas of Speech and Language, Occupational Therapy, and Resource for reading, writing and math. Students are monitored and provided with accommodations and resources in accordance with their IEP or 504 Plan.

Special Needs	Number	% of Total
IEP's	30	4.2%
504	38	5.3%

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' needs in the least restrictive environment.

English Learners

Based on home language surveys, 213 (30%) Bullis students speak a language other than English, representing 19 languages overall. Currently, 63 students, or 8.9% of BCS students, are designated English learners (EL), while 39 students have been re-designated English proficient (R-FEP). All EL students are fully included in all of BCS' programs. BCS tests all incoming and continuing students designated EL for progress in language development on a continuous basis as well as annually on the CELDT (California English language Development Test). English learners at BCS receive ELD and SDAIE instruction from highly qualified teachers with CLAD who provide supports in the mainstream classroom.

Language Proficiency	Number	% of Total
EL	63	8.9%
I-FEP	104	14.6%
R-FEP	39	5.5%

Attendance Data

A high expectation of regular student attendance is part of the Bullis culture and is reflected in the Character Pillars. Students are encouraged to be prompt, present, and to value their time in school. Parents support this by making sure their children are on time to school and by scheduling appointments at times that disrupt learning the least. The Bullis Charter School Student/Parent (See Appendix D), reflects the expectations on

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regular attendance. Students are recognized at the end of the year assembly with certificates for having “Perfect Attendance”, “No Absences”, or “No Tardies.”

Year	Kindergarten		Grades 1-3		Grades 4-6		Grades 7-8		Total ADA %
	P-1	P-2	P-1	P-2	P-1	P-2	P-1	P-2	Yearly
2011-2012	97.26%	96.92%	97.77%	97.67%	98.89%	98.19%	97.97%	97.82%	97.53%
2012-2013	98.02%	97.45%	97.93%	97.67%	98.27%	97.64%	96.62%	95.82%	97.35%
2013-2014	98.02%	97.88%	98.18%	97.67%	98.27%	97.73%	96.05%	95.31%	97.35%
2014-2015*	98.05%		98.26%		97.96%		97.58%		98.00%

Summary of Student Survey Data

Every spring BCS surveys students to gather feedback, 270 students in grades one through six completed the survey and 69 students in grades seven and eight completed the survey. Students grades one through eight are asked to rated BCS programs on a scale of 1-5. Our most recent survey is from the spring of 2014. Using the five point scale, students in grades one through eight rate programs at BCS a 4 or higher 79% of the time and the remaining 21% of responses were not lower than a 3.67 average. Students in grades seven and eight, rated programs at BCS a 4 or higher 33% of the time and the remaining 67% of responses were not lower than a 2.99 average

Some the areas on which the grades **one through six** survey data indicates we should focus include:

The teaching of the following skills:

- Understand how my communities and my environment are connected
- Desire to participate in community service

The following questions:

- Learning the 6 Pillars at School has helped me at home
- Because of what I learn at BCS, I have tried something new outside of school
- Learning the 6 pillars at school helps me get along with other students
- I feel like I can talk to an adult at BCS if I have a problem

The following programs:

- Spelling
- Math: Critical Thinking
- Mandarin
- Spanish

Some the areas on which the grades **seven and eight** survey data indicates we should focus include:

The teaching of the following skills:

- Want to participate in community service
- Understand how my communities and my environment are connected
- Make Decisions

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- Manage My Time
- Set and meet goals
- Overcome failures & learn from my mistakes
- Solve Problems
- Take risks & try new things
- Listen

The following questions:

- My Focused Learning Goals (FLGs) help me learn
- My Focused Learning Goals (FLGs) are right for me
- Because of what I learn at BCS, I have tried something new outside of school
- My classes are fun and challenging
- I know how I'm doing on my Focused Learning Goals (FLGs)
- I feel I am learning successfully

The following programs:

- Spanish
- Intramurals
- Mathematics
- Health

BCS Staff

At the heart of BCS's rich programs is its staff. Teachers are viewed as instructional leaders and given flexibility in how they design their class curriculum as it relates to the state standards. At the same time, a high level of professional and teaching standards is expected of all BCS teachers, including associate teachers.

Guided by strong administrative leadership, the staff works together to build a comprehensive curriculum delivered through sound yet innovative instructional practices. A unique system of teacher experts/leaders in different curricular areas ensures that the staff is constantly seeking and being trained in current, research-based 'best practices.' A schedule that includes staff or team meetings every Thursday, plus professional development days, including 10 training days held before the start of each school year, provide staff members with formal opportunities to learn and share their expert knowledge with the each other. The result is an environment that is stimulating to both teachers and students, where the pursuit and achievement of high expectations is the goal.

The BCS teaching staff is comprised of sixty-eight outstanding, multi-credentialed, multitalented teachers, including specialists for art, music, drama, physical education, foreign language and environmental science, and associate teachers, who are also fully credentialed and NCLB-compliant. Seven BCS teachers are National Board Certified, with several others working towards Board certification. The National Board certified teachers work to support their peers as they go through the process. BCS's percentage of NBPTS teachers is 10%, well exceeding the 2% rate in the nation.

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	Number of Staff
Administrators	3
Classroom teachers	34
Associate Teachers	10
Resource teachers/specialists	21
Student support personnel	3

Student Support Staff

The Santa Clara County Office of Education (SCCOE), as the chartering agency, provides BCS with a Resource Specialist, Speech Language Pathologist, Occupational Therapist, and Psychologist. These fully credentialed, highly trained professionals work in collaboration with the classroom teachers and specialists to ensure that students with special needs are receiving support in all classes. They also work closely with the SST and IEP team members to ensure that supports are aligned with the needs of each student.

BCS' partnership with the Community Health and Awareness Council (CHAC) has allowed the school to contract the services of school counselors. The counselors conduct student groups including those for social/emotional issues, divorce, and grief, and provide parents with family counseling sessions in order to support students in their academic and IEP goals. Bullis counselors work closely with the rest of the SST or IEP team members to provide support for students.

Support Staff	FTE
Speech/Language Pathologist	.80
Occupational Therapist	.20
Resource Specialist	1.50
Psychologist	.50
Counselor	.80

Leadership Team

Administratively, BCS has a team comprised of the Founding Superintendent/Principal, Principal, Assistant Principal, Director of Curriculum and Special Projects, and Director of Strategic Partnerships. The administrative team works to support the teaching staff in reaching the school goals by providing professional development and leadership opportunities, as well as time to plan, share, and reflect during the school year.

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Bullis also has three team leaders, one for grades K- 2, one for grades 3 – 5, and one for grades 6-8 who help to support the administration and teachers. Team Leaders are responsible for disseminating current information and supporting teachers with curriculum implementation. They also guide the process of evaluating current curricula and revising them as necessary. Regular leadership team and grade level team meetings are held to plan units, discuss grade level concerns, and coordinate grade level events.

Professional Development

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 are integrated throughout the school year. The Leadership Team plans the yearlong calendar for professional development, prioritizing areas based on data and school goals. 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.

BCS schedules ten professional development days prior to the beginning of each school year. During these days, new teachers are introduced to the school policies/procedures and school mission, trained on the latest technology tools, and given a curricular overview of the programs by the administration and the teacher experts. These professional 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.

During the course of the school year, professional development is regularly provided between 3:30 and 4:30 and on a designated full day, usually in January. Various topics are covered including implementing the Common Core Standards, differentiating instruction, using technology tools, and calibrating assessments.

At the start of their career at BCS, all new teachers spend two days at the New Teacher Professional Development. They then spend another two days on site, planning with their grade level team leader, and other staff experts. Each new teacher is assigned a team leader or new teacher mentor who, along with the Principal and Assistant Principal, provide ongoing year-long support. Working with the Silicon Valley New Teachers Project, Bullis provides an induction mentor and administrator to support twelve teachers going through the program.

BCS Parents

Bullis Charter School was founded on the belief that active parent involvement in the school's program is a key component to student success. Because the charter's mission is to provide unique experiences to its students, the school needs committed parents willing to assist the staff in making this happen. The active volunteering of the parents in the school is one of the strengths of BCS. Parents support the school's programs through fundraising, donating time, and also by assisting the school through participation on various committees. For example, the Bullis Booster Club (BBC), a parent group, meets monthly to plan student activities and to find ways to support the

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school by fulfilling student and teacher needs. The BBC organizes the parent volunteers, prepares the student directory, runs the annual book fair, plans the summer family picnics and end of year activity. They also organize the “New Family Orientation” which includes a number of events during the first six weeks of school to help new families feel part of the whole community.

Newsletters from the Principal and Assistant Principal, classroom teachers, and specialists empower parents to be aware of and part of student learning. Additionally, the parent groups have developed email groups to inform each other of school activities and parent participation events, like parent and class meetings, play rehearsals, and field trips. A number of parents can be seen at BCS during any given day, making copies, helping in the classroom, directing traffic, coordinating the hot lunch program, helping with yard supervision, setting up and staffing the library, or setting up a school event. Parents also assist families new to Bullis by acting as “Bear Guides” and giving them information about ways to engage at Bullis.

Parents feel a great sense of ownership in the school, having volunteered over 5,000 hours a year, and have played a critical role in the development of the programs. BCS parents take an active role and have an equal voice in the governance of the school. Over the years, the parents have been active partners with the administration, staff, and students to make BCS the great school it is today.

Parent Education Level	#	%
Not a High School Graduate	1	0
High School Graduate	1	0
Some College or Associate's Degree	7	~1%
College Degree	88	12%
Graduate Degree or Higher	612	86%
Decline to State	10	~1%

Summary of Parent Survey Data

Every spring BCS surveys parents to gather feedback. Parents are asked to rate BCS programs on a scale of 1-5. Our most recent survey is from the spring of 2014. Using the five point scale, 185 parents rated programs at BCS a 4 or higher 70% of the time and the remaining 30% of responses were not lower than a 3.38 average.

Some the areas on which the survey data indicates we should focus include:

The teaching of the following skills:

- Speaking Skills
- Time Management Skills
- Organization Skills
- Decision-making Skills
- Collaboration Skills
- Presentation Skills
- Desire to participate in community service
- Ability to overcome failures, learn from mistakes

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The following questions:

- BCS is doing a good job of preparing my student for the next grade level
- In general, my student finds his/her classes engaging and challenging
- I feel that the Character Development Program has had a positive impact in my student's interaction with our family feel my child is academically successful
- As a result of BCS's programs, my student pursues learning or discovery outside of school
- The BCS facilities support students' educational needs
- BCS has a good reputation in the community

The following programs:

- Spanish
- Science
- The Maker Space

In addition focus groups were conducted in preparation for our self-study and feedback from parents indicate we should further examine the following areas:

- Homework, how much we assign and why
- Math and the extent to which we focus on critical thinking and problem solving instead of math facts
- Social emotional learning and how more social emotional learning can be integrated throughout the curriculum
- The school's growth and decrease in volunteerism

BCS Student Performance Data:

BCS's curriculum provides a rich, student-centered, activity-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 state standards, and by following the grade level standards in all curricular areas, Bullis Charter School ensures that all students receive a balanced curriculum, thus ensuring that students will perform well on all California state assessments.

At BCS, state assessment 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.

ENGLISH/LANGUAGE ARTS PERFORMANCE STANDARDS: PROFICIENCY LEVELS

Percentage of Students at Each Proficiency Level

	Grade 2	Grade 3	Grade 4	Grade 5
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Year	'10	'11	'12	'13	'10	'11	'12	'13	'10	'11	'12	'13	'10	'11	'12	'13
# Tested	55	60	60	62	41	60	62	63	49	49	74	75	43	50	50	73
% Advanced	71	88	88	68	76	73	74	75	90	86	92	97	72	92	88	86
% Proficient	27	12	10	23	17	20	24	21	8	10	8	1	23	6	10	11
SUB-TOTAL	98	100	98	91	93	93	98	96	98	96	100	98	95	98	98	97
Basic	2	0	2	8	7	7	2	5	2	4	0	1	5	2	2	3
Below Basic	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Far Below	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Grade Level	Grade 6				Grade 7			Grade 8	
Year	'10	'11	'12	'13	'11	'12	'13	'12	'13
# Tested	38	44	48	46	20	23	45	24	22
% Advanced	87	70	92	80	85	74	87	92	86
% Proficient	13	20	8	20	15	26	13	8	14
SUB- TOTAL	100	90	100	100	100	100	100	100	100
Basic	0	7	0	0	0	0	0	0	0
Below Basic	0	0	0	0	0	0	0	0	0
Far Below	0	2	0	0	0	0	0	0	0
Basic									

MATHEMATICS PERFORMANCE STANDARDS: PROFICIENCY LEVELS

Percentage of Students at Each Proficiency Level

Grade Level	Grade 2				Grade 3				Grade 4				Grade 5			
Year	'10	'11	'12	'13	'10	'11	'12	'13	'10	'11	'12	'13	'10	'11	'12	'13
# Tested	55	60	60	62	42	60	62	63	49	49	74	75	43	50	50	73
% Advanced	91	95	87	82	81	90	92	90	71	61	82	95	60	72	66	75
% Proficient	9	5	12	13	17	10	8	8	18	27	18	5	37	20	24	23
SUB-TOTAL	100	100	99	95	98	100	100	100	89	88	100	100	97	92	90	98
Basic	0	0	2	5	2	0	0	0	10	8	0	0	2	8	10	1

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Below Basic	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0
Far Below Basic	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Grade Level	Grade 6				7 Math			Grade 8 Algebra	
Year	'10	'11	'12	'13	'11	'12	'13	'12	'13
# Tested	38	44	48	46	19	21	38	21	18
Advanced	74	57	73	70	63	90	71	52	83
Proficient	24	39	21	26	37	10	26	38	17
SUB- TOTAL	98	96	94	96	100	100	97	90	100
Basic	3	2	6	4	0	0	3	10	0
Below Basic	0	2	0	0	0	0	0	0	0
Far Below Basic	0	0	0	0	0	0	0	0	0

SCIENCE PERFORMANCE STANDARDS: PROFICIENCY LEVELS

Percentage of Students at Each Proficiency Level

Grade Level	Grade 5				Grade 8			
Year	'11	'12	'13	'14	'11	'12	'13	'14
# Tested	50	50	73	75	N/A	24	21	44
Advanced	80	72	88	89	N/A	96	100	91
Proficient	16	28	10	9	N/A	4	0	2
SUB-TOTAL	96	100	98	98	N/A	100	100	93
Basic	4	0	3	1	N/A	0	0	2
Below Basic	0	0	0	0	N/A	0	0	0
Far Below	0	0	0	0	N/A	0	0	5

As can be seen by the data, the majority of BCS' students consistently score Proficient and Advanced on the CSTs. However, this does not stop the staff from exploring the data further. BCS staff attend numerous meetings at the beginning of the year in order to review the state assessment results broken down by grade level, class and individual student and then desegregates the data further across grade levels, gender, ethnicity, and content clusters. Longitudinal reports are also generated and individual student achievement is tracked and analyzed.

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For students scoring below Proficient, Focused Learning Goals (FLGs) are developed, instruction is targeted to meet their needs and teachers and associate teachers provide additional support. Areas per grade level where performance was below the 80th percentile are identified, data is disaggregated, and a performance goal is written to address each area. Then, in order to meet the goal, teaching strategies are devised, material needs are identified (textbook, supplementary and teacher-made materials), and the methods of evaluation determined. Based on this, opportunities for staff developments are scheduled, schoolwide and teacher performance goals are written, and monies from the budget prioritized.

In addition to state assessments, each Spring, BCS participates in the Mathematics Assessment Collaborative (MAC) assessments through the Silicon Valley Math Initiative. The Silicon Valley Mathematics Initiative is a comprehensive effort to improve mathematics instruction and student learning. The Initiative is based on high performance expectations, ongoing professional development, examining student work, and improved math instruction. The Initiative includes a formative and summative performance assessment system, pedagogical content coaching, and leadership training and networks. BCS teachers administer the MAC Assessment each spring and it is a good measure of our efforts to implement the CCSS because the assessment is CCSS aligned. BCS MAC scores (See Appendix L), are much higher than the average scores of other local schools, however, we have room for improvement. Specifically, as our students get older, they do less well, and our English Learners do not perform at the same levels with their English Only peers. (Appendix L)

Analysis of State Assessment Results:

In the past 5 years, at least 88% of BCS students have consistently scored Proficient or Advanced in ELA and math (2013 score: 97% and 98% respectively). While BCS has a commitment that our students perform at a level that is consistent with their cognitive abilities results, our goal is to also ensure that every student is at least Proficient or Advanced in all areas or making gains of at least one level, if he/she is below Proficient.

In the area of ELA, at least 90% of BCS students in every grade level scored proficient/advanced in ELA. Despite this, the percentage points have increased or held strong since 2009: Gr.3: 95%- 95%; Gr.4: 96%-99%; Gr.5: 94%-97%; Gr.6: 93%-100%. Most notably, in the 2 years that the middle school program has been fully implemented, 100% of the 6th and 8th grade students scored proficient/advanced in 2012 and 100% of the 6th and 7th grade students in 2013.

In 2011, there was a drop to 91% in the 6th grade ELA score. While this may seem significant, especially given that 100% of them were proficient/advanced in 2010, it is less alarming when you realize that particular cohort group scored 96% the previous year and the drop reflected the declining scores of 2 students. Nevertheless, teachers created Focused Learning Goals for all non- proficient students, with action steps and measurable assessments targeting their specific areas of weakness: reading comprehension, literary analysis and in 2012, their score rose back to 96%.

With the exception of 4th grade in 2010 & 2011, at least 90% of BCS students scored proficient/advanced in math in the past 5 years. As with ELA, the percentage points have remained strong for each grade level since 2009: Gr.3: 98%-98%; Gr.4: 93%-100%; Gr.5: 96%-99%; Gr. 6: 95%-96%.

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The 4th grade results of 90% and 88% were particularly troubling as they reflected a 9-10% drop from each cohort's previous year's scores, and since 2009, this grade's math scores were consistently lowest in the school. While the reason for the decline is not clear, a variety of changes were implemented, such as: provided additional math trainings, grouped students by ability across the grade level rather than differentiating within the class, added an extra section of homework assistance for upper grade students, and hired an Associate Teacher with a math background. Schoolwide math workshops were provided for all teachers, spent time realigning the math program K-6 including standardizing the mathematical language, and designated math instruction as the area for formal observations. The 4th grade proficiency levels jumped to 100% in 2012 and remained there in 2013. Additionally, those students' math results continued to improve through their tenure at BCS. Also, special attention was paid to the group of students who also struggled in ELA. In 4th grade, their 93% proficiency math rate was the lowest in the 2009 school year. It is also important to note that this particular class had the most diverse student population (by 7th grade, 5 of the 24 students or 20% were in special education and 16% with 504 plans) yet in spite of that, 100% were proficient/advance in math by 7th grade.

In the most recent year's data, despite 90% of students with disabilities are proficient/advance in both ELA and math, there is still a discrepancy between that high score and those of other students' particularly in grades 2 and 8. Some of the factors contributing to this decline were include the Assistant Principal's retirement and the use of a contractor to oversee the special education program; the retirement of the district's special education director and case manager, and an ineffective resource teacher. An administrator with special education experience has been hired, replaced the resource teacher and freed up more time for services, added more counseling time to address the increase of social/emotional issues that are impacting academic achievement, formed a parents' support group, provided inservice to parents and teachers on ways to support the academic/social/emotional needs of special needs students, and the middle school teachers increased Office Hours from 2 to 4 days a week.

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Chapter II: Progress Report

Significant Developments

Common Core State Standards

Since the initial accreditation cycle, BCS has embraced implementation of the Common Core State Standards. A variety of trainings focusing on the ELA and math transition to CCSS have occurred beginning in 2011. The language arts program at Bullis uses CCSS 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. In math, to focus on building deeper levels of conceptual understanding required by the CCSS, programs have been chosen 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.

Growth

Since our WASC Progress Report 3 years ago, Bullis has grown from a school of 463 in 2012 to a school of 712 in 2015. With this growth, our EL student population has grown from 17 students in 2012 to 61 students in 2015. The growth in our student population has meant a need for increased facilities, and thus BCS is now spread over two sites on opposite ends of Los Altos; the additional site on the Blach Jr. High campus is referred to as the Bullis Center for Innovation (BCI).

With our increased student enrollment, the teaching staff has increased from 41 in 2012 to 68 in 2015, and an additional site administrator was added in 2013-2014 and the administrative team was reorganized. BCS currently has a Superintendent/Founding Principal, Principal, and Assistant Principal. The Principal and Assistant Principal oversee the day-to-day operations of the two campuses.

Program Offerings/Additions

As mentioned, beginning in the 2013-2014 academic year, the BCS program was divided over two campuses due to our growth in student enrollment. That same year two new programs were added to our STEAM program: The Fab Lab and the Maker Space.

Our STEAM program has evolved over the last several years, and in the 2013-2014 academic year BCS students gained the use of the FabLab (digital fabrication laboratory) and the MakerSpace at BCI. During the 2013-2014 academic year, each grade level rotated through BCI for three 3-week rotations during the course of the year. 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.

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For the 2014-2015 academic year, a decision was made by BCS stakeholders to house the middle school program, previously grades 7 and 8, now grades 6th-8th, at BCI. Thus, the Maker Space was moved to the BCS main campus and is used by students in grades 1-5. The Fab Lab on the BCI campus is used two times a week by 6th graders and during Intersessions by 7th and 8th graders.

Areas of Strength

BCS is proud of its successes. BCS's API score of 990 in 2013 confirmed its position as the highest performing public school in Los Altos; and since opening its doors ten years ago, Bullis has ranked in the top three elementary charter schools in the state of California. Additionally, BCS and its students have been recognized for their numerous exemplary achievements:

- California Distinguished School (2014)
- Designated a National Blue Ribbon School (2014)
- Jessica Lura, 3rd recipient, Charter School Teacher of the Year (2013)
- Bullis Kids News team awarded "Best Elementary News Show" in California (2012, 2013)
- BCS choirs awarded "Unanimous Superior" ranking 3-years straight by the California Music Educators Association
- 4th graders won 2nd place in the National Siemens Foundation's "We Can Change the World" Science Challenge
- Los Altos Hills Mayor's Award every year for our environmental service project contributions to the community
- Only elementary school and one of five core partner in the international FabLab@schools network

BCS is committed to achieving the Strategic Objectives outlined in the BCS Strategic Plan. Below are examples of components of the BCS Program that reflect success in achieving our Strategic Objectives:

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

- Students participate in community service projects such as erosion abatement at Hidden Villa, Pathway Clean-Up, 2nd Harvest Service Learning Project, panda conservation, and leatherback turtle rescue.
- Students participate in foreign language classes: Mandarin, Spanish.
- Seventh and eighth grade students participate in intersessions.
- Students participate in Project Based Learning in every grade level.
- Students participate in co- and extra-curricular classes.
- Students participate in the environmental science and engineering classes.
- Students participate in Field Trips, including optional trips to China, Costa Rica, Washington D.C., Gold Country, and Walker Creek outdoor school.
- Students participate in research projects.
- Students participate in music and dance from other cultures.

2. Every student will be actively responsible for his or her learning and individual goals.

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- Students participate in creating their Focused Learning Goals.
- Students choose their co- and extra- curricular classes.
- Students select their research projects.
- Students participate in Student Council.
- Students participate in classroom jobs.
- Students try out for plays and musicals.
- Students choose intermediate and advanced instrumental classes
- Middle school students choose their club
- Students choose to participate in the science Fair, Tech Challenge, the Math Olympiad, Noetic Math Competition, National Geography Bee, and Spelling Bee

3. Every student will achieve academic success.

- Students' grades on report cards and progress reports.
- Students' performance on science CSTs (5th and 8th grades)
- Students' performance on standardized assessments.
- Students' performance on Focused Learning Goals (FLGs)
- Students' performance on performance-based assessments.
- Students performance on the 6th grade Portfolios.
- Students' performance on Writing Assessments.
- Students' performance on grade level benchmark assessments.
- Students' attainment of IEP goals.

4. Every student will continue to discover and pursue individual talents and interests.

- Students participate in foreign language classes
- Students participate in Student Council.
- Students participate in co- and extra – curricular classes.
- Students participate in the Tech Challenge, the science Fair, the Math Olympiad, Noetic Math Competition, National Geography Bee and Spelling Bee.
- Students participate in Junior Olympics, Walk-a-thon, Field Day activities.
- Students participate in creating their FLGs (Focused Learning Goals)
- Students participate in House activities
- Students participate in trips: China, Costa Rica, Washington D.C., Gold Country, Walker Creek.
- Students participate in the selection of their research projects.
- Students participate in assemblies, talent shows, plays, and concerts.

5. All students will model the six character pillars (See Appendix M).

- Students participate in the weekly POW and WOW (proverb and word of the week).
- K-5 Students receive Principal's Award for exemplifying the character pillars.
- Grades 6-8 Students receive Trimester Awards for exemplifying the character pillars.
- Students receive "Caught Being Good" certificates.
- Students trained in Conflict Management.
- BCS received the Good Sportsmanship award from Junior Olympics.
- Students participate in class meetings on social and behavior issues.

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- Older students help younger students in co-and extra-curricular classes and at House activities.
- Students participate in 2nd Harvest Service Learning Project.
- Students have Focused Learning Goals for behavior, social, and emotional issues based on the character pillars.
- Students participate in Student Council projects.

Progress in Critical Areas:

BCS has made excellent progress in meeting the goals established in our 2009 Self-Study.

Goal 1: Develop multiple and complementary metrics to measure student proficiency.

This goal has been achieved. Teachers use benchmark assessments, the Directed Reading Assessment (DRA2), state assessment data, schoolwide writing rubrics, and the MAC assessment to determine student needs. These multiple measures to assess student proficiency. BCS has three assessment windows in which teachers gather data about their students and set goals, assess progress, and then create an end of year summary.

Site-based standardized assessments are administered in the fall to provide baseline data, in spring to provide evidence of growth, and at the end of the year to determine students' success at meeting their grade level content and performance standards. Assessment matrices that address student academic progress across the curriculum and benchmarks to determine levels of proficiency have been developed for each grade, K-8.

Goal 2: Continue implementation of the foreign language program.

BCS has made significant progress toward meeting this goal. Foreign language is available to all of our students, grades K-8. Kindergarten-3rd grade students all take Mandarin 3 times per week. Fourth and fifth graders have the option of continuing with Mandarin. Fifth graders experience exploratory Spanish one hour per week. Sixth graders then choose to study either Spanish or Mandarin and continue with that chosen language through eighth grade.

We have faced challenges in fully implementing a successful foreign language program due to staffing issues, and challenges in differentiating instruction for the wide range of proficiency levels in each class. We found our foreign language program to be one of our lowest ranked programs on parent and student surveys, and so we have opted to continue to work on our foreign language program as a part of our 2015 Self-Study Goals. Our challenges will be discussed more in Chapter Three.

Goal 3: Implement the 7th and 8th grade programs for the 2010-2011 school year.

BCS has fully implemented the middle school program, and in this academic year, 2014-2015, added 6th grade to create a 3-year middle school program. Feedback from parent surveys and middle school student surveys indicate high levels of satisfaction with the middle school program.

Goal 4: Have parents understand and support the Focus Learning Goals (FLG's) and the FLG process.

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FLG's are a fully integrated part of the BCS Program. Annual FLG Information nights are held for new families, and all homeroom teachers write at least five FLG's for each student. Parent and student surveys indicate that FLG's are understood well by both groups and are a valued part of the BCS Program. Further, our FLG process was recognized by the California Department of Education as a signature practice that should be replicated by other schools.

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Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Implications and Important Questions:

- Because our EL population has grown, because CCSS requires more critical thinking in math, and because the state has new EL Standards, we have a need to better differentiate for our English Learners.
- There is a continued need to focus on our foreign language program and to attract and retain talented teachers who are credentialed in Spanish and Mandarin.
- Discussion and training needs to continue regarding best practices in the areas of student engagement and curriculum alignment and rigor to meet Common Core State Standards.
- How can we differentiate in foreign language to meet the needs of heritage speakers and newcomers in the same program?
- How can we effectively implement the NGSS given that our commitment to Project Based Learning with math, science, reading, writing and the arts integrated, will mean that our PBLs will all most likely have to be revised?

Schoolwide Action Plan Goals

Based on our progress in meeting the goals outlined in our 2009 Self Study and analysis of our current data four goals have been set that are aligned with both our Strategic Objectives (strateg and the goals outlined in our LCAP.

Goal 1:

Continued support of diverse learners through effective implementation of Common Core State Standards and California English Language Development Standards with an emphasis on differentiation.

Rationale: Stakeholders strongly endorsed focusing on continued effective implementation of the CCSS and the CA ELD standards as we grow as a school, making sure that student needs are being met.

Strategic Objectives Addressed:

- # 2. Every student will be actively responsible for his or her learning and individual goals.
- # 3. Every student will achieve academic success.

Goal 2:

We will build on teachers' strengths to develop teacher leaders in order to impact professional and student learning within Bullis Charter School and the larger educational community.

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Rationale: Stakeholders strongly endorsed the focus on creating strong teacher leaders so that student learning increases and so that BCS teachers can play a role in supporting the larger educational community.

Strategic Objectives Addressed:

- # 1. All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and the environment.
- # 2. Every student will be actively responsible for his or her learning and individual goals.

Goal 3:

Implement the Next Generation Science Standards (NGSS) and STEAM (science, technology, engineering, arts, mathematics) strand in all K-8 homeroom and specialist classes.

Rationale: Stakeholders strongly endorsed an efficient and effective transition from the CA science Standards to the NGSS and the integration of the NGSS into the STEAM program so that students are college and career-ready

Strategic Objectives Addressed:

- # 2. Every student will be actively responsible for his or her learning and individual goals.
- # 3. Every student will achieve academic success.
- # 4. Every student will continue to discover and pursue individual talents and interests.

Goal 4:

We will strengthen our students' global competency through our foreign language program and the Biliteracy Pathway Awards program.

Rationale: Stakeholders strongly endorse focusing on preparing students for success in an interconnected world.

Strategic Objectives Addressed:

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

Additional Critical Learner Needs

Critical Learner Need #1 – Meet the needs of English Learners.

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Correlation with our Strategic Objectives/LCAP Goals:

Strategic Objectives Addressed:

2. Every student will be actively responsible for his or her learning and individual goals.

3. Every student will achieve academic success.

LCAP Goal:

Goal# 8: English Learners will increase their English language skills and meet 2012 ELD Standards (in Year 2 and 3, students will meet new ELD Standards to be adopted summer of 2014).

This need was identified in part because of our growing EL population (from 17 in 2009 to 63 in 2015). As our EL population grows there is an increased need to provide professional development for teachers so that they are able to meet the needs of the diversity of our EL population. In addition, analysis of MAC data indicates that our EL students do not perform as well as their English-only peers. The MAC is aligned with CCSS which require strong language skills to solve math word problems. Further, students must be able to think critically to determine multiple solutions to problems. EL student performance on the MAC indicates that more effective differentiation may be needed in math for our English Learners.

Critical Learner Need #2: Meet the needs of all students in the foreign language program, regardless of level of fluency or home language.

Correlation with our Strategic Objectives/LCAP Goals:

Strategic Objectives Addressed:

#1 All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

3. Every student will achieve academic success.

LCAP Goal:

Goal #2: Every student will achieve academic success.

Goal #5: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.

This critical learner need was identified because of the implementation of CCCS and a need for our foreign language teachers to align what they teach with the CCSS. In addition, parent and student surveys indicate that our foreign language program is the lowest rated program at BCS. During the 14-15 academic year, we have observed that a notable number of students have dropped the optional 4th/5th grade Mandarin program. We would like to explore the reasons for this and identify ways to effectively differentiate for the range of language skill levels in the classes. Another challenge has been identifying and retaining high quality foreign language teachers since the program's inception.

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Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by strategic objectives and the academic standards.

Indicators with Prompts

Vision – Mission – Strategic Objectives – Profile

Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p>As a charter school, Bullis Charter School has always sought to provide students and parents with expanded choices in the types of educational opportunities that are available within the public school system. Because of this, a variety of innovative educational programs have been established that meet the needs of students - with the vision to build a place where all students who enroll in BCS can succeed.</p> <p>"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</p> <p>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:</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● Yearly Strategic Planning Process

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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: Bullis holds the belief 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 ongoing basis. Opportunities for ongoing 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 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 integral parts of the belief system at Bullis, and teachers constantly strive to improve their delivery. Learning is tied to meaningful, measurable outcomes. In addition to standardized tests, local measures of learning, such as portfolios, student

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demonstrations and anecdotal records, are utilized. Our small class sizes (K-3, 20; 4-6, 25) 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. Action research is modeled and encouraged 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. Bullis teachers incorporate systems thinking 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 will have the opportunity to clean up creek systems, maintain local nature trails and develop gardens. Fieldwork has already begun to include the study of habitats, ecosystems, and agriculture.

Mutual Respect and Civic Responsibility: 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. 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 ongoing love of learning that will transcend the classroom experience. Adults 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

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William Butler Yeats*

<p>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.</p>	
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Development/Refinement of Vision, Mission, Strategic Objectives

Indicator: The processes to ensure involvement of representatives from the entire school, business, industry, and community in the development/refinement of the vision, mission, and strategic objectives are effective.

Prompt: *Evaluate the effectiveness of the processes.*

Findings	Supporting Evidence
<p>Recognized as important stakeholders in the school, parents and community members are given the opportunity to participate in the strategic planning process and to be a part of advisory committees that may be formed. The range of input from these participants is vital to our reflection on the value of our Strategic Objectives and their related action plans. Parent surveys establish that the strategic planning process is effective, because 97% of parents who participated in the spring 2014 Constituent Survey reported familiarity with the BCS Strategic Plan.</p>	<ul style="list-style-type: none"> ● BCS Strategic Plan ● Yearly Strategic Planning Process ● New Family Meeting Feedback ● Spring 2014 Parent Constituent Survey

Understanding of Vision, Mission, and Strategic Objectives

Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, and the strategic objectives.

Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and strategic objectives.*

Findings	Supporting Evidence
<p>Bullis uses various methods to engage stakeholders in developing school priorities. One practice is to meet with parents by grade level. The administration and staff meet with parents by grade level in a series of evening meetings. In this forum, parents are able to give direct feedback on school priorities and shape the development of school goals.</p> <p>In addition, stakeholders are also annually invited to participate in the strategic planning process and the LCAP planning process to determine the school's priorities for the coming year. In addition to meeting with stakeholders in person, Bullis also utilizes online surveys to elicit input that guides the formation of school priorities.</p> <p>Last, in February and March, the administration invites all families new to BCS to meet in individual 30 minute meetings to discuss the BCS Mission and Strategic Plan, and to provide feedback and ask questions.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● Yearly Strategic Planning Process ● Spring 2014 Parent Constituent Survey ● New Family Meeting Feedback

Regular Review and Revision

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Bullis Charter School WASC/CDE Self-Study Report, 2015

Indicator: The school is implementing an effective process for regular review/revision of the school vision, mission, and the strategic objectives based on student needs, global, national, and local needs, and community conditions.

Prompt: *Evaluate the effectiveness of the process for revising these statements with wide involvement.*

Findings	Supporting Evidence
<p>The BCS Strategic Plan, viewed as a living document, is continually evaluated and monitored to ensure that it reflects current research and the beliefs of our unique community. As mentioned, strategic planning occurs every spring for two days to re-assess and examine progress being made, barriers to implementation, and new issues that need to be addressed.</p> <p>Suggestions submitted are reviewed and, if necessary, additional Action Teams will be formed. Membership of this team will change yearly so that it continues to be an authentic representation of our populace. Throughout the year, the adopted action plans (now the school goals) and their progress are communicated through a variety of methods for community input and evaluation including: school board meetings, the weekly newsletter, staff meetings, teacher newsletters, and the BCS web page.</p> <p>This Self-Study 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 of the previous year's goals, strategic plan goals, and the evaluation of standardized and performance-based test data. All of this helps to ensure the identification of meaningful and rigorous goals, and specify budgetary priorities to create an exemplary learning environment for all students.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● Spring 2014 Parent Constituent Survey

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Bullis is a mission driven school with a clearly stated vision and mission that is based on student needs, current educational research, and the belief that all students can achieve at high academic levels. The BCS Mission and BCS Strategic Plan, which shapes everything we do, is fully supported by the Board of Directors.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● Yearly Strategic Planning Process ● Spring 2014 Parent Constituent Survey

A2. Governance Criterion

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The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the strategic objectives and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan.

Indicators with Prompts

Indicator: The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>The Santa Clara County Office of Education is our chartering agency and the charter clearly sets out the roles and responsibilities of the governing board, the Founding Superintendent/Principal, the faculty, and parents. The charter is the school’s constitution and the school’s governing board and administration adhere to all its tenets and have developed Board policies to support the implementation of school programs. The Board of Directors works closely with the Founding Superintendent/Principal to regularly monitor and discuss school goals at monthly board meetings.</p> <p>BCS’s Board of Directors is comprised of seven members and conducts public board meetings twice a month. The BCS Board of Directors complies with the Brown Act.</p>	<ul style="list-style-type: none"> ● BCS Charter ● BCS MOU with the SCCOE

Relationship of Governance to Vision, Mission, and Strategic Objectives

Indicator: The governing board’s policies are directly connected to the school’s vision, mission, and strategic objectives.

Prompt: *Evaluate the adequacy of the policies to support the school’s vision, mission, and strategic objectives through its programs and operations.*

Findings	Supporting Evidence
<p>The Board’s steadfast commitment to providing a foundation for students to succeed is evidenced, for example, in their adherence to a board policy for small class sizes as well as in their hiring of highly qualified credentialed teachers not only for the classrooms, but also as specialists and associate teachers who assist in the classrooms. The BCS Board of Directors adopts policies that support the mission and vision of the school.</p>	<ul style="list-style-type: none"> ● Board Policies ● BCS Mission ● BCS Vision ● BCS Strategic Plan

Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support*

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William Butler Yeats*

methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
N/A to BCS	

Understanding the Role of the Governing Board

Indicator: The school community understands the governing board's role, including how parents can participate in the school's governance.

Prompt: *Evaluate the ways the school community and parents are informed as to how they can participate in the school's governance.*

Findings	Supporting Evidence
Parent involvement and support are key factors to the success of Bulls Charter School. Parents are invited to be true partners with the school and play important roles in decision-making. From serving on the Board of Directors to working on the site and facilities plans, and participating on the Strategic Planning team, BCS parents take an active role and have an equal voice in the governance of the school. Parents are notified weekly of upcoming Board meetings and are invited to attend. Parent surveys establish that 92% of parents who participated in the spring 2014 Constituent Survey indicated that they have confidence in the BCS Board to make decisions that reflect the BCS Vision and Mission..	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● Spring 2014 Parent Constituent Survey

Governing Board's Involvement in Review and Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes.

Prompt: *Evaluate the processes for involving the governing board in the regular review and refinement of the school's vision, mission, and strategic objectives.*

Findings	Supporting Evidence
Board members participate in the annual strategic planning process and are active participants in refinement of the BCS Mission and Strategic Plan. The Board receives regular reports from BCS administrators about student performance.	<ul style="list-style-type: none"> ● BCS Strategic Planning ● BCS Board Meeting Agendas

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
As previously described, the BCS Mission is realized through the Strategic	<ul style="list-style-type: none"> ● BCS Board Policies

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<p>Plan. With the adoption of the Strategic Plan by the Board of Directors, the Founding Superintendent/Principal is then responsible for communicating these goals and expectations within the school community and is given the authority to work with all stakeholders to facilitate a successful implementation.</p>	
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Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.

Prompt: *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
<p>The Strategic Plan is monitored regularly by the Board of Directors. Additionally, the BCS Board approves all budgets and ensures that funds are spent appropriately and in accordance with the charter’s mission and vision and that the school’s education programs meet state compliance requirements in accordance with charter law.</p>	<ul style="list-style-type: none"> ● BCS Board Policies ● BCS Board Meeting Agendas

Complaint and Conflict Resolution Procedures

Indicator: Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

Findings	Supporting Evidence
<p>Bullis Charter School has two categories of complaint procedures: Uniform complaints and general complaints. The Uniform Complaint Procedure (UCP) may be used to report noncompliance of applicable state and federal laws and regulations, for example for complaints regarding sexual harassment, personnel, and/or discrimination. The process for addressing uniform complaints is delineated in the Education Code, and further, per the Brown Act, information on the process is posted in the office at both BCS sites. General complaints are handled at the school site with the assistance of school administration.</p>	<ul style="list-style-type: none"> ● BCS Board Policies

Conclusions

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The BCS Board of Directors has policies and bylaws that are aligned with the BCS Mission and which support the achievement of the BCS Strategic</p>	<ul style="list-style-type: none"> ● BCS Mission

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<p>Objectives. The implementation of these policies is delegated to the Founding Superintendent/Principal and her designees. The BCS Board of Directors regularly monitors student achievement and the LCAP.</p>	<ul style="list-style-type: none"> ● BCS Vision ● BCS Strategic Plan ● BCS Board Policies
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A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the strategic objectives and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

Indicator: The school's planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, parents, and business community.

Prompt: *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.*

Findings	Supporting Evidence
<p>BCS utilizes a philosophy of shared leadership in order to ensure all elements of school life focus on student achievement. This starts with our strategic planning process which engages all members of the community--administrators, board members, parents, and teachers--in determining strategic objectives for school improvement.</p> <p>The BCS Strategic Planning process is the means by which the school community continually creates systems to actualize the BCS Mission Statement and Strategic Objectives. Bound by a set of Beliefs and Parameters, the entire school community makes an uncompromising commitment to achieve specific measurable, observable, or demonstrable results that exceed present capability.</p> <p>The Founding Superintendent/Principal oversees the strategic plan and all aspects of school life related to actualizing the Bullis Vision and maintaining school culture. The Principal and Assistant Principal manage school site operations and support teachers and students as instructional leaders.</p> <p>The Founding Superintendent/Principal, Principal, and Assistant Principal sit on the school's leadership team with teacher-leaders who represent different grade levels and specialist teams. Together, this group sets strategic priorities and shares the responsibility of improving the Bullis program to better support student learning.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan

School Plan Correlated to Student Learning

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Bullis Charter School WASC/CDE Self-Study Report, 2015

Indicator: The school’s LCAP is directly correlated to the analysis of student achievement data about the critical learner and career readiness needs; strategic objectives; and academic, college, and career standards.

Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and career readiness needs, strategic objectives, and academic and career readiness standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
<p>The goals of the Bullis LCAP are based on the needs of the students we serve as well as the BCS 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 staff development toward the updated goals.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● BCS LCAP

Correlation between All Resources, Strategic Objectives, and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the LCAP.

Prompt: *Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the LCAP.*

Findings	Supporting Evidence
<p>As mentioned, the BCS LCAP finds its foundation in the BCS Strategic Plan, and the Strategic Plan guides resource allocation. As a mission driven school all expenditures support the accomplishment of the mission.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● BCS LCAP ● Annual Budget

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The administration at BCS believes strongly in providing an instructional program that meets the needs of all students in an inclusive school community. In order to accomplish this, the administration ensures that the school vision and mission are continually referred back to and that staff is supported in reaching that mission by providing professional development and leadership opportunities, along with time to plan, share, and reflect.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan ● Annual Budget

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the strategic objectives through a system of preparation, induction, and ongoing professional development.

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William Butler Yeats*

Indicators with Prompts

Employment Policies and Practices

Indicator: The school has clear employment policies and practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
<p>High expectations and standards for students, require high expectations and standards for teachers. BCS seeks only the best-qualified teachers for its program. All teachers hired meet NCLB standards for credentialing and subject matter competence. Every employee is provided the Employee Handbook (See Appendix D), which outlines adopted policies related to staff, including general employment expectations, employee rights, the uniform complaint procedure, sexual harassment policy, and the dispute resolution process. Employees are also given a copy of The Role of the BCS Educator (See Appendix J), and the BCS Ground Rules (See Appendix I), which outline additional expectation for employment at Bullis.</p>	<ul style="list-style-type: none"> ● Employee Handbook ● The Role of the BCS Educator ● BCS Ground Rules

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
<p>From the beginning of the hiring process, the BCS mission, expectations, policies, and procedures are clearly communicated. The school's vision, core beliefs, and job descriptions are distributed to all prospective candidates. The method of selecting new teachers is rigorous and requires at least three meetings with the applicant, and culminates with the candidate teaching a sample lesson to a class and in front of a panel of teachers including the team leader. Based on the feedback from this lesson, the administration will meet with the candidate to determine if he/she is the best fit for the school. Once hired, employees are provided copies of the school's charter, the Employee Handbook, Strategic Plan, and other relevant policies, all of which are reviewed at staff meetings. All teachers, including associate teachers, are fully credentialed and have the appropriate grade or subject authorization.</p>	<ul style="list-style-type: none"> ● Employee Handbook ● The Role of the BCS Educator ● BCS Ground Rules

Maximum Use of Staff Expertise

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Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared or their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
<p>Prior to the beginning of the school year, all new employees attend required training where they are given the opportunity to reflect on the school mission, learn about the strategic planning process, discuss school goals, become familiar with the governance and communication structures of the school, and review all policies and procedures. At the first all-staff meeting every year, these are once again reviewed and reinforced.</p>	<ul style="list-style-type: none"> ● Employee Handbook ● The Role of the BCS Educator ● BCS Ground Rules ● New Staff Training Agenda

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>Prior to the beginning of every academic year, at the first all-staff meeting, the Employee Handbook and all policies and procedures are reviewed. In addition the documents The Role of the BCS Educator and Ground Rules are also reviewed, and these documents, along with the Employee Handbook provide comprehensive information about all BCS responsibilities, operational practices, decision-making processes. BCS uses Google Drive for collaboration and these documents are always available on the shared Drive for staff to revisit and review.</p>	<ul style="list-style-type: none"> ● Employee Handbook ● Role of the BCS Educator ● BCS Ground Rules ● Guidelines for consensus decision making. ● Google Drive

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
<p>There are many structures in place at BCS to promote communication among staff. Each week begins with a Monday Memo from the Principal that includes pertinent information for the week. BCS uses Google Drive for collaboration and any staff member who wants information disseminated in the Monday Memo can add to the document in advance of it being sent to</p>	<ul style="list-style-type: none"> ● Role BCS Educator ● BCS Ground Rules ● Email lists for teams ● @BCS folder

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<p>staff. On the Google Drive there is a folder title “@BCS” which houses meeting agendas, calendars, daily schedules, school policies, pacing guides, long-term plans, and many other documents used for collaboration. Email groups are set up by school site and grade level to promote easy communication. The documents The Role of The BCS Educator and BCS Ground Rules and the Employee Handbook provide guidance on communication expectations and the expected process for resolving conflicts.</p>	<p>on the drive organizes all meeting notes</p>
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Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs?*

Findings	Supporting Evidence
<p>The entire teaching staff engages in a consensus-based decision making process in order to determine new school policies and programs as well as the distribution of resources when it relates to student achievement. For example, when Bullis shifted to using a Common Core aligned standards-based report card. Members of the leadership team incubated this idea and then proposed it to the staff. The staff discussed the idea and then voted by consensus to implement the new student-learning centered report card. Then, grade-level teams, led by team leaders, developed the language and format for their grades’ report cards. In this way, all staff members were involved in both the decision and the implementation of a new system that focuses on student achievement.</p> <p>Every year, the staff discusses BCS facilities and comes to consensus on how to best utilize our space and technology to support students. The staff also shares the responsibility of developing our STEAM program and the performance-based compensation Continuum (See Appendix B). These are a few of the innumerable examples of shared leadership in support of student learning at Bullis.</p> <p>Bullis’s model establishes a culture within which all members of the school community are empowered to take ownership of decisions that are made. This ensures all leadership decisions support every student’s achievement.</p>	<ul style="list-style-type: none"> ● Role BCS Educator ● BCS Ground Rules

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the*

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William Butler Yeats*

degree to which actions of the leadership and staff focus on successful student learning?

Findings	Supporting Evidence
As mentioned, BCS is a mission driven school and as a result, student learning is the focus of everything we do. The Leadership Team meets weekly to review the focus and direction of the school, and to ensure that each grade level is meeting the needs of students. BCS teachers are committed to successful student learning and on a daily basis challenge students to meet high academic standards.	<ul style="list-style-type: none"> ● BCS Mission ● Team Leaders Meeting Agendas

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The BCS Leadership is fully committed to ensuring a focus on the BCS Strategic Objectives and achievement of high academic standards through a system of preparation, induction, and ongoing professional development.	<ul style="list-style-type: none"> ● BCS Professional Development Plan ● BCS Professional Development Calendar ● BCS Strategic Plan

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Indicators with Prompts

Support of Professional Development

Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the strategic objectives.

Prompt: *How effective is the support of professional development/learning? Provide evidence and example?*

Findings	Supporting Evidence
BCS has formed a learning community of professional educators who continually strive to align their teaching with state standards and to meet student needs. Professional development opportunities, including time for reflection on teaching methods, are built into the school year. The Leadership Team plans the professional development for the year, targeting areas based on strategic	<ul style="list-style-type: none"> ● New staff training ● Summer Professional Development

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William Butler Yeats*

<p>and school goals, assessment data, and teacher input. Regularly scheduled time is allotted for staff and teams to discuss test scores, collaboratively write or reflect on school goals, evaluate programs, plan staff development, prioritize budgetary spending, etc.</p> <p>As stated previously, BCS has designed ten staff development days prior to the beginning of the school year. Additional days are added to introduce new teachers to school policies/procedures and the BCS Mission, and to give a curricular overview of the programs by the administration and the teacher experts. These staff development days are also ideal for the entire staff to receive training in a cohesive manner. Additional professional development is scheduled during the year to provide time for the professional development recommendations that were determined by the teachers.</p> <p>In addition to the professional development opportunities during the year through the staff and team meetings and professional 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 Continuum goals. Teachers at BCS are encouraged to choose an area of expertise and to act as a leader for the staff in that area. Along with the administration, these “Experts” often attend off-site training and workshops in teams, so that they can return to the site and plan together to decide how to share what they have learned with the rest of the staff. For example, after the environmental science team visited a Marine science school in southern California, they returned to develop and write a curriculum for the grades 3 & 4 students that is currently being implemented.</p>	<ul style="list-style-type: none"> ● Staff led technology training ● Professional Development Calendar ● Professional Development Plan ● BTSA (Induction Program)
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Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>The evaluation process begins each fall when all teachers at BCS set professional goals based on our Continuum of professional growth. Teachers are required to write SMART Goals and provide metrics that tie to student learning. Teachers also discuss their process and tools by which the attainment of the goal is measured and the "evidence" that will be collected as support (e.g. student work samples, test scores, portfolios, etc.). Teachers are given an opportunity to discuss their plans for the year and clarify their needs and desires for support from the administrator. The goals are then finalized and approved for the year.</p> <p>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</p>	<ul style="list-style-type: none"> ● BCS Continuum ● SMART goal examples; professional goals ● SMART goal evidence – tied to student work

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<p>objectives, the administrator to ask questions, and an opportunity to express mutual expectations. After the lesson, the administrator and teacher hold a post-observation 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.</p> <p>At the end of the year, each teacher conducts a self-evaluation on his/her professional goals to determine if each was met. A meeting is held between each teacher and the Principal or Assistant Principal during which each goal is reviewed and "evidence" in the form of a professional portfolio is presented and future goals are discussed.</p>	
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Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Prompt: *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>The heart of professional development at BCS is the Continuum. Teachers set professional learning goals in target areas. As part of their SMART goal writing, teachers identify the skills they will need to develop as well as an action plan (including the support they need) to learn the new skills. So in addition to staff development at the school level, every individual teacher is engaged in his or her own professional learning plan each year. Teacher success in meeting their goals is determined by analysis of student data that serves as evidences of the connection between the teacher’s professional growth, the actions he/she changed in his/her classroom, and improved student learning outcomes. An administrator evaluates each teacher’s goals.</p> <p>Teachers attend conferences and are expected to bring back learnings and share new strategies, insights, and tools with their teams, and if applicable, the staff. For example, teachers who attended PBL World worked together to facilitate a PD session on improving PBL units at the summer staff development. Similarly, teachers who have attended technology PD off-site are sharing their learnings at the summer tech conference (in-house PD), in their grade level teams, and in their PLCs. One PLC is implementing an app that a teacher learned to use at off-site PD. Teachers in that PLC are observing one another using the app in class and are giving one another feedback on the integration of the technology in the classroom.</p> <p>When teachers learn new strategies or content during staff development trainings, they are expected to implement their learnings in their classes. For example, the entire staff was trained on creating d.thinking units. The</p>	<ul style="list-style-type: none"> ● Continuum ● Teacher SMART goals ● Strategic plan ● Staff development agenda and session materials ● Lesson and unit plans ● MAC data

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<p>effectiveness of this PD can be measured by the integration of d.thinking units in every grade level since the PD and the ongoing efforts teachers are making through PLC meetings, team meetings, and ongoing PD with the d.school to improve this instructional practice.</p> <p>In the last several years as the school has transitioned to the Common Core, staff has undergone extensive training to prepare them to teach the new standards. The success of these trainings will become clear once SBAC results are published. There are already indications of the viability of the Math Common Core PD as evidenced by the BCS's MAC scores, which are much higher than the average scores of other local schools.</p>	
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Prompt: *How effective is the support of professional development/learning? Provide evidence and example?*

Findings	Supporting Evidence
<p>Professional development and frequent reflection on teaching methods are integrated throughout the school year. The Leadership Team plans the year-long calendar for staff development, prioritizing areas based on data and school goals. Regularly scheduled time is allotted for staff, team, and curriculum meetings, where the staff discusses assessment data, collaboratively writes or reflects on school goals, evaluates programs, plans staff development, prioritizes budgetary spending, etc. Feedback on the quality of the professional development and ideas for focus areas are gathered from staff each spring.</p>	<ul style="list-style-type: none"> ● BCS Professional Development Plan ● BCS Professional Development Calendar ● Staff Professional Development Survey

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The BCS Leadership Team is committed to providing the BCS staff frequent, research-based professional development that will allow teachers to support students to meet high academic standards and the BCS Strategic Objectives.</p>	<ul style="list-style-type: none"> ● BCS Professional Development Plan ● BCS Professional Development Calendar ● Staff Professional Development Survey

A6. Resources Criterion

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

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college- and career-readiness standards, and the strategic objectives.

Indicators with Prompts

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the strategic objectives, the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *To what extent are resources allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the strategic objectives, the academic standards, and the college- and career-readiness standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>A variety of resources are utilized in an ongoing effort to support students' learning. BCS is committed to structuring our school and programs to meet the developmental and academic needs of every single student. Resources follow the students and their needs. Whenever a funding request is made, this fundamental question is asked: <i>How will the expenditure help realize the Strategic Objectives and promote student learning?</i> Further staff are given the opportunity to provide input when there are funds available and the way to spend the funds is to be determined. Two examples of this include Walkathon funds and Fund-a-Need. The Bullis Boosters Club (BBC) the BCS parent organization raised over \$20,000 to support BCS, the staff gave input regarding how the funds should be spent. Similarly, every year the Bullis-Purissima Elementary School Foundation raises funds for the school during their spring auction; staff is consulted regarding how the funds should be spent.</p>	<ul style="list-style-type: none"> ● Annual Budget ● Staff Meeting Agendas

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>The goals of the school, as outlined in the charter, are carefully monitored and audited by BCS's chartering agency, the Santa Clara County Office of Education. Staff from the county office from the Administrative Services, Human Resources, Student Services, Instructional Services, and Business Services departments visit the school three times each year to review files, talk to staff, and visit classrooms to ensure that BCS is carrying out the objectives in</p>	<ul style="list-style-type: none"> ● BCS Board Polices ● BCS Audit

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<p>its charter. BCS has passed every one of its audits without any issues or deficiencies noted in any of these departments.</p> <p>More specifically, a financial audit, conducted by a firm retained by the Bullis Charter School Board and approved by the Santa Clara County Office of Education, has been completed for the 2013-2014 academic year. The audit, which verified the accuracy of the school's financial statements, revenue-related data collection and reporting practices, also reviewed the school's internal controls. The completed audit was reviewed and adopted by the Board of Directors, shared with the public, and has been submitted to the sponsoring agency, the California Department of Education, and the State Board of Education.</p>	
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Facilities

Indicator: The school's facilities are adequate to meet the school's vision, mission, strategic objectives; the educational program and are safe, functional, and well-maintained.

Prompt: *Specifically, to what extent do the facilities support the school's vision, mission, strategic objectives, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
<p>The Bullis Charter School campus is located in portable classrooms on the campuses of Egan Junior High School campus and in portables on the Blach Junior High School campus in the city of Los Altos. The Egan site is comprised of 26 classrooms, a main office, a multipurpose portable, a playground area with an SDA-compliant playground structure, an athletic field, and several portables, which include separate rooms for a library/media center, MakerSpace, music, art, Special Education, and custodial and physical education offices.</p> <p>The site located next to Blach Jr. High, referred to as BCI, the Bullis Center for Innovation, is comprised of 10 classrooms, a main office, a FabLab, and several spaces that are shared with the Blach Jr. High, including a science lab, track and field, and a multipurpose room/gym.</p> <p>Facilities are an area for improvement and impacts our educational program. Lack of regular access to a multipurpose room and adequate physical education and science facilities are problematic.</p>	<ul style="list-style-type: none"> ● Settlement Agreement between BCS and LASD

Instructional Materials and Equipment

Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

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Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.

Findings	Supporting Evidence
<p>Bullis follows Williams Act guidelines regarding students' accessibility to instructional materials which gives all students access to textbooks. BCS has a strong commitment to providing technology for teacher and student use. All grade levels have computer carts that they share and in middle school, all students are 1 to 1 with an electronic device. This allows students access to online and digital resources including online textbooks, content creation apps, and typing tools.</p>	<ul style="list-style-type: none"> ● Textbook Inventories ● Technology Inventory ● Purchase orders

Well-Qualified Staff

Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
<p>BCS has a strong commitment to allocating resources to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff because it is our belief that this will result in students being able to realize the Strategic Objectives. A prime example of this is the funding new staff training and of 10 days of professional development for sixty teachers in August before school begins. This occurs every academic year and has significant budget implications.</p>	<ul style="list-style-type: none"> ● Annual Budget

Long-Range Planning

Indicator: The district and school's processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the strategic objectives.

Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>A Finance Steering Committee consisting of the Founding Superintendent/Principal, the Board of Directors Treasurer, and parents with financial expertise together with representatives from the Foundation and BBC meet quarterly to set and monitor the budget and review financial reports. Bullis Charter School has contracted with EdTec, a reputable outsourced charter school business services firm, to provide business consultation and support to the Founding Superintendent/Principal. The Founding Superintendent/Principal oversees the work of EdTec, which handles all back-office business functions, including: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. EdTec ensures that all reporting is</p>	<ul style="list-style-type: none"> ● Board Policies ● Board Meeting Minutes

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<p>submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits/retirement reporting. The company helps the Founding Superintendent/Principal and Board of Directors to create and monitor the annual budget and provides monthly budget and cash flow projections and analyses.</p> <p>Fundraising to supplement state and federal funds is handled through a separate legal entity known as the Bullis-Purissima Elementary School Foundation. Contingencies are in place to ensure that worst case scenarios (revenue shortfalls) can be handled without disruption to the operation of the school. After meeting its annual commitment to the school, the Foundation carries any excess fundraising as a reserve for future years.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>At BCS there is a commitment to and focus on ensuring that all resources are sufficient and utilized effectively and appropriately so that all students can achieve the Strategic Objectives and meet high academic standards.</p>	<ul style="list-style-type: none"> ● Annual Budget ● Annual Audit ● Annual Charter School Report to the SCCOE.

A7. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and other Resources) Plan

Indicator: The school regularly reviews its long-range plan (and other resources) in relation to the school’s vision, mission, and strategic objectives. Decisions about resource allocation are directly related to the school’s vision, mission, and strategic objectives.

Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan.*

Findings	Supporting Evidence
<p>Multi-year planning is conducted through the annual strategic planning process. As mentioned, BCS is committed to structuring our school and programs to meet the developmental and academic needs of every single student. Resources follow the students and their needs and support the achievement of the Strategic Objectives.</p>	<ul style="list-style-type: none"> ● BCS Strategic Plan ● Strategic Planning Process ● Annual Budget

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Regular Accounting and External Audit Procedures

Indicator: The school has defined regular accounting and external audit procedures.

Prompt: *To what extent does the school have defined regular accounting and external audit procedures? Comment on the effectiveness of the procedures to determine if they meet they meet the generally accepted principles of accounting and audit procedures.*

Findings	Supporting Evidence
<p>A Financial Audit, conducted by a firm retained by the Bullis Charter School Board and approved by the Santa Clara County Office of Education, has been completed for the 2013-2014 school year. The audit, which verified the accuracy of the school’s financial statements, revenue-related data collection and reporting practices, also reviewed the school’s internal controls. The completed audit was reviewed and adopted by the Board of Directors, shared with the public, and has been submitted to the SCCOE, the California Department of Education, and the State Board of Education.</p>	<ul style="list-style-type: none"> ● Annual Audit Report

Budgeting Process — Transparency

Indicator: The school develops and monitors its annual budgeting process to ensure transparency.

Prompt: *Comment on how the school has developed and monitors its annual budgeting process to ensure transparency.*

Findings	Supporting Evidence
<p>A Finance Steering Committee consisting of the Founding Superintendent/Principal, the Board of Directors Treasurer, and parents with financial expertise together with representatives from the Foundation and BBC meet quarterly to set and monitor the budget and review financial reports. School budget reports, including unaudited actuals are available on the BCS website.</p>	<ul style="list-style-type: none"> ● Annual Budget ● BCS Website

Adequate Compensation, Staffing, Reserves

Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>All BCS employees are well compensated. The teaching salary is extremely competitive, and all staff members are provided medical, dental, and vision benefits. Our competitive salary schedule and compensation package, especially by charter school standards, are some of the reasons prospective applicants have reported they are attracted to the school.</p>	<ul style="list-style-type: none"> ● Annual Budget

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Marketing Strategies

Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
The BCS Communications Committee is comprised of board members, parents, and community members bringing together a wealth of knowledge in the areas of marketing and public relations, and has played an integral role in the success of our current Open Enrollment period. As mentioned, fundraising to supplement state and federal funds is handled through a separate legal entity known as the Bullis-Purissima Elementary School Foundation.	<ul style="list-style-type: none"> ● Marketing Collateral ● Foundation Annual Budget

Stakeholder Involvement

Indicator: All stakeholders are involved in future planning, including addressing long-range capital needs.

Prompt: *To what extent are all stakeholders involved in future planning, including addressing long-range capital needs? How effective are the processes to involve all stakeholders?*

Findings	Supporting Evidence
As mentioned, multi-year planning is conducted through the annual strategic planning process. Regarding capital needs, stakeholders are engaged by the Bullis-Purissima Elementary School Foundation in raising funds for BCS.	<ul style="list-style-type: none"> ● Strategic Planning Process ● Foundation Annual Budget

Informing the Public and Appropriate Authorities

Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
Stakeholders are notified of the financial needs of the organization through the strategic planning process. An annual Charter School Report is submitted to the SCCOE, and annual budgets are reviewed and adopted by the Board of Directors, shared with the public, and has been submitted to SCCOE.	<ul style="list-style-type: none"> ● Strategic Planning Process ● Annual Budget ● Annual Charter School Report

Adequacy of Reserve Funds

Indicator: The school ensures the adequacy of reserve funds to ensure the financial stability of the school.

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Prompt: *How does the school ensure the adequacy of reserve funds to ensure the financial stability of the school? Comment on whether the allocation of resources is sufficient to address the strategic objectives and the critical learner needs of students*

Findings	Supporting Evidence
<p>BCS routinely meets at least the minimum 3% charter school reserve funding levels as required by California state law, as noted on all audits. In addition, Fundraising to supplement state and federal funds is handled through a separate legal entity known as the Bullis-Purissima Elementary School Foundation. As mentioned, contingencies are in place to ensure that worst case scenarios (revenue shortfalls) can be handled without disruption to the operation of the school. After meeting its annual commitment to the school the Foundation carries any excess fundraising as a reserve for future years.</p>	<ul style="list-style-type: none"> ● Board Policies ● Annual Audit Report ● Annual Budget

Decisions — Strategic Objectives

Indicator: The school bases resource allocation decisions in relationship to the strategic objectives and the critical learner needs of the students.

Prompt: *To what extent does the school base its resource allocation decisions in relationship to the strategic objectives and the critical academic needs of the students.*

Findings	Supporting Evidence
<p>As previously mentioned, BCS is a mission driven school and all decisions, including regarding resources allocation, are made to achieve the Strategic Objectives.</p>	<ul style="list-style-type: none"> ● BCS Mission ● BCS Vision ● BCS Strategic Plan

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The Board of Directors and the Founding Superintendent/Principal execute responsible resource planning for the future. BCS is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).</p>	<ul style="list-style-type: none"> ● Board Policies ● Annual Audit Report ● Annual Budget

A8. Resources Criterion [Charter Schools only]

The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.

Indicators with Prompts

Written and Adopted Policies/Procedures

Indicator: The school has written adopted fiscal policies and procedures for internal controls.

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Prompt: *Comment on the effectiveness of the school’s process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.*

Findings	Supporting Evidence
<p>BCS has developed policies, procedures, and internal controls for effectively managing the financial operations that meet state laws, generally accepted practices, and ethical standards as verified by our 2013-2014 Financial Audit report which states that no deficiencies or material weaknesses were noted in their findings. BCS uses the accruals method of accounting whereby revenues are recognized when earned and expenses are recorded when the obligation is incurred. As required by board policy, all expenses over \$5,000 require a second signature. Monthly check registers are brought to and approved by the Board at their regular public meetings and any unbudgeted items must be submitted to the Board for approval.</p>	<ul style="list-style-type: none"> ● Board Policies

Annual Financial Audit

Indicator: The school has an annual independent financial audit that employs generally accepted accounting principles, including a listing of audit exceptions and deficiencies which the school has resolved to the satisfaction of the charter-granting agency. There are written policies on the scope and responsibilities related to an independent financial audit. The school sends the audit reports to the authorizing agency and other government entities as required by law.

Prompt: *Examine how the school ensures accountability and determine the effectiveness of these policies and procedures. Does the school send the audit reports to the authorizing agency and other government entities as required by law.*

Findings	Supporting Evidence
<p>A Financial Audit, conducted by a firm retained by the Bullis Charter School Board and approved by the Santa Clara County Office of Education, has been completed for the 2013-2014 school year. The audit, which verified the accuracy of the school’s financial statements, revenue-related data collection and reporting practices, also reviewed the school’s internal controls. The completed audit was reviewed and adopted by the Board of Directors, shared with the public, and has been submitted to the sponsoring agency, the California Department of Education, and the State Board of Education.</p>	<ul style="list-style-type: none"> ● Past Financial Audits ● Board Policies

Compliance of Personnel

Indicator: Personnel follow the fiscal policies and procedures.

Prompt: *Evaluate the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.*

Findings	Supporting Evidence
<p>Expenses and purchase orders are carefully reviewed and must be approved by the Superintendent before any obligation is created or any expense is incurred; expenses over \$5,000 must also be approved by the Board Treasurer.</p>	<ul style="list-style-type: none"> ● Board Policies

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Personnel follow fiscal policies and procedures.	
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Processes for Implementation of Financial Practices

Indicator: The school has processes and protections for the following: who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; 4) the policies and procedures for the use of credit cards and other lines of credit.

Prompt: Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Findings	Supporting Evidence
Bullis Charter School has contracted with EdTec, a reputable outsourced charter school business services firm, to provide business consultation and support to the Founding Superintendent/Principal. The Founding Superintendent/Principal oversees the work of EdTec, which handles all back-office business functions, including: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. EdTec ensures that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits/retirement reporting. The company helps the Founding Superintendent/Principal and Board of Directors to create and monitor the annual budget and provides monthly budget and cash flow projections and analyses. Since being chartered, BCS has been in compliance with mandatory reserves and is fiscally solvent. A financial report is also prepared monthly for the Santa Clara County Office of Education, our chartering agency.	<ul style="list-style-type: none"> ● Board Policies ● Monthly Check Registers

Contracts — Accounting

Indicator: The school has a contracting process for services, equipment, and materials and accounts for all contracts of \$75,000 or more and their purposes.

Prompt: Explain the effectiveness of this process..

Findings	Supporting Evidence
BCS trains its employees in the state requirements for contracting any services. In addition, BCS adheres to the state requirement for any, and all, contracting of any type of service.	<ul style="list-style-type: none"> ● Board Policies ● Past Contracts

Conclusions

Prompt: Comment on the degree to which this criterion is being addressed.

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Findings	Supporting Evidence
The fiscal policies and procedures employed by BCS are grounded in sound accounting principles. BCS has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards.	<ul style="list-style-type: none">● Past Financial Audits● Board Policies

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WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- BCS has a strong vision and a well-articulated mission and purpose.
- BCS has a strong, knowledgeable leadership team with varied strengths in place.
- BCS has a very strong, highly qualified teaching staff in place.
- BCS students, parents, teachers choose to be at the school and there is a strong sense of community.
- BCS has many opportunities to communicate with parents via parent conferences, e-mails, newsletters, grade level meetings, board meetings, etc.
- BCS encourages and provides time for collaboration and professional growth.
- BCS provides very good resources to support and enhance teaching and learning.
- BCS has a very strong and well-run Foundation to support its programs.
- BCS has strong parental support as evidenced by the large number of parent volunteers in all aspects of the school from governance to yard supervision.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- Securing facilities that will fully support the BCS program.

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Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the strategic objectives. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

Indicator: The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program the prepares students for college, career, and life.

Prompt: *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and revise the curriculum appropriately.*

Findings	Supporting Evidence
<p>BCS's curriculum is developed to ensure that our Strategic Objectives are realized, and the curriculum provides a rich, student-centered, activity-based learning program designed to help students become independent problem solvers and critical thinkers who draw upon a solid foundation of basic skills in order to solve authentic challenging problems and complex tasks. With the implementation of Common Core State Standards, and exposing students to a wide variety of rich instruction across subjects teachers ensure that students receive a balanced education and educate the whole child. All BCS students receive instruction in English Language Arts, math, science, and social studies as well as physical education, art, music, drama, foreign language, and engineering and design from highly qualified teachers. Standards for what each student will master in all subject areas are in place with expected learning results providing a basis for articulation among teachers and successful transitions for our students. The standards are reviewed and revised according to the changing needs of our students and evolving state expectations.</p> <p>Working within grade-level teams and Professional Learning Communities, teachers use the standards, assessment tools, and the current literature on educational practices, to design a dynamic curricula to meet our students' specific needs. Some of the more rigorous and relevant curricula created by teachers to meet our students' diverse learning needs and state standards include Project Based Learning (PBL) units and design thinking projects. Characteristics of PBL are that projects are authentic and realistic, student-</p>	<ul style="list-style-type: none"> ● CCSS implementation plan ● Units of Study in Opinion/Argument , Information, and Narrative Writing: A Common Core Workshop Curriculum ● Everyday Math ● College Preparatory ● Mathematics Core Connections, Courses 1-3 6–8 ● Lesson Study Teams, SVM I ● Better Lesson

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driven, involve students in a constructive investigation, and focused on a driving question that drives students to encounter and struggle with a central concept. Research shows Project Based Learning with emphasis on student autonomy, collaborative learning, and assessments based on authentic performances are seen to maximize students' orientation toward learning and mastery. Additionally, PBL includes variety, challenge, student choice, and authentic, real-world problems in order to promote students' interest and motivation and provide access to all students. Additional research shows learning that occurs in the context of problem solving is more likely to be retained and applied and that schools implementing PBL show academic gains for all students in all subgroups. Design thinking is a methodology for creative problem solving. In design thinking students solve real problems based in empathy for another, think critically, discover knowledge and continually revise and change their prototypes, just like they might if working on a project in a real career. With design thinking, students can learn how to interpret information they've learned, and continue to iterate and experiment with different solutions and ideas. In the process, students gain the confidence that everyone can be part of designing a better future.

As a charter school, Bullis is able to research and choose curriculum and materials that best meets the needs of our specific population rather than relying on the state to make the decisions. At a time when CCSS is being implemented, yet major publishers are still developing quality curriculum, Bullis is committed to creating a cohesive and rigorous program based on standards and best practices. For example, teachers implement the *Units of Study in Opinion/Argument, Information, and Narrative Writing: A Common Core Workshop Curriculum* from Teachers College, Columbia University for grades kindergarten through fifth to support a cohesive and coherent writing program that supports all students in receiving rigorous writing instruction.

Middle school math teachers are using *College Preparatory Math (CPM)* curriculum because in the past many of our students scored at the Advanced level on the STAR test, and were ready for a more rigorous math program. Bullis has used CPM for several years and are now using *CPM, Core Connections* to ensure rigorous math instruction that is consistent and follows a cohesive math curriculum for student success. While CPM program is not on the California textbook adoption list, it is recognized by the Eisenhower National Clearinghouse (ENC) and the US Department of Education as Exemplary. For math in grades kindergarten through second grade, teachers are currently implementing *Everyday Math*. This 2015 edition follows research-based practices such as reengagement lessons, support for different learners, and CCSS. With our implementation of Common Core, BCS teachers continue to learn together and continually examine our practice, learning new best practices, and implementing these in connection with our CCSS implementation plan focusing on mathematical practices, reading of complex texts and close reading, Opinion/Argument Writing, and Academic Language. During the initial

- Participation
- PBL Units of Instruction
- Design Thinking Units of Instruction

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<p>adoption of these materials, the teachers researched the available textbooks and piloted the programs before making a final decision. Once the textbooks were selected, the teachers reported to the Board during the school year on their assessment of the effectiveness of the new curricula.</p> <p>As mentioned in section A5, BCS teachers and staff stay current and revise curriculum appropriately by attending professional development in many settings. Different teams of teachers participate in lesson study opportunities and professional development through Silicon Valley Math Initiative as well working with BetterLesson in order to gain deeper understanding of CCSS, mathematics content knowledge, and teaching strategies with feedback and guidance from experts in the field and colleagues. The leadership team and other teachers attend the Curriculum Leadership Council (CLC) at Santa Clara County Office of Education (SCCOE), Teachers' College, Columbia, University for Reading and Writing Summer Institutes, Conferences on Teaching and Learning, NGSS conferences and implementation workshops, Project Based Learning conferences by the Buck Institute, design thinking workshops with the d.school, Institute of Design at Stanford, and many others in specific content areas and VAPA. As leadership or teachers attend the different professional learning opportunities, they then return to BCS and train other teachers in what they have learned ensuring a consistent implementation so that students are provided with a coherent and rigorous program.</p>	
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Academic and College- and Career-Readiness Standards for Each Area

Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

Prompt: *Evaluate to what extent there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements.*

Findings	Supporting Evidence
<p>Scoring rubrics and student work samples are provided at each grade level to clarify the learning expectations to teachers, students, and parents. Learning results are assessed by analyzing standardized and locally developed assessment scores per grade level at staff and team meetings, and from there decisions are made about how effective our chosen curriculum is at meeting our students’ needs.</p> <p>Within each subject area, there is a clear and consistent system by which teachers administer schoolwide assessments at the beginning, middle, and end of the year with specific benchmarks for students to reach in order for them to be on track to meet grade level expectations at the end of the year. Each grade level ties specific assessments to the report cards and uses the beginning of the year assessments to create or co-create the Focused Learning Goals for each student. In February, following the mid-year assessment period, if there are</p>	<ul style="list-style-type: none"> ● Rubrics ● Assessment Matrices ● Benchmarks ● School-wide assessments ● Focused Learning Goals Documents ● MAC tests and results ● Teacher feedback from lesson study

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<p>students who are below benchmarks for meeting CCSS, teachers examine these students' needs and put into place specific plans to support these students so that all students reach their fullest potential. Administrators support teachers and have access to view and analyze student data through shared assessment matrices via google docs to ensure all students' needs are met.</p> <p>Each Spring, BCS participates in the Mathematics Assessment Collaborative (MAC) assessments through SVMl. Through our membership in SVMl, teachers score student work in grade level teams on complex and rigorous standardized math problems that align with CCSS and analyze student work in order to create reengagement lessons as a team. As teams create their lessons together based on their students' misconceptions, each grade level team engages in a lesson study together, delivering the lesson as team members observe and give feedback focused on evidence of student learning and student work. SVMl provides data that compares our students to other participating schools as well as comparing our standardized testing data to student performance on the MAC. This data has been invaluable with teaching and assessing CCSS.</p>	<p>tied to MAC</p>
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Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the strategic objectives.

Prompt: *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the strategic objectives.*

Findings	Supporting Evidence
<p>Delivery of curriculum is planned in the weekly grade level team, PLCs, and/or Grade-Span Team Meetings so that all students at each grade level are assured the same delivery of content because each child is exposed to the same standards-based concepts. Teachers also combine classes and teachers for large group activities (buddy, "House"). The specialist teachers, physical education, art, drama, music, foreign language, and Fab Lab/Makerspace, teach every student at BCS. This flexibility allows the strengths of each teacher to be maximized to provide a balance of learning experiences. Teachers also meet informally on a daily basis to share ideas and resources, observe peers, and discuss instructional strategies. This is accomplished through scheduling common preparation times for teachers during the school day.</p> <p>All PBL and design thinking units are aligned to CCSS to ensure they are standards-based and provide deep, authentic learning. All teachers implement CCSS. Art specialists implement new VAPA standards, and all specialists integrate grade level academic standards when possible through collaboration and planning with the homeroom teachers.</p>	<ul style="list-style-type: none"> ● Grade level team planning ● Team Meeting Agendas and Notes ● PLC Notes and Action Plans ● Long-term Plans ● Scheduled planning times/schedules

Student Work — Engagement in Learning

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Bullis Charter School WASC/CDE Self-Study Report, 2015

Indicator: The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the strategic objectives.

Prompt: *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the strategic objectives.*

Findings	Supporting Evidence
<p>In PLCs, grade-level team meetings, and grade-span team meetings, teachers examine student work and use specific protocols to analyze student work. Teachers work in vertically aligned groups and within grade level to use the “sharing student work protocol” based on Project Zero an educational research group at the Graduate School of Education at Harvard University. The protocol focuses on looking at student work to identify strengths and weaknesses to enhance teaching and learning. All teachers at BCS engage in this process examining student work in writing, mathematics, foreign language, science, music, and art.</p> <p>Writing teachers calibrate their scoring together as a grade-level team using consistent CCSS rubrics to ensure consistency in scoring with an emphasis on examining student work to gain understanding of student strengths and areas of need to gain specific knowledge to set learning goals for individuals and groups of students, and develop instruction to close learning gaps as well as meet all students where they are in order to stretch all students.</p> <p>All teachers at BCS set professional goals based on our Continuum of professional growth. Teachers are required to write SMART Goals and provide metrics that tie to student learning. Throughout the year and at the end of the year, teachers share their evidence showing their progress towards their set goals focusing on student learning and evidence within student work. Because all teachers are working on goals tied to student learning and evidence within student work, all teachers are analyzing student work throughout the year tied more specifically to individual teacher goals and areas of improvement. All of these practices directly support achievement of our Strategic Objectives.</p> <p>New teachers participate in induction. Through the support of an expert mentor, these new teachers go through two inquiry cycles a year examining student work, creating lessons to address student learning needs, and examining student work following instruction to evaluate the effectiveness of instructional strategies based on standards-based student work.</p> <p>As mentioned, BCS participates in the Mathematics Assessment Collaborative (MAC) assessments through SVMi. Administering this assessment is an excellent opportunity to score student work in grade level teams on complex and rigorous standardized math problems that align with CCSS and analyze student work in order to create reengagement lessons as a team. As teams create their</p>	<ul style="list-style-type: none"> ● PLC Action plans ● Sharing work protocol and teacher reflections ● Rubrics, student writing ● BCS Continuum ● SMART goal examples; professional goals ● SMART goal evidence – tied to student work ● Sample Induction folder with student work and analysis ● MAC assessments

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<p>lessons together based on their students' misconceptions, each grade level team engages in a lesson study together, delivering the lesson as team members observe and give feedback focused on evidence of student learning and student work.</p>	
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Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for all students.

Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>All students participate in all programs giving all students access to a rigorous, relevant, and coherent curriculum. Rigor at Bullis is defined as providing all students opportunities to develop conceptual understanding, procedural skills, fluency, and application in the context of an integrated curriculum and supportive environment; this definition gets its foundation in our Mission Statement and Strategic Objectives. Teachers ensure curriculum is relevant to the lives of their students, taking into consideration student interests and affinities, student age and developmental stages, student home-culture and language, and creating connection and application to the real world as well as integrating global citizenship and civic responsibility into curriculum and instruction. Teachers and school leaders plan for a coherent curriculum allowing for consistent progression of student learning and content as students progress within a grade level and through the grade levels at BCS.</p> <p>Teachers, with parent and student input, create Focused Learning Goals (FLGs) in October for each student in order to explicitly state the areas for improvement regarding meeting or exceeding, depending on the individual, the state standards. FLGs state specific student goals that are revisited by teacher and student periodically during the school year so that the student is a conscious participant in the curriculum and is aware of his/her expected learning results. Additionally, all students participate in an enhanced curriculum that greatly exceeds the state standards and that includes universal weekly music, art, physical education, FabLab/Makerspace, foreign language, and drama classes taught by credentialed teachers. K-5 students participate in a variety of co-curricular classes, such as Tech Challenge, Chinese Painting, Scratch Programming, French, Picture Book Writing, Gardening, engineering, Tumbling, Bullis Kids News, and Strings, while 6-8 students participate in a similar program including Exploratories, clubs, and intersession, which are three three-week sessions of classes such as designing a school of the future, app design,</p>	<ul style="list-style-type: none"> ● Sample differentiated lesson plans ● Sample FLG Documents

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<p>engineering challenges, wood working, sewing, and cooking; our rationale for offering such a program is that it acknowledges and creates a forum for students' multiple intelligences which in turn enhances their academic performance and their feelings of community belonging and self-worth.</p> <p>Teachers employ a variety of instructional practices to facilitated access and success for all students. Research shows that students who are taught for misconception rather than remediation make gains academically and continue to make gains in learning even once the instruction towards misconceptions stops, so this is one of many strategies employed to make sure all students have access and success academically. Targeted differentiated instruction is also employed to support all students, advanced, remedial, EL, and students with special needs in meeting their FLGs and specific learning goals for the current unit of study.</p>	
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Integration Among Disciplines

Indicator: There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Prompt: Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
<p>At BCS, teachers integrate subject matter within the homeroom and specialists integrate their special subject matter such as art, science, music, drama, physical education, or MakerSpace into the content and standards of the grade level they are teaching. One example of the homeroom and specialists collaborating in planning to integrate subject matter and instruction occurs in our fifth grade classes. Fifth grade students study the human body and as they study this within the subject of science, the physical education teacher teaches the students about the muscles and how the body works when doing physical activity, and the art teacher instructs the students in creating and sculpting a model of the human body, with an emphasis on the muscles. Through this integrated unit of study, students gain a deep understanding of the human body examining and learning through the lens of science, physical education, art and STEAM while creating a rigorous and relevant curriculum for students. Another example of integration of subjects occurs in the middle school during intercession. Seventh grade students learn sewing, woodworking, basic design in the first two intersessions, then in the final intersession, the students use the skills learned to create and direct their own performance of Mid-Summer Night's Dream including creating the stage, backgrounds, costumes, and directing the play themselves culminating with a performance for the public. All teachers at BCS plan and implement PBL with their students. PBL integrates subject matter in authentic and rigorous ways to support student learning.</p>	<ul style="list-style-type: none"> ● Sample integrated projects including PBL plans or final projects ● Intersession schedules and plans ● Specialist long-term plans

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Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This assessment includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

Prompt: *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p>As explained in Chapter One, BCS engages in strategic planning in a regular cycle. Through strategic planning, teachers, parents, administrators, board members, and community members annually review schoolwide initiatives, learner outcomes tied to curriculum, instruction, and school programs in an effort to stay true to the BCS Vision “Bullis Charter School offers a collaborative, experiential learning environment that emphasizes individual student achievement and 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.” Throughout the development of new programs or revisions of existing programs and materials, the BCS Vision is used as a guide for our work and ensure consistency and value of this with all stakeholders.</p> <p>At the end of each school year, the school leadership team requests feedback from teachers on the curriculum used and it’s effectiveness with student learning as well as input in the use of technology within the curriculum to support planning for the next school year. This ensures that all student needs are met through instruction, curriculum, and includes teachers in the process because they implement curriculum on a daily basis while continuing to ensure a coherent program.</p>	<ul style="list-style-type: none"> ● Strategic plans ● Teacher feedback

Policies — Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and strategic objectives. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p>Using the Strategic Plan as a guide, the leadership team, director of curriculum, and the administration ask for teacher input, and use teacher experience and expertise to determine if the curriculum will benefit BCS students. Teachers choose to pilot new programs and then evaluate the effectiveness of the program in meeting student needs. For example, first grade has piloted the use</p>	<ul style="list-style-type: none"> ● Strategic plan ● Tech conference ● Summer Professional

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<p>of Reading A-Z and Raz Kids to support a differentiated reading program that extends into the home for students. As a result of teacher findings based on student success, other grade levels began using these programs to support reading. Teachers create PBL units together in the planned grade level collaboration time. These units directly match the school vision offering a collaborative, experiential learning environment that fosters a lifelong love of learning. At the upper grades, teachers use google classroom to set up, collect, and provide feedback to students on assignments. The implementation of this was suggested and led by exemplary teachers at BCS to continually find new ways to support individual achievement.</p>	<p>Development Agenda</p>
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Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities and technical schools, including comments on the regularity and effectiveness of these effects. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Each year, our eighth grade teachers meet with the local high schools to ensure a smooth transition for our students, and to find out current and future expectations for academic performance and class placement with particular attention to math and foreign language.</p>	<ul style="list-style-type: none"> ● Articulation meetings

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All students at BCS receive a rigorous, coherent, comprehensive, standards-based education that supports all learners and teachers to meet their full potential through a rich, student-centered, activity-based learning program designed to help students become independent problem solvers and critical thinkers who draw upon a solid foundation of basic skills in order to solve authentic challenging problems and complex tasks. With the implementation of Common Core State Standards, and exposing students to a wide variety of rich instruction across subjects, BCS ensures that students receive a balanced education with a focus on the whole child. As mentioned, all BCS students receive instruction in English Language Arts, math, science, and social studies as well as physical education, art, music, drama, foreign language, and engineering and design from highly qualified teachers. Standards for what each student will master in all subject areas are in place with expected learning results providing a basis for articulation among teachers and successful transitions for our students.</p>	<ul style="list-style-type: none"> ● Assessment data & matrices ● MAC test data ● PBL student work & culminating projects ● Student work folders

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B2. Curriculum Criterion

All students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

Indicator: All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Prompt: *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>At Bullis Charter School, students are actively involved in selecting from a range of classes offered via Bullis Charter School’s co-curricular and extra-curricular programs (see E2). Both of these programs cover a variety of academic and social subject matters. In many cases, recommendations for students to enroll in specific co-curricular and extra-curricular classes are incorporated into a student’s Focused Learning Goals and have been offered to not only enrich the program offerings but also to support student needs and interests.</p> <p>In addition, every student at BCS has Focused Learning Goal (FLGs) which allow each student to choose goal areas to develop in each year. Students, teachers, and parents collaboratively address and measure students' academic, social, emotional, and behavioral progress throughout the year based on assessment data and student work. Along with their parents, students are actively involved, in developmentally appropriate ways, in the creation and implementation of the focused learn goals. For example, kindergarten students may merely state, "I like to read," as an area of "strength" and "I want to learn to write," as a goal. The teacher and parents build upon these statements; whereas upper grade students have direct input on the creation of the goals, how to meet the goals, and determine the criteria to determine success/failure.</p> <p>Students may also attend the goals conference with the teacher and parents, and in the upper grades, even lead the conference. After the FLGs are decided upon, the goals are reviewed on a regular basis. Some classes and students may be working 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 be checking in with their teacher 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 addressed daily and in a consistent manner and are upon which the instructional program is based. As needed,</p>	<ul style="list-style-type: none"> ● FLG documents ● FLG rubric ● Conferences ● Co-curricular and Extra-curricular offerings

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<p>goals are modified to meet the changing needs of the individual student.</p> <p>At the end of each year, each goal is evaluated on a rubric, given a score from one to five, with a one meaning that the student never performed at the level indicated in the FLG document, and a five indicating that the student consistently exceeded the goal. Any goal with a rubric score of three or below will be revisited the following year so that all students are supported in working towards and meeting multi-year, long-term goals.</p>	
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Student-Parent-Staff Collaboration

Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career and/or other educational goals.*

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>Teachers, students, and parents monitor and reflect on FLGs once a month and reflect formally in the mid-year report card comments. Developmentally appropriately, teachers provide instruction and provide set time for students to reflect upon their FLGs monthly. For example, fourth grade students reflect upon their goals in google docs providing monthly reflections and receiving teacher feedback on these, while third grade students reflect on one goal at a time, and first grade students focus their reflections on only their personal goals. A mid-year conference is available for teachers, parents, and students to communicate about individual goals. Should the need arise to revise, change, or add goals throughout the monitoring process, the teacher, parent, and student would collaborate to decide on revisions or changes and implement them upon the agreement of the team.</p>	<ul style="list-style-type: none"> ● Student reflections on FLGs ● Conference schedule ● FLG documents ● Sample mid-year report card comments

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All students at BCS 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 BCS.</p>	<ul style="list-style-type: none"> ● Specialist schedules; class schedules

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FLGs allow all students to have a personal learning plan, focusing students, teachers, and parents on six areas: reading, writing, math, content, behavior, and personal.	<ul style="list-style-type: none">● FLG documents
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B3. Curriculum Criterion - Upon completion of the high school program, students have met all the requirements of graduation and are prepared with success in college, career, and life.

Not Applicable to BCS

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WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- BCS provides a strong, rigorous academic curriculum aligned to state standards.
- BCS effectively uses FLGs to support all students' academic as well as social and emotional needs.
- BCS provides exceptional Project Based Learning and Design Thinking Curriculum
- BCS provides all students many avenues to learn about and explore new passions in the arts, foreign languages, and with STEAM curriculum

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- Continue to support all learners including a growing English Learner population through differentiation
- Continue to implement CCSS with a more consistent approach to curriculum and implementation across all grade levels
- Implement Next Generation Science Standards smoothly for all students with support and professional learning for teachers
- Deepen global competency instruction and curriculum

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Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

To achieve the academic standards, the college- and career-readiness standards, and the strategic objectives, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

Indicator: The school's observations of students working and the examining of student work provide information on the degree to which all students are engaged in challenging learning to assist them in achieving the academic standards, the college- and career-readiness standards, and the strategic objectives. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards, the college- and career-readiness standards, and the strategic objectives. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Like the Partnership for 21st Century Skills, BCS holds the 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).</p> <p>Bullis Charter School is a mission driven school that incorporates an approach to learning in which students are actively engaged through activities such as special projects, field trips, peer teaching and learning, library/Internet research, Focused Learning Goals, and small-group activity. Therefore, as mentioned, Project Based Learning units and design thinking challenges, which encourage collaboration, communication, critical thinking, and creative thinking, are prevalent. In these units, students apply their knowledge to create solutions for real-world situations, pulling together information they have learned across different disciplines in one meaningful project. In addition, our focus on STEAM (science, technology, engineering, arts, mathematics) makes innovative, engaging, rigorous education available to all students at all levels, allowing for students to gain a deeper conceptual understanding of the material in a meaningful way.</p> <p>All teachers encourage students to participate in a variety of activities and</p>	<ul style="list-style-type: none"> ● STEAM units ● PBL units ● Students’ working on collaborative projects within PBL/Design thinking & other content areas ● PLCs ● Grade level team minutes ● Student work protocols ● MAC assessment/student work ● Writing assessments

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opportunities at the school and in the community that meet the challenges of the curricular program. For example, students write research papers, perform in musicals, create animations, hold debates, learn to play musical instruments, design blogs and web pages, utilize the Internet for research, learn Mandarin characters and Mandarin academic language supporting CCSS at all grade levels, and apply math computation skills across the curriculum in areas such as science, technology, art and in the co- and extra-curricular classes.

Each Spring, BCS participates in the Mathematics Assessment Collaborative (MAC) assessments through SVMl. This is an excellent opportunity to allow teachers to score student work in grade level teams on complex and rigorous standardized math problems that align with CCSS and analyze student work in order to create reengagement lessons as a team. As teams create their lessons together based on their students' misconceptions, each grade level team engages in a lesson study together, delivering the lesson as team members observe and give feedback focused on evidence of student learning and student work. The observation of student work is the key to planning engaging lessons to meet all student needs and levels in the class.

Through professional learning communities (PLCs), grade level teams, and cross grade level teams (K-2, 3-5, 6-8, and specialists), teachers work together to meet the needs of all students. All teachers are a part of a self-selected PLC and meet at least once a month to set goals, collect and analyze student data, and to reflect on student learning. Areas of focus include aligning assessments with the CCSS, CCSS English/language arts lesson study, CCSS math lesson Study, behavior management and SEL, teaching students to be global citizens, technology integration, visual and performing arts lesson study, and designing and implementing design challenges.

In writing, teachers calibrate their scoring together as a grade-level team using consistent CCSS rubrics to ensure consistency in scoring with an emphasis on examining student work to gain understanding of student strengths and areas of need to gain specific knowledge to set learning goals for individuals and groups of students, and develop instruction to close learning gaps as well as meet all students where they are in order to stretch all students.

All teams use student work protocols and observation protocols to inform their instruction and to make sure that students are meeting specific learning objectives so that they are college and career-ready. As teachers engage in the sharing work protocol, they keep in mind the work of all students focusing on three samples representing different levels of the students in the class. While looking at the three focus students' work, teachers are able to look at specifics and draw conclusions about impact of instruction in meeting all

graded with rubrics

- Sample induction folder with student work

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<p>students needs.</p> <p>All teachers at BCS set professional goals based on our Continuum of professional growth. Teachers are required to write SMART Goals and provide metrics that tie to student learning. Throughout the year and at the end of the year, teachers share their evidence showing their progress towards their set goals focusing on student learning and evidence within student work. Because all teachers are working on goals tied to student learning and evidence within student work, all teachers are analyzing student work throughout the year tied more specifically to individual teacher goals and areas of improvement.</p> <p>New teachers participate in induction. Through the support of an expert mentor, these new teachers go through two inquiry cycles a year examining student work, creating lessons to address student learning needs, and examining student work following instruction to evaluate the effectiveness of instructional strategies based on standards-based student work.</p>	
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Student Understanding of Learning Expectations

Indicator: The students know the standards/expected performance levels for each area of study.

Prompt: *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>Teachers often use a driving question, an agenda, or state the objectives students will be learning in order to inform students about expectations of content that will be covered. Students are familiar with rubrics (developmentally appropriately), and they strive to meet the expectations outlined clearly in the rubrics. All students receive verbal and written feedback from teachers on their performance in daily instruction and student work. In addition, all students have Focused Learning Goals that they helped create. Over the course of the year, students work toward meeting those goals by monitoring them monthly and by receiving feedback on their progress. At the end of the year, the goals are scored on using a rubric with student input.</p>	<ul style="list-style-type: none"> ● FLG documents ● Rubrics ● Driving Questions ● Daily Schedules/Agenda

Differentiation of Instruction

Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Prompt: *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Within the classroom, teachers use a variety of instructional techniques to meet</p>	<ul style="list-style-type: none"> ● Daily 5

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

Teachers and staff at BCS are expected to differentiate instruction so as to meet the needs of all students. Often this is done through supporting students in meeting their Focused Learning Goals, which can include specific learning needs such as supporting students in their English Language Development, supporting students who are struggling in an academic area, or giving students an extra challenge because they are advanced. In addition, teachers provide supportive accommodations based on IEPs, SSTs, and 504s to support a potential gap in learning with the current content.

Throughout each day, classroom teachers use a variety of grouping strategies to maximize the learning in the classroom: whole-group, small group, and 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.

Technology-based programs such as Newsela, an online tool that allows each student to read a news article at his/her reading ability, is used to support individualized learning. Other programs include Read Naturally to improve reading fluency and Starfall.com to support reading and phonics instruction. Google docs are used to collaborate and for teachers to provide quick and confidential feedback. For differentiation in math, students use Fastt Math, which monitors student proficiency and generates reports on student progress for teachers. Both our K-5 and our 6-8 math Curricula contain technology-based components that are used to provide differentiation, and which can be accessed by students at home.

Teachers are also expected to integrate technology into instruction in meaningful ways to support the learning of all students such as by building background knowledge by showing a video or supporting content knowledge by showing a simulation. Technologies, such as speech to text programs or typing programs, are often used to support struggling students so that all students can be successful.

In addition, there is a focus on using technology for content creation. Second

- Differentiated lesson plans – 1st grade math centers, 4th grade grade-level differentiated plans, 7th grade science videos, 8th grade Z Space physics simulations
- FLGs with targeted EL goals (signified with an *)
- Unit or lesson plans for 2nd grade nutrition PBL, 7th grade music Garageband project

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<p>graders use Scratch to create a game teaching others about nutrition, while many grade levels use LEGO mindstorms while prototyping solutions to design challenges. Seventh grade students use Garageband to write and record original scores for their production of <i>A Midsummer Night's Dream</i>. Allowing students to use technology for creation helps them become college- and career-ready.</p> <p>There are many ways teachers differentiate including implementing Daily 5 in the first grade classes to support the varied needs of the students and implementing a Writers' Workshop model in all K-5 classes so that students' individual needs are met in the tailored mini-lessons or during individual writing conferences. In addition, some grade levels mix students based on pre-assessment data in order to tailor instruction to meet the needs of all the students at that grade level, and the teachers work as a team to plan lessons together and communicate student progress.</p> <p>There are many opportunities for students to explore their interests further. Personal Focused Learning Goals provide students a chance to develop and share their personal interests. In many grades, students present to the entire class on their progress toward meeting their personal goals. In sixth grade Exploratories, students pick an area they are passionate about and conduct extensive research on that topic, and students in grades 6-8 developed their own clubs in areas they are interested in including cooking, game design, and leadership. Furthermore, participation in Math Olympiad, the Julia Robinson Mathematics Festival, and the middle school code-a-thon allow students to delve deeply into a subject of choice.</p> <p>Planning and delivering quality differentiated instruction in all subject areas is challenging, and Bullis has had varying degrees of success within different classes. This is a focus area for BCS--continuing to support teachers in implementing effective differentiation as our student population grows.</p>	
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Student Perceptions

Indicator: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the strategic objectives in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>In our effort to develop responsible, productive global citizens, students are asked to play an active role in their own education. Every BCS student is given the opportunity to provide input on his/her Focused Learning Goals (FLGs). Created at the fall Parent/Teacher conference by teacher, student and parents, the FLG process provides an opportunity to familiarize the family with state</p>	<ul style="list-style-type: none"> ● Rubrics, comments, report cards, FLGs ● Student yearly

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standards, review each child's progress to date, discuss individual needs, and work collaboratively to develop year-long comprehensive individualized goals. These goals serve to enhance parent-teacher communications about the child's subsequent progress throughout the year and address academic, social, emotional and behavioral needs. Students also set goals in personal passions and interests, which allows students to express and share their personal interests. The FLG document includes information on who is responsible for working towards these goals, how these goals will be attained, and the means for assessment. Teachers provide regular feedback on the progress of Focused Learning Goals through report cards, teacher reports, and student self-reports. Through goal setting and reflection, students are asked to take charge of their own learning. This is an important piece in becoming college, career, and life ready.

An eighth grade student, reflecting at the end of the year on her English goal, which was "I will feel confident and prepared when delivering oral presentations," stated, "for this goal, I would score myself a 5. I would give myself this score as ... I exceeded my goal. Instead of just meeting it for the majority of the time, I met it all the time. I think that I really committed myself to this goal and was really able to meet all of my responsibilities. I think the peak of my achievement for this was receiving feedback for my culmination presentation, which said that I was clearly very confident and had great speaking skills. I do feel that I have really improved in my presentation skills and I want to continue this behavior in high school."

Another 8th grade set as her science goal, "I will have my presentation notecards written in just bullet points by the end of the second trimester so that my presentations are more natural and effective." She set this goal because "in the past my notecards have been like a script, causing my presentations to be less engaging." At the end of the year, when evaluating herself on the FLG rubric, she stated, "I am giving myself a 4 for this goal. I have really improved my presentation notecards, and feel a lot more confident now, than I did before, that I can write them in the future. I will definitely benefit from this goal in the future."

Students also set goals in organization, understanding that it is a very important part of being ready for high school and beyond. One eighth grade student stated, "My goal is to maintain a Google calendar with all my activities that have been planned already (educational, sports, and social.). At the end of the year, when reflecting, he wrote, "For this goal, I would give myself a 5. My parents always compliment me on how ahead I am on my calendar because it makes for a smooth day for me and my parents. For the future, I might also add a way to make sure I always update my calendar."

The FLGs themselves provide a tremendous amount of data for students, teachers, and the school as a whole. As a staff, FLG data is reviewed from year

constituent survey

- Student FLG reflections
- 8th grade culmination presentations

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to year to determine areas of focus or needs. For example, one year, when the Founding Superintendent/Principal, who reads every FLG, realized there were similar writing goals across different grade levels, a schoolwide writing workshop was held to calibrate the writing curriculum across the grade levels. When it was noted that many students in the upper grade levels required keyboarding practice, the staff decided to implement a keyboarding requirement in the 4th grade and created co-curricular keyboarding classes in which every student must demonstrate a standardized level of proficiency. The ability of our students to be able to type 24 correct words per minute has a positive impact for students in all academic areas as technology (STEAM, coding, etc.) and applications (Google docs, prezi, etc.) continue to become an integral part of our core program.

BCS uses yearly constitute surveys, in addition to other forms of data collection, to evaluate its programs. In June 2014, when evaluating the instructional program at BCS, 55.19% of K-6 students strongly agreed while 32.96% agreed with the statement "At BCS, I know what I am supposed to learn in class" and 72.22% of K-6 6 students strongly agreed while 19.26% agreed with the statement "I feel ready to go to the next grade level."

Bullis Charter School is replete with opportunities for student-initiated activities. In providing students with choice across the curriculum, students are able 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. Developing passions and interests plays an important role in developing life-long learners, a BCS-goal, and contributes to success in college, career, and life. Participation in co-curriculars, extra-curriculars, and other academic optional opportunities is offered to all students so that they are able to explore new areas of interest and develop as well-rounded citizens prepared for high school and beyond. On the spring 2014 K-6 student survey, 56% of students strongly agreed co-curriculars are a good program with 28.15% agreeing. 32.96% of students strongly agreed extra-curriculars are a good program with 18.89% agreeing.

One elementary student commented, "I really like the co-curricular program. It lets me have a chance to develop a passion and work with people who have the same passion. I like doing PBLs. They are fun and a great way to learn new things and cooperate with a group." A 6th grade student stated, "One of the best things that I enjoy at BCS is Co-Curriculars. Our school does not have clubs, but I feel that Co- Curriculars really make up for them. They are an opportunity to enjoy more creative classes, and work with kids outside of your class. Another thing that I enjoy greatly at BCS is the PBL's. I love the idea of working in a group to achieve a goal that would not be met with the regular curriculum. This year, in 6th grade, I especially enjoyed the Civilization PBL, as I like my group, the fact that it was Grade-Wide, and and the general topic of the PBL."

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<p>Another student wrote, "I love BCS, but if I had to pick two of the best things at BCS I would choose PBL's and FLG's. At my old school I didn't get the chance to set goals for myself or work with a group to solve a problem or create an environment. The PBL's really help me learn how to work in a group and to problem solve in fun ways. I also think FLG's are a good way to learn because they let you set goals for yourself that you know you need to improve on. It is a great idea to help kids learn and improve."</p> <p>Participating in the Julia Robinson Mathematics Festival and the middle school code-a-thon allows students to delve deeply into a subject of choice while encouraging students to explore STEAM in fun and engaging ways. When asked about the code-a-thon, a sixth grade student said, "I enjoyed the presentations, and also the fact that you could choose which workshops you participated in, as well as the ability to use whatever coding program you wanted" while an eighth grader said, "It [the code-a-thon] was super awesome!" One fifth grade female student stated that her favorite part of the Julia Robinson Mathematics Festival was the "fun, stimulating hands on math activities" while a sixth grade female student stated, "My mom signed me up, probably because she thought it would be a fun experience. She was right!" Giving boys and girls opportunities to explore coding and math in fun and exciting ways gives them the confidence to continue with science and math in high school and beyond.</p> <p>Based on the 2014 K-6 survey, our lowest approval ratings are in foreign language and in the Makerspace (part of our STEAM program). As such, Bullis has chosen to focus on improving these educational programs so that students feel that these programs are viewed as good programs by the students.</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All students at BCS are involved in challenging and relevant learning experiences so that all students achieve the academic standards, college and career readiness standards (CCSS), and work toward meeting the vision of the school that emphasizes individual student achievement and inspires children to reach beyond themselves to achieve full potential. Through FLGs, PBL, design thinking, STEAM, foreign language and the full range of specials and co-curriculars offered to students, all students find areas of strength and interest to allow them to find passions and are exposed to new subjects and are supportively encouraged to work towards areas of need and develop new passions teaching the whole child.</p>	<ul style="list-style-type: none"> ● Student Constitute Survey, 2014 ● Student interviews ● FLG reflections ● FLGs ● PBL units ● Co-curriculars ● Specialist Classes ● Test scores,

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	assessment data
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C2. Instruction Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

Prompt: Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
<p><u>The BCS Technology Program</u> The BCS Technology Program, guided by the ISTE technology standards, 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, third graders create projects based on their research of prominent Americans; second graders, during a PBL unit, develop PowerPoint presentations to showcase solutions on how to help leatherback sea turtles; fourth graders create a recording of an interview with a classmate in Mandarin; fifth graders utilize spreadsheets to track their academic progress, gaining an intimate knowledge of how percentages and averages work; and seventh and eighth grade students use Google Sketch-Up during the woodworking and design the school of the future intersessions. In addition, the seventh and eighth grade students each have a school-issued iPad to use at home and at school to foster collaboration, aid in their access to digital books and multimedia resources, and to prepare them for high school and beyond.</p> <p>As a team, teachers develop grade level standards for these multimedia projects, as well as teacher and student designed rubrics to evaluate them.</p> <p>Students and parents are directed to educational websites and apps 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. Fifth graders use the funbrain.com site to study for their states and capitols test.</p> <p><u>Thematic, Integrated Curriculum</u> – BCS teachers proactively integrate subject</p>	<ul style="list-style-type: none"> ● Student work samples of different technology projects ● Kidtown lesson plan and student work samples ● STEAM lesson plans

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<p>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 PBL units that span multiple subjects and creatively use local resources. For example, many of our grades have STEAM- (science, technology, engineering, arts, and math) focused integrated units.</p> <p>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 benefit 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.</p>	
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Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>Working within grade-level teams and Professional Learning Communities, teachers use the standards, assessment tools, and the current literature on educational practices, to design a dynamic curricula to meet our students’ specific needs. Some of the more rigorous and relevant curricula created by teachers to meet our students’ diverse learning needs and state standards include project based learning (PBL) units and design thinking projects. Scoring rubrics and student work samples are provided at each grade level to clarify the learning expectations to teachers, students, and parents. Learning is assessed by analyzing standardized and locally developed assessment scores per grade level at staff and team meetings, and from there decisions are made about how effective our chosen curriculum is at meeting our students’ needs.</p> <p>The Focused Learning Goals (FLGs) process is BCS’s commitment to supporting its students in achieving “specific measurable results that exceed</p>	<ul style="list-style-type: none"> ● SVMI math lesson study ● PLCs ● PLC Reflections ● Peer Observation Protocol

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<p>present capability” by “reaching beyond themselves to achieve full potential” (BCS Strategic Plan). FLGs support all students in becoming college, career, and life ready. Yearly, teachers meet with students and parents to review data, including beginning of the year assessments, parent surveys, student questionnaires, work samples, etc. to collaboratively develop individualized goals in the academic, social/emotional/behavior and passion areas. All FLGs must be supported with data and clearly delineate the parties responsible for their implementation as well as the means by which they will be evaluated.</p> <p>Students are taught to take an active role in tracking and reflecting on their goals - from keeping a writing log to writing a monthly reflection and creating next steps. For example, a student who has a passion goal to run a 5K is responsible for creating a training plan and committing to its implementation. This can be documented in a running log or with pictures/videos that can be submitted to the teacher upon completion as evidence.</p> <p>Students in grades six through eight set their own goals with input from parents and teachers. They analyze their own work and data and set goals in English, mathematics, history, science, personal passions and interests with goals in foreign language, physical education, and specials as optional. The focus for the sixth through eighth graders is making sure that they are ready for high school and beyond. This often means that they set goals having to do with specific work and study habits (turning in homework on time, learning how to take effective notes, learning how to speak effectively in public). Students track progress toward meeting their goals and share evidence with their teachers and parents during the year. Teachers guide students through the process with the goal that by the end of eighth grade, students are proficient, independent goal setters who can identify their own strengths and weaknesses.</p>	
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Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>BCS is committed to ensuring that teachers have the tools to examine student work and determine how to challenge each student. As a result, the protocol below has been developed and is used to ensure that student work demonstrates structured learning and their skill level in gathering and creating knowledge.</p>	<ul style="list-style-type: none"> ● Student Work Samples ● Student Work Protocol Reflections

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<p><u>The 7-Step Collaborative Assessment PLC Protocol (Sharing Student Work or An Assessment Protocol)</u></p> <p><u>Step 1 - Getting started</u> The <i>group chooses a facilitator</i> (this should be one of the teachers) who will make sure the group stays focused on the particular issue addressed in each step.</p> <p>The presenting teacher puts the selected student work samples in a place where everyone can review them.</p> <p>The participants observe or read the work in silence, perhaps making brief notes.</p> <p>Presenting teacher says nothing about the work, the context in which it was created, or the students.</p> <p><u>Step 2 - Describing the work</u> The facilitator asks the group, "What do you see?"</p> <p>Group members provide answers without making judgments about the quality of the student work samples.</p> <p>Presenting teacher says nothing about the work, the context in which it was created, or the students.</p> <p><u>Step 3 - Asking questions about the student work samples</u> The facilitator asks the group, "What questions do these student work samples raise for you?"</p> <p>Group members state any questions they have about the work, the child, the assignment, the circumstances under which the work or action research intervention was carried out, and so on.</p> <p>The presenting teacher may choose to make notes about these questions, but s/he is does not respond now.</p> <p><u>Step 4 - Speculating about the intended instructional objective of the student work samples and the extent to which it is being achieved</u> The facilitator asks the group, "What do you think is the instructional objective?"</p> <p>Participants, based on their observations of the work, make suggestions about the instructional objective as well as problems that the student might have experience while completing the assignment. Apparent student successes</p>	<ul style="list-style-type: none"> ● PLC Reflections
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<p>should also be discussed.</p> <p>Presenting teacher says nothing about the work, the context in which it was created, or the students.</p> <p><u>Step 5 - Hearing from the presenting teacher</u> The facilitator invites the presenting teacher to speak.</p> <p>The presenting teacher provides his or her perspective on the students' work, describing what s/he sees in it, responding to one or more of the questions raised, and adding any other information important to share.</p> <p>The presenting teacher also comments on anything surprising or unexpected that s/he heard during the describing, questioning and speculating phases.</p> <p><u>Step 6 - Discussing implications for teaching and learning</u> The facilitator invites everyone to share any thoughts they have about their own teaching, student learning, or ways to enhance future instruction based on the presenting teacher's student work samples.</p> <p>NOTE: REPEAT EACH OF THE STEPS until all PLC Group Members have shared student work samples.</p> <p><u>Step 7 - Reflecting on the PLC Meeting</u> After all teachers have shared student work samples with discussion, the group reflects on the experiences of or reactions to the PLC meeting as a whole or to particular parts of it.</p> <p>FOLLOW UP – Step 7 is followed up by individual reflections by PLC members using the Apprentice Teacher PLC Reflection Form (Google Form to be sent soon).</p>	
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Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates, and inquiries related to investigation.

Prompt: *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Teachers use Project Based Learning and design thinking units to challenge students to think and apply 21st century skills. Two examples of this are the third and fourth grade PBL and design thinking units. Third graders were	<ul style="list-style-type: none"> 3rd grade robots design challenge

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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 unit. 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 TinkerCad 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. Students, working together, use technology and online resources to drive their inquiry and use their communication and presentation skills to showcase what they produced and learned to others.

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 physical education, 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. Students have to work together and problem-solve when parts of the project don’t go as planned.

The visual and performing arts program is an integral part of BCS’s PBL experience. To support 5th grade’s American History unit, in music, students study Gershwin’s “An American in Paris.” They learn about city sights and sounds, 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 upon their pieces as well as musical elements like form, timbre, balance, and dynamics. This kind of applied, contextual, project-based instruction typifies the curriculum in each VAPA area at every grade level and helps students become better critical thinkers.

The 8th grade students spend three weeks designing school of the future as part of one of their intersessions. They are tasked with designing a school or classroom that facilitates a high performance learning environment, incorporates sustainable features, engages the community and is responsive to the environment. Students work in groups of three to four and apply many problem-solving and communication skills during the course of the project. In addition,

- 5th grade physiology unit
- 5th grade history and music unit
- 8th grade App School of the Future Challenge

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<p>students have to think creatively when designing a school that is different from the schools of today. Then, using information from experts and their own research, students have to create a model of the school, an 800 word narrative, and a five minute presentation about the school, which they present to a panel of industry experts.</p> <p>The K-5 Friday co-curricular classes take students out of their regular classrooms to work with teachers in areas that promote critical and creative thinking. For example, in Cultures Around the World, students in first and second grade examine a variety of cultures from around the world. They actively participate in a diverse array of lessons and hands-on cultural activities in order to gain understanding in the world in which they live. Through this class, the students are not only satisfying the standards for researching and writing, but they are also learning how to use the Internet as both a research and production tool.</p>	
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Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the strategic objectives.

Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the strategic objectives.*

Findings	Supporting Evidence
<p>As mentioned in C2, the BCS technology plan guides teacher and student use of computers. The plan is based on the ISTE technology standards and so focuses on the skills and knowledge students need to learn effectively and participate productively in the global world. There are six strands that run through the BCS scope and sequence: creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem solving, and decision making, digital citizenship, and technology operations and concepts. Students use a variety of electronic devices to create content that meet their grade level standards. Most grade levels use curriculum from Common Sense Education, especially in areas of digital citizenship, and because of this, BCS was named a Common Sense Digital Citizenship school.</p> <p>While all grade levels have computer carts that they share, in middle school, all students are 1 to 1 with an electronic device. All sixth grade students have a Chromebook that they use daily, while the seventh and eighth graders each have an iPad that is used both at school and at home. This allows students access to online and digital resources including online textbooks, content creation apps, and typing tools.</p> <p>Kindergarten students use iPad apps during center time to meet their different needs while third graders use the Internet to research famous Americans. Fourth grade students, as a part of a PBL unit on biomes, create QR codes as part of their presentations so that parents and other visitors to their showcase can see and hear about the animals. Seventh grade students participate in a</p>	<ul style="list-style-type: none"> ● Student work samples ● Common Sense Digital Citizenship certification ● PBL unit lesson plans ● Student reflections

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<p>engineering design challenge where they use the design thinking process and the FabLab to create solutions to a variety of everyday problems including using a 3D printer to create piece that allows the Fablab to store science glasses more efficiently and creating a prototype of a iPad standard by using CAD software and a 3D printer. Eighth grade students use Google Sketch-Up to create CAD drawings, which they send to a laser cutter to create models of a school of the future.</p> <p>These experiences allow students to be creators of content and to learn the skills necessary to be successful in high school, college, career, and life. Students learn how to use variety of technology tools and how to persevere when the tool you are using (whether it be an app or an iPad or a laptop) doesn't work the way you want it to. Students learn how to take risks and to use failure as a learning point, necessary life skills and part of the BCS mission.</p>	
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Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings	Supporting Evidence
<p>BCS focuses on its mission statement, especially "using a global perspective to teach about the interconnectedness of communities and their environments, the Bullis Charter School program nurtures mutual respect, civic responsibility, and a life-long love of learning." The expectation is that all students have the skills to be successful and responsible global participants. This means all students need to be able to communicate effectively, work collaboratively, think critically--both in terms of evaluating media and information as well as problem-solving, and using innovative and creative approaches to solve the problems of today. Students are given multiple opportunities to engage in inquiry-based activities where they address real world problems or situations. Teachers are encouraged to bring in experts to share their knowledge and to expose students to the job opportunities available. With power of technology, an expert is only a click away and so teachers use Skype and Google hangout to expand the horizons for the students.</p> <p>The third grade students participated in the Global Read Aloud, where they read the book <u>The Miraculous Journey of Edward Tulane</u> by Kate DiCamillo and connected via Skype with other 3rd grade classrooms around the United States to discuss the book.</p> <p>Seventh and eighth grade students Skyped with Rachel Wiley, a poet and</p>	<ul style="list-style-type: none"> ● Student reflections on the Global Read Aloud ● 7th grade poetry presentations ● Experts and Partnerships Google Doc ● PBL lesson plans and student work samples

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performer, who spoke to the students about her life and gave advice on how to write and present poetry.

Other experts who the students interact with and learn from during PBL units and design challenges include Tom Myers, (Mountain View Community Service Agency), Lauren Neff (Mountain View Teen Center), Sven Thesen (Project Green Home), Sarah Foster (Mountain View Senior Garden & Center), Pat Mapelli (Cargill), Dr. James Whiting (St. Jude Medical), Dr. David Goodsell (Molecular Biologist/illustrator Scripps University), Kristina Perino (Rengstorff House), Jenn Ferreira (Marine Science Institute), Randy Pagnan (rpVisuals, ASG, company owner), Jan Pepper (Los Altos City Council), Scott Leithead (Kokopelli Youth Choir), Tom Carrubba (Square Three Design Studios), Dr. Jim Spotila (Leatherback Trust), and Connor Sears (GitHub).

All classes, whether they are homeroom classes or specialist classes, are expected to implement PBL units. Some examples of PBL driving questions are:

- What were the causes for the fall of the Roman Empire, and is the U.S. next? (7th grade)
- How can we, as responsible citizens, be agents of change in our community? (7th grade)
- How can we, as 7th graders, produce a successful stage production of A Midsummer Night's Dream? (7th grade)
- How can we, as musicians, create a soundtrack that will enhance a dramatic performance? (7th grade)
- How do we, as artists, recreate events that shaped our country? (5th grade)
- What makes some businesses fail while others succeed and how can my business be successful? (1st grade)
- How do our city and school communities compare to those of the past? (1st grade)
- How are my ancestors like me? (2nd grade)
- What makes a state a desirable place to live? (2nd grade)
- How do humans impact the local Baylands? (3rd grade)
- Which American Hero would make a good leader for the Los Altos Community? (3rd Grade)
- How can we create an ethical zoo habitat for a given animal? (4th Grade)
- How would you design a civilization to create a thriving society? (6th grade)
- How can you design a k-5 school of the future on our current school

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site? (8th grade)	
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Real World Experiences

Indicator: All students have access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, on-the-job training programs, community projects and other real world experiences and applications.

Prompt: Evaluate the degree to which the opportunities for access and involvement in a variety of real world experiences are available and effective.

Findings	Supporting Evidence
<p>The BCS STEAM (Science, Technology, Engineering, Arts, and Math) program is the cornerstone of our core curriculum. The goal of our STEAM program is to make innovative, engaging, rigorous education available to all students at all levels, allowing for a deeper conceptual understanding of the material in a meaningful way. STEAM, delivered through instructional methods like Project Based Learning (PBL) and design thinking allow students to apply their knowledge in order to create solutions for real-world situations, pulling together information they have learned across different disciplines in one meaningful inquiry-based project. Students learn about different occupations and have to utilize 21st century skills such as collaboration, communication, critical thinking, and creative thinking during these projects, all of which are necessary for college, career, and life.</p> <p>In the first grade “KidTown” unit, students are posed the driving question, “What makes some businesses succeed and others fail?” Students start their own business in which they must determine what product to sell, where to house their storefront in a fictitious town, how to advertise to attract customers, manage a budget, and assess their business’ success. 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 (soliciting start-up funds, exchanging money for products and supplies, entrepreneurialism). Students receive art and design instruction (creating persuasive product slogans and logos) that integrates mathematical concepts such as number sense and geometry (designing block lettering and spacing words across a poster). The science and engineering components emphasize construction design of their product and students use different materials and technologies in the MakerSpace “make” their product efficiently and affordably. In Mandarin, students learn how to greet customers and count when making change. In music, students learned advertising jingles analyzing their appeal in order to compose and perform their own.</p> <p>Eighth graders at BCS participate in culmination presentations to showcase their growth in five specific areas that are tied directly to the Bullis mission. They create presentations that focus on their success in at least two of the five areas: Academic success, life-long love of learning, global citizenship, pursuing</p>	<ul style="list-style-type: none"> ● PBL unit lesson plans--1st grade Kidtown ● Student work Samples ● 8th Grade Culmination Presentation information

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passions and interests, and environmental stewardship. They also reflect on past goals and their goals for the future. Students present to two to three adults, speaking about what they have learned while at Bullis. In addition to providing an opportunity for reflection, students are able to practice their communication and interview skills.. The adults evaluate each student's communication and organization skills including if the student makes eye contact with him/her, is prepared, is able to explain his or her work, speaks clearly, and is able to answer challenging questions. These are life skills and the culmination presentations allow students to receive feedback in a real world situation.

One adult, after listening to four students present, stated, "I am a parent of a Bullis 7th grader and I recently spent time one-on-one with four 8th grade students at Bullis Charter School where I experienced their culmination presentations. It was simply amazing. I have worked with students of all ages as a volunteer for 15 years and have never seen students with such confidence and self awareness. Several students discussed areas in which they struggled academically. These students took responsibility for not working diligently as they could in the past."

Furthermore, students go on field trips that coordinate with grade level standards. Fifth grade students attend a week-long outdoor science school where they learn about conservation and the sustainable ecosystem while surrounded by the natural environment. The fifth grade students also attend a week-long trip to Washington, D.C. and Williamsburg to support their learning of United States history. Sixth grade students take a week-long trip to Costa Rica, where they learn about and help with the conservation efforts of the diminishing leatherback turtle population. Opportunities for hands-on, experiential units such as these allow students to not only benefit from environmental education, but will also allow them to witness, first-hand, how they can affect positive change in their school, local community, and the world (character development) through practical applications of learned knowledge and real life problem solving skills.

In addition, BCS works with local businesses such a Linden Tree, a local children's bookstore, to expose students to real world opportunities and jobs. Through this partnership, BCS is able to bring world-class authors to speak to the students to support students' love of reading. BCS hosted its first code-a-thon, partnering with Microsoft for a day of programming, fun, and learning. Students were also able to interact with men and women programmers, providing an opportunity to learn more about possible jobs in the future. The event also inspired students who had never coded before to think about themselves as programmers. One student followed up with an email after the event and said, "I had a lot of fun at the Code-a-thon, and I hope Bullis hosts another one." Furthermore, eighth grade students visit Google each year to hear from employees about their varied career paths to Google and what it takes to be successful in high school and college.

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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
BCS teachers use a variety of strategies and resources including technology, PBL, and STEAM projects to actively engage and empower students. Students are challenged to use collaboration, communication, critical thinking and creative thinking skills while completing real-world projects.	<ul style="list-style-type: none">● Student work samples● PBL lesson plans● STEAM work samples

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WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- BCS consistently adheres to its tenets of utilizing a hands-on approach to learning.
- A variety of creative and engaging learning experiences are embedded in all programs.
- Development and implementation of BCS professional Continuum aligning to high expectations for teachers upholding the vision.
- Challenging and relevant learning experiences are clearly linked to the standards-based curriculum developed by the teachers.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Examine ways to improve our work with attracting and retaining quality teachers.
- Develop teacher leaders to serve our community and the broader community.
- Deepen global competency instruction and curriculum.
- Align current Project Based Learning units and the STEAM program to the NGSS.
- Challenge all learners in foreign language program.

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Category D: Standards-based Student Learning: Assessment and Accountability

D1. Assessment and Accountability Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

Indicator: The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

Prompt: *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>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.</p> <p>BCS students are also assessed using reliable performance based assessments. For example, reading inventories are administered to all students to gather baseline data in decoding, comprehension, and fluency at the beginning of the year. Benchmarks have been established in Language Arts (reading, writing, speaking). 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. 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.</p> <p>In addition to using program-developed and locally designed assessment tools, BCS participates in the state-mandated CST, PFT, and Smarter Balanced 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 BCS students who identify a language other than English on the home language survey annually. Bullis also a</p>	<ul style="list-style-type: none"> ● Assessment matrices ● Team-developed rubrics ● Pre- and post-tests ● Benchmark matrices ● Student data spreadsheets ● Team meeting notes ● Committee meeting notes ● Staff meeting agendas ● Staff development agendas ● Board meeting presentation ● Meeting agendas ● FLG student reflections ● Report cards ● FLG documents

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member of the Silicon Valley Math Initiative. As part of this group, BCS 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 FLGs. 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 students or parent portal to PowerSchool, our online gradebook. Parents are also invited to attend FLG 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 FLGs. 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 BCS 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.

- FLG conferences
- State testing parent letters
- BCS Continuum

Basis for Determination of Performance Levels

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Bullis Charter School WASC/CDE Self-Study Report, 2015

Indicator: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Evaluate the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Bullis employs effective processes for determining students' grades, growth, and performance levels.</p> <p>Three times per year, teachers use various assessment data to report individual student progress on standards-based report cards. These report cards are distributed to the students' parents each trimester. Throughout each trimester, teachers monitor students' progress toward achieving mastery of standards in every subject area, including the arts and foreign language. A combination of program-developed and locally designed benchmark matrices and assessment tools help teachers monitor student progress and make adjustments to curriculum to address individual student needs. For example, a first grade student's reading fluency grade will be affected by his performance on the DRA benchmark assessments. Likewise, a seventh grader will earn marks on the mathematics section of her report card based on her mastery of common core mathematical concepts as measured by College Prep Math (CPM) unit tests and teacher-developed standards-based assessments.</p> <p>In addition to using assessments for reporting purposes (on report cards), teachers also use pre-assessment and formative assessment data to make decisions about pacing and instruction. Teachers plan differentiated learning activities within a unit to ensure that students who are ready to accelerate to the next topic or go deeper into a subject can do so. This includes students who show mastery of material on a pre-test before a concept is taught. Teachers also use data to support students who show a need for additional instruction on a given concept.</p> <p>Teacher teams, sometimes with the aid of tools from partnerships with organizations such as the Buck Institute, also develop rubrics to define performance levels for twenty-first century skills that focus on student process. Some examples include rubrics for such skills as collaboration and leadership.</p> <p>Finally, each year, every student also has Focused Learning Goals in each subject as well as a personal goal. Developing individualized goals for each student helps guide teachers in differentiating instruction so that every student's needs are met. In the primary grades, teachers analyze student data and solicit feedback from parents in order to craft students' FLGs. Over time, as is developmentally appropriate, teachers begin to share the responsibility of writing the FLGs with students. By middle school, students write their own goals. Students identified as English language learners always have an FLG that is specifically related to his or her English language development. In every grade</p>	<ul style="list-style-type: none"> ● Standards-based report cards ● Assessments across grade levels and subject areas ● Performance-based rubrics ● 21st century skills rubrics ● FLGs ● Distinguished schools visitation report

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<p>level, each FLG also includes a list of responsibilities and a method for assessing each student’s achievement of each goal. Students learn to monitor their progress through monthly (or even more frequent) reflections on their goals. Teachers also provide students with regular feedback on their FLGs. Evidence of student progress toward achieving each goal is collected, and comments on students’ progress is reported to parents with the second and third trimester report cards. FLG conferences are also held in the fall and spring so that parents can collaborate on developing students’ FLGs and meet with teachers if there are concerns about a student’s progress.</p> <p>BCS’s Focused Learning Goals were identified as a signature practice by the California Department of Education as a practice that should be replicated by other schools.</p>	
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Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
N/A for BCS	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Criterion: The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Findings	Supporting Evidence
<p>The assessment and accountability criterion are fully addressed by the BCS staff. BCS staff use a variety of high-quality assessment tools to monitor student learning and dedicate time at the individual, team, and schoolwide level to collect, disaggregate, analyze, and report on student performance data to all stakeholders.</p>	<ul style="list-style-type: none"> ● Assessment matrices ● Team-developed rubrics ● Pre- and post-tests ● Benchmark matrices ● Student data spreadsheets ● Team meeting

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	<p>notes</p> <ul style="list-style-type: none"> ● Committee meeting notes ● Staff meeting agendas ● Staff development agendas ● Board meeting presentation ● FLG documents ● FLG conferences ● FLG student reflections ● Report cards ● State testing parent letters ● BCS Continuum ● Performance-based rubrics ● Writing rubrics ● 21st century skills rubrics ● Distinguished schools visitation report
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D2. Assessment and Accountability Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

Indicator: Teachers use appropriate formative and summative strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

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Findings	Supporting Evidence
<p>BCS staff uses effective and appropriate assessment strategies to measure student learning that align with our mission and vision.</p> <p>Bullis' vision statement emphasizes "individual student achievement" for each member of the student body. Multiple forms of student assessment support BCS's achievement of this element of our mission.</p> <p>At BCS, assessment of student learning is explicit and systematic. Every student takes in grades 3-8 takes the SBAC, 5th and 8th graders take the science CST, and 2nd graders take the Cognitive Abilities Test (CogAT). Additionally, a variety of assessments take place at each grade level in the fall to provide baseline data and in the spring to provide evidence of growth. They include, but are not limited to the following: students in grades K-5 take the DRA test to assess reading performance; students in all grades are assessed on their writing performance using a school-created system of rubrics, prompts, and student work examples that demonstrate each rubric level; students in all grades take pre- and post-unit assessments that are integral to the subject matter curricula and are used regularly to demonstrate growth with respect to specific state standards. All students also take the MAC assessment each spring. Teachers analyze student MAC data to create reengagement lessons that focus on teaching CCSS mathematical practices. Analysis of these various data helps teachers ensure the educational program supports "individual student achievement" for each child.</p> <p>The vision also requires BCS to reach beyond the standards to inspire students "to reach beyond themselves and achieve full potential" and to develop "a lifelong love of learning." Therefore, BCS offers a robust core program that includes instruction in visual arts, drama, music, foreign language, and STEAM. Teachers develop assessments that are appropriate for measuring student performance in these different disciplines. In foreign language courses, for example, students demonstrate mastery of content knowledge as well as interpersonal, interpretive, and presentational communication skills through a variety of assessment formats that require students to listen, read, write, and speak in different contexts. Similarly, assessments in the arts are aligned to National Core Arts Standards and vary according to appropriateness for evaluating different concepts and skills. For example, discrete musical skills such as singing in tune, reading and writing rhythms, melodies and playing instruments may be assessed with a rubric during performances, through written work, student portfolios, or through cooperative group projects. The instruction in these areas and the accompanying assessment support students in finding their passions and becoming lifelong learners.</p> <p>Focused Learning Goals is another strategy Bullis uses to measure student progress toward achieving programmatic goals that are in line with the vision to inspire students to "achieve full potential." As mentioned above (see D1), each</p>	<ul style="list-style-type: none"> ● BCS Vision Statement ● STAR Scores ● CogAT ● CELDT ● SBAC schedule ● MAC Assessment and reengagement lessons ● Unit pre- and post-tests ● DRA assessments and data matrices ● Benchmark assessments ● Foreign Language assessments ● VAPA (visual arts, drama, music, and dance) assessments and performance assessment rubrics ● STEAM project rubrics ● 8th grade culminating projects ● Rubrics for assessing 21st century and lifelong learning skills ● SBAC and CST testing procedures training/staff meeting notes

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<p>student has FLGs that articulate their individualized learning goals for the year. Students learn to monitor and reflect on their goals throughout the year. In the spring, students and teachers look at student data to assess the degree to which each student achieved his or her FLGs.</p> <p>Teachers also craft thoughtful assessments that provide data on how students are progressing toward meeting other parts of the vision including maintaining a “collaborative” learning environment, “using a global perspective,” understanding the “interconnectedness of communities and their environment,” and “civic responsibility.” These include projects like the eighth grade culmination presentation in which students create and deliver presentations to a panel of community members about how they have achieved different elements of the school’s vision.</p> <p>BCS also seeks to foster the development of 21st century and lifelong learning skills. The assessments used to measure achievement of these elements of the program, such as rubrics for assessing collaboration and leadership skills, will be enumerated in the sections that follow.</p> <p>Test security is very important, and there are systems in place to ensure assessments remain secure. During assessments—whether state tests or in-class assessments, teacher-proctors circulate classrooms and monitor test takers. Students also have access to desk dividers that give them privacy during in-class assessments. All paper-pencil state exams are kept in securely locked or monitored locations before and after they are distributed to students. All teachers are also trained in test security protocols in advance of each annual state testing window. Finally, there are policies in place regarding sending student work home, returning student work, and sending home “reports” instead of actual assessments when the tests may be reused that ensure the security of in-house assessments.</p>	<ul style="list-style-type: none"> ● Teacher tools for ensuring test security ● Grade-level test return policies
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Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the strategic objectives, including those with special needs.

Prompt: *Evaluate how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the strategic objectives.*

Findings	Supporting Evidence
<p>Student work, FLGs, and other assessments demonstrate student achievement of academic standards and college and career readiness.</p> <p>As described in earlier findings responses, required beginning, middle, end of year assessments as well as formative and summative teacher-created and program aligned assessments all help teachers monitor student achievement toward mastering academic standards in every discipline over time. In addition,</p>	<ul style="list-style-type: none"> ● BCS statement ● FLGs ● Report cards ● STEAM units, rubrics, and student work

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these assessments, as well as student and parent feedback, help teachers and students craft individualized Focused Learning Goals. The Focused Learning Goals practice is important for differentiating instruction and for monitoring student progress. In addition, it is an important practice that helps facilitate student learning of 21st century and lifelong learning skills that will help them to be successful in high school, college, and beyond. This is because teachers work to ensure that FLGs are about the *process* of setting, reflecting on, and achieving goals, not just the end product of the goal itself. Goal setting, pacing milestones, and assessing progress will help students throughout their academic and professional careers.

Many FLGs are also focused on helping students develop skills that will help make them college and career ready. Depending on individual student's strengths and areas for improvement, in a given year, she/he might set an FLG in learning organizational skills, self-advocacy, collaboration, note-taking, or study skills.

Bullis is committed to teaching, assessing, and providing feedback on students' development of 21st century skills. This is a natural application of the school's philosophy of teaching the whole child and inspiring students to "achieve full potential." To that end, there is a lifelong learning skills section on report cards where students receive feedback on categories such as communication, collaboration, technology, health, leadership, organization, risk taking, and problem solving. Teachers embed lessons and opportunities to practice these skills into the curriculum. Teacher teams develop rubrics to assess these (and other) 21st century skills. For example, in 7th grade English and History, students are taught how to help lead discussions, how to take an active role in discussions, as well as how to prepare for a discussion. With the help of the rubric, teachers and students provide their classmates with feedback on the leadership and collaboration skills they displayed during authentic in-class discussions. Learning how to be active communicators and how to engage in collegial discussions is a life skill that students will be use throughout their academic and professional careers.

Every student participates in the integrated STEAM (science, technology, engineering, art and design, and mathematics) curriculum at Bullis. This curriculum engages students in rigorous, relevant, and engaging 21st century learning that will prepare them to be successful lifelong learners in our increasingly connected, increasingly global world.

Starting as early as kindergarten, students participate in PBLs and design thinking units (d.thinking) that help them learn empathy, critical thinking, creativity, and many other skills that will help them become college and career ready. Students demonstrate growth in these areas as they work to design solutions to real-world problems. First graders engineer ways to save water amidst California's drought. Third graders build and program robots to address a

- Rubrics for 21st century and lifelong learning skills
- IEPs
- 504 plans
- Specialized checklists

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need in the local community. Seventh graders put on the play *A Midsummer Night's Dream*, a project that puts students at the helm of casting the show, designing and creating the costumes, designing and creating the set, writing musical motifs for each character, and making sure the play is ready for the opening performance in front of a real audience in just three weeks. Eighth graders build architectural models of "schools of the future"; campuses that are responsive to the community, green, and maintain a cogent educational philosophy that manifests in students' design choices. Later in the year, they build educational apps, and finally, deliver culminating presentations about what they have learned and how they embody the mission of Bullis charter school to a panel of community members. For each of these projects, students must collaborate, exercise creativity and critical thinking, and present in front of authentic audiences—all important skills to develop in becoming college and career ready.

Staff is able to teach and assess 21st century skills as students complete their projects. Teachers use rubrics to provide students with feedback on the engineering practices that are a part of the Next Generation Science Standards as well as feedback on their interactions with group members.

Throughout the process of completing projects, and throughout the core curriculum, teachers build in opportunities for students to give, receive, and integrate critical feedback—important life skills. Teachers employ strategies such as a "fishbowl" and artistic critiques, and then assess the quality of students' feedback to one another.

In addition, for BCS, college and career readiness also means understanding the interconnectedness of our world through global citizenship. To this end, students participate in the foreign language program and study Mandarin in grades k-5 and either Mandarin or Spanish in middle school. The BCS curriculum also includes an environmental science strand that goes from K-8. Students demonstrate their developmentally appropriate understanding of the interconnectedness of human beings and our environments throughout the program as they develop into responsible global citizens.

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 that are enumerated above. All students, including those with special needs, are provided opportunities to accurately show what they know and can do. Close attention is given to the modifications and accommodations directed in IEP and 504 plans for regular assignments and test taking. Students are allowed to work and/or take tests in smaller groups or one on one, have directions and test items read to them, given extended time for completion, answer fewer questions, and/or receive assignments with formats which have been modified (e.g. bigger fonts, extra spacing, etc.). Other accommodations

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<p>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).</p> <p>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.</p>	
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Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the strategic objectives.*

Findings	Supporting Evidence
<p>BCS teachers use a variety of online tools to aid in instruction and assessment. Many teachers use googleclassroom regularly to assign, collect, and assess student work. This technology helps teachers and students give student writers timely feedback. Teachers in grades 3-5 also use programs such as Newsela that have built-in assessment capabilities. Teachers use the information collected from online sites as one data point in a collection of information about a student's progress. In fourth grade, students learn how to type using an online program called Typing Club. Students are able to monitor their own progress through the software. Teachers also have access to student data generated by the program to help them determine student achievement.</p> <p>Middle schoolers utilize an online platform called Goalbook regularly to track and reflect upon their FLGs. Teachers are able to read student reflections and provide feedback through this platform.</p> <p>Other programs are used for students to learn skills and complete projects such as Lego Digital Designer, Inkscape, 123D design, Google Sketchup, and Scratch; however, student work is typically manually assessed by teachers (not by an online grading system).</p> <p>Just recently, the CDE made smarter balanced interim assessment tests available online. BCS's leadership team will evaluate the usefulness of the online formative assessments for our students and may implement them starting this spring.</p> <p>Students also utilize the online learning tool BetterChinese which supplements the curriculum by allowing students to accelerate their learning through a virtual platform. Teachers can monitor student progress through the program.</p> <p>These different tools help teachers determine student achievement of academic</p>	<ul style="list-style-type: none"> ● Google classroom websites ● Lesson plans that include utilization of online resources such as Newsela and Typing Club ● FabLab and MakerSpace lesson plans and assessments of use of technology ● Smarter Balanced interim assessments ● Goalbook ● Betterchinese

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standards and the strategic objectives.	
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Curriculum-Embedded Assessments

Indicator: The school regularly examines standards-based curriculum-embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>It is the goal of instruction at BCS to continually raise the expectations and achievement of its already high performing student body. One of the methods for continual improvement is reflection and improvement upon curriculum-embedded assessments.</p> <p>Teachers engage in systematic evaluation of assessments in grade level teams and in mixed grade level professional learning communities (PLCs). Staff use a variety of tools to aid in the reflection and improvement process. For example, this year, all teachers were trained in how to use a protocol created by Harvard’s Project Zero for analyzing assessments. During grade level meetings, teachers use this protocol to identify strengths and weaknesses of an assessment. Then, teachers work together to make improvements to the assessments based on the insights gained through using the protocol. In one recent team meeting, the visual and performing arts teachers analyzed an assessment in which students applied their knowledge of artistic features during an assessment. After going through the protocol, teachers identified several ways to increase the rigor of the assessment and brainstormed ideas for teaching even higher level thinking using the same content. Teachers are now implementing new lessons based on their takeaways from the assessment analysis protocol. Teachers also work in mixed grade level PLCs to review assessments to ensure they are aligned with the Common Core. Through a combination of conversations, use of protocols, and peer-observations, PLCs are working to improve assessments at BCS. As one teacher recently stated in her reflection on her PLC meeting, “my History assessments are going much deeper, align with CCSS literacy standards better, and allow multiple ways for students to let me know what they know.”</p> <p>After attending trainings to refine their own practice, teachers often lead on-site trainings that result in schoolwide improvements to assessment and instruction. For example, at this summer’s staff development, teachers who attended PBL World led a workshop on evaluating teams’ current project based learning units and finding ways to improve them. As part of the training, all grade level teams engaged in deep reflection and evaluation and made improvements to their units. The FabLab and MakerSpace directors are also involved in developing, reflecting on, and refining project assessments for STEAM units and the NGSS engineering practices. The foreign language team is also in the process of</p>	<ul style="list-style-type: none"> ● Project Zero analyzing assessment protocol ● Team meeting notes ● PLC action plans and work products ● Summer staff development agenda; PBL session agenda and materials ● Foreign language assessment revisions ● Standardized test scores and API ● California Distinguished Schools Award ● National Blue Ribbon School Award

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<p>aligning their curriculum and assessments with the Common Core.</p> <p>BCS's consistently high standardized test scores and API as well as BCS's recognition as a California Distinguished School and National Blue Ribbon School validate the work teachers do to improve assessments and show that BCS's curriculum-embedded assessments are aligned with standards.</p>	
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Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the strategic objectives.

Prompt: *How effective is student feedback in monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the strategic objectives?*

Findings	Supporting Evidence
<p>Student feedback is a very important part of monitoring student progress over time, as students are actively involved in monitoring their learning. This is highlighted in the BCS Continuum which calls upon teachers to create protocols for students to use to develop metacognitive awareness, and peer- and self-assessment skills.</p> <p>Opportunities for students to monitor their academic and college and career readiness learning are embedded across the educational program. In fifth grade, students learn academic language to describe quality writing. After receiving student and teacher feedback, they craft short-term writing goals to guide their work as they revise or start a new piece. During intersession, middle school students write daily reflections about their work habits and collaboration skills. Teachers also provide timely feedback about student work habits, innovative thinking, and teamwork using language from a rubric. This helps students monitor their progress toward completing their projects in the delineated timeframe. Younger students also monitor their progress. Across the elementary school grades, individual students who have individualized behavior plans work with teachers to learn how to notice and monitor the behaviors they hope to modify. For example, a student may use a behavior chart to record the number of time he remembers to raise his hand before asking a question and will meet with his teacher to look at his recorded data and discuss his progress in achieving this goal over time.</p> <p>Students also take part, in developmentally appropriate ways, creating, monitoring and assessment their FLGs. Starting in the early elementary years, students help identify their responsibilities in achieving their FLGs. As students mature, they share more responsibility for writing and monitoring their goals with teachers until middle school when students have ownership over the FLG process. In the middle school years, teachers serve as guides who support students in monitoring and achieving their FLGs, but students are largely responsible for writing, working on, reflecting on, and achieving their goals.</p>	<ul style="list-style-type: none"> ● BCS Continuum ● Student curriculum/unit goals ● Student behavior charts ● FLGs ● Collaboratively developed rubrics ● Lesson plans

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<p>BCS students are fully cognizant of the academic standards and play an active role in meeting schoolwide learning results and expected levels of performance.</p> <p>In physical education students are aware of the standards for the state fitness exam, understand the correlation between good health and academic achievement, and set goals and benchmarks at the beginning of the year with these in mind. Students are also involved in creating rubrics for a variety of projects including but not limited to writing, technology, speaking, etc. and take part in assessing their own or their peer's progress. For example, in second grade, students learn to identify the characteristics of a "clear" answer in math. Students work with the teacher to develop a rubric for clearly showing work and use it for self-assessment and revision and peer feedback.</p>	
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Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>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 administration.</p> <p>Until the recent elimination of the STAR assessments in reading, writing, and math, results from these tests were broken down by grade level, class and student, and disaggregated further across grade levels, gender, ethnicity, and strategies per content area. Areas per grade level where performance was below the 80%ile were identified, data was disaggregated, and a goal was written to address each area. Then, in order to meet the goal, teaching strategies were devised, material needs were identified (textbook, supplementary & teacher-made materials), and the methods of evaluation determined. This system will continue to be implemented once student data from the new SBAC assessments is received.</p> <p>In addition to state testing data (and in lieu of ELA and math testing data for the 2013-2014 school year), BCS staff analyze other assessments to make decisions about instruction. Based on this, opportunities for staff development is scheduled, schoolwide goals are written and monies from the budget prioritized. For example, after a thorough analysis of student writing across grade levels, the writing committee developed writing rubrics and benchmark guidelines for</p>	<ul style="list-style-type: none"> ● Pre- and post-tests ● Benchmark matrices ● Assessment matrices ● Team-developed rubrics ● Student data spreadsheets ● Team meeting notes ● Committee meeting notes ● Staff meeting agendas ● Staff development agendas ● FLGs ● Lesson plans

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<p>each writing style in each grade level. This summer, teachers were trained in how to use the rubrics to elevate the quality of student writing. As a result, the rubrics and the writing benchmark assessments have been integrated into ELA program, and the quality of student writing has increased.</p> <p>As explained earlier (see D1), BCS teachers use a combination of data from standardized tests, benchmark assessments, assessment tools from curricular programs, collaboratively created rubrics, the MAC, parent surveys, and student reflection to make informed decisions about teaching and learning. Through each of the assessment methods, needs are identified, teachers, parents, students, and administrators set individual goals, and curriculum, materials, and instructional methods are identified.</p> <p>Pre-assessment, formative, and summative assessment results are utilized daily to match students with appropriate text, organize students into flexible groups, and to determine appropriate intervention and enrichment programs. Moreover, assessment results directly impact the development of individualized Focused Learning Goals. From the goals, considerations/modifications within the context of the classrooms for individual student learning are made and recommendations for placement in specific extra-curricular and co-curricular classes are made.</p> <p>With FLGs acting as a backbone of the assessment regime, the BCS faculty meet regularly in weekly grade level and/or staff meetings to discuss assessments, evaluate student performance, and plan and modify instruction. These meetings, along with ongoing staff development, provide the structure that ensures articulation within and between grade levels as well as consensus concerning assessment data. Teachers use the data from multiple measures to adjust curriculum and improve student performance. The goal is to formulate instructional improvements to enhance student performance and define methods to enable all students to meet and exceed grade level expectations.</p>	
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Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards, the college- and career-readiness standards, and the strategic objectives.

Prompt: *Evaluate the system used to monitor the progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the strategic objectives.*

Findings	Supporting Evidence
<p>There are effective systems in place at BCS that staff use to monitor all students’ progress toward meeting academic standards and learning goals. Every level of student performance data analysis is important at BCS. Individual student data analysis, homeroom class analysis, grade level analysis, team analysis (k-2, 3-5, 6-8, FL, PE, VAPA), student group analysis (special education, EL, etc.), and schoolwide analysis and goal setting at each of these levels is facilitated by the systems that are in place.</p>	<ul style="list-style-type: none"> ● Pre- and post-tests ● Benchmark matrices ● Assessment matrices ● Team-developed

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<p>Teachers assess students regularly in their classrooms to make timely instructional decisions. Teachers also administer and record benchmark assessment data at three intervals during the year. This includes benchmark data on students' DRA, spelling inventory, fictional reading fluency, non-fiction ready fluency, writing, and common core math proficiency. The results for each teacher's students are recorded on a google spreadsheet so that data is transparent and teachers and administrators can all review and utilize data however is needed. This data is reviewed by teachers, grade level teams, and administrators. Several times per year, teams and the whole staff look at assessment data in order to draw broader conclusions about the programs and write team and/or whole-school goals. This is an effective system for monitoring student progress and achievement of the BCS Strategic Objectives.</p>	<p>rubrics</p> <ul style="list-style-type: none"> ● Student data spreadsheets ● Team meeting notes ● Committee meeting notes ● Staff meeting agendas ● Staff development agendas
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

H. Findings	Supporting Evidence
<p>At Bullis, all decisions tie back to the vision statement. BCS seeks to matriculate young adults who know themselves as learners and are ready for and excited about the world that lies ahead. Teachers utilize an array of assessment strategies to ensure the aspirations outlined in the vision are being achieved. They also use student performance data inform instructional decisions that affect day-to-day teaching and learning.</p>	<ul style="list-style-type: none"> ● BCS Vision Statement ● STAR Scores ● CogAT ● CELDT ● SBAC schedule ● MAC Assessment and reengagement lessons ● Unit pre- and post-tests ● DRA assessments and data matrices ● Benchmark assessments ● Foreign Language assessments ● VAPA (visual arts, drama, music, and dance) assessments and performance assessment

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	<ul style="list-style-type: none"> rubrics ● PE assessments ● STEAM project rubrics ● Rubrics for assessing 21st century and lifelong learning skills ● FLGs ● Report cards ● Benchmark matrices ● Assessment matrices ● Team-developed rubrics ● Student data spreadsheets ● Team meeting notes ● Committee meeting notes ● Staff meeting agendas ● Staff development agendas
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Prompt: Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.

Findings	Supporting Evidence
<p>Bullis has high expectations for teachers to collect, analyze and use student performance data to inform instruction. BCS also ensures there is adequate time built into teachers’ schedules for data analysis and has systems in place for tracking, analyzing, and reporting data to stakeholders. These practices, in addition to specific assessment practices such as CELDT and language acquisition FLGs, ensure that BCS is able to meet the needs of our critical learner group, our English language learners.</p> <p>BCS’s foreign language teachers are currently in the process of evaluating their assessments and revising assessments and units so that they are more aligned</p>	<ul style="list-style-type: none"> ● Assessment matrices ● Team-developed rubrics ● Pre- and post-tests ● Benchmark matrices ● Student data

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with the language of the common core. Therefore, this criterion is an area of growth for BCS in meeting the needs of all students in the FL program regardless of level of fluency or home language.

- spreadsheets
- Team meeting notes
- Committee meeting notes
- Staff meeting agendas
- Staff development agendas
- Board meeting presentation
- FLG documents
- FLG conferences
- FLG student reflections
- Report cards
- State testing parent letters
- BCS Continuum
- Performance-based rubrics
- Writing rubrics
- 21st century skills rubrics
- Distinguished schools visitation report
- Foreign language assessments and units
- EL FLGs
- CELDT practices and data

D3. Assessment and Accountability Criterion

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- can career-readiness standards, and the strategic objectives.

Indicators with Prompts

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Assessment and Monitoring Process

Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Prompt: Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

Findings	Supporting Evidence
Parents, teachers, community members, and board members take part in developing the strategic plan. Members of these stakeholder groups also serve on action teams which develop and execute action plans within the strategic plan. After researching, action teams present their findings to the board at public meetings and are given direction as to whether to proceed with implementation or continue with additional research and action plan development. Action teams and staff continue to present on progress at board meetings and parent information nights as necessary.	<ul style="list-style-type: none"> ● Board meeting agendas and minutes ● Parent information nights regarding strategic plan action teams such as the bullying prevention team's presentation.

Additional Online Instruction Prompt: Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.

Findings	Supporting Evidence
N/A to BCS	

Reporting Student Progress

Indicator: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the strategic objectives.

Prompt: Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the strategic objectives.

Findings	Supporting Evidence
Communication between home and school is crucial to the success of students. The administration's weekly school newsletters include sections on student and health issues, parent, student and staff recognitions, information on upcoming school events, such as parent education pieces, articles, flyers, and pamphlets. And, when appropriate, the newsletters also include information about student achievement, testing, and the academic program. For example, prior to SBAC field testing last spring, several issues of a special newsletter were sent home providing parents information about the upcoming tests, the objectives, schedules, etc.	<ul style="list-style-type: none"> ● School newsletters ● Teacher newsletters ● Thursday folders ● Parent information nights events calendar ● Back to school night presentations

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The specialist teachers submit monthly newsletters to keep parents informed of their expectations and learning targets, what is being taught in their programs, and ways the home can support their student's learning.

Parents are informed about up-to-date student learning objectives that are articulated regularly and directly to families. Each classroom regularly sends out a newsletter detailing classroom events and curricular objectives. The classroom communication folder, which goes home every Thursday, allows parents and teachers to communicate regularly. Our school web page (www.bullischarterschool.com) keeps families connected to the school. School information, such as the calendar, activities, and board meetings agendas are available. Each classroom has its own homepage with information including, but not limited to: schedules, student work, educational links, multi-media projects and the teacher's email address and voice mail phone numbers.

Evening parent informational meetings are held to alert families to school events (Back to School Night, Outdoor Education, Family Math Night, and Middle School Information meetings), and allow parents an opportunity to learn about student learning and school goals and ask questions.

Parents have the ability to communicate on a regular basis with staff members and most take advantage of the extended work hours after dismissal to meet personally with teachers. Other opportunities for one-on-one communication take place during the Fall conferences and parent requested meetings any time during the year, which can be scheduled in the mornings, during teacher prep periods or after school on any weekday.

As detailed in D1 and D2, required beginning, middle, end of year assessment data is tracked and shared with administrators, used to set FLGs, for report cards, to track FLG progress, and to ensure students make progress towards academic standards and strategic objectives. There is a lifelong learning skills section on report card that includes categories such as communication, collaboration, health, leadership, organization, risk taking, and problem solving. Student progress in all these areas is communicated to parents through the channels mentioned above.

As stated in D2, BCS students are fully cognizant (at developmentally appropriate levels) of the academic standards and play an active role in meeting school wide learning results and expected levels of performance. Teachers are transparent about learning goals and teach the growth mindset to students. Through FLGs, analysis of their own assessments, and regular goal writing in their classrooms, teachers involve students in knowing and achieving the school's desired learner outcomes.

Accountability information, student state testing data, and documents related to BCS's strategic plan and school goals are housed on the BCS website and available to the public.

- Teacher schedules
- FLG conference dates
- Student FLGs and reflections
- BCS Website
- Board presentations, agendas, and minutes
- Report cards
- Strategic planning process

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<p>As mentioned, school board meeting agendas and minutes are posted on the website as well. Staff periodically deliver presentations about progress toward achieving desired student learning outcomes at board meetings in order to inform the board and the public of the school's progress. The Principal and Founding Superintendent/Principal are also able to update the board on progress at each board meeting.</p> <p>Parents are also invited to learn</p>	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>BCS has an assessment and monitoring system that is an integral part of our educational program and that is used to ensure students receive the appropriate instruction to achieve.</p>	<ul style="list-style-type: none"> ● Parent information nights events calendar ● Back to school night presentations ● Teacher schedules ● FLG conference dates ● Student FLGs and reflections ● BCS Website ● Board presentations, agendas, and minutes ● Report cards ● Strategic planning process

D4. Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the strategic objectives drives the school's program, its evaluation and improvement, and the allocation and usage of resources.

Indicators with Prompts

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations, demonstrating a results-driven continuous process.

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Bullis Charter School WASC/CDE Self-Study Report, 2015

Prompt: Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
<p>The results of the assessment tools described above are made explicit to teachers, Board members, and parents. Until this year, the STAR test results from the previous spring were the subject of one full staff meeting and an open Board meeting the following fall. This practice will continue once SBAC results are available. The administrator disaggregates the results and provides an analysis to which teachers, Board members, and parents can respond. The CogAT results are also discussed at a staff meeting. Following these meetings, teachers meet with their team leaders to identify areas in need of improvement, as evidenced by the test scores, and ways to adjust teaching practices and curriculum to best improve student performance in these areas. If the team of teachers feels that additional instructional materials are needed, these needs are made explicit to the administrator via the team leader, and decisions are then made regarding allocation of funds.</p> <p>For example, last year analysis of student MAC scores (there were no STAR scores for math the year) led teachers to identify the need for improved understanding of mathematical practices and strategies for teaching depth of knowledge. This led to a team of teachers involved with the Silicon Valley Math Initiative to attend additional professional development and then create and facilitate training for the staff in this area during staff development this year. Throughout this year, team leaders have led discussions and trainings on strategies for teaching mathematical practices. Teachers continually monitor student progress in developing competence in mathematical practices. By the end of the year, staff will analyze students' math performance on the MAC and SBAC. The topic of a staff meeting, they will use the data to make recommendations about curriculum, instruction, and professional development to teachers and administrators who serve on the leadership team. This is a results-driven continual improvement process.</p> <p>This year's MAC data analysis also reveals a gap between EL performance and the performance of native speakers on the assessment. This has led to the formation of goals related to EL students in the school's LCAP (See Appendix C), and WASC self-study. Resources to support the achieving the goal of eliminating that gap will be allocated as necessary. To date, teachers have already undergone ELD standard training.</p> <p>Similarly, analysis of student writing led to the purchase of updated Step Up to Writing curriculum and the development of a writing committee to create new CCSS writing rubrics. The writing committee led trainings on the rubrics at the</p>	<ul style="list-style-type: none"> ● MAC results ● Staff meeting agenda and notes ● Team meeting agendas and notes ● Staff development schedule ● Curriculum purchases (such as Step Up to Writing)

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summer staff development and are in the process of evaluating the usefulness of the rubrics and making adjustments as needed.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>BCS consistently utilizes student learning data to drive program evaluation, to identify school needs, and to allocate resources. BCS is a learning organization whose vision commits stakeholders to innovative education for the sake of student achievement. The school’s commitment to continual improvement of its already outstanding program is evident in state testing data as well the recognition of the school as a California Distinguished School and National Blue Ribbon School.</p>	<ul style="list-style-type: none"> ● BCS Vision Statement ● STAR Scores ● CogAT ● CELDT ● MAC Data ● Unit pre- and post-tests ● DRA assessments and data matrices ● Benchmark assessments ● Foreign Language assessments ● VAPA (visual arts, drama, music, and dance) assessments and performance assessment rubrics ● PE assessments ● STEAM project rubrics ● Rubrics for assessing 21st century and lifelong learning skills ● FLGs ● Report cards ● PLC action plans and work products

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	<ul style="list-style-type: none">● Committee, staff, team, and grade level meeting notes● Staff development agendas● Standardized test scores and API● California Distinguished Schools Award● National Blue Ribbon School Award● BCS Continuum
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WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- BCS has systems for monitoring and communicating student performance data to stakeholders.
- BS has a variety of assessment data collected to monitor students growth and teachers' use of data to inform instruction at the individual, class, grade, and school levels.
- Professional development at BCS is aligned with student learning needs as determined by analysis of student work and assessment.
- BCS teachers use rubrics to assess college and career readiness skills and to provide students with feedback about enhancing these skills.
- BCS has a data-driven culture.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Develop assessments for the NGSS and aligning instruction with the new standards.
- Develop foreign language assessments that are aligned with common core.
- Develop assessments that are aligned with the new National Core Arts Standards.

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Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of family, business, industry, and the community, including being active partners in the learning/teaching process for all programs. The school involves parents of non-English speaking, special needs and online students.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>BCS values family and community members as integral partners in students' educational experiences and is committed to establishing meaningful relationships with them.</p> <p>BCS employs the strategy of engaging parents, developing relationships with families around our students' educational experiences, and maintaining positive and proactive channels of communication. From summer picnics to the "New Family Orientation" 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.</p> <p>With this grounding in the BCS culture, parents quickly understand that they are integral members of the students' educational community and partners in their children's education. Families are encouraged to volunteer for various activities in school that support the teaching and learning process. Parents are invited into classrooms to support activities such as literature circles, centers, and tinkering and engineering in the MakerSpace and FabLab. Parents are also invited to share their expertise with larger groups, like one parent who serves as the chief security officer for a large technology company who recently taught students about cyber safety at a schoolwide assembly.</p> <p>Bullis' parent-teacher organization, the BBC (Bullis Booster Club) also works in tandem with school staff to identify areas of critical need and to organize parent volunteers. This enables parents to maintain the daily operations of our school lunch program and our school library.</p>	<ul style="list-style-type: none"> ● Opening of school parent events calendar ● Bear Guides ● Notes from new family/administrati on meetings ● Room parent emails ● Classroom volunteer opportunities/signu p sheet ● School visitors log ● Hot lunch volunteer schedule ● Library volunteer schedule ● Classroom newsletters ● Bear Essentials – school newsletter

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<p>BCS staff are members of the divergent learners parent group as well as the Spanish speaking parent group. These groups provide a forum for discussion among parents as well as an avenue through which the school, experts, and community partners can provide additional support and resources.</p> <p>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, etc. are used to keep parents updated; and parents are invited to end-of-unit presentations.</p> <p>With a solid grounding in the BCS philosophy and experience, parents are more capable of playing a meaningful role in their child’s educational success. This includes working with the teachers to set annual FLGs or being contributing members of the Student Study Team to collaboratively make important decisions regarding their students’ educational progress. For example, parent input is vital in determining whether a student’s needs can be accommodated in the classroom or if formal testing is necessary.</p> <p>Parent feedback is solicited in the annual school survey; the results are shared schoolwide and become part of the data considered during strategic planning. For example, parents were instrumental in setting the goal, serving on the research action teams, and are now part of the implementation corps of the new “No Bully” program.</p> <p>BCS also employs strategies for involving the community in the students’ education. The staff builds opportunities for community members to volunteer and for organizations to partner with BCS.</p> <p>BCS also encourages staff members to attend and present at conferences and develop relationships with individuals and organizations in different fields. BCS also provides tours for individuals and organizations that want to learn more about the educational programs at Bullis.</p>	<ul style="list-style-type: none"> ● Thursday folders ● Classroom websites ● Expert panelists/competition judges ● Divergent learners ● Staff conference attendance + presentations
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Use of Community Resources

Indicator: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Prompt: *How effective is the school use of community resources to support students?*

Findings	Supporting Evidence
<p>Bullis Charter School is very fortunate to have well-established partnerships with businesses and strong support from talented families and community members. BCS partners with individuals and community organizations in order to enrich and support learning that occurs in the classroom.</p>	<ul style="list-style-type: none"> ● Parent/community involvement with intersession

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For example, Bullis partners with the local Linden Tree bookstore to organize author assemblies and inspire students to read and write.

BCS's partnership with the Leatherback Trust supports the BCS mission to foster global citizenship by creating opportunities for students to learn from the experts through Skype meetings with scientists and through experiential learning at the Leatherback Trust research center in Costa Rica.

Opportunities to perform and showcase student work within the community also affirm student effort and make learning more relevant. Last year, for example, students' artwork was displayed at AT&T park as part of Ed Rev 2014 show. Student work has also been displayed at the Helix museum in Los Altos and the Santa Clara County Office of Education. BCS's award winning student choirs also perform at the Rotary Club, the Los Altos Holiday Stroll and Tree Lighting Ceremony, and a local Senior Center as a service to the community. The choirs also attend the CMEA adjudication and receive critical and complementary feedback from experts. Student performances of all elementary drama productions and the 7th grade Midsummer Night's Dream project are advertised and open to the public-at-large.

During the annual Hour of Code and Codeathon, industry experts mentor students in their professional fields, and experts from the Lawrence Hall of Science and Stanford d. School provide standards-based activities and workshops for students in school. Experts from the community also help teach woodworking, cooking, sewing, interior design, architecture, organic farming, and app design as part of middle school intersessions.

Co-curricular and extra-curricular courses are also facilitated by community experts. One community member brings her equestrian expertise to teach students about caring for horses.

These are just a few of the many connections between classroom instruction and community learning experiences. Parent, business, industry, and community involvement also reinforces our mission of educating the whole child and models the real-world application of content learned in school.

programs (woodworking, sewing, cooking, FabLab)

- 8th grade partners with Google to pitch their products from "app design" intersession
- Partnership with Los Altos Stage Company and Giles Davies (actor) for 7th grade Midsummer Night's Dream
- 8th grade intersession experts: app design experts, architects
- Parent/community involvement with intersession programs (woodworking, sewing, cooking, FabLab)
- 8th grade partners with Google to pitch their products from "app design" intersession
- Partnership with Los Altos Stage Company and Giles Davies (actor) for 7th grade Midsummer Night's Dream

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Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/strategic objectives through the curricular/co-curricular program.

Prompt: *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/strategic objectives through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>Much like BCS staff members, BCS parents are trained in areas that will help them support their children achieve the BCS Strategic Objectives and high academic standards.</p> <p>Educational workshops, such as those on the new Common Core State Standards, internet safety, and effective math instruction help parents better understand the pedagogy and the best practices employed by teachers at BCS. Parent Forums on how to leverage the FLG 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.</p> <p>In addition, throughout the year, administrators, teachers, and students make public presentations at BCS’s school board meetings. These meetings are open to the public, including BCS’s families.</p> <p>ELAC is also used as a forum to ensure that parents of English Learners understand the BCS core curriculum and how they can support their children’s success.</p>	<ul style="list-style-type: none"> ● Parent education nights ● Calendars of events ● Divergent learners parent group ● Back to school night agenda and presentations ● Board meeting agendas ● ELAC agendas

Additional Online Instruction Prompt: *Evaluate the school’s processes to ensure that parents understand the expectations for the online instruction in relation to the desired student achievement and to review and counsel families for whom the selected online instruction format may not be the best match.*

Findings	Supporting Evidence
N/A to BCS	

Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>School leadership values family, community, and industry involvement with students’ education at Bullis and uses a variety of strategies to actively seek out meaningful partnerships to support Bullis’s academic program and enrich each</p>	<ul style="list-style-type: none"> ● The list of volunteer opportunities and

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student's experience.	partnerships that support the educational program including:
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E2. School Culture and Student Support Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Prompt: *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Bullis Charter School provides all parents with a "First Day Packet" including the Student/Parent Handbook, which clearly outlines school policies, instructional programs, volunteer information and student and school rules. Based on research that students learn best in a safe and nurturing environment and that parents value schools that not only focus on academic excellence but also prioritize positive character traits, students are encouraged and directed to formulate their own rules and codes of behavior modeled after the six pillars of our Character Development program. These rules and the six pillars are posted in every room. The behavior management system used at BCS is one of increasing responsibility for self-assessment and self-control. School rules are included in the Employee Handbook and reviewed and updated by the staff every year. While there are very few disciplinary problems at BCS, the community believes in the old adage that "an ounce of prevention is worth a pound of cure."</p> <p>Digital citizenship and cyber safety are also a focus at BCS. Students in all grade levels learn age-appropriate uses for technology and how to employ ethical behavior online. Bullis was recently recognized as Common Sense Digital Citizenship: Certified School.</p> <p>Bullis community members have also undergone professional development through the organization No Bully to foster a positive school climate and prevent bullying on campus. All teachers as well as a cadre of parents who volunteer during the school day are trained to interrupt bullying and harassing behaviors and report concerns to appropriate school personnel. Specially trained teacher-</p>	<ul style="list-style-type: none"> ● First day packer ● Student/Parent handbook ● Character pillars ● Employee handbook ● Common Sense Digital Citizenship: Certified School ● Digital citizenship lesson plans ● No Bully program materials and training dates ● Emergency procedures ● Safety assembly information

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<p>Solution Coaches teach students about how to identify bullying behaviors and how to stand up (instead of being a bystander). Solution coaches also facilitate empathy-building protocols with students to rectify issues of bullying on campus should they arise.</p> <p>Preventive safeguards implemented throughout campus include regular testing and evaluation of safety, fire, and disaster plans in cooperation with local police and fire departments. Each class has a disaster kit with emergency medical supplies and information on each child. There is a container on campus that stores food and other emergency supplies. Representatives from the fire department also facilitate interactive assemblies about fire and bicycle safety in which all students participate. BCS is a member of the first Silicon Valley's Safe Schools Consortium Advisory Council, working alongside law enforcement, school districts, and other agencies in Santa Clara County and participates in the National Incident Management System (NIMS). An active safety committee reviews and updates safety protocols annually.</p>	
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High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *Evaluate the school's work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>Positive reinforcement allows the BCS community to maintain a safe, healthy and drug-free environment, and to this end many schoolwide programs are in place to reward proper behavior, both academic and social. Character education curriculum is integrated into all classrooms, encouraging a safe and nurturing school environment. In the K-5 program, a number of students from each classroom are presented with a "Principal's Award" at our schoolwide assemblies. Chosen by their teachers, students are recognized in front of the school to celebrate their exemplary character, aligned to the six pillars. Each week, a different class also performs a POW and WOW (proverb of the week and work of the week) performance at a schoolwide assembly. All week long, students prepare a presentation (a video, a skit, or musical number) that teaches students about the POW and WOW. In the classroom, entire classes can be awarded "Bullis Bucks" for demonstrating teamwork and good behavior as a whole. Any staff member may recognize classes, and these bucks are collected for whole-class prizes; for example, ten Bullis Bucks entitles the class to a popcorn and movie party hosted by the Principal or Assistant Principal.</p> <p>Finally, students are also recognized individually for unsolicited positive behavior and citizenship with "Caught Being Good" coupons. Initiated by anyone in the school community (staff, parents, volunteers, etc.), these coupons are drawn monthly and can be turned in for a prize from the Principal's "Treasure Chest" of goodies. At the middle school level, students are recognized at award assemblies where they can also give "shout-outs" to</p>	<ul style="list-style-type: none"> ● Principal awards ● POW/WOWs ● Middle school award assembly ● Houses documentation ● Middle school leadership council notes ● Positive behavior system artifacts (caught being goods, etc.)

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<p>teachers and staff who have made a positive impact on them.</p> <p>Cross-grade (K-5) "Houses" are organized to foster community and provide dynamic learning opportunities. Houses participate in a variety of schoolwide activities and are rewarded for positive behaviors that require group involvement for success. For example, there is a schoolwide reading initiative that encourages students to read at least a million words per year (based on "The Power of Reading" - Stephen Krashen). Students earn points for their House based on the completion of books or pages read. While students may earn points for their Houses in many ways (e.g. chalk mural contest, school spirit, attendance, service learning, etc.). In the middle school, students participate in mixed grade level clubs as they explore a common interest and learn about leadership together.</p> <p>All students in grades 3-5 have the opportunity to participate in Student Council. This council is given a variety of democratic decision-making opportunities, including the creation of the initial council constitution. Council members gather input from their constituents and report back their decision-making. Example of student council member solicit ideas about spirit days, and other council sponsored events (like movie nights and talent shows) from their fellow classmates, and report back to student council. Council members make choices based on student input and report decisions made in student council back to their classes. Student council also plans whole-school community service projects like book toy drives for children in need.</p> <p>At the middle school level, a team of students called the Middle School Leadership Council collaborate with the Principal and staff to develop and improve middle school programs such as clubs and after school sports. Middle schoolers also participate in advisory and leadership classes where they learn about different leadership styles and skills, collaboration skills, and teamwork.</p>	
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Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
<p>Shared leadership is an important component of the success of BCS and sharing leadership promotes trust, respect and professionalism.</p> <p>The strategic planning process has been discussed extensively and this process promotes transparency which results in parents trusting that BCS will always make decisions that are in the best interest of their children. Parents are invited to advise the school through ELAC and the LCAP development process and to take part in solving problems large, such as how to configure the grade levels over two sites, and small, such as parking lot congestion.</p>	<ul style="list-style-type: none"> ● Continuum ● PLCs ● Peer observation/instructional rounds ● Teacher-selected professional development

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<p>Among the staff, major decisions are made by consensus and all opinions are valued. Staff adhere to a set of ground rules which promote respect and professionalism. Trust is evidenced in peer observations that teachers participate in as a result of work in their PLCS.</p> <p>Among students, there is also an atmosphere of trust and respect grounded in the character pillars. Students are also integrated into the development and leadership of as many programs as possible. For example, the responsibility of choreographing this year's musical <i>Bye Bye Birdie</i>, has been delegated to a student. Similarly, a team of students worked with the choir director to audition the solos for a recent Pops concert. The Middle School Leadership Council is involved with determining program elements such as planning orientation activities and determining which sports should be offered during after school athletics.</p>	<p>(teachers find conferences that are especially interesting to them personally)</p> <ul style="list-style-type: none"> ● Role of a BCS Educator ● Staff-developed professional development (see staff development agenda for a list of names) ● BCS Ground Rules ● Community Ideals ● Consensus based decision making ● Meeting roles summary ● Character Pillars ● List of middle school leadership positions ● Middle school leadership council notes
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Because of BCS's strong culture of professionalism, focus on students, and commitment to continuous improvement, BCS is a safe place that nurtures learning. The systems in place that maintain this culture and ensure that BCS continues to be a learning organization will also support the evolution of the program and the accomplishment of our school goals.</p>	<ul style="list-style-type: none"> ● First day packet ● Student/Parent handbook ● Character pillars ● Employee handbook ● Common Sense Digital Citizenship: Certified School

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	<ul style="list-style-type: none"> ● Digital citizenship lesson plans ● No Bully program materials and training dates ● Emergency procedures ● Safety assembly information ● BCS Ground Rules ● Community Ideals ● Consensus based decision making ● Meeting roles summary ●
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E3 & E4. School Culture and Student Support Criteria

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

Indicators with Prompts

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

Prompt: *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
BCS teachers firmly believe in supporting all aspects of the child. The Student Study Team (SST), is the first step in our intervention program. The Student Study Team meets to provide support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties relating to behavior or academics. Regular members of our SST are the Principal, School Psychologist, Resource	<ul style="list-style-type: none"> ● SST referral form ● 504 referral form ● IEP referral ● Counseling referral form

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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.

If interventions outline in the SST plan prove unsuccessful over several months, the student may be referred for a special education assessment. If the student qualifies for services, our special education staff develops Individual Education Program (IEP), works with the classroom teachers to modify instruction and assignments, and coordinates support programs as necessary. These may include the use of the laptop computers for those students who have difficulty with writing, extended time for tests, modified homework assignments, additional time working with the associate teacher, 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 and a formal assessment annually, each entailing written reports, which are sent home to the parents.

For students who qualify for a 504 Plan, a team is 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.

There are three school counselors who serve the Bullis community. BCS utilizes their expertise at annual grade level parent meetings to address students' developmental and socio-emotional growth and parenting issues. Counselors also conduct student groups that address topics such as social/emotional needs, divorce, and grief, and provide parents with family counseling sessions in order to support students in their academic and FLG goals. Counselors work with the school psychologist and the rest of the SST or IEP Team members to ensure that her services are aligned with the needs of and the goals for each student, often-times extending beyond the office doors. For example, art therapy and play therapy in the classroom and on the playground are often used. Techniques that provide a safe and fun environment for students to express themselves and applying newly learned skills.

BCS also offers various programs for the health and well-being of the students: yearly vision and hearing checks, five hot lunch days (meeting the nutritional guidelines for healthy lunch), a homework assistance program, extended teacher work hours after dismissal so that they are accessible to students and parents, among others. A school nurse is on campus to address immediate student health needs as well as support the implementation of student health plans for students with health needs. These services are detailed in the

- Calendar of health and wellness events and programs
- Student/Parent Handbook
- FLGs

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<p>Student/Parent Handbook and the School Directory that are distributed to every family. Information is also communicated to parents at the grade level parent meetings, grade level coffees, and in the school newsletters. Most often, referrals for “special services” are initiated by teachers who, through daily interaction with the students, are most acutely aware of the their needs.</p>	
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Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
N/A to BCS	

Direct Connections

Indicator: The school demonstrates direct connections between academic standards and strategic objectives and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

Prompt: *Evaluate the ways that there are direct connections between academic standards and strategic objectives and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services, or referral services.*

Findings	Supporting Evidence
<p>The strategic planning process integrates feedback from stakeholders about the school’s progress in achieving strategic objectives and meeting student needs. Based on this feedback, the finance committee creates a budget that is responsive to student needs and aligned with the strategic plan. School administrators also use analysis of student data, and the assessment of the school’s progress in achieving strategic objectives to make programmatic determinations to best support students.</p> <p>For example, due to the growth in the student body and a growing need within the student body for support services, BCS increased its resource specialists from 1 FTE to 1.5 and increased the number of counselors on site from two to three.</p>	<ul style="list-style-type: none"> ● Strategic plan and strategic objectives ● School budget ● Support staff rosters over multiple years

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

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Findings	Supporting Evidence
<p>Bullis’s mission to “emphasize individual student achievement” and to inspire students to “reach beyond themselves and achieve full potential” drive a culture of personalized learning and differentiation that manifests in program elements that support all students. Student FLGs, for example, ensure that all students work to achieve goals that are responsive to their individual needs. The FLG process also helps ensure every teacher develops a deep understanding of every student. Before writing FLG goals, teachers analyze assessment data across disciplines, observe students, read students’ work from previous years, review parent and student surveys, and conference with parents. This supports teachers in writing personalized goals that are truly responsive to individual student needs. Teachers then support students in achieving their FLGs by differentiating instruction in their classrooms. In fourth grade, for example, students participate in literature circles and assume roles, like summarizer and questioner, that relate to their reading FLG.</p> <p>When a teacher notices signs that a student may need additional supports beyond the regular differentiated instructional program, the teacher may collaborate with parents, resources specialists, team members, and administrators to implement interventions that modify the instructional program to help a student learn, or request and SST meeting.</p> <p>An SST may be convened for students who need additional support beyond the teacher-implemented interventions or if retention is being considered. The SST follows the process explained earlier in this section and develops an intervention plan that may include referral for special education assessment. If a student qualifies for special education services or a 504 plan, school staff follow the established process to ensure the student’s needs are met. In this way, all students have access to a rigorous standards-based curriculum.</p> <p>BCS teachers are committed to differentiating for their students. For example, the 5th grade team analyzes math pre-test data to identify students who have already mastered some of a unit’s topics as well as identify students who may still be struggling with a topic that was already covered. Teachers use this data to personalize units and provide extension and remediation activities to guide students’ learning through the unit. In Mandarin, teachers use stations to ensure students access content at their level, and science teachers use stations and strategic groupings to repair disparate misunderstandings that develop amongst cluster of students in each classes.</p> <p>Teachers also differentiate through providing student choice in learning activities that allow students to personalize their educational experiences. For example, a second grade teacher offers several different types of graphic organizers for planning writing. Students get to choose which they want to use.</p>	<ul style="list-style-type: none"> ● BCS Vision ● Strategic Plan ● Continuum ● FLGs ● Student work folders ● Parent surveys ● FLG conference dates ● SST procedures and forms ● Differentiated lesson plans

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Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
N/A for BCS	

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Prompt: *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
<p>Low student teacher ratios at Bullis ensure teachers know their students well. If teachers develop concerns about students, teachers inform parents and administration, solicit additional information from parents and begin to implement program modifications to increase the student’s success. Teachers document attempted interventions and assessment data. Teachers monitor student progress and hold a parent-teacher conference. If additional supports are necessary, teachers refer students for an SST. As described earlier, the Student Study Team (SST), supports families with special needs or concerns by providing support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties. Through collaboration and dialogue, a specific plan is developed for meeting the student’s particular needs..</p> <p>At the end of an SST meeting, participants set a date to reconvene to determine a student’s progress toward achieving the intended goal(s). 504 teams can also set dates to evaluate effectiveness toward achieving goals. BCS contacts parents at the beginning of each school year in order to provide the option for a meeting to update a 504 plan. A 504 team can also be called together at anytime if staff or parents have concerns or if changes in a student’s life will affect his or her 504 plan.</p> <p>With each of these processes, teachers implement modifications, monitor student progress, and reconnect with teams if plans do not appear to be effective. Teachers also record student data over time so that decisions are data-driven.</p> <p>Each year, teachers also analyze student data in order to create their SMART goals (professional growth goals) on the continuum. Many teachers utilize this opportunity to identify struggling students as well as gifted and advanced</p>	<ul style="list-style-type: none"> ● Parent-teacher email correspondence ● SST referrals and plans ● 504 referrals and plans ● IEP referrals and plans ● Assessment matrices ● Team meeting notes ● Staff meeting notes ● Continuum goals

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<p>students, and set professional growth goals that will help them meet those students' needs.</p> <p>Throughout the year, teachers meet with administrators to discuss their progress toward achieving their goals. A teacher's success in achieving his/her goals is determined by student learning outcomes.</p> <p>In addition, teachers also analyze formative and summative assessment data to determine and address student needs in real-time. Grade level teams may make adjustments to curriculum or pedagogy based on student need.</p> <p>Teachers, administrators, and the CELDT coordinator also monitor EL student achievement by regularly reviewing assessment data. The classroom teacher supports EL students in achieving their language FLGs through differentiated instruction, assessment, and monitoring. The teacher also submits benchmark assessment data and a survey of each EL student's performance as it relates to English language development. The CELDT coordinator reviews this local data along with local state testing data to determine if each EL's needs are met by the supports and interventions in place. If additional supports would benefit a student, the CELDT coordinator and teacher collaborate to craft an intervention and support plan that is immediately implemented. The CELDT coordinator also tracks RFEP students after reclassification to ensure they are succeeding in school and identify student needs if they arise. If additional support is necessary, the CELDT coordinator works with the teachers to develop a support and intervention plan. In this way, BCS ensures EL students get support services they need to succeed.</p>	
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Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
N/A for BCS	

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

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Findings	Supporting Evidence
<p>All students participate in all programs giving all students access to a rigorous, relevant, and coherent curriculum. Additionally, all students participate in an enhanced curriculum that greatly exceeds the state standards and that includes universal weekly music, art, physical education, FabLab/Makerspace, foreign language, and drama classes taught by credentialed teachers. K-5 students participate in a variety of co-curricular classes, such as Tech Challenge, Chinese Painting, Scratch Programming, French, Picture Book Writing, Gardening, engineering, Tumbling, Bullis Kids News, and Strings, while 6-8 students participate in a similar program including Exploratories, clubs, and intersession, which are three three-week sessions of classes such as designing a school of the future, app design, engineering challenges, wood working, sewing, and cooking; our rationale for offering such a program is that it acknowledges and creates a forum for students' multiple intelligences which in turn enhances their academic performance and their feelings of community belonging and self-worth.</p>	<ul style="list-style-type: none"> ● Class rosters

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards, the college- and career-readiness standards, and the strategic objectives.

Prompt: *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards, the college- and career-readiness standards, and the strategic objectives. How effective are these efforts?*

Findings	Supporting Evidence
<p>All of BCS's co- and extra-curricular activities help ensure the achievement of the school's strategic objectives.</p> <p>Co-curricular courses are embedded in the K-5 school schedule. Students take a total of 4 co-curricular per year. The purpose of co-curricular classes is to extend students' learning based on the California State Standards. It is an opportunity for students to learn and apply content in a more integrated manner and with students they may otherwise not have a chance to work with. All students will have the opportunity to choose classes from three main curricular areas: Global Citizenship, Math, Science, and Technology, and Performing and Visual Arts.</p> <p>There are a wide array of co-curricular courses offered each year such as coding, creative ceramics, and blue crew (which helps spearhead BCS's efforts on ocean and leatherback sea turtle conservation). Elementary school students also have the choice to take extra-curricular classes after school. These classes help students discover and deepen their passions and support the accomplishment of the strategic objectives.</p>	<ul style="list-style-type: none"> ● BCS vision statement ● Strategic plan and objectives ● Co- and Extra-curricular offerings ● Clubs ● Middle school before and after school athletics and performing arts offerings ● Open FabLab schedule

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In the middle school, all students participate in clubs and have the opportunity to participate in before and after school athletics and performing arts. Middle school students also have access to open hours in the FabLab on weekends once per month to work on passion projects and FLGs.	
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Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
N/A to BCS	

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
BCS staff analyze enrollment in before and after school extra-curricular activities as well as in-school co-curricular classes. Staff uses the data to determine which classes should be offered and to make adjustments to the offerings as necessary. Further, students select the co-curricular and extra-curricular classes they wish to take part in and offerings that do not receive significant student interest are dropped.	<ul style="list-style-type: none"> ● Student enrollment in cos, extras, and clubs ● Attendance reports

Additional Online Instruction Prompt: *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
N/A to BCS	

Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
Students report that counseling and special education services are helpful. Students do not experience a stigma when they leave class to receive specialized services. Receiving 1-1 support from teachers, associate teachers, and support personnel, having differentiated instruction, and taking part in small group instruction, are part of the daily ebb and flow of every classroom. Students understand that people learn differently which makes the culture really	<ul style="list-style-type: none"> ● Student Testimonials

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open.	
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Conclusions

Prompt: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>All students at BCS receive appropriate support along with an individualized learning plan to help ensure academic success. BCS is committed to individualized learning because of our mission, and provides a system of personal support services, activities, and opportunities.</p>	<ul style="list-style-type: none"> ● Strategic plan ● BCS Vision ● Co- and Extra-curricular offerings ● Clubs ● Middle school before and after school athletics and performing arts offerings ● Continuum ● Assessment matrices ● SST referrals and plans ● 504 referrals and plans ● IEP referrals and plans ● Parent-teacher email correspondence ● Differentiated lesson plans ● FLGs

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WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- A student-centered culture of high expectations is supported by clear policies and support for students in meeting those expectations.
- Parents and teachers remain in close communication with administrators about students' academic progress.

Category E. School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Engage the parents of our growing EL population

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Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Implement Next Generation Science Standards smoothly for all students with support and professional learning for teachers.
- Align current PBL units and the STEAM program to the NGSS.
- Develop assessments for the NGSS and aligning instruction with the new standards.
- Support all learners including a growing English Learner population through differentiation .
- Engage the parents of our growing EL population.
- Challenge all learners in the foreign language program.
- Develop foreign language assessments that are aligned with common core.
- Continue to implement CCSS with a more consistent approach to curriculum and implementation across all grade levels.
- Deepen global competency instruction and curriculum.
- Develop teacher leaders to serve our community and the broader community.
- Develop assessments that are aligned with the new National Core Arts Standards.
- Examine ways to improve our work with attracting and retaining quality teachers.
- Secure facilities that will fully support the BCS program.

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Chapter V: Schoolwide Action Plan

Goal 1:

Continued support of diverse learners through effective implementation of Common Core State Standards and California English Language Development Standards with an emphasis on differentiation.

Rationale: Stakeholders strongly endorsed focusing on continued effective implementation of the CCSS and the CA ELD standards as we grow as school, making sure that student needs are being met.

Actions	Correlation to LCAP or Strategic Plan	Timeline	Assessment of Progress
<ol style="list-style-type: none"> 1. Provide professional development for teachers regarding the math and ELA Common Core Standards.—what has been done, what will be done? 2. Purchase Common Core aligned curriculum and materials. 3. Teachers will participate in the Silicon Valley Math Initiative. 	<p><u>BCS Strategic Plan:</u> # 3. Every student will achieve academic success.</p> <p><u>LCAP:</u> Goal#2: Every student will achieve academic success.</p>	ongoing	Annually each spring during the strategic planning process.
<ol style="list-style-type: none"> 1. Classroom teachers will collaborate with special education staff. 2. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities. 	<p><u>BCS Strategic Plan:</u> # 3. Every student will achieve academic success.</p> <p><u>LCAP:</u> Goal #6: Students with disabilities will fully participate in the educational program.</p>	ongoing	Annually each spring during the strategic planning process

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<ol style="list-style-type: none"> 1. For English learners: Teachers will be trained to understand and implement the new ELD standards while differentiating instruction to ensure EL students are academically successful with CCSS. 2. Teachers will continue to be trained in strategies to best support EL students. 	<p><u>BCS Strategic Plan:</u> # 3. Every student will achieve academic success.</p> <p><u>LCAP:</u> Goal #8: English Learners will increase their English language skills and meet 2012 ELD Standards (in Year 2 and 3, students will meet new ELD Standards to be adopted in the summer of 2014).</p>	<p>ongoing</p>	<p>Annually each spring during the strategic planning process</p>
<ol style="list-style-type: none"> 1. For RFEP Students: Provide professional development for teachers regarding the math and ELA Common Core Standards. 2. Purchase Common Core aligned curriculum and materials. 	<p><u>BCS Strategic Plan:</u> # 3. Every student will achieve academic success.</p> <p><u>LCAP:</u> Goal #9: Students designated as RFEP will have success rates in meeting Common Core Standards in math and ELA that are comparable to their fully English proficient peers.</p>	<p>ongoing</p>	<p>Annually each spring during the strategic planning process</p>

Goal 2:

We will build on teachers’ strengths to develop teacher leaders in order to impact professional and student learning within Bullis Charter School and the larger educational community.

Rationale: Stakeholders strongly endorsed the focus on creating strong teacher leaders so that student learning increases and so that BCS teachers can play a role in supporting the larger educational community.

Actions	Correlation to LCAP or Strategic Plan	Timeline	Assessment of Progress
<ol style="list-style-type: none"> 1. Publish, maintain, and distribute documentation on BCS curricula, teaching practices, and organizational structure and processes to a broad constituency. 2. Send representatives regularly to education conferences to share BCS 	<p><u>BCS Strategic Plan:</u> STRATEGY II: We will establish our unique relevance in and serve the broader educational reform community.</p>	<p>ongoing</p>	<p>Annually each spring during the strategic planning process.</p>

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<p>curricula, teaching practices, and organizational structure and processes.</p> <ol style="list-style-type: none"> 3. Establish a summer bridge program to promote the academic, social and emotional growth of underserved K-8 students who feed into the Mountain View Los Altos School District. 4. Provide workshops for teachers and administrators about BCS curricula, teaching practices, and organizational structure and processes. 5. Implement a teacher/leader residency program, which uses BCS as an extensible model for teacher empowerment and professionalism and effective delivery of higher level teaching skills. 6. Conduct a feasibility study for expanding BCS in north Santa Clara County, focusing in particular on the areas served by the Mountain View-Los Altos High School District and the Los Altos School District. 7. Partner with a school of education to create a mutually beneficial relationship. 			
<ol style="list-style-type: none"> 1. All staff will be hired based on a recruitment process that ensures alignment with the BCS mission and culture. 2. All staff will be evaluated and compensated on a schoolwide performance-based model. 3. All teachers will participate in collaborative efforts to improve the school via a network of committees and chair-people. 	<p><u>BCS Strategic Plan:</u> STRATEGY III: We will create an environment and process that finds, attracts, develops, and retains the highest quality of staff.</p>	<p>ongoing</p>	<p>Annually each spring during the strategic planning process.</p>

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Goal 3:

Implement the Next Generation Science Standards (NGSS) and STEAM (science, technology, engineering, arts, mathematics) strand in all K-8 homeroom and specialist classes.

Rationale: Stakeholders strongly endorsed an efficient and effective transition from the CA Science Standards to the NGSS and the integration of the NGSS into the STEAM program so that students are college and career-ready

Actions	Correlation to LCAP or Strategic Plan	Timeline	Assessment of Progress
<ol style="list-style-type: none"> 1. Students in grades 1-3 will participate in Project Based Learning that incorporates the Maker Space. 2. Classroom teachers in grades 1-3 will collaborate with the engineering teacher responsible for the Maker Space in order to create seamlessly integrated project base learning units. 3. Students in grades 4-8 will participate in Project Based Learning that incorporates the Fab Lab. 4. Classroom teachers in grades 4-8 will collaborate with the engineering teacher responsible for the Fab Lab in order to create seamlessly integrated project base learning units. 	<p><u>BCS Strategic Plan:</u></p> <p># 2. Every student will be actively responsible for his or her learning and individual goals.</p> <p># 3. Every student will achieve academic success.</p> <p># 4. Every student will continue to discover and pursue individual talents and interests.</p> <p><u>LCAP:</u></p> <p>Goal#5: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.</p>	<p>ongoing</p>	<p>Annually each spring during the strategic planning process.</p>

Goal 4:

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

Rationale: Stakeholders strongly endorse focusing on preparing students for success in an interconnected world.

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Actions	Correlation to LCAP and or Strategic Plan	Timeline	Assessment of Progress
<ol style="list-style-type: none"> 1. Inform parents and community members, through meetings and newsletters, of the benefits of learning world languages and the Pathway Award programs 2. Establish a representative/advisory committee to clarify purpose and rationale, to determine awards and levels, to define criteria or adopt the SCCOE Seal of Biliteracy Consortium Criteria and to draft board policy or resolution 3. Seek input on drafts of criteria and board policy/resolution from stakeholder groups 4. Present resolution for school board approval 5. Establish an outreach program 6. Develop evaluation rubrics and process to determine if students meet the award criteria 7. Create the process for identifying eligible students and district staff for implementing the award programs 8. Design and present awards 9. Establish budget to include testing costs, materials, monitoring costs, certificates and awards 	<p><u>BCS Strategic Plan:</u> Objective #1 All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment. Objective # 2. Every student will be actively responsible for his or her learning and individual goals. Objective # 3. Every student will achieve academic success.</p> <p><u>LCAP:</u> Goal#5: All students will become self-confident contributors to the global society and demonstrate understanding of the interconnectedness of people and their environment.</p>	<p>ongoing</p>	<p>Annually each spring during the strategic planning process.</p>

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Appendices:

- A. BCS Strategic Plan
- B. BCS Continuum
- C. LCAP
- D. BCS Employee Handbook
- E. Master schedule
- F. School Quality Snapshot
- G. School Accountability Report Card (SARC)
- H. CBEDS school information form
- I. BCS Ground Rules
- J. The Role of the BCS Educator
- K. Student/Parent Handbook
- L. MAC Data
- M. Character Pillars

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BULLIS CHARTER SCHOOL

Parent/Student Handbook



BULLIS
charter school

A CALIFORNIA
K - 8 PUBLIC SCHOOL

2015-2016



BULLIS CHARTER SCHOOL

Founding Superintendent/Principal
Principal
Assistant Principal
Director of Special Projects & Curriculum
Director of Strategic Initiatives & Partnerships
Executive Assistant
Executive Assistant
BCI Office Manager
Registrar
Information & Communications Technology Coordinator

Wanny Hersey
Jocelyn Lee
Alison Schwartzbaum
Jennifer Anderson-Rosse
Jessica Lura
Kitty Chiu
Aumi Rohm-Wesley
Linda Lukas
Martha Gutierrez
Charles Morgan

Dear Parents and Students,

On behalf of the BCS staff, I welcome you to the 2015-16 school year!

We are looking forward to a productive year, one that is filled with academic, social, and emotional growth. We hope you will be pleased with the school and your child's progress.

A fundamental aspect of a quality educational program is frequent communication between home and school. This handbook has been developed to explain our expectations, policies, and procedures. Within these pages, you will also find an explanation of the services we offer. Please take time to read this handbook carefully.

I am eager to speak with you at any time. Please do not hesitate to call with any questions or concerns you may have.

We all look forward to working with you this year.

Sincerely,

Wanny Hersey
Founding Superintendent/Principal

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DAILY SCHEDULE

Kindergarten:

Morning: 8:15 am – 12:10 pm

Afternoon: 11:25 am – 3:10 pm

Fridays: 8:15 am – 12:40 pm

Grades 1 – 5:

8:35 am* – 3:15 pm**

* Extra-curriculars begin at 7:45 am

** Extra-curriculars go until 4:15 pm on Mondays, Tuesdays, Wednesdays (north campus); Mondays, Tuesdays, Thursdays (south campus)

Play rehearsals (M-F) go to 3:30 - 4:30 pm

Grades 6-8

8:00 am* – 3:29 pm**

* Extra-curriculars begin at 7:15 – 8:00 am

**Office Hours and After School Sports go until 4:30 pm

MAIN OFFICE HOURS

Monday – Friday, 7:45 am – 4:30 pm

DROP OFF & PICK-UP PROCEDURES

The safety of our students is a primary concern. In an effort to provide the safest environment during the drop-off and pick-up of children, we ask your cooperation in following these procedures:

1. PLEASE **clarify arrangements** with your child about after-school plans **each morning** to avoid confusion later in the day. The office is not always able to get messages to students before they leave.
2. Students are to be dropped off and picked up at the parking lot. Parents must pull over to the curb or park and walk their child(ren) to and from the front of the school.
3. Students who walk or ride bikes should cross at the crosswalk. Bike riders must walk their bikes once on the school grounds.
4. Morning supervision begins at 8:15 am. **Students are not allowed on campus before this time** unless they are enrolled in a school sanctioned, staff supervised activity. **After-school supervision ends at 3:30 pm.** All students not attending extended day extracurricular classes who have not been picked up by that time are brought to the school office and should then be picked up there.
5. **If students are not picked up** by parents within 15 minutes of dismissal, the office will contact the people on the students' emergency card to pick them up.

The parking lot is very congested before and after school. **We want to be good neighbors.** Please be sensitive to the concerns of the residents and discuss with your children the importance of respecting neighborhood property.

If parents or guardians are planning to travel, it is imperative that the student's teachers and the front office be informed **in writing** of any changes in plans, guardianship, carpooling, contact information, etc. Please be aware that students will only be released to adults who have been authorized on the "Student Pick-up List" that is found on our K12 Online registration portal.

Leaving School Premises

Bullis Charter School is a closed campus. Students are not permitted to leave the school premises unless they are in the company of a parent or authorized guardian. The office should be notified in writing when a student will be picked up during the school day and who will pick up the child. The authorized adult picking up the child must sign the student out at the school office. This precaution is for the safety of all BCS students.

ATTENDANCE POLICIES

Absences and Tardies

When your child is going to be absent OR tardy, please contact the school office before 9 am and leave a message on the Attendance Line (650-947-4100, ext. 2) or email office@bullischarterschool.com with the following information:

1. Child's first *and* last name
2. Teacher's name
3. Your relationship to the child
4. Reason for absence or tardy

When your child returns to school, please send a written excuse. If your child is marked absent and you have not contacted us by telephone, the office will contact you for verification and the reason for the absence. Emergencies, illnesses, doctors' appointments, religious holidays/celebrations will be considered excused absences.

Tardiness

Please help us support each child's learning and instill the valuable life skill of punctuality by making sure your child(ren) arrives on time to school. Students who arrive at school after their designated start time **MUST** come to the office, sign in, and take a tardy slip to their teacher.

Sequence of Consequences for unexcused tardies:

1. 1st and 2nd unexcused tardy within a trimester – Student will receive a verbal warning.
2. 3rd unexcused tardy – Student will receive a letter from his/her teacher.
3. 4th unexcused tardy – Student will receive a letter from the assistant principal/principal.
4. 5th unexcused tardy – Student will serve detention at lunch/recess.
5. 6th and each subsequent unexcused tardy – Student will serve an after-school detention. A meeting with the parent or guardian may be scheduled.

Students who have excessive unexcused absences and who are chronically tardy may be declared as habitual truants.

Assignments

When a student is out for one or two days, he/she should call another student in the class for assignments. If your child will be out more than two days, please contact your child's teacher to request his/her homework. Teachers provide homework assignments for students who are out ill for more than three days. Please allow teachers 24 hours to gather the homework and any appropriate materials; these will be available for pick up in the school office.

Vacation

Vacation time is provided within the school calendar. Bullis Charter School requests that families refrain from removing their children from school for vacations.

If there are extenuating circumstances and it is necessary to miss school for five or more days, an Independent Study Agreement will be set up. We ask that you advise the school one week in advance of the intended absence to allow time for your child's teacher to prepare long range assignments and prepare the Independent Study Agreement. We cannot stress enough the importance of Independent Study Agreements during extended absences.

STUDENT POLICIES

Dress Code

Students are expected to come to school in neat, clean, appropriate clothing and closed-toe shoes suitable for active participation in P.E. and playground activities. Mini skirts, short shorts, and spaghetti straps are not appropriate clothing for school. Clothing should be comfortable, be of proper fit, and not revealing or otherwise disruptive to learning. Pants must fit at the waist; shirts must come to the waist. (Please also refer to Middle School Dress Code below.)

BCS Middle School Dress Code

Clothing Must Fit

- Pants, shorts, or skirts must fit at the waist and stay up at the waist without a belt.
- Shirts must come down to at least the waistband of skirts, shorts, or pants, even when arms are raised.
- Underwear, including bras, must never show, whether standing, sitting, bending down, or bending forward.
- Shoes must be comfortable to allow student to access all areas/grounds of the campus at any time.

Clothing Cannot Be Inappropriate on School Grounds

- Sexual or racist remarks are prohibited on any article of clothing.
- No high (over 2") heels may be worn.
- No underwear may be showing at any time (including bras and their straps).
- No halter-tops or tops with spaghetti straps may be worn.
- Straps must be a minimum of 2-fingers wide.
- No thick chains may be worn anywhere on the body.
- No sunglasses may be worn inside the classrooms/school buildings.
- No hats or hoods may be worn inside the classrooms/school buildings.
- No brightly colored make-up may be worn, except for special occasions.
- No images of or images related to drugs, weapons, alcohol, or tobacco may be on any article of clothing.

Clothing Must Not Be Distracting to the Wearer or Other Students

- No shirts with technology (flashing lights or sounds) on them may be worn.
- No crazy hats, except for on special occasions (e.g. Crazy Hat Day) may be worn.
- No cleavage will ever be shown.
- Clothing may not be see-through so undergarments are noticeable.
- Shorts/skirts may be no shorter than the end of the fingertips when arms are at sides and hands are extended.
- Skin-tight leggings may only be worn with a shirt/skirt/dress that covers below the buttocks. Outerwear, such as coats, ponchos, blazers, do not qualify.

Homework Policy

The general daily expectation for homework is from 30 to 60 minutes Monday through Thursday, although time may vary depending upon your child's study habits. Older children will generally have more homework. Teachers will assign long-term projects and daily assignments or reinforcement activities for skills taught during the day. These assignments are to be used as part of the next day's lesson.

Occasionally, your child may seem to have too much homework on a particular evening. However, if your child seems overwhelmed with homework on a regular basis, please contact your child's teacher(s). Remember, all children have a basic minimum standing assignment of nightly independent reading above and beyond all other assignments. No child should report that they have no homework. If your child repeatedly says that he/she has no homework, please contact your child's teacher(s).

Technology

The use of computers, the Internet, and other technology tools is a privilege, and unacceptable use will result in revocation of those privileges. Bullis Charter School's main oversight of students' acceptable use is during the school day. However, violations of acceptable use outside of school hours can negatively affect the school and members of its community. As a result, violations of the Bullis Charter School's Acceptable Use Policy outside of school that come to the attention of the BCS personnel may be treated in a disciplinary manner.

Students are expected to abide by the generally accepted rules of network etiquette while using technology during the school day and at school-sponsored events. Unacceptable and/or unethical use of the Internet will be cause for revoking network privileges and/or disciplinary action. To use any technology at BCS, students, their parents, and their homeroom teachers must sign an Acceptable Use Policy (AUP). As outlined in the AUP, students are responsible for the following:

- Students are responsible for their computers and email accounts.
- Students are responsible for using appropriate language in email messages, online postings, and other digital communications with others.
- Students are responsible for treating others appropriately and will not engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
- Students are responsible for their use of the Internet and the BCS server and will not engage in inappropriate behavior.
- Students are responsible for their conduct on ALL online sites and understand that what they do on social networking websites should not negatively impact the school learning environment and/or their fellow students, teachers and administrators.
- Students are responsible for being honest while online.
- Students are responsible for protecting the security of BCS' network and will not attempt to bypass security settings.
- Students are responsible for protecting school property and understand that this includes, but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology device.
- Students are responsible for following school rules whenever they publish anything online including copyright laws.
- Students are responsible for all electronic devices they bring to school and school-sponsored events and will follow all school rules and expectations for any devices.
- Students are responsible for all their actions and understand that they will be held accountable for any violations.

In addition, at school and at school-sponsored events, students may not bring or use any personal electronic devices without the permission of a BCS teacher. Approved devices must be kept out of sight and turned off during the school day and at school-sponsored events, except when otherwise directed by a BCS teacher or staff member. Electronic devices include, but are not limited to, cell phones, computers, iPods or other mp3 or audio-video players, iPads, Kindles or other electronic book readers, and cameras.

Cell Phones

Having a cell phone at school is a privilege, and any misuse of a cell phone may cause the phone to be

taken away from the student. If a phone is taken away from the student, it will be turned in to the office and the student's homeroom teacher will be notified. The first time a student's cell phone is taken away, the student will receive a warning, and may bring a parent to the office to retrieve the phone after school. On the second offense, the cell phone will be held until the end of the school year.

Cell phones must be turned off and out-of-sight during the school day (8:00 a.m. – 4:15 p.m.) and during school-sponsored events. Students may use their cell phones before and after school but NOT during break and/or lunch while on campus. During the school day and at school-sponsored events, students who need to call their parents must ask permission from a supervising teacher. Students who need to call for a ride home at the end of the day may use their cell phones in the pick up area ONLY. The school is NOT responsible for the loss of a cell phone. Students are responsible for their personal property.

Lost and Found - Many valuable articles of clothing and other items are turned into the "Lost and Found." The Lost and Found is located outside the Multi-Purpose Room. Several times during the year, all unclaimed articles are donated to charity.

Wheels on Campus – Skateboards, roller blades, Razors, bicycles, and similar wheeled devices may not be ridden on campus, although they may be ridden to school. These items must be kept either in the bike rack, in the classroom, or the office during school hours. NOTE: Bikes must be walked on campus and locked in the bike rack.

BEHAVIORAL EXPECTATIONS

Bullis Charter School's expectations are based on the Six Pillars of Character. The entire staff at BCS is committed to modeling and supporting a safe, respectful and caring school environment. We believe that in such an environment, students will be able to learn and perform to the best of their ability.

CHARACTER PILLARS

CARING

Be kind, helpful, and understanding.
Be thankful.
Forgive others.

RESPECT

Treat other people like you would like them to treat you.
Use good manners.
Understand that all people are different and all people have feelings.

RESPONSIBILITY

Do what you are supposed to do.
Keep trying and always do your best.
Think before you act.
Make good choices.

TRUSTWORTHINESS

Be honest. Never lie, cheat, or steal.
Do what you say you will do.

FAIRNESS

Play by the rules. Take turns. Share.
Be a good listener.

CITIZENSHIP

Do what you can to make your school and neighborhood better.
Cooperate with others.
Be friendly.
Protect the environment.
Obey the laws.

One component of the support network needed to maintain a caring school culture where all students feel they belong is developing individual and group responsibility. The goal of the behavior expectations at BCS is to teach children to be responsible citizens. Teachable moments within the classrooms and playground are utilized so students will learn to apply the concepts of the Six Pillars to everyday situations.

We value s school/home partnership. We see this partnership as an essential component in the social, emotional, and behavioral development of our students.

CLASSROOM EXPECTATIONS

The teacher and class will discuss and apply the Six Pillars as they establish expectations for behavior and consequences for inappropriate behavior within the class. These will be shared and discussed at Back-to-School Night, during regular class meetings, as well as in small group and individual conferencing for the purpose of clarifying expectations and resolving conflicts/problems.

In the event of a serious behavior problem, the student will be sent directly to the office to meet with the principal or designee. The parent will be contacted and procedures will be followed as stated in the BCS discipline policy and State of California Education Code.

SCHOOL EXPECTATIONS

Students are expected to behave in accordance with the Six Character Pillars.

Caring / Respect / Fairness

- Play and participate in activities with no bullying, threatening actions, or fighting.
- Remain seated at assigned lunch tables for a minimum of ten minutes to finish eating lunch.
- Refrain from “name calling.”
- Clothing with inappropriate language or pictures will not be allowed.
- Students will not use offensive language or gestures.
- Listen and follow directions given by adults in charge.

Responsibility / Citizenship / Trustworthiness

- Dangerous objects (including laser pointers) or models of dangerous objects should not be in students' possession.
- Students may not possess alcohol, drugs, drug paraphernalia and/or controlled substances at school.
- Arrive on time to school.
- Be prompt and prepared for class.
- Objects which may be a distraction to the child or disruptive to the class will not be permitted.
- Skateboards, roller blades, bicycles, and similar devices may be ridden to school but not on campus, and students must keep them locked in the bike rack or in the classroom.
- Chewing gum will not be brought to school.
- School and personal property will be respected.
- Students will not engage in disruptive classroom behavior as determined by the teacher.
- Students will participate in keeping the campus clean and litter free.
- Permission shall be presented before a student is allowed to leave campus early.

Behavior expectations are reinforced by fair and consistent consequences. Behavior concerns are handled by the classroom teacher through whole group, small group, and individual counseling and consequences.

In order to uphold these specific expectations as well as the more general ones contained within the Six Pillars, consequences for not meeting them may include a personal apology, time out, citation, parent contact, referral to principal or assistant principal, restitution for damaged, lost or stolen property, confiscation of an object, school service, recess detention, after school detention, suspension and/or expulsion. The principal has the final discretion for all consequences.

Students are expected to responsibly and respectfully accept consequences for inappropriate behavior.

ANTI-BULLYING POLICY

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. A goal of Bullis Charter School is to enhance and sustain safe and healthy learning environments. One way we are doing this is by reducing the incidence of bullying, cyber bullying and retaliation through prevention, effective and compassionate intervention, and school-wide social promotion.

As defined by California law [Cal. Ed. Code, Sec. 48900, subd. (r)], bullying is:

“...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 pupil or group of pupils . . . directed toward one or more pupils that has, or can be reasonably predicted to have, the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to

participate in or benefit from the services, activities, or privileges provided by a school."

Bullying, cyber bullying and retaliation are prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school related activities, functions or programs (whether on or off school grounds), or through the use of any web based technology owned, leased or used by Bullis Charter School (e.g., Bullis gmail), whether or not such activities use Bullis' equipment, hardware or software. The school will treat allegations of bullying seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

SEQUENCE OF CONSEQUENCES

1. When a child receives a citation, parents will be notified by phone, email or in writing.
2. An after-school detention will be assigned on receipt of three citations or at the discretion of the Principal or designee. Detention will be served for one hour on a designated day following the incident. Parent will be contacted.
3. When a student receives an after-school detention, the parents will receive a detention slip and/or a call indicating the date and time of detention. The detention slip is to be signed by the parent. The white copy of the detention slip is kept by parent and the pink and yellow copies are returned to school. After school detentions are held from 3:15 to 4:15 for first through fifth grade students and from 3:30-4:30 for sixth through eighth grade students.
4. Students must serve their after-school detention on the assigned day. No excuse, except absence from school, will be accepted. In case of a school absence, detention will be rescheduled for the following week.
5. During detention, students will sit quietly for 10 minutes and then begin assigned tasks or complete class work as needed.
6. At the end of detention, students will be picked up unless the office has been notified of other arrangements.

LUNCH

Students are expected to bring their own lunches or participate in the BBC sponsored lunch program. The purpose of the lunch program is to provide excellent, nutritious lunches for students. Students who qualify may participate in the National School Lunch Program (NSLP) for free or reduced priced lunches. If you would like more information, please contact the main office. If students do not elect to participate in the BBC sponsored lunch program, they are expected to bring their own lunch.

Students will sit with their class at assigned tables to eat until they are excused by a lunch table supervisor. "Nut free" tables are available for students with severe food allergies. Students are expected to behave in a courteous and responsible manner. Students are expected to stay seated until they finish their lunch or until they are excused by a lunch table supervisor after the lunch dismissal bell rings. When students finish eating, they must discard their own trash, pick up and discard one extra piece of trash, sit back down, and wait to be dismissed by a lunch table supervisor.

PLAYGROUND PROCEDURES

1. Balls are to be thrown as part of a game. They are not to be thrown, kicked, or batted toward others or buildings. No pegging or dodgeball types of games are allowed unless organized by a teacher or

as part of an organized event.

- a. Kicking stray balls or running through games is not permitted.
 - b. Hard balls, tennis balls, or balls smaller than a tennis ball may not be used.
 - c. Bats may only be used during P.E. periods, under supervision of an adult.
2. Sticks, rocks, and tan bark may not be thrown.
 3. Tackling other students is not permitted.
 4. Students should stay in the designated playground area during lunch and recess.
 5. When the recess warning bell rings, students are to stop playing and walk directly and quietly to their classroom or where they have been instructed to meet their teacher.
 6. Food is to be eaten only at designated eating areas, not in the play area. Students are to put trash into the cans provided.
 7. Students should never climb or hang on the fences.

Play Structure Rules

Slide

- 1 person goes down at a time
- No jumping off of the slide
- Students must go down the slide feet-first
- Get off of the slide at the bottom and move 5 steps away from it
- Wait for the person before you to move away before sliding
- Do not walk up or down the slide

Monkey Bars

- You must travel in only one direction
- One person may travel on the bars at a time
- You may not engage in any activity on top of the bars
- No hanging for long periods of time
- No running underneath bars when in use
- Hang only by hands on the bars

Poles

- Slide down only
- Slide feet first

Dome Rules

- One person per hammock
- No pushing/ rough play
- No hanging upside down
- Only 15 people on the outside at a time
- Only 15 people climbing on the inside at a time
- 5 minute limit if there is a line (hammock and structure)
- No standing on the hammock
- No eating on or inside the dome
- No jumping on or off the dome
- One line for the hammock, and one line for the dome

Wave rules

- Limit of people 15
- Time limit 5 minutes if there is a line
- No standing on the wave
- No pushing
- No lying down
- No arguing
- Don't eat or drink on the wave (choking hazard)
- No bouncing on wave

PARENT POLICIES

Parent Responsibilities

Educating children is a complex and difficult task requiring close cooperation and understanding between home, school, and child. As parents, you can help the school do its job by:

- Providing a quiet place and time for homework to be completed.
- Requiring that your child read for the minimum number of nightly independent minutes.
- Making certain your child has sufficient sleep and complete, nutritious meals.
- Making certain your child arrives to school on time.
- Supporting the school's expectation that students uphold the Character Pillars. (see page 8)

Change of Address and Telephone Number

It is essential that we have your most current address and phone number for our records. Please remember to update your information in the K12 registration portal if you change employment or residence. It is also essential that emergency contact names and numbers be updated as necessary. This will ensure that a faculty member or office staff can reach you or your designated emergency contact person in the event of injury or illness.

Visitors/Volunteers

Students' guests are not permitted at any time to attend classes due to liability and immunization regulations. All visitors must receive prior permission from the school administration and must sign in at the front office before coming on campus.

While all BCS parents are welcome to visit and/or volunteer at the school, for the safety of the students, BCS is a closed campus. We respectfully request that you please call in advance to make an appointment. All approved visitors and volunteers MUST sign in and get a visitor's badge at the office before going to a classroom.

Forgotten Items

Forgotten lunches, books, homework, etc. may be dropped off in the school office. Please be certain your child's full name and classroom teacher are written on the item. Please remind your child to always go to the office to check for forgotten lunches, etc. The office will not interrupt class instruction regarding forgotten items or to distribute them. Please do not go into your child's classroom to drop off items.

Procedures for Parental Concerns

It is in the interest of both parents and staff to address concerns as quickly as possible. In order to

facilitate this process, the following procedures have been established. While this section of the policy deals specifically with “complaints regarding employees,” the steps outlined below would also apply when parents/guardians have concerns of any nature:

Bullis Charter School encourages free and informal discussions between staff members and parents regarding concerns.

1. Parents are expected to bring their concerns directly to the school employee for discussion and resolution.
2. When a written or oral concern is received by an administrator, the administrator shall first inform the parent of this policy and encourage him/her to speak directly to the employee.
3. If the concern is not resolved at this level, the parent shall bring the concern to the employee’s immediate supervisor.
4. All written communications to an administrator regarding a particular staff member will be shared with the staff member unless anonymity is requested. If a parent/guardian expresses a concern in writing and also requests anonymity, the administrator will respect the parent’s request but will also share the general content of the letter with the staff member.

SCHOOL PROGRAMS

BBC – Bullis Booster Club

There are many opportunities for parents to be involved at Bullis. Our volunteers are essential to the enriched program that is offered at Bullis Charter School. The volunteer program operates under the direction of the BBC and opportunities to serve are available in a multitude of areas including: lunch program, playground supervision, field trip drivers, landscaping committee, directory, Walk-a-thon, and many more! We encourage all BCS parents to be involved in some manner at the school. We hope you will attend our BBC Coffees and sign-up as a volunteer for your choice of activity.

Parent Volunteers

BCS’s Insurance Carrier mandates that all volunteers sign in on the volunteer registry at the school office and sign out upon departing. California state law requires any volunteer to have a current TB test.

Field Trips

Individual classes may take trips several times during the year in support of the school's educational program. Each field trip must have prior approval of the Principal. The teacher will notify parents each time the class is going on a field trip. A permission slip must be completed by a parent/guardian and submitted to the school prior to each trip. If you do not want your child to go on a particular trip, your child may remain at school. Supervision and classroom activities will be provided.

Prior to any parent volunteers driving students to or from a field trip, the driver must complete the Volunteer Driver Information form that is located on the K12 Online registration portal. The information included on this form must be current in order for a parent to be able to drive on any school-sponsored field trip.

Student Council

Student Council is offered to 3rd, 4th, and 5th graders and provides opportunities for students to learn and practice leadership skills. Two representatives will be selected from each classroom each semester to serve

on Student Council. The BCS student body will elect officers and only representatives will be able to run for Student Council board positions. Students not serving as representatives will have opportunities to work on numerous Student Council committees.

Pictures

School pictures, class and individual, will be taken in the fall and will be delivered before December vacation. This service is provided by the Bullis Booster Club and is organized so there is minimal disruption of the classroom program.

Testing

Each spring, all BCS students in grades 2-8 take part in the state mandated Common Core State Standards aligned Smarter Balanced test in English language arts and mathematics. Students in grade 5 and grade 8 will continue to take the CA STAR (Standardized Testing and Reporting) test in science. The results of these tests compare our students' performance with other students in the state.

Students in grade 2 are also administered the Cognitive Abilities Test on which their verbal, quantitative, and non-verbal reasoning abilities are measured. Understanding students' pattern of reasoning skills is useful information for parents and teachers because they relate to performance in academics. These results are also useful data to consider when developing Focused Learning Goals in the fall.

Questions about a student's testing performance may be directed to the classroom teacher or the Principal.

Health Services

BCS employs a full-time nurse, and first aid and care for students may also administered by the school office staff. Working parents should arrange for a nearby adult to be available to pick up their ill or injured child. Please indicate this person on your emergency card.

The school provides no medications. Children requiring administration of medication at school must obtain the proper school form from the office. Medications prescribed by a physician during the regular school day may be administered by the school nurse or other designated school personnel, or self administered by the student if the school has received the fully completed the Authorization to Administer Medication form. This form is available at the office and must be signed by both the physician and parent, and returned to the school office.

STUDENT SUPPORT AND SERVICES

Student Study Team

The Student Study Team (SST) meets as needed to provide support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties due to behavioral, emotional, motivational and/or family issues. Regular members of our staff who may serve on the SST with the parents are the principal, assistant principal, school psychologist, counselor, resource teacher, speech and language therapist, Reading Specialist, and classroom teacher. 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. 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.

Special Education Program

When testing indicates that a student qualifies for Special Education services, an IEP team including the parents, teacher(s), resource specialist, psychologist, and principal convenes. The student's areas of need are determined and the special education staff develops Individual Education Plans (IEP), working with the classroom teachers to modify instruction and assignments, and coordinate support programs as necessary. Reviews of the progress of IEP goals occur each trimester, new goals are developed yearly, and formal assessment occurs every three years. Parents, classroom teachers or other staff may request a review of the IEP at any time in order to update and modify the plan prior to the annual review.

All students with special needs are taught through a collaboration of staff efforts. Students may be seen on a pullout basis, addressing the issues in their IEP and/or on a collaborative basis in the classroom working on assignments within the classes.

Bullis Charter School also employs a Speech and Language Pathologist, an Occupational Therapist, and an Educational Psychologist. Parent authorization is required prior to the testing of a child.

Counselor

BCS employs counselors to provide mental health support services for students. The services may consist of: consultation with teachers concerning student mental health issues; direct therapeutic intervention with children, either 1:1 or in small groups; facilitating parenting support groups; and referral to outside agencies, if appropriate. Our Counselors' expertise and guidance are also utilized on the school's Student Study Team, Individual Education Plans, and Crisis Team.

English Learner (EL) Program

The goal of our EL program is to facilitate English language acquisition that will allow our EL students to perform comparably with their English-only peers, to have access to the core curriculum and all other programs, and to maintain their self-esteem and cultural identity.

COMMUNICATION

Parent – Teacher Communication

Back-to-School Night

This annual event is held in the fall and is an opportunity for parents to meet their child's teacher(s), meet the entire school faculty, and hear about our programs and expectations. It is not a conference time but rather a time to receive general school and classroom information.

Classroom Newsletter

Each teacher will send a newsletter home on a regular basis to inform parents of classroom accomplishments and scheduled events. This is an important piece of communication that will also be published on the teachers' websites.

Focused Learning Goals (FLGs)

FLGs are the primary tool by which teachers, parents, and students use to communicate and focus their work in order to ensure the needs of every student are being met. The goals for FLGs are aligned to the

BCS Strategic Objectives and are developed at the October Parent Conferences (see below). In grades K-5, FLGs are developed in 6 categories: Math, Reading, Writing, Content, Behavioral, and Personal. For the grades 6-8 students, FLGs may be developed for the areas of English Language Arts, History/Social Science, Math, Science, Personal, Foreign Language, and Physical Education with foci on Academics, Work/Study Habits, and Behavioral in each category.

Parent and student input will also be solicited in the development of these goals as will input from other BCS staff members, as appropriate. Students will participate in the process in developmentally appropriate ways. The FLG document will also delineate the parties responsible for implementing, monitoring, and evaluating each of the goals.

Progress on FLGs will be monitored throughout the year:

- Teachers and students will regularly review FLGs.
- 2nd trimester report cards will provide update on progress.
- Parents may meet with teacher(s) during March FLG conferences.
- All FLGs will be given a rubric score at the end of the year. All goals receiving a score of 3 or less will be revisited next year at the October Parent Conferences.

October Parent Conferences

We strongly encourage every parent to come to Bullis' scheduled conferences in the fall. It is during this conference that your child's Focused Learning Goals (FLGs) will be developed for the year. Additional conferences can be arranged by contacting your child's teacher(s). If you are having difficulty arranging a conference, the school office can assist you. Please note, your child may be present during any conference.

March FLG Conferences

These FLG Conferences are 20-minute voluntary conferences designed to specifically address one or two Focused Learning Goals. Sign-up forms will be sent home by the classroom teacher in advance of the conferences.

Report Cards - Parents will receive report cards at the end of each trimester (three times throughout the year). These allow parents to understand how their child(ren) is progressing as measured against the California Common Core State Standards. Parents of children who are not making adequate progress will be contacted during the trimester. If you have any questions about your child's grades, please contact your child's teacher(s).

Parent – School Communication

“MyBCS” Website

An internal site for the BCS community is hosted at our school's website (www.bullischarterhschool.com/mybcs). To access the password-protected content contained in these pages, parents need to have a Schoolwires login account. If you believe that did not receive account credentials, please email support@bullischarterhschool.com.

Email Communications

School-wide emails will be sent weekly via the BBC Sunday Notices and our electronic school newsletter, the “Bear Essentials.” In order to receive these communications, you must have a Schoolwires login account associated with an *active* email address. Additionally, all communications

are archived under “Communications” on the “MyBCS” section of our school website.

BBC Newsletter

The BBC publishes issues of the “BBC Broadcast” newsletter throughout the year highlighting school happenings and BBC activities that is distributed via email.

Grade Level Meetings

Grade level meetings are held with the Founding Superintendent/Principal, the school counselor and the grade level teacher(s) to discuss the emotional, social and psychological issues relating to students.

SEXUAL HARASSMENT POLICY

Sexual harassment of or by any student or member of the school staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual’s performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is either explicitly or implicitly a term or condition of an individual’s access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Students may receive age appropriate training and/or instruction on the prohibition of sexual harassment at school. Copies of this policy and administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are available at the BCS Main Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such an incident to his or her teacher or to the Principal. The incident will be promptly investigated in a confidential manner.

BULLIS CHARTER SCHOOL

Employee Handbook



BULLIS
charter school

A CALIFORNIA
K - 8 PUBLIC SCHOOL

2015-2016

School Locations:

North Campus (Grades K-8):	South Campus (Grades K-4):
102 West Portola Ave.	1124 Covington Rd.
Los Altos CA, 94022	Los Altos CA, 94024

Phone: (650) 947-4100

Fax: (650) 947-4989

Website: <http://bullischarterschool.com>

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SUPERINTENDENT/PRINCIPAL.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School.

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Employee's Signature: _____ Date: _____

Please retain this copy for your records.

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with the Bullis Charter School (hereinafter referred to as “BCS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. BCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Superintendent/Principal.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to the Superintendent/Principal. This will provide the School with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

BCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and related medical conditions);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking a leave of absence pursuant to the Family Medical Leave Act (“FMLA”), Pregnancy Disability Leave (“PDL”) law, Americans with Disabilities Act (“ADA”), California Family Rights Act (“CFRA”), or the Fair Employment and Housing Act (“FEHA”);
- Genetic information;
- Sexual orientation;
- Military and veteran status;
- Or any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School 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 or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should 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, the School will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School

or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

BCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that

may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Superintendent/Principal.

Tuberculosis Testing

All employees of the School must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

BCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, BCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the Superintendent/Principal.

Staff/Student Interaction Policy

BCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable,

is to ask yourself, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Superintendent/Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.

- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Policy Prohibiting Unlawful Harassment

BCS is committed to providing a work and educational atmosphere that is free of unlawful harassment. BCS's policy prohibits unlawful harassment based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be discriminated against or harassed based upon the characteristics noted above.

BCS does not condone and will not tolerate unlawful harassment on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Superintendent/Principal or designee.

When BCS receives allegations of unlawful harassment, the Board (if a complaint is about the Superintendent/Principal) or the Superintendent/Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. BCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

BCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Superintendent/Principal. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for

submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate BCS policy.

Whistleblower Policy

BCS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who

in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug-Free Workplace

BCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to workers and to other BCS stakeholders.

The bringing to the work place, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Superintendent/Principal, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

BCS facility is a no smoking facility.

THE WORKPLACE

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Teachers are required to participate in BCS activities that may be held outside school hours. These activities include but are not limited to staff meetings, parent-teacher-student conferences, parent meetings, community meetings, certain BCS Board meetings, trainings, open house and graduation ceremonies. Teachers will support and participate in school day and overnight field trips, workshops and other learning activities that involve students on their caseload.

Meal and Rest Periods

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and BCS mutually consent to the waiver.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. An employee's supervisor must be aware of and approve scheduled meal and rest periods.

Employees are expected to observe assigned working hours and the time allowed for meal and rest periods. Employees may not leave the premises during rest periods but may leave the premises during the meal period.

Lactation Accommodation

BCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the employee shall be unpaid.

BCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it necessary to be absent or late, employees are expected to telephone the Superintendent/Principal as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep the Superintendent/Principal sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the Superintendent/Principal will be considered a voluntary resignation from employment.

Time Cards/Records

By law, BCS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Superintendent/Principal to make the correction and such correction must be initialed by both the employee and the Superintendent/Principal.

No one may record hours worked on another's worksheet. Any employee who tampers with his/her own time card, or another employee's time card, may be subjected to disciplinary action, up to and including release from at-will employment with the School.

Use of E-Mail, Voicemail and Internet Access

BCS will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The E-mail system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or E-mail or voicemail messages without the latter's express permission.
4. School staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. BCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

BCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

Personal Letters, Articles and Public Affairs

When writing articles for publication or when participating in public affairs, staff members are cautioned to avoid inappropriate or compromising situations. Personal letters are not to be written on organization letterhead. Any individuals involved in endorsements, testimonials, publications, and participation in public forums or affairs should make it known that they are acting and speaking in a personal capacity and not as a representative of the organization. Reporters seeking information about BCS must be referred to the Superintendent/Principal.

Personal Appearance/Standards of Dress

BCS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, labs and offices. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5). All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Superintendent/Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 4) Skirts and dresses should be no higher than three (3) inches above the knee.
- 5) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 6) For safety purposes, earrings must not dangle more than one (1) inch below the ear.
- 7) Clothing or jewelry with logos that depict and/or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 8) Appropriate shoes must be worn at all times.

Continuing Education

BCS is committed to supporting the professional growth of its employees.

BCS staff members are required to keep their credentials current and to keep their professional training and knowledge up-to-date through ongoing educational experiences that may include travel, retreat, university courses, workshops and other means, which will further their personal growth and enhance their teaching skills.

Reimbursement or time-off for educational experiences must be approved in advance by the Superintendent/Principal.

Maintenance of School Facilities

BCS seeks to provide a clean, orderly and comfortable working environment for all employees. Comments and suggestions for improving any part of the working environment are encouraged and should be communicated to the Superintendent/Principal. Employees are responsible for cleaning up after themselves at all times in School facilities. The effort and commitment of all employees to keep the facilities clean and well maintained, both inside and out, are greatly appreciated by the School.

Recycling

BCS supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This includes a commitment to purchase, use, and dispose of products and materials in a manner that best uses natural resources, minimizing any negative impacts on the environment.

Employees are encouraged to make a commitment to recycle and to serve as role models to the students. Any questions and ideas on recycling should be brought to the Superintendent/Principal.

Health and Safety Policy

BCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Superintendent/Principal any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Security Protocols

BCS has developed guidelines to help maintain a secure workplace. Be aware of unknown

persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Superintendent/Principal. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Superintendent/Principal when keys are missing or if security access codes or passes have been breached.

Occupational Safety

BCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. BCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Superintendent/Principal to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Superintendent/Principal. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Superintendent/Principal and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. BCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Superintendent/Principal. BCS provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled on the last working day of each month. If an employee observes any error in his or her check, it should be reported immediately to the Superintendent/Principal.

Expense Reimbursement

BCS will reimburse employees for any reasonably necessary School materials or for travel expenses incurred while on assignments away from the normal work location. All material purchases, travel and related expenses must have the prior approval of the Superintendent/Principal for reimbursement purposes. Any such expenses must also be within the parameters of the School's policy.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Superintendent/Principal will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Your coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. Your enrollment form must be submitted to the Superintendent/Principal as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

COBRA Benefits

Continuation of Medical and Dental

WHEN COVERAGE UNDER THE SCHOOL'S HEALTH PLAN ENDS, EMPLOYEES OR THEIR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

BCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. BCS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- BCS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Superintendent/Principal. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Superintendent/Principal, and that they are aware of its contents.

Newly hired employees will have their performance goals reviewed by the Superintendent/Principal within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Superintendent/Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. BCS's evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment, a personnel file is established for you. Please keep the Superintendent/Principal advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact you should the change affect your other records.

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. You also have the right to obtain a copy of your personnel file as provided by law. You may add your comments to any disputed item in the file. BCS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Superintendent/Principal. Only the Superintendent/Principal or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Creditable complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an

arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not creditable, unsubstantiated or a determination was made that discipline was not warranted.

HOLIDAYS, VACATIONS AND LEAVES

Holidays

BCS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for non-exempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Superintendent/Principal. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

Unpaid Leave of Absence

BCS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently covered, medical, and dental coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible, full-time employees will accrue sick leave at the rate of eight (8) hours per full month worked. Eligible part-time employees will accrue sick leave on a prorated basis. All eligible employees shall be credited with twenty-four (24) hours of sick leave at the beginning of each work year, subject to the restrictions below, with any remaining sick leave to accrue throughout the remainder of the year. Accrued sick leave carries over from year-to-year, but BCS does not pay employees in lieu of unused sick leave.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours.

If you are absent longer than three (3) days due to illness, medical evidence of your illness and/or medical certification of your fitness to return to work satisfactory to the School will be required. The School will not tolerate abuse or misuse of your sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours

during the twelve (12) month period immediately preceding commencement of the FMLA leave.

- Events That May Entitle an Employee To FMLA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
 - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.

4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
 3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s FMLA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
 - Pay during FMLA Leave
 1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

BCS may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate

health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- **Procedures for Requesting and Scheduling FMLA Leave**
 1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Superintendent/Principal. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for

FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. BCS may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

2. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without the School’s written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave
 1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
 2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
 3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

BCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. BCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:
 - The employee is taking leave under the California Family Rights Act.
 - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
 - There is a non-pregnancy related medical condition requiring further leave.
 - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Superintendent/Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
 - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
 - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with BCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

BCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Superintendent/Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Superintendent/Principal; and
- Provide the School with a certification from your health care provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. BCS, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most

appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Superintendent/Principal and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

BCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, BCS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

BCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen.

The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Salaried employees are entitled to a leave of up to three (3) days without loss of pay due to a death in the immediate family (parent, spouse, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, grandchild). Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to ten (10) days if you are called to serve on a jury. BCS will offset any such pay by the amount received by the non-exempt employee for jury duty.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Superintendent/Principal at least two (2) days notice.

School Appearance and Activities Leave

As required by law, BCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of BCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) week's worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Superintendent/Principal thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the Superintendent/Principal.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient

- operations.
23. Refusal to speak to supervisors or other employees.
 24. Dishonesty.
 25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. BCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Should it become necessary for you to terminate your at-will employment with the School,

please notify the Superintendent/Principal regarding your intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, if you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent/Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment are addressed under the School’s “Policy Against Unlawful Harassment.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Superintendent/Principal or designee:

1. The complainant will bring the matter to the attention of the Superintendent/Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Superintendent/Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Superintendent/Principal, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Superintendent/Principal or Board President (if the complaint concerns the

Superintendent/Principal) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Superintendent/Principal (or designee) shall abide by the following process:

1. The Superintendent/Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Superintendent/Principal (or designee) finds that a complaint against an employee is valid, the Superintendent/Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Superintendent/Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Superintendent/Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Superintendent/Principal) or the Superintendent/Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

BCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Superintendent/Principal or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

BCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B
COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____

BULLIS CHARTER SCHOOL

Parent/Student Handbook

Middle School Program



BULLIS
charter school
A CALIFORNIA
K - 8 PUBLIC SCHOOL

2015-2016



BULLIS CHARTER SCHOOL

Founding Superintendent/Principal
Principal
Assistant Principal
Director of Special Projects & Curriculum
Director of Strategic Initiatives & Partnerships
Executive Assistant
Executive Assistant
BCI Office Manager
Registrar
Information & Communications Technology Coordinator

Wanny Hersey
Jocelyn Lee
Alison Schwartzbaum
Jennifer Anderson-Rosse
Jessica Lura
Kitty Chiu
Aumi Rohm-Wesley
Linda Lukas
Martha Gutierrez
Charles Morgan

Dear Parents and Students,

On behalf of the BCS staff, I welcome you to the 2015-16 school year!

We are looking forward to a productive year, one that is filled with academic, social, and emotional growth. We hope you will be pleased with the school and your child's progress.

A fundamental aspect of a quality educational program is frequent communication between home and school. This handbook has been developed to explain our expectations, policies, and procedures. Within these pages, you will also find an explanation of the services we offer. Please take time to read this handbook carefully.

I am eager to speak with you at any time. Please do not hesitate to call with any questions or concerns you may have.

We all look forward to working with you this year.

Sincerely,

Wanny Hersey
Founding Superintendent/Principal

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DAILY SCHEDULE

Grades 6-8

8:00 am* – 3:29 pm**

**Office Hours and After School Sports go until 4:30 pm

MAIN OFFICE HOURS

Monday – Friday, 7:45 am – 4:30 pm

Middle School Grading Philosophy/

- We believe homework should be useful to students
 - “useful” means that it reinforces concepts learned, prepares students for a discussion or a lab that will take place in class, and is used as an intentional tool in developing organizational and time management skills.
 - [Write a research-based middle school HW policy.](#) (Alison and Jocelyn are drafting up a proposal for this policy)
- In 6th grade, students are given adequate notice before an assignment is due (outline a week’s work in advance, though small changes may be made in real-time).
 - In math, this means advance notice of nightly homework, though specific problems or tasks will likely be assigned one day before they are due.
 - In other subject areas, this means multiple days notice to provide students with flexibility about when they complete their work and the opportunity to practice time management skills.
 - Incorporate independent reading time into general HW minutes.
- In 7th and 8th grade except for math, homework assignments will never be assigned the day before they are due; we realize that this requires students to manage their time and may require students to turn an assignment in on a day that they do not have the specific class.
- We believe grades/grading (and all policies governing them) should promote the cultivation of students’ growth mindset.
- Our teachers are committed to coordinating within their grade level(s) to ensure due dates for various assignments and dates for exams do not all occur on the same days.
- Our teachers are committed to teaching students time management skills.
 - [How are time management skills taught?](#)
- We acknowledge that middle schoolers experience a lot of transitions and developmental changes, and that the process of going from being a kid to an adult can be bumpy and unpredictable for tweens and teens.
- Because we believe in the growth mindset, students have the opportunity to resubmit certain assignments and assessments to promote learning.
- Some assignments will not be accepted beyond the established due date.
- Work assigned in a trimester must be submitted during that trimester by the established due date.
- Late work will receive a deduction of $\frac{1}{3}$ of a letter grade or its equivalent in points per school day it is late

We believe learning and positive results come from deliberate processes that involve hard work and self-advocacy. Ownership of the work is essential for deeper learning, and meaningful achievement. Teachers are committed to promoting these skills, guiding students to employ them, and celebrating student application and growth.

Explanation of Markings

A+: The student exhibits exceptional understanding that exceeds the grade level standards. Insight and depth of knowledge enable the student to grasp, apply, and extend key concepts, processes, and skills beyond expectation.

A/A-: The student exhibits strong understanding that meets the grade level standards. The student grasps, applies, and extends 90%-100% of the key concepts, processes, and skills for the grade level.

B+/B/B-: The student exhibits understanding that meets the grade level standards. The student grasps and applies 80%-89% of the key concepts, processes, and skills for the grade level.

C+/C/C-: The student exhibits a basic understanding that meets grade level standards. The student grasps and applies 70%-79% of the key concepts, processes, and skills for the grade level, indicating gaps in understanding.

D+/D/D-: The student exhibits a limited understanding that does not meet grade level standards. The student grasps or applies 60-69% of the key concepts, processes, and skills for the grade level, indicating significant gaps in understanding.

F: The student does not exhibit an understanding that meets grade level standards. The student grasps or applies 0-59% of the key concepts, processes, and skills for the grade level, indicating fragmented understanding. This student performs below grade level.

Middle School Homework

Teachers in grades 6-8 provide regular homework activities that promote the development and reinforcement of learned concepts and skills, prepare students for upcoming lessons, and develop students' organization and time management skills. Because of individual differences in student ability, motivation, and competence in managing assignments and class time, the amount of time spent on homework can vary greatly.

Some Guidance About Middle School Homework:

- Students are responsible for recording homework assignments as they are assigned each day in class. Reminders about homework assignments are also posted on grade level calendars.
- Except for math, homework assignments are not assigned the day before they are due. With teacher support, this provides students with flexibility that enables them to learn and practice strategies for time management.
- Math homework is assigned nightly (Monday-Thursday in 6th grade and Monday-Friday in 7th and 8th grade). Specific math homework problems or tasks are typically assigned in class one day before they are due.
- A day's homework typically consists of a Math assignment, practice for World Language, and assignments for English/Language Arts, Science, History and/or Specials. These assignments may include reading, writing, studying for a test, vocabulary work on Membean, or working on a long-term project. Specific assignment details can be found on the grade level calendars. Students are also taught to record homework assignments and to develop a personalized organizational system.
- Occasionally, your child may seem to have too much homework on a particular evening. However, if your child seems overwhelmed with homework on a regular basis, please contact your child's teacher(s). If your child repeatedly says that he/she has no homework, please contact your child's teacher(s).
- Teachers are committed to coordinating within their grade level(s) to ensure due dates for various assignments and dates for exams do not all occur on the same days.

Homework Length

In our middle school program, the expectation for time spent on homework will increase with each grade level to prepare students for high school and college. Since most homework assignments are not assigned the day before they are due, students have flexibility to determine when they complete their work. This will affect the amount of homework a student has on any given night. In general, students should expect to spend:

- 6th grade: 345 minutes a week
- 7th grade: 430 minutes a week
- 8th grade: 530 minutes a week

Test Corrections and Resubmitting Assignments

To promote the growth mindset, students have the opportunity to submit test corrections. Students can also resubmit certain assignments to promote learning. Students should speak with teachers to inquire about revisions and resubmissions.

Late Work

Students are encouraged to communicate with teachers about missed deadlines and to submit work even if the deadline has passed. Late work will receive a deduction of $\frac{1}{3}$ of a letter grade or its equivalent in points per school day it is late. Work assigned in a trimester must be submitted during that trimester by the established due date.

Due to the nature of certain tasks, there will be some assignments that have hard deadlines. These hard deadlines will be communicated to students and families in a timely manner. Students will not be able to turn these assignments in after the hard deadline.

Requesting Extensions

Ahead of due dates, students may request extensions on assignments. If a student needs an extension, s/he must communicate directly with the teacher to explain his or her circumstances and make the request. A new due date *may* be established for the student. In this case, teachers will use their discretion to determine whether or not a new due date will be established and if there will be a penalty for the late work. In addition, if no extension is requested and a student submits late work, late work will automatically receive a deduction of $\frac{1}{3}$ of a letter grade or its equivalent in points per school day.

Student, Parent, Teacher Responsibilities With Homework

Teacher Responsibilities:

- Assign relevant and meaningful homework that prepares for, builds on, or reinforces classroom learning
- Communicate work expectations and evaluation procedures clearly
- Give students sufficient time to complete their homework by taking into account homework given by other teachers
- Maintain homework records and provide feedback to students and parents

Student Responsibilities:

- Ask questions when necessary to clarify the assignment
- Record homework directions and expectations
- Complete homework within the given time frame
- Inform parents of homework expectations as needed
- Seek assistance from teachers and parents if difficulties arise
- Demonstrate personal best on assignments
- Ask for and complete work assigned during an absence
- Work on homework independently whenever possible so that it reflects student's ability (unless it is an activity where collaboration is necessary)
- Manage demands and activities to allow sufficient time for homework completion

Parent Responsibilities:

- Set a regular, uninterrupted study time each day
- Provide a suitable place for study

- Monitor student's organization, assignments, and grades as needed
- Note long-term assignments and assist student in learning to plan ahead
- Assist and correct, but don't do the actual work
- Contact the teachers if an absence of homework is observed
- Communicate with teachers any concerns about the nature of homework and student's approach to the homework
- Prompt your child to alert the teacher(s) in advance if extenuating circumstances arise that may prevent homework from being completed on time

What is Homework Worth? How Homework Factors into Grades

For information about how homework impacts students' grades in each course, please refer back to each course's syllabus.

Procedures/Steps to Resolving Concerns

It is in the interest of students, staff, and parents to address concerns as quickly as possible. The following steps are available to resolve concerns about homework. Each stage should be pursued only if previous interventions are unsuccessful. We expect all parties to assume good will when discussing a concern and to limit discussion to the people involved in the concern.

Students

1. Communicate with your teacher
2. Discuss the outcome with family
3. Request intervention by an adult family member

Parents and Guardians

1. Encourage student to communicate with the teacher
2. Help student communicate with the teacher
3. Follow-up with student
4. Communicate with teacher
5. Request conference with teacher
6. Meet with teacher and communicate concerns
7. Communicate with administrator
8. Request conference with administrator

Teachers

1. Respond to inquiries by students and parents within one work day
2. Meet with students and/or parents at agreed on meeting time
3. Request clarification and/or involvement of administrator

DROP OFF & PICK-UP PROCEDURES

The parking lot is very congested before and after school. **We want to be good neighbors.** Please be sensitive to the concerns of the residents and discuss with your children the importance of respecting neighborhood property.

If parents or guardians are planning to travel, it is imperative that the student's teachers and the front office be informed **in writing** of any changes in plans, guardianship, carpooling,

contact information, etc. Please be aware that students will only be released to adults who have been authorized on the “Student Pick-up List” that is found on our K12 Online registration portal.

Leaving School Premises

Bullis Charter School is a closed campus. Students are not permitted to leave the school premises unless they are in the company of a parent or authorized guardian. The office should be notified in writing when a student will be picked up during the school day and who will pick up the child. The authorized adult picking up the child must sign the student out at the school office. This precaution is for the safety of all BCS students.

ATTENDANCE POLICIES

Absences and Tardies

When your child is going to be absent OR tardy, please contact the school office before 9 am and leave a message on the Attendance Line (650-947-4100, ext. 2) or email office@bullischarterschool.com with the following information:

1. Child’s first *and* last name
2. Teacher’s name
3. Your relationship to the child
4. Reason for absence or tardy

When your child returns to school, please send a written excuse. If your child is marked absent and you have not contacted us by telephone, the office will contact you for verification and the reason for the absence. Emergencies, illnesses, doctors’ appointments, religious holidays/celebrations will be considered excused absences.

Tardiness

Please help us support each child’s learning and instill the valuable life skill of punctuality by making sure your child(ren) arrives on time to school. Students who arrive at school after their designated start time MUST come to the office, sign in, and take a tardy slip to their teacher.

Sequence of Consequences for unexcused tardies:

1. 1st and 2nd unexcused tardy within a trimester – Student will receive a verbal warning.
2. 3rd unexcused tardy – Student will receive a letter from his/her teacher.
3. 4th unexcused tardy – Student will receive a letter from the assistant principal/principal.
4. 5th unexcused tardy – Student will serve detention at lunch/recess.
5. 6th and each subsequent unexcused tardy – Student will serve an after-school detention. A meeting with the parent or guardian may be scheduled.

Students who have excessive unexcused absences and who are chronically tardy may be declared as habitual truants.

Assignments

When a student is out for one or two days, he/she should call another student in the class for assignments. If your child will be out more than two days, please contact your child’s teacher

to request his/her homework. Teachers provide homework assignments for students who are out ill for more than three days. Please allow teachers 24 hours to gather the homework and any appropriate materials; these will be available for pick up in the school office.

Vacation

Vacation time is provided within the school calendar. Bullis Charter School requests that families refrain from removing their children from school for vacations.

If there are extenuating circumstances and it is necessary to miss school for five or more days, an Independent Study Agreement will be set up. We ask that you advise the school one week in advance of the intended absence to allow time for your child's teacher to prepare long range assignments and prepare the Independent Study Agreement. We cannot stress enough the importance of Independent Study Agreements during extended absences.

STUDENT POLICIES

BCS Middle School Dress Code

Students are expected to come to school in neat, clean, appropriate clothing and closed-toe shoes suitable for active participation in P.E. and playground activities. Mini skirts, short shorts, and spaghetti straps are not appropriate clothing for school. Clothing should be comfortable, be of proper fit, and not revealing or otherwise disruptive to learning. Pants must fit at the waist; shirts must come to the waist.

Clothing Must Fit

- Pants, shorts, or skirts must fit at the waist and stay up at the waist without a belt.
- Shirts must come down to at least the waistband of skirts, shorts, or pants, even when arms are raised.
- Underwear, including bras, must never show, whether standing, sitting, bending down, or bending forward.
- Shoes must be comfortable to allow student to access all areas/grounds of the campus at any time.

Clothing Cannot Be Inappropriate on School Grounds

- Sexual or racist remarks are prohibited on any article of clothing.
- No high (over 2") heels may be worn.
- No underwear may be showing at any time (including bras and their straps).
- No halter-tops or tops with spaghetti straps may be worn.
- Straps must be a minimum of 2-fingers wide.
- No thick chains may be worn anywhere on the body.
- No sunglasses may be worn inside the classrooms/school buildings.
- No hats or hoods may be worn inside the classrooms/school buildings.
- No brightly colored make-up may be worn, except for special occasions.
- No images of or images related to drugs, weapons, alcohol, or tobacco may be on any article of clothing.

Clothing Must Not Be Distracting to the Wearer or Other Students

- No shirts with technology (flashing lights or sounds) on them may be worn.
- No crazy hats, except for on special occasions (e.g. Crazy Hat Day) may be worn.
- No cleavage will ever be shown.
- Clothing may not be see-through so undergarments are noticeable.
- Shorts/skirts may be no shorter than the end of the fingertips when arms are at sides and hands are extended.
- Skin-tight leggings may only be worn with a shirt/skirt/dress that covers below the buttocks. Outerwear, such as coats, ponchos, blazers, do not qualify.

Technology

The use of computers, the Internet, and other technology tools is a privilege, and unacceptable use will result in revocation of those privileges. Bullis Charter School's main oversight of students' acceptable use is during the school day. However, violations of acceptable use outside of school hours can negatively affect the school and members of its community. As a result, violations of the Bullis Charter School's Acceptable Use Policy outside of school that come to the attention of the BCS personnel may be treated in a disciplinary manner.

Students are expected to abide by the generally accepted rules of network etiquette while using technology during the school day and at school-sponsored events. Unacceptable and/or unethical use of the Internet will be cause for revoking network privileges and/or disciplinary action. To use any technology at BCS, students, their parents, and their homeroom teachers must sign an Acceptable Use Policy (AUP). As outlined in the AUP, students are responsible for the following:

- Students are responsible for their computers and email accounts.
- Students are responsible for using appropriate language in email messages, online postings, and other digital communications with others.
- Students are responsible for treating others appropriately and will not engage in bullying, harassment, or other antisocial behaviors while in school or out of school.
- Students are responsible for their use of the Internet and the BCS server and will not engage in inappropriate behavior.
- Students are responsible for their conduct on ALL online sites and understand that what they do on social networking websites should not negatively impact the school learning environment and/or their fellow students, teachers and administrators.
- Students are responsible for being honest while online.
- Students are responsible for protecting the security of BCS' network and will not attempt to bypass security settings.
- Students are responsible for protecting school property and understand that this includes, but is not limited to accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology device.
- Students are responsible for following school rules whenever they publish anything online including copyright laws.
- Students are responsible for all electronic devices they bring to school and school-sponsored events and will follow all school rules and expectations for any devices.
- Students are responsible for all their actions and understand that they will be held

accountable for any violations.

In addition, at school and at school-sponsored events, students may not bring or use any personal electronic devices without the permission of a BCS teacher. Approved devices must be kept out of sight and turned off during the school day and at school-sponsored events, except when otherwise directed by a BCS teacher or staff member. Electronic devices include, but are not limited to, cell phones, computers, iPods or other mp3 or audio-video players, iPads, Kindles or other electronic book readers, and cameras.

Cell Phones

Having a cell phone at school is a privilege, and any misuse of a cell phone may cause the phone to be taken away from the student. If a phone is taken away from the student, it will be turned in to the office and the student's homeroom teacher will be notified. The first time a student's cell phone is taken away, the student will receive a warning, and may bring a parent to the office to retrieve the phone after school. On the second offense, the cell phone will be held until the end of the school year.

Cell phones must be turned off and out-of-sight during the school day (8:00 a.m. – 4:30 p.m.) and during school-sponsored events. Students may use their cell phones before and after school but NOT during break and/or lunch while on campus. During the school day and at school-sponsored events, students who need to call their parents must ask permission from a supervising teacher. Students who need to call for a ride home at the end of the day may use their cell phones in the pick up area ONLY. The school is NOT responsible for the loss of a cell phone. Students are responsible for their personal property.

Wheels on Campus – Skateboards, roller blades, Razors, bicycles, and similar wheeled devices may not be ridden on campus, although they may be ridden to school. These items must be kept either in the bike rack, in the classroom, or the office during school hours.

NOTE: Bikes must be walked on campus and locked in the bike rack.

BEHAVIORAL EXPECTATIONS

Bullis Charter School's expectations are based on the Six Pillars of Character. The entire staff at BCS is committed to modeling and supporting a safe, respectful and caring school environment. We believe that in such an environment, students will be able to learn and perform to the best of their ability.

CHARACTER PILLARS

CARING

Be kind, helpful, and understanding.

Be thankful.

Forgive others.

RESPECT

Treat other people like you would like them to treat

you.
Use good manners.
Understand that all people are different and all people have feelings.

RESPONSIBILITY

Do what you are supposed to do.
Keep trying and always do your best.
Think before you act.
Make good choices.

TRUSTWORTHINESS

Be honest. Never lie, cheat, or steal.
Do what you say you will do.

FAIRNESS

Play by the rules. Take turns. Share.
Be a good listener.

CITIZENSHIP

Do what you can to make your school and neighborhood better.
Cooperate with others.
Be friendly.
Protect the environment.
Obey the laws.

One component of the support network needed to maintain a caring school culture where all students feel they belong is developing individual and group responsibility. The goal of the behavior expectations at BCS is to teach children to be responsible citizens. Teachable moments within the classrooms and playground are utilized so students will learn to apply the concepts of the Six Pillars to everyday situations.

We value a school/home partnership. We see this partnership as an essential component in the social, emotional, and behavioral development of our students.

CLASSROOM EXPECTATIONS

The teacher and class will discuss and apply the Six Pillars as they establish expectations for behavior and consequences for inappropriate behavior within the class. These will be shared and discussed at Back-to-School Night, during regular class meetings, as well as in small group and individual conferencing for the purpose of clarifying expectations and resolving conflicts/problems.

In the event of a serious behavior problem, the student will be sent directly to the office to meet with the principal or designee. The parent will be contacted and procedures will be

followed as stated in the BCS discipline policy and State of California Education Code.

SCHOOL EXPECTATIONS

Students are expected to behave in accordance with the Six Character Pillars.

Caring / Respect / Fairness

- Play and participate in activities with no bullying, threatening actions, or fighting.
- Remain seated at assigned lunch tables for a minimum of ten minutes to finish eating lunch.
- Refrain from “name calling.”
- Clothing with inappropriate language or pictures will not be allowed.
- Students will not use offensive language or gestures.
- Listen and follow directions given by adults in charge.

Responsibility / Citizenship / Trustworthiness

- Dangerous objects (including laser pointers) or models of dangerous objects should not be in students’ possession.
- Students may not possess alcohol, drugs, drug paraphernalia and/or controlled substances at school.
- Arrive on time to school.
- Be prompt and prepared for class.
- Objects which may be a distraction to the child or disruptive to the class will not be permitted.
- Skateboards, roller blades, bicycles, and similar devices may be ridden to school but not on campus, and students must keep them locked in the bike rack or in the classroom.
- Chewing gum will not be brought to school.
- School and personal property will be respected.
- Students will not engage in disruptive classroom behavior as determined by the teacher.
- Students will participate in keeping the campus clean and litter free.
- Permission shall be presented before a student is allowed to leave campus early.

Behavior expectations are reinforced by fair and consistent consequences. Behavior concerns are handled by the classroom teacher through whole group, small group, and individual counseling and consequences.

In order to uphold these specific expectations as well as the more general ones contained within the Six Pillars, consequences for not meeting them may include a personal apology, time out, citation, parent contact, referral to principal or assistant principal, restitution for damaged, lost or stolen property, confiscation of an object, school service, recess detention, after school detention, suspension and/or expulsion. The principal has the final discretion for all consequences.

Students are expected to responsibly and respectfully accept consequences for inappropriate behavior.

ANTI-BULLYING POLICY

A safe learning environment is one in which every student develops emotionally, academically, and physically in a caring and supportive atmosphere free of intimidation and abuse. A goal of Bullis Charter School is to enhance and sustain safe and healthy learning environments. One way we are doing this is by reducing the incidence of bullying, cyber bullying and retaliation through prevention, effective and compassionate intervention, and school-wide social promotion.

As defined by California law [Cal. Ed. Code, Sec. 48900, subd. (r)], bullying is:

“...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 pupil or group of pupils . . . directed toward one or more pupils that has, or can be reasonably predicted to have, the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.”

Bullying, cyber bullying and retaliation are prohibited on school grounds, property immediately adjacent to school grounds, at school-sponsored or school related activities, functions or programs (whether on or off school grounds), or through the use of any web based technology owned, leased or used by Bullis Charter School (e.g., Bullis gmail), whether or not such activities use Bullis' equipment, hardware or software. The school will treat allegations of bullying seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

SEQUENCE OF CONSEQUENCES

1. When a child receives a citation, parents will be notified by phone, email or in writing.
2. An after-school detention will be assigned on receipt of three citations or at the discretion of the Principal or designee. Detention will be served for one hour on a designated day following the incident. Parent will be contacted.
3. When a student receives an after-school detention, the parents will receive a detention slip and/or a call indicating the date and time of detention. The detention slip is to be signed by the parent. The white copy of the detention slip is kept by parent and the

pink and yellow copies are returned to school. After school detentions are held from 3:15 to 4:15 for first through fifth grade students and from 3:30-4:30 for sixth through eighth grade students.

4. Students must serve their after-school detention on the assigned day. No excuse, except absence from school, will be accepted. In case of a school absence, detention will be rescheduled for the following week.
5. During detention, students will sit quietly for 10 minutes and then begin assigned tasks or complete class work as needed.
6. At the end of detention, students will be picked up unless the office has been notified of other arrangements.

LUNCH

Students are expected to bring their own lunches or participate in the BBC sponsored lunch program. The purpose of the lunch program is to provide excellent, nutritious lunches for students. Students who qualify may participate in the National School Lunch Program (NSLP) for free or reduced priced lunches. If you would like more information, please contact the main office. If students do not elect to participate in the BBC sponsored lunch program, they are expected to bring their own lunch. "Nut free" tables are available for students with severe food allergies. Students are expected to behave in a courteous and responsible manner. When students finish eating, they must discard their own trash.

PARENT POLICIES

Parent Responsibilities

Educating children is a complex and difficult task requiring close cooperation and understanding between home, school, and child. As parents, you can help the school do its job by:

- Providing a quiet place and time for homework to be completed.
- Requiring that your child read for the minimum number of nightly independent minutes.
- Making certain your child has sufficient sleep and complete, nutritious meals.
- Making certain your child arrives to school on time.
- Supporting the school's expectation that students uphold the Character Pillars.

Change of Address and Telephone Number

It is essential that we have your most current address and phone number for our records. Please remember to update your information in the K12 registration portal if you change employment or residence. It is also essential that emergency contact names and numbers be updated as necessary. This will ensure that a faculty member or office staff can reach you or your designated emergency contact person in the event of injury or illness.

Visitors/Volunteers

Students' guests are not permitted at any time to attend classes due to liability and immunization regulations. All visitors must receive prior permission from the school administration and must sign in at the front office before coming on campus.

While all BCS parents are welcome to visit and/or volunteer at the school, for the safety of the students, BCS is a closed campus. We respectfully request that you please call in advance to make an appointment. All approved visitors and volunteers MUST sign in and get a visitor's badge at the office before going to a classroom.

Procedures for Parental Concerns

It is in the interest of both parents and staff to address concerns as quickly as possible. In order to facilitate this process, the following procedures have been established. While this section of the policy deals specifically with "complaints regarding employees," the steps outlined below would also apply when parents/guardians have concerns of any nature:

Bullis Charter School encourages free and informal discussions between staff members and parents regarding concerns.

1. Parents are expected to bring their concerns directly to the school employee for discussion and resolution.
2. When a written or oral concern is received by an administrator, the administrator shall first inform the parent of this policy and encourage him/her to speak directly to the employee.
3. If the concern is not resolved at this level, the parent shall bring the concern to the employee's immediate supervisor.
4. All written communications to an administrator regarding a particular staff member will be shared with the staff member unless anonymity is requested. If a parent/guardian expresses a concern in writing and also requests anonymity, the administrator will respect the parent's request but will also share the general content of the letter with the staff member.

SCHOOL PROGRAMS

BBC – Bullis Booster Club

There are many opportunities for parents to be involved at Bullis. Our volunteers are essential to the enriched program that is offered at Bullis Charter School. The volunteer program operates under the direction of the BBC and opportunities to serve are available in a multitude of areas including: lunch program, playground supervision, field trip drivers, landscaping committee, directory, Walk-a-thon, and many more! We encourage all BCS parents to be involved in some manner at the school. We hope you will attend our BBC Coffees and sign-up as a volunteer for your choice of activity.

Parent Volunteers

BCS's Insurance Carrier mandates that all volunteers sign in on the volunteer registry at the school office and sign out upon departing. California state law requires any volunteer to have a current TB test.

Field Trips

Individual classes may take trips several times during the year in support of the school's

educational program. Each field trip must have prior approval of the Principal. The teacher will notify parents each time the class is going on a field trip. A permission slip must be completed by a parent/guardian and submitted to the school prior to each trip. If you do not want your child to go on a particular trip, your child may remain at school. Supervision and classroom activities will be provided.

Prior to any parent volunteers driving students to or from a field trip, the driver must complete the Volunteer Driver Information form that is located on the K12 Online registration portal. The information included on this form must be current in order for a parent to be able to drive on any school-sponsored field trip.

Pictures

School pictures, class and individual, will be taken in the fall and will be delivered before December vacation. This service is provided by the Bullis Booster Club and is organized so there is minimal disruption of the classroom program.

Testing

Each spring, all BCS students in grades 2-8 take part in the state mandated Common Core State Standards aligned Smarter Balanced test in English language arts and mathematics. Students in grade 5 and grade 8 will continue to take the CA STAR (Standardized Testing and Reporting) test in science. The results of these tests compare our students' performance with other students in the state.

Students in grade 2 are also administered the Cognitive Abilities Test on which their verbal, quantitative, and non-verbal reasoning abilities are measured. Understanding students' pattern of reasoning skills is useful information for parents and teachers because they relate to performance in academics. These results are also useful data to consider when developing Focused Learning Goals in the fall.

Questions about a student's testing performance may be directed to the classroom teacher or the Principal.

Health Services

BCS employs a full-time nurse, and first aid and care for students may also administered by the school office staff. Working parents should arrange for a nearby adult to be available to pick up their ill or injured child. Please indicate this person on your emergency card.

The school provides no medications. Children requiring administration of medication at school must obtain the proper school form from the office. Medications prescribed by a physician during the regular school day may be administered by the school nurse or other designated school personnel, or self administered by the student if the school has received the fully completed the Authorization to Administer Medication form. This form is available at the office and must be signed by both the physician and parent, and returned to the school office.

STUDENT SUPPORT AND SERVICES

Student Study Team

The Student Study Team (SST) meets as needed to provide support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties due to behavioral, emotional, motivational and/or family issues. Regular members of our staff who may serve on the SST with the parents are the principal, assistant principal, school psychologist, counselor, resource teacher, speech and language therapist, Reading Specialist, and classroom teacher. 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. 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.

Special Education Program

When testing indicates that a student qualifies for Special Education services, an IEP team including the parents, teacher(s), resource specialist, psychologist, and principal convenes. The student's areas of need are determined and the special education staff develops Individual Education Plans (IEP), working with the classroom teachers to modify instruction and assignments, and coordinate support programs as necessary. Reviews of the progress of IEP goals occur each trimester, new goals are developed yearly, and formal assessment occurs every three years. Parents, classroom teachers or other staff may request a review of the IEP at any time in order to update and modify the plan prior to the annual review.

All students with special needs are taught through a collaboration of staff efforts. Students may be seen on a pullout basis, addressing the issues in their IEP and/or on a collaborative basis in the classroom working on assignments within the classes.

Bullis Charter School also employs a Speech and Language Pathologist, an Occupational Therapist, and an Educational Psychologist. Parent authorization is required prior to the testing of a child.

Counselor

BCS employs counselors to provide mental health support services for students. The services may consist of: consultation with teachers concerning student mental health issues; direct therapeutic intervention with children, either 1:1 or in small groups; facilitating parenting support groups; and referral to outside agencies, if appropriate. Our Counselors' expertise and guidance are also utilized on the school's Student Study Team, Individual Education Plans, and Crisis Team.

English Learner (EL) Program

The goal of our EL program is to facilitate English language acquisition that will allow our EL students to perform comparably with their English-only peers, to have access to the core curriculum and all other programs, and to maintain their self-esteem and cultural identity.

COMMUNICATION

Parent – Teacher Communication

Back-to-School Night

This annual event is held in the fall and is an opportunity for parents to meet their child's teacher(s), meet the entire school faculty, and hear about our programs and expectations. It is not a conference time but rather a time to receive general school and classroom information.

Classroom Newsletter

Each teacher will send a newsletter home on a regular basis to inform parents of classroom accomplishments and scheduled events. This is an important piece of communication that will also be published on the teachers' websites.

Focused Learning Goals (FLGs)

FLGs are the primary tool by which teachers, parents, and students use to communicate and focus their work in order to ensure the needs of every student are being met. The goals for FLGs are aligned to the BCS Strategic Objectives and are developed at the October Parent Conferences (see below). For the grades 6-8 students, FLGs may be developed for the areas of English Language Arts, History/Social Science, Math, Science, Personal, Foreign Language, and Physical Education with foci on Academics, Work/Study Habits, and Behavioral in each category.

Parent and student input will also be solicited in the development of these goals as will input from other BCS staff members, as appropriate. Students will participate in the process in developmentally appropriate ways. The FLG document will also delineate the parties responsible for implementing, monitoring, and evaluating each of the goals.

Progress on FLGs will be monitored throughout the year:

- Teachers and students will regularly review FLGs.
- 2nd trimester report cards will provide update on progress.
- Parents may meet with teacher(s) during March FLG conferences.
- All FLGs will be given a rubric score at the end of the year. All goals receiving a score of 3 or less will be revisited next year at the October Parent Conferences.

October Parent Conferences

We strongly encourage every parent to come to Bullis' scheduled conferences in the fall. It is during this conference that your child's Focused Learning Goals (FLGs) will be developed for the year. Additional conferences can be arranged by contacting your child's teacher(s). If you are having difficulty arranging a conference, the school office can assist you. Please note, your child may be present during any conference.

March FLG Conferences

These FLG Conferences are 20-minute voluntary conferences designed to specifically

address one or two Focused Learning Goals. Sign-up forms will be sent home by the classroom teacher in advance of the conferences.

Report Cards - Parents will receive report cards at the end of each trimester (three times throughout the year). These allow parents to understand how their child(ren) is progressing as measured against the California Common Core State Standards. Parents of children who are not making adequate progress will be contacted during the trimester. If you have any questions about your child's grades, please contact your child's teacher(s).

Parent – School Communication

“MyBCS” Website

An internal site for the BCS community is hosted at our school's website (www.bullischarterhschool.com/mybcs). To access the password-protected content contained in these pages, parents need to have a Schoolwires login account. If you believe that did not receive account credentials, please email support@bullischarterhschool.com.

Email Communications

School-wide emails will be sent weekly via the BBC Sunday Notices and our electronic school newsletter, the “Bear Essentials.” In order to receive these communications, you must have a Schoolwires login account associated with an *active* email address. Additionally, all communications are archived under “Communications” on the “MyBCS” section of our school website.

BBC Newsletter

The BBC publishes issues of the “BBC Broadcast” newsletter throughout the year highlighting school happenings and BBC activities that is distributed via email.

Grade Level Meetings

Grade level meetings are held with the Founding Superintendent/Principal, the school counselor and the grade level teacher(s) to discuss the emotional, social and psychological issues relating to students.

SEXUAL HARASSMENT POLICY

Sexual harassment of or by any student or member of the school staff shall not be tolerated. The Governing Board considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion, of the offending student.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while

students are under the jurisdiction of the School.

Students may receive age appropriate training and/or instruction on the prohibition of sexual harassment at school. Copies of this policy and administrative regulations containing rules and procedures for reporting charges of sexual harassment and for pursuing available remedies are available at the BCS Main Office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such an incident to his or her teacher or to the Principal. The incident will be promptly investigated in a confidential manner.

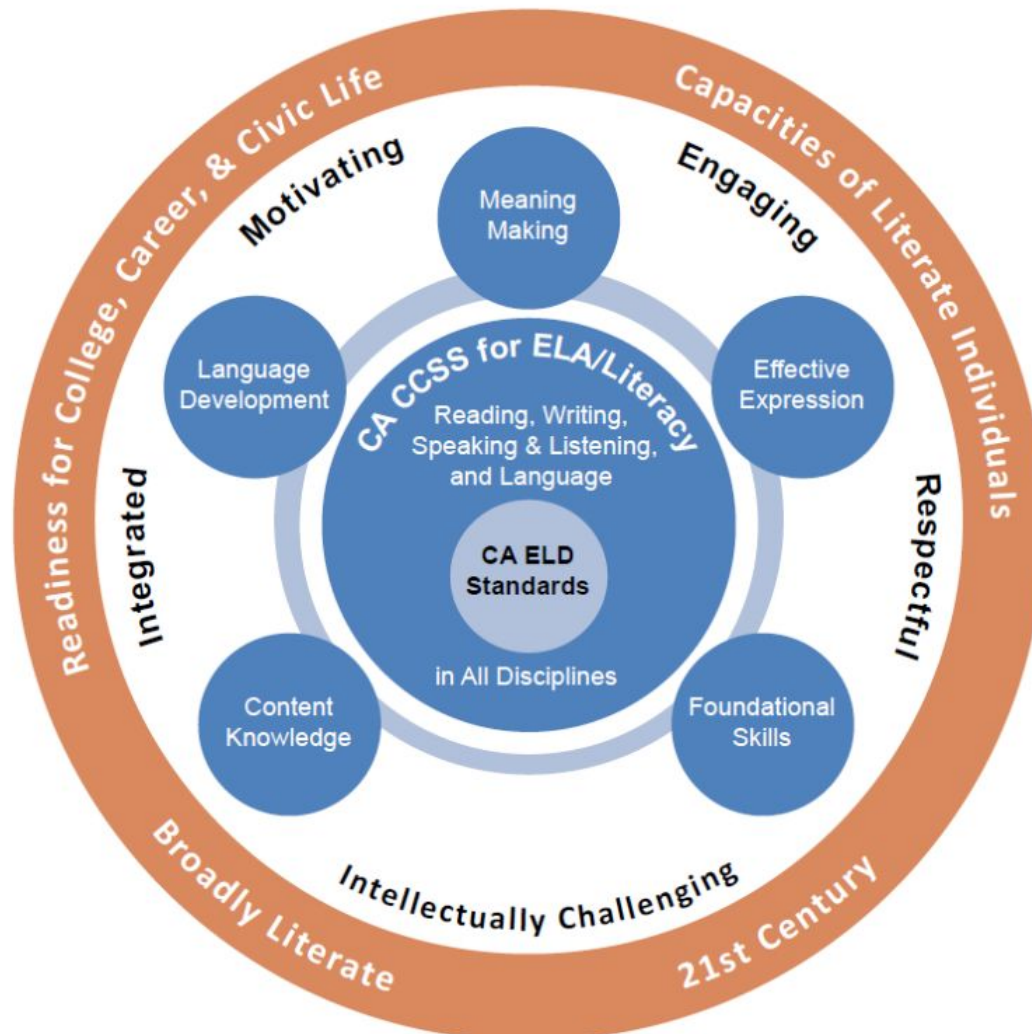
ELD Strategies for Designated and Integrated ELD Instructional Time

August 13, 2015
Jennifer Anderson-Rosse
Bullis Charter School

Learner Objectives

- Review the key components of the New California ELD Standards including the layout of the ELD document
- Pinpoint key performance outcomes for ELs which are embedded throughout the CCSS and recognize the need for ELD in tandem with CCSS instruction
- Understand integrated and designated ELD instructional time.
- Learn about some strategies

CA ELD Standards Work in Tandem with CCSS



Language Demands from the Common Core State Standards

The Common Core State Standards set high expectations for all students to participate in academic discourse across the disciplines.

What do the ELA Standards Imply?

“Students can, without significant scaffolding, *comprehend and evaluate complex texts across a range of types and disciplines...can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood.*”

What do the Math Standards Imply

“Mathematically proficient students *understand and use stated assumptions, definitions, previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures...They justify their conclusions, communicate them to others, and respond to the arguments of others.*”

What does the Science Framework Imply?

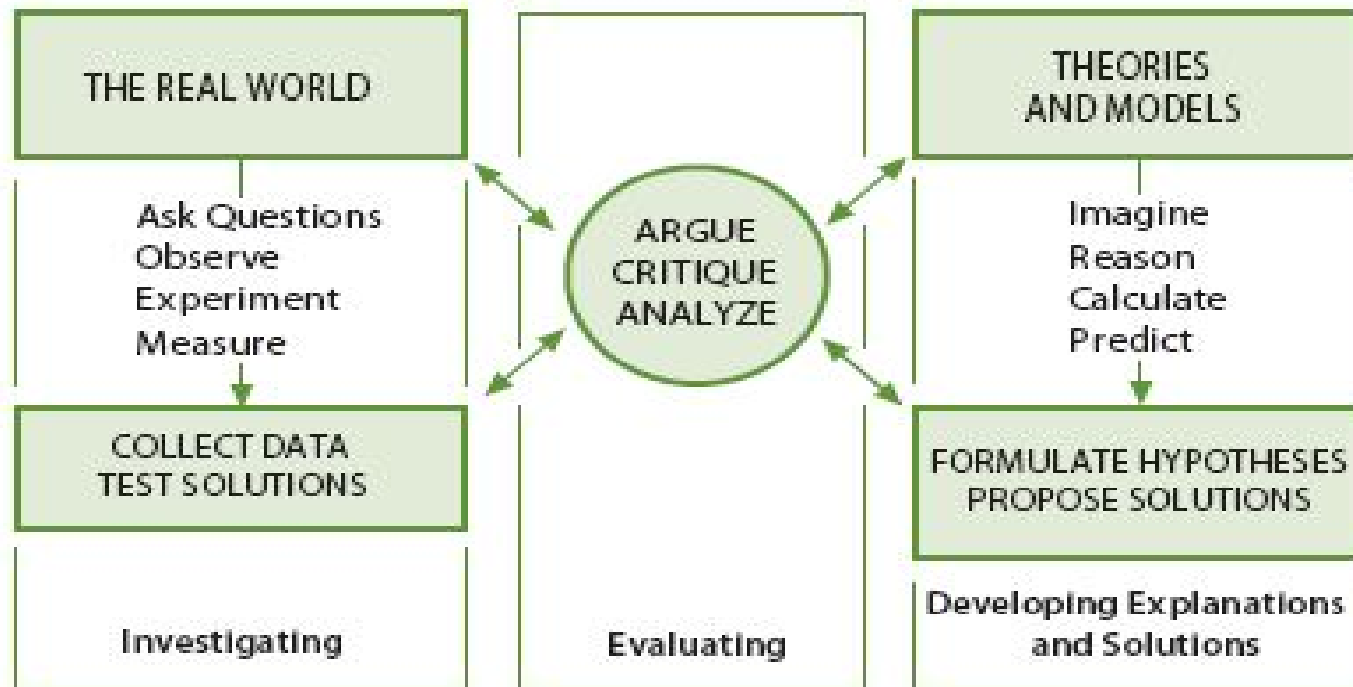


FIGURE 3-1 The three spheres of activity for scientists and engineers.



Among essential science practices:

- ***Constructing explanations and designing solutions***
- ***Engaging in argument from evidence***
- ***Obtaining, evaluating, and communicating information***

K-12 Science Framework (NRC, 2012, pp. 45, 49)

Student Expectations

- To sustain dialogue on a range of topics and in a variety of content areas
- Interpret the meaning of informational and literary texts
- Explain their thinking and build on others' ideas using academic language
- Construct arguments and justify their position persuasively with sound evidence
- Effectively produce written and oral texts in a variety of disciplines for a variety of audiences and purposes

Why do we have ELD Standards?

- ✓ The CCSS specify that the standards are intended to apply to all students including English learners
- ✓ All students should be held to the same high expectations outlined in the Common Core Standards--- However,
- ✓ English Learner students may require additional time, appropriate instructional support and aligned assessments as they acquire both English language proficiency along with content area knowledge...
- ✓ The ELD standards are designed to address the dual challenge faced by ELs as they learn both language and content.

Key Shifts

1999 CA ELD Standards From...

2012 CA ELD Standards To...

Five English Language Proficiency (ELP) levels: Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced.

→

Three ELP levels: emerging, expanding, bridging (each with entry, progress thru, exit)

Early literacy skills embedded in the ELD Standards

→

Foundational Literacy Skills aligned and applied appropriately depending on individual student needs

English as a set of rules

→

English as a meaning-making resource with different language choices based on audience, task, and purpose

Key Shifts

1999 CA ELD Standards From...

Language development focused on accuracy and grammatical correctness

ELD Standards as “junior” ELA Standards or as an “onramp” to the ELA Standards

2012 CA ELD Standards To...

→ Language development focused on interaction, collaboration, comprehension, and communication with strategic scaffolding to guide appropriate

→ ELD Standards working in **tandem** with ELA and other content standards

Key Shifts

1999 CA ELD Standards From...

Simplified texts and activities, often separate from content knowledge

Instruction that treats reading, writing, listening, and speaking as isolated and separate skills

Language acquisition as an individual and lockstep linear process

2012 CA ELD Standards To...

→ Complex texts and intellectually challenging activities with ***content integral to language learning***

→ Instruction that artfully integrates reading, writing, speaking and listening, and language awareness

→ Language acquisition as a nonlinear, spiraling, dynamic, and complex social process where meaningful interaction with others is essential

Key Themes

1999 CA ELD Standards From...

2012 CA ELD Standards To...

Instruction in ELD as separate and isolated from instruction in ELA OR as indistinguishable from ELA



Dedicated ELD instruction that builds *into* and *from* instruction in ELA and literacy in the content areas

Content instruction that misses opportunities to develop academic language



Content instruction that expects and supports language uses as specified in Common Core & ELD Standards

Supporting English Language Students to Develop Academic English

- *Text Level Understandings*

- How different text types are structured

- *Sentence and Clause Level Understandings*

- Students need to learn to analyze how sentences are constructed in particular ways to convey meaning effectively in different contexts

- *Phrase Level Understanding*

- *Word Level Understanding*

Sentence-Level Understanding

Table 2: Differences between Everyday and Academic Registers

Everyday English Registers	Academic English Registers
“Polluting the air is wrong, and I think people should really stop polluting.”	“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”
<i>Register:</i> More typical of spoken (informal) English	<i>Register:</i> More typical of written (formal) English
<i>Background knowledge:</i> More typical of everyday interactions about commonsense things in the world	<i>Background knowledge:</i> Specialized or content-rich knowledge about topics, particularly developed through school experiences and wide reading
<i>Vocabulary:</i> Fewer general academic and domain-specific words (<i>pollute, pollution</i>)	<i>Vocabulary:</i> More general academic words (<i>address, although, devastating</i>) and domain-specific words/phrases (<i>environmental degradation, pollution</i>)
<i>Sentence:</i> Compound sentence	<i>Sentence:</i> Complex sentence
<i>Clauses:</i> Two independent clauses connected with a coordinating conjunction (<i>and</i>)	<i>Clauses:</i> One independent clause and one dependent clause connected with a subordinating conjunction (<i>although</i>) to show concession



Integrated & Designated ELD: Working in Tandem

TOM TORLAKSON
State Superintendent
of Public Instruction

Integrated ELD:

All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the CA CCSS for ELA/Literacy and other content standards.



Designated ELD: A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction*.

Integrated ELD

(Within typical lessons or whole-group instruction for all content areas)

Some ideas for integrated ELD instruction time:

- Routinely examine the texts and tasks used for instruction in order to identify language that could be challenging for ELs
- Determine where there are opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)
- Observe students to determine how they are using the language teachers are targeting
- Adjust whole group instruction or work with small groups or individuals in order to provide adequate and appropriate support

Designated ELD Time

Research and practical experience suggest that setting aside a time during the day to focus strategically on language is beneficial

-Should not be viewed as separate and isolated from ELA, science, social studies, mathematics, and other disciplines but rather as an opportunity during the regular school day to support ELs to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas.

- During this protected time, ELs should be actively engaged in collaborative discussions where they build up their awareness about language and develop their skills and abilities to use language. Accordingly, during designated ELD, there is a strong emphasis on oral language development

-Encouraged to group by EL performance levels

-Fits into differentiated ELA time. You do not need to only pull EL students at this time. It can support any student learning English who needs support with specifics at the text, sentence, phrase, and word level.

Figure 2.23. Essential Features of Designated ELD Instruction

1. **Intellectual Quality:** Students are provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.
2. **Academic English Focus:** Students' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, should be the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between students with ample opportunities for students to communicate in meaningful ways using English is central. Opportunities for listening/viewing and speaking/signing should be thoughtfully planned and not left to chance. As students progress along the ELD continuum, these activities should also increase in sophistication.
4. **Focus on Meaning:** Instruction predominantly focuses on meaning, makes connections to language demands of ELA and other content areas, and identifies the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** In alignment with the meaning focus, instruction explicitly focuses on learning about how English works, based on purpose, audience, topic, and text type. This includes attention to the discourse practices, text organization, grammatical structures, and vocabulary that enable us to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units are carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Teachers contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding is both planned in advance and provided just in time.
8. **Clear Lesson Objectives:** Lessons are designed using the CA ELD Standards as the primary standards and are grounded in the appropriate content standards.
9. **Corrective Feedback:** Teachers provide students with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to students. Overcorrection or arbitrary corrective feedback is avoided.

Moving Toward Integrated ELD

Access to Content Through
Language Scaffolds (SDAIE
Strategies)

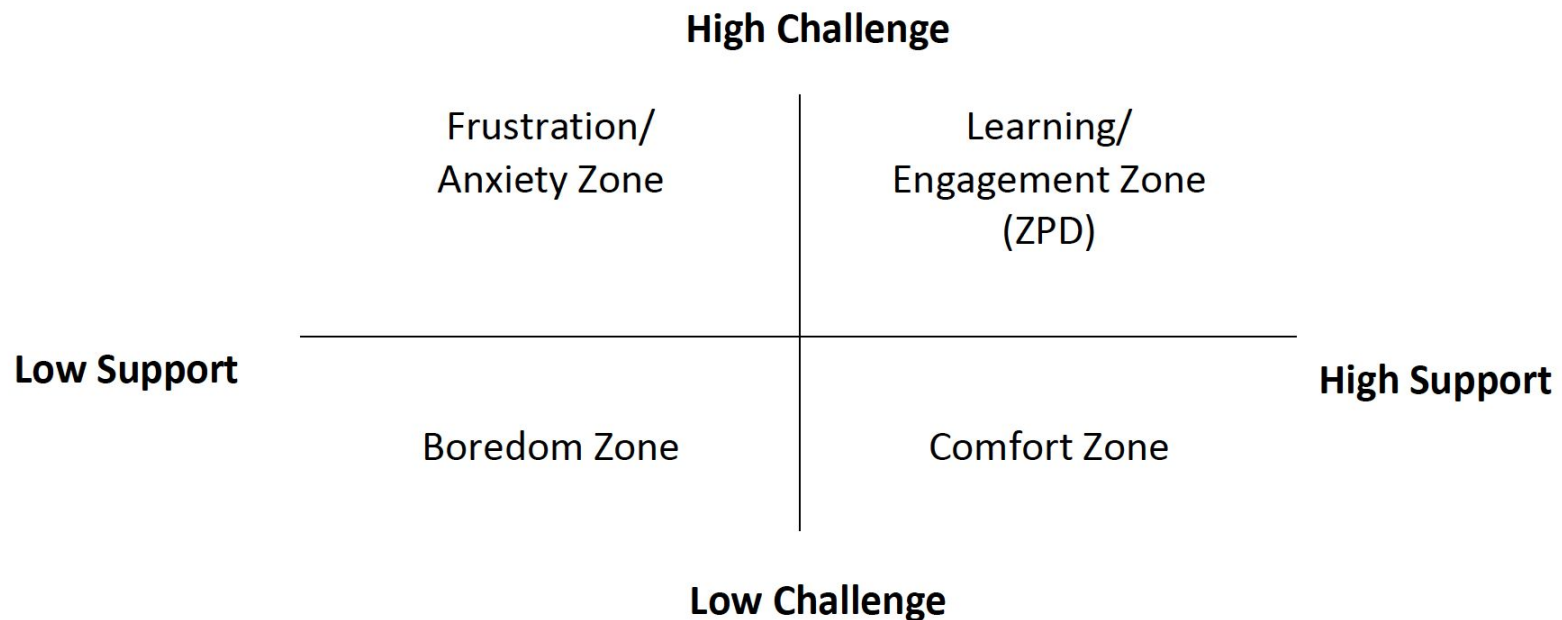
Opportunities for
Language
Development

Explicit Language
Instruction (Based
on ELD
Standards)



Theory Behind

- ZPD - Scaffolding
- Academic Language & Vocabulary
- Importance of Grammatical and Discourse Level Understanding



(Gibbons, 2009, adapted from Mariani, 1997)

Let's Look at The Standards

Be sure to get your copy for your grade level

- CCSS ELA/Literacy Standards & Major Shifts
 - <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- CA ELD Standards
 - <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- Model School Library Standards
 - <http://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>
- CCSS Student Technology Expectations
 - http://commoncore.fcoe.org/sites/commoncore.fcoe.org/files/resources/FCOE_TechSkills_Flowchart_2012.pdf

CA ELD Standards Elements

Overview & Proficiency Level Descriptors (PLDs):

- ✓ Alignment to CCSS for ELA & Literacy
- ✓ CA's EL Student
- ✓ Proficiency Level Descriptors (PLDs)
- ✓ Structure of the grade level standards

Grade Level Standards

- ✓ Section 1: Goal, Critical Principles, At-a-glance Overview
- ✓ Section 2: Elaboration on Critical Principles
 - Part I: Interacting in Meaningful Ways
 - Part II: Learning About How English Works
 - Part III: Using Foundation Skills

Appendices:

- ✓ Appendix A: Foundational Literacy Skills
- ✓ Appendix B: Learning About How English Works
- ✓ Appendix C: Theory and Research
- ✓ Appendix D: Context, Development, Validation

Proficiency Level Descriptors (PLDs) Overview

PLDS:

- ***Describe*** student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do
- ***Provide*** three proficiency levels: **Emerging, Expanding, and Bridging** – at *early* and *exit* stages
- ***Guide*** targeted instruction in ELD, as well as differentiated instruction in academic content areas

Proficiency Level Descriptors (PLDs)

Overview cont'd.

Descriptors for *early stages of* and *exit from* each proficiency level (*emerging, expanding and bridging*), using ELD standard structure:

Three Modes of Communication:

1. **Collaborative** (engagement in dialogue with others)
2. **Interpretive** (comprehension and analysis of written and spoken texts)
3. **Productive** (creation of oral presentations and written texts)

Two dimensions of Knowledge of Language:

1. **Metalinguistic Awareness** (language awareness & self-monitoring)
2. **Accuracy of Production** (acknowledging variation)

ELD Standards: Structure and Components

Each grade level's standards include:

- Section 1: 2-page “At a Glance”
- Section 2: Grade Level Standards
 - Part I: Interacting in Meaningful Ways
 - Part II: Learning about How English Works
 - Part III: Using Foundational Literacy Skills

California English Language Development Standards for Grade 7

Section 1: Goal, Critical Principles, and Overview	
<p>Goal: English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.</p>	
<p>Critical Principles for Developing Language and Cognition in Academic Contexts: While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.</p>	
Part I: Interacting in Meaningful Ways	Corresponding Common Core State Standards for English Language Arts ^a
A. Collaborative	
1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.....	●SL.7.1.6; L.7.3.6
2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia).....	●PW.7.6; WHST.7.6; SL.7.2; L.7.3.6
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.....	●PW.7.1; WHST.7.1; SL.7.1.6; L.1.1-2.3.6
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type).....	●PW.7.4.5; WHST.4.5; SL.7.6; L.7.1.3.6
B. Interpretive	
5. Listening actively to spoken English in a range of social and academic contexts.....	●SL.7.1.3.6; L.7.1.3.6
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.....	●RIL.7.1-7.10; RL.7.1-10; RH.7.1-10; RST.7.1-10; SL.7.2; L.7.1.3.6
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.....	●RIL.7.4-5; RL.7.4.6.6; RH.7.4.6.6; RST.7.4.6.6; SL.7.3; L.7.3.5-6
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.....	●RIL.7.4-5; RL.7.4-5; RH.7.4-5; RST.7.4-5; SL.7.3; L.7.3.5-6
C. Productive	
9. Expressing information and ideas in formal oral presentations on academic topics.....	●SL.7.4.4; L.7.1.3
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.....	●PW.7.1-10; WHST.7.1-2,4-10; L.7.1-6
11. Justifying own arguments and evaluating others' arguments in writing.....	●PW.7.1.2-9; WHST.7.1.2-9; L.7.1-3.6
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.....	●PW.7.4-5; WHST.7.4-5; SL.7.4.6; L.7.1.3.5-6

Figure 2.18. General Progression in the CA ELD Standards ELD Continuum

→-----→-----→ELD Continuum→-----→-----→				
Native Language	Emerging	Expanding	Bridging	Lifelong Language Learners
ELs come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.	ELs at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and	ELs at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary,	ELs at this level continue to learn and apply a range of advanced English language knowledge, skills, and abilities in a wide variety of contexts, including comprehension and production of highly	Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and

The *ELA/ELD Framework* was adopted by the California State Board of Education on July 9, 2014. The *ELA/ELD Framework* has not been edited for publication. © 2014 by the California Department of Education.

	other features of academic language.	grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.	complex texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.	communicating in English in a wide variety of contexts.
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Planning

<http://www.cde.ca.gov/ci/rl/cf/documents/chapter2sbeadopted.pdf>

Figure 2.16. Framing Questions for Instructional Planning

Framing Questions for All Students	Add for English Learners
<ul style="list-style-type: none">• What are the big ideas and culminating performance tasks of the larger unit of study, and how does this lesson build toward them?• What are the learning targets for this lesson, and what should students be able to do at the end of the lesson?• Which clusters of CA CCSS for ELA/Literacy does this lesson address?• What background knowledge, skills, and experiences do my students have related to this lesson?• How complex are the texts and tasks I'll use?• How will students make meaning, express themselves effectively, develop language, learn content? How will they apply or learn foundational skills?• What types of scaffolding, accommodations, or modifications* will individual students need for effectively engaging in the lesson tasks?• How will my students and I monitor learning during and after the lesson, and how will that inform instruction?	<ul style="list-style-type: none">• What are the English language proficiency levels of my students?• Which CA ELD Standards amplify the CA CCSS for ELA/Literacy at students' English language proficiency levels?• What language might be new for students and/or present challenges?• How will students interact in meaningful ways and learn about how English works in collaborative, interpretive, and/or productive modes?

Impact on CELDT

- Review structure of current CELDT for necessary changes to align to the new standards
- ELPAC (English Learner Proficiency Assessment for California)
- Administer new operational kindergarten, grade one, and grade two assessments in coming years
- Reclassification Criteria

Integrated ELD

“Second language development works best when you have groups that are heterogeneous because that allows teachers to sometimes group students in more homogeneous ways and sometimes group them in more heterogeneous ways.”

- Aida Walqui, WestEd

Vocabulary Development

Support for Integrated and/or Designated ELD Time

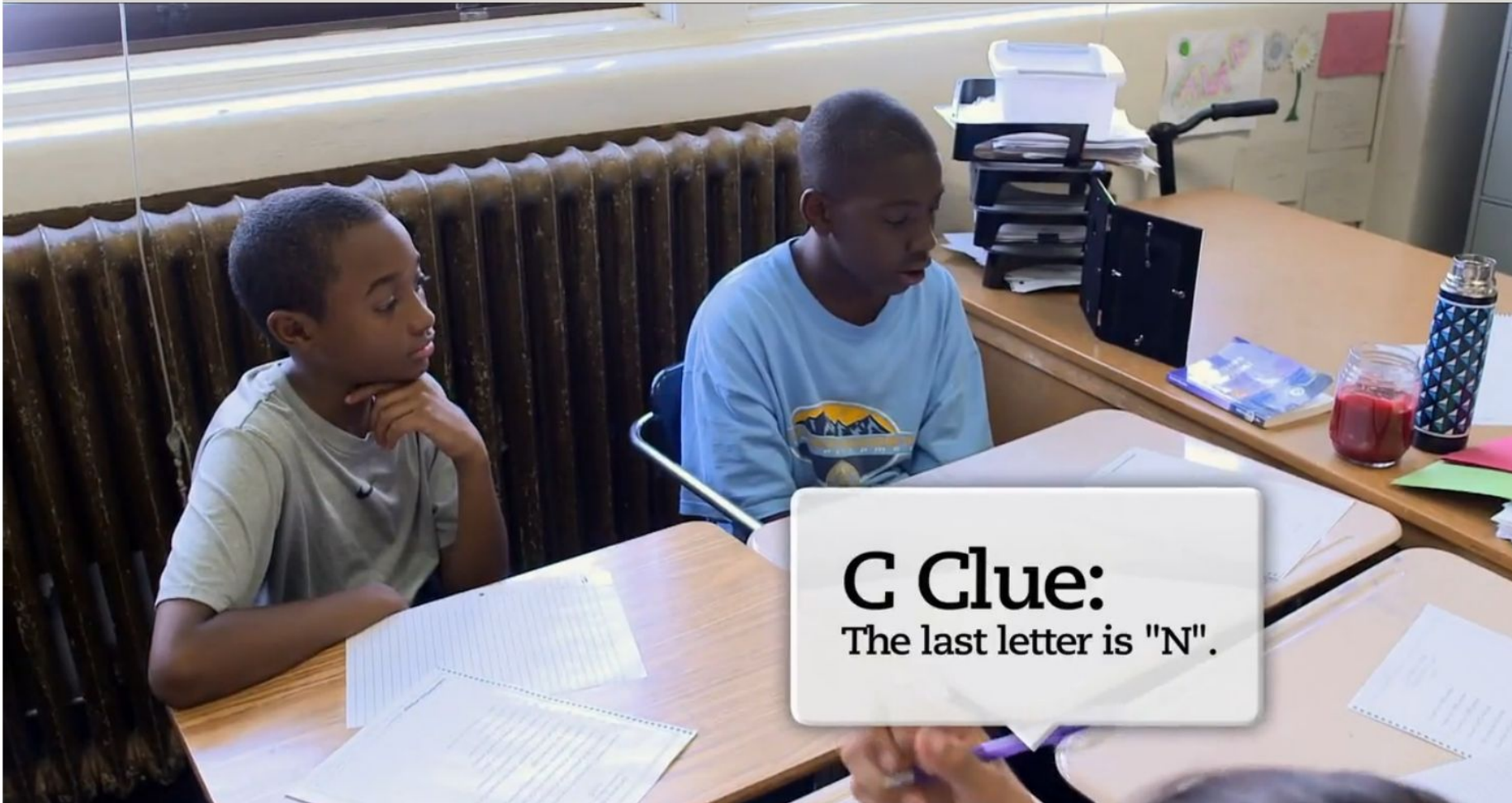
Extending Understanding: Vocabulary Develop...

Grades 6-8 / ELA / ELL

CCSS: ELA.RI.7.6 ELA.RI.8.6

 Save to My Workspace

 Like 148



C Clue:

The last letter is "N".

Suggested Integrated ELD Strategy

Unpacking: (Can unpack a sentence, phrase, or paragraph)

“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”

Meaning:

Pollution is a big problem around the world.

A lot of countries are doing something about pollution.

Pollution destroys the environment.

The ruined environment leads to health problems in people.

The health problems are still happening every year.

The health problems are really, really bad.

Even though the countries are doing something about pollution, there are still problems.

This focus on meaning is essential since the goal of close reading is to derive meaning. However, a strategic instructional focus on sentence and clause structure from time to time serves to help students read more closely and analytically in order to derive meaning from densely packed texts. Table 3 shows one way a teacher might begin to show students how to deconstruct the sentence with a focus on both structure and meaning.

Suggested Designated ELD Strategy

Table 3: Sentence Deconstruction Focusing on Structure and Meaning

Structure: Type of clause and how I know	Text: Broken into clauses	Meaning: What it means
Dependent It starts with “although,” so it can’t stand on its own. It “depends” on the other clause.	Although many countries are addressing pollution,	The clause is giving credit to a lot of countries for doing something about pollution. But using the word “although” tells me that the rest of the sentence is going to show that’s not enough.
Independent It can stand on its own, even if I take the other clause away.	environmental degradation continues to create devastating human health problems each year.	The clause has the most important information. Pollution keeps hurting a lot of people every year all over the world.

Additional Videos

EL Toolkit

<https://www.teachingchannel.org/blog/2014/11/04/english-language-learners-resources/>

Middle School ELL Videos

<https://www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/>

Collaboration

<https://www.teachingchannel.org/videos/analyzing-text-as-a-group>

Sentence Frames

<https://www.teachingchannel.org/videos/jumpstart-student-writing>

Thank you
for all you do
everyday to
ensure
the success of
your English
learners!!!



Resources



Brokers of Expertise, State of California Department of Education, <http://www.myboe.org>

California ELA Literacy/ELD Framework (Draft), <http://www.cde.ca.gov/ci/rl/cf/>

California English Language Development Standards, <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Resources from Dr. Kate Kinsella, <http://mes.sccoe.org/ell/Pages/Kinsella-Academic-Discourse.aspx>

From Silence to Meaning and Productive Conversations for the Common Core Demands, Santa Clara County Office of Education, June 27, 2013

Understanding Language, Stanford University, www.ell.stanford.edu

The California 2012 ELD Standards: Building Capacity and Internal Accountability for ELD Standards-Based Instructional Practices, Robert Linqunti, February 14, 2013, WestED
www.wested.org



STEAM PBL Unit: Oscar's Ocean

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

Project Title: Oscar's Ocean

Grade Level(s): Kindergarten Topic(s) Covered: Science, Math, Language Arts, Visual Arts, Technology

Driving Question: What do you need to survive?

Significant Content/Key Knowledge

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.

✓	STEAM Strands	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
✓	Science	NGSS K-LS1: From Molecules to Organisms: Structures and Processes K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. Analyzing and Interpreting Data Analyzing data in K–2 builds on prior experiences and progresses to collecting, recording, and sharing observations. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)	Students will answer the question: what do you need to survive? Students will use observations and prior knowledge to determine patterns and to categorize the plants and animals in order to discover what plants and animals need to survive. Students will keep track of their data and observations and will use that information to answer scientific questions.
✓	Technology	ISTE 1b: a. Create original works as a means of personal or group expression	Children use Book Creator to record themselves reading the book that they write about the different characteristics that their imagined animal needs to survive.
		ISTE 2a: a. Interact, collaborate, and publish with peers, experts, or others	Skyping with experts (Skype in the Classroom)

		employing a variety of digital environments and media	
✓	Science & Engineering Practices	Analyzing and interpreting data	Synthesize information Categorize animals by attribute Create and analyze bar graphs
		Engaging in argument from evidence	Use data and observations to develop an argument about what an ocean creature needs to be “alive” (vs non-living)
		Using mathematics and computational thinking	Categorize animals by attribute Create and analyze bar graphs
✓	Art(s)	Visual Arts: Creative Expression 2.7: Create a three-dimensional form, such as a real or imaginary animal	Children create 3-D and 2-D animals that are found in the ocean Children also create an imaginary 3-D animal that will have the qualities of an animal that could survive in the ocean.
		Music, Creative Expression 2.2 Sing age-appropriate songs from memory.	Children listen to and learn songs about the Ocean.
✓	Mathematics	K.OA-2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		K.CC-5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
		K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference.

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	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓	English/ Language Arts	Text Types and Purposes: Informational Writing	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

		Text Types and Purposes: Informational Writing - Narrative Writing	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
✓	English/ Language Arts	W.K.7 Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
		Key Ideas and Details - Informational Reading	1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic and retell key details of a text.
✓	English Language Development	A. Collaborative	3. Offering and supporting opinions and negotiating with others in communicative exchanges
		C. Productive	9. Expressing information and ideas in formal oral presentations on academic topics
✓	Social Science/History	Global Citizenship	Ocean conservation (including NGSS - 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.)

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}

Teacher-selected student teams

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
Marine Science Center Redwood City	(650) 364-2760	Allows children explore different marine animals
Monterey Bay Aquarium	(831) 648-4800	Allows children explore different marine animals
Marine Biologist	Skype in the Classroom	Allows children to speak (via Skype) with an expert and ask them what they know about why animals are alive.

Additional assistance will be provided to students to create connections for collaboration in the following way(s)

Children will be exposed to videos, books and magazine articles to learn about different animals.

Success Skills

A limited number of important success 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	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Collaboration	Students will work in groups of 4 to explore a given animal and present on that animal.
✓	Communication	Students will be required to communicate their learning about a given animal in a Jigsaw. Students will be required to read their written work to record their book.
✓	Critical Thinking/Problem Solving	Students will have to synthesize what they have learned to answer the question and to make their imaginary 3-D creature.
✓	21st Century Skills	Explanation of how students will demonstrate the skill area addressed
✓	Creativity/Innovation	Students will be able to create an imaginary 3-D creature Students will create several creatures that they would see in real life.
✓	Global Competency	Connecting: Demonstrate the ability to work with a peer, and with collaborative peer groups, in face-to-face and online mediums.

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....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	Students will ask questions of experts Students will hear a text read and will pose questions to an adult about the different attributes of the animal they have heard about
Gather & interpret data	Students will listen to other children explain what they have learned about why an animal is alive (a different animal from the one that they learned about) Students will read texts about various animals Students will observe plants to decide if they are alive and what they need to survive.

	Students will take notes about their topic animal Students will use all this information to answer the driving question and explain why their creature would survive.
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	Students will demonstrate this skill by asking peers, adults and experts about animals and why/how they are alive.
Develop & evaluate solutions or build evidence for answers	Students will have to use what they have learned to create a viable creature (with attributes that would allow it to live in the ocean) and be able to explain what attributes allow it to survive.

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: What do you need to survive?

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: Students will be able to explain that ocean animals/plants need to be able to “breathe” in some way, need a habitat or place to live, and need to take in nutrients.

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

Students will create a binder of notes demonstrating their knowledge of several different ocean animals and plants (living and non-living) and artistic creations of these animals/plants. Children will create their own 3-D creature and an informational text about why it would survive in the ocean. Children will read this book on Book Creator. Students will also be able to compare objects and determine which things would be living and which would be non-living.

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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? Students come into contact with living and non-living things all the time. The ocean is also a place of interest for students so learning more about this is a good hook for Kindergarten.

How do you know that the problem or question is meaningful to students? See above.

The entry event will include: A radio call from an ocean conservationist who is seeing all these things when he dives and wonders what things are living and what things are non-living. He asks the children to help him understand this so that he can classify these creatures in the sea. He could also call back later and tell them that he is seeing garbage in the ocean and ask the children to help with that problem. Children respond to Oscar at the end of the unit to tell them their findings with a class letter.

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):

- Observing, documenting, and/or surveying
- Video or audio-taping
- Gathering and reviewing published information
- Field-based activities
- Survey or scientific data collection
- Creating a symbolic representation (model building, map making)
- Discussion

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

What creatures they will learn about

What creature they will create and the materials that they will use to create it

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	X	STEAM Content Knowledge	
	Critical Thinking & Problem Solving		Content Knowledge	
	Communication/Presentation	X	Creativity & Innovation	X

Other classroom assessments for learning:	Quizzes/ tests	X	Practice presentations	
	Self-evaluation	X	Notes	
	Peer evaluation		Checklists/observations	X
Student Reflections:	Whole Group Discussion	X	Journal Writing/ Learning Log	X

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
Large Sea Animals	Student Journal log and animal craft	Kindergarten Informational Writing Rubric
Medium Sea Animals	Student Journal log and animal craft	Kindergarten Informational Writing Rubric
Small Sea animals (bottom dwellers)	Student Journal log and animal craft	Kindergarten Informational Writing Rubric
Other Sea items (sand, plants, coral - are these alive?)	Student Journal log and animal craft	Kindergarten Informational Writing Rubric
What living things would I see in the Ocean	Student Narrative piece	Kindergarten Narrative Writing Rubric
Living or Non-Living Assessment	Discussion	Quiz
What do plants and animals need to thrive and survive?	Discussion & practice of sorting	Categorizing
3-D Animal	Discussion - what are the parts that make it living. How will it survive?	Rubric
Book Creator Write-up	Children write why their creature is able to survive with a diagram of the parts that allow it to thrive.	

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 checked="" type="checkbox"/> To other students, same grade level <input checked="" type="checkbox"/> To adult guests	<input checked="" type="checkbox"/> On campus
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Students will present or exhibit their work(s) in the following way(s): Students will show their Book Creator creations to their parents and buddies. They will also all develop one large collaborative bulletin board with all of their ocean animals.



STEAM PBL Unit: Biomimicry

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

Project Title: Biomimicry

The driving question addressed by this project is: How can we use what we know about animals to protect a human baby or child?

Grade Level(s) 1st Grade e **Topic(s) Covered:** Science, Language Arts, Technology, Visual Art

Significant Content/Key Knowledge

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.

✓	STEAM Strands	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
✓	Science	NGSS: 1LS1 From Molecules to Organisms: Structures and Processes 1LS1-1: 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	Students will learn about animals and plants and the way that they protect themselves (shells, thorns, scales, claws, teeth, quills, etc). Students will use this knowledge to create a design that helps protect a human by mimicking how animals and plants use their parts to help them survive. Students will begin the unit by looking at the Parts, Purposes and Complexities (PPC) of a plant item (for example, and avocado). They will dissect it and create a labeled diagram of the item. Then they will discuss how these parts are important to the plant and how the plant is protected and what parts are protected.
		1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive	Students will do close readings of texts, listen to texts during teacher read-aloud, read grade level appropriate texts in reading groups, and view videos to learn about how parents of animals help the offspring survive. These survival skills and attributes will be noted and children will use this information to decide on what attributes they would like to use for their design. They will also use this information to help them in their information writing.
		1-LS3-1. Make observations to construct an evidence-based account that young plants	Students will be able to respond to questions such as “How are animals like their parents?”, “How are animals different from their parents?”, & “What attributes do animals and plants help that help them to survive?”

		and animals are like, but not exactly like, their parents	
✓	Technology	<p>ISTE 2b: Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>ISTE 4a. Identify & define authentic problems and significant questions for investigation</p> <p>ISTE 4b. Plan and manage activities to develop a solution or complete a project</p>	<p>Students create a powerpoint presentation where they learn to drag and drop images (including their own painting of their design and a labelled diagram) into a powerpoint and how to add text boxes. They will also add titles and headings to their presentations. To extend, students will work on transitions within their presentation.</p> <p>Students work in groups to identify the problem to be solved & create prototypes of their designs</p>
✓	Engineering	ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of a given object helps it function as needed to solve a given problem	<p>Students will plan their design and will create a 3D representation of their design.</p> <p>Students will also draw a picture of their completed design and label the object to show how it protects the human.</p>
✓	Art(s)	Creative Expression - 2.6 Draw or paint a still life, using secondary colors.	Students will create a still-life drawing of their design and paint it using secondary colors.
✓	Mathematics	<p>CCSS.MATH.CONTENT.1.OA.A.1</p> <p>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	Students will be given and will create word problems in which they must add and subtract animal weights.
		<p>CCSS.MATH.CONTENT.1.OA.A.2</p> <p>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	Students will be given and will create word problems in which they must add and subtract animal weights.

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	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓	English/ Language Arts	Writing - Text Types and Purposes Standard 2.	Students will spend time writing informational pieces about animals and how they protect themselves. These pieces will include a topic, supply some facts about the topic, and provide some sense of closure. To culminate the unit, they will write an informational piece about how their design protects a baby human.
		CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.	Students will do close readings of texts, listen to texts during teacher read-aloud, read grade level appropriate texts in reading groups, and view videos to learn about how parents of animals help the offspring survive.
		CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.	Students will do close readings of texts, listen to texts during teacher read-aloud, read grade level appropriate texts in reading groups, and view videos to learn about how parents of animals help the offspring survive.
		CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Students will do close readings of texts, listen to texts during teacher read-aloud, read grade level appropriate texts in reading groups, and view videos to learn about how parents of animals help the offspring survive.
✓	English Language Development	A. Collaborative	<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)
✓	English Language Development	C. Productive	<ol style="list-style-type: none"> 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

		12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas
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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}

- Teacher-selected student teams
- Self-selected student teams with teacher input
- Self-selected student teams

X Other : Students teams will be selected based on interest in the human problem that they want to solve with their design.

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
Nancy Barlow (or other pregnant lady)	nbarlow@bullischarterschool.com	Will discuss how to keep a baby safe while the baby is still in the womb. Will return to the classroom with the baby and will talk with the students and answer questions about how the baby is kept safe now that it has been born.
Zoo Connection (Oakland, SFO, Happy Hollow, or Pastoriano's Farm)	TBD	Students will interview a Zoo Keeper or Farmer and ask questions about how the animals are protected.
Agricultural or Greenhouse	TBD	Students will ask questions of a botanist to find out how plants protect themselves.

Success Skills/Smart Skills

A limited number of important success 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	Students will be able to work together to create a product that all group members can effectively speak to (demonstrating that they all understand what the parts are that they have chosen and how they protect/why they

✓		chose them) Students will be able to explain how they were a positive, contributing member of their group and what it means to be a good group member.
✓	Communication	Students will communicate through: <ul style="list-style-type: none"> • drawings (still life) • digrams • Informational writing • in-class participation • small group participation • written responses / exit slips • questioning (of experts)
✓	Critical Thinking/Problem Solving	Students must use the knowledge that they are gaining and combine animal attributes to solve a human problem (and decide on a place where a human baby might be vulnerable)
✓	21st Century Skills	Explanation of how students will demonstrate the skill area addressed
✓	Creativity/Innovation	<ul style="list-style-type: none"> • They will use what they have learned about animal and plant protection to create a design that helps protect a human baby • They will create a still life of their design. • They will write informational pieces
✓	Global Competency	<ul style="list-style-type: none"> • Students can work with other students on global projects. • Students can discuss about what they are learning and incorporate different opinions in their discussions. • Students can discuss and listen to classmates even when they don't agree.

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....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	<ul style="list-style-type: none"> • Students pose questions: <ul style="list-style-type: none"> ○ of experts ○ in class discussion ○ through reading responses ○ of each other to work collaboratively

	<ul style="list-style-type: none"> • Students ask the question - How are we going to protect a human baby?
Gather & interpret data	<p>Students will gather data through:</p> <ul style="list-style-type: none"> • class discussions • interviews with experts • readings • presentations from other groups
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	Students will generate follow-up questions based off of the guiding question (How are we going to protect a human baby?)
Develop & evaluate solutions or build evidence for answers	Students will design a product that helps protect a human by mimicking how animals and plants use their parts to help them survive. They will brainstorm, prototype, test, redesign, and then test again.

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, & understanding.

The driving question addressed by this project is: How can we use what we know about animals to protect a human baby?

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: Students will be able to articulate ways that animals and plants protect themselves, ways that animals are different and similar to their parents, and what a human problem is that can be solved using what we know about animal protection.

After completing the STEAM PBL Project, student will answer the driving question with one or more of the following end product(s): Students will create a 3D device that will protect a human baby. They will write an informational piece explaining how their design works to protect the baby, what animal attributes were used and why. They will create a powerpoint presentation sharing their work. They will also create a labelled diagram of the design.

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 & 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? They are creating a solution to a human problem - how to protect a baby. Animals are also an area of passion for many children of this age level and so they will be engaged by the subject matter.

How do you know that the problem or question is meaningful to students? Children can relate to trying to protect humans. They enjoy learning about animals. Many have younger siblings.

The entry event will include: Possible bringing in the pregnant woman and having her ask how the students will help her protect her baby after the baby is born.

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
- Field-based activities
 - Survey or scientific data collection
- Creating a symbolic representation (model building, map making)
- Discussion
- Experimentation

Students will be provided voice &/or choice in the following other way(s): Students will be given the choice of how they want to protect the human baby (protect the head with a helmet, protect the arms with pads etc.) They will also be given the choice of which attributes they will use from a 2-4 different animals.

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: (Check all that apply)	Collaboration	X	STEAM Content Knowledge	X
	Critical Thinking & Problem Solving	X	Content Knowledge	X
	Communication/Presentation		Creativity & Innovation	X
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests	X	Practice presentations	
	Self-evaluation		Notes	X
	Peer evaluation		Checklists/observations	X
Student Reflections: (Check all that apply)	Survey		Focus Group	
	Whole Group Discussion	X	Task Management Chart	
	Journal Writing/ Learning Log	X	Other	

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
Parts, Processes and complexities	Student log showing a diagram of their plant item and what the parts, processes and complexities are	Checklist
Field Trip Notes	Students will take notes about what they learned from the experts they talked with	Checklist
Animal Informational Writing	3 informational pieces about different animals	First Grade Informational Writing rubric

	and how they protect themselves	
Diagram	Students will create a diagram of their design	Rubric - work with the kids to develop it
Still Life	Still life painting of their design	Rubric - art teacher provided
PowerPoint Presentation	Powerpoint presentation that includes drag and dropped images, titles, and headings,	Checklist

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 checked="" type="checkbox"/> To other students, same grade level <input checked="" type="checkbox"/> To other students other grade levels <input checked="" type="checkbox"/> To adult guests <input checked="" type="checkbox"/> To the local community <input type="checkbox"/> To the national community <input type="checkbox"/> To the international community	<input type="checkbox"/> On campus <input type="checkbox"/> Off campus <input type="checkbox"/> Online
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Students will present or exhibit their work(s) in the following way(s): Students will present their powerpoint presentations to the class, the school and the parent community. They will also share it with the individuals that they interviewed at the zoo, etc.



2nd Grade Nutrition PBL Unit

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

Project Title: 2nd Grade Nutrition Project Based Learning Unit

Grade Level: 2nd Grade

Topic(s) Covered: Nutrition, Life Science, Engineering, Opinion Writing, Physical Education, Mandarin

The driving question addressed by this project is “What should kids my age eat for lunch, and why?”

Significant Content/Key Knowledge

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.

✓	STEAM Strands	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
✓	Health	Standard 1: Essential Concepts 1.1.N: Classify various foods into appropriate food groups. 1.2.N: Identify the number of servings of food from each food group that a child needs daily. 1.3.N: Discuss the benefits of eating a nutritious breakfast every day. 1.4.N List the benefits of healthy eating (including beverages and snacks). 1.7. Identify a variety of healthy snacks	The game created in Scratch will show student understanding of the health standards by including appropriate foods and why healthy food is important.
		Standard 7: Practicing Health-Enhancing Behaviors 7.1.N Examine the importance of eating a nutritious breakfast every day. 7.2.N Plan a nutritious meal. 7.3.N Select healthy beverages.	The game created in Scratch will show student understanding of the health standards by including appropriate foods and why healthy food is important.

		7.4.N Examine the criteria for choosing a nutritious snack	
		Standard 8: Health Promotion 8.1.N: Practice making healthy eating choices with friends and family.	The game created in Scratch will show student understanding of the health standards by including appropriate foods and why healthy food is important.
✓	Technology	ISTE Standards: Creativity and innovation (a and b) Communication and collaboration (a, b and d) Research and info fluency (c) Critical thinking, problem solving and decision making (c)	Students work in groups to develop a week's worth of ideal lunches and use online resources to research food options within each food group, and research prices for the chosen foods. Before developing a final week's worth of meals, groups produce a prototype meal and survey peers to determine the desirability of meal. Students interpret data collected from surveys to modify their final lunch menus. Students are working together to make decisions throughout the entire process. Students use acquired knowledge about nutrition to develop a scratch computer game that teaches others healthy eating and the benefits for the body.
	✓ Science and Engineering	NGSS EngD K-2-ETS1-1 Defining and delimiting engineering problems, Practice 1: Asking Questions and Defining Problems	Students create a needs statement
		NGSS EngD K-2-ETS1-2 Designing solutions to engineering problems, Practice 6: Constructing Explanations and Designing Solutions	Students Ideate and rapid prototype based on needs statement
		NGSS EngD - K-2-ETS1-3 Analyzing and Optimizing Design Solutions, Practice 4: Analyzing and Interpreting Data	Students redesign prototypes based on feedback.
✓	Art(s)	VA:Cr1.2.2	Students draw their meals on their final menu plans
✓	Mathematics	Use place value understanding and properties to operations to add and subtract 2.NBT.B.5, 2.NBT.B.6, 2. NBT.B.9 Work with money 2.MD.C.8	Students use online resources to look up the prices of food items, noting the amounts using correct dollar and cent notation, and add all the amounts together to find the total cost of their meals. Students send out a survey to peers in which their "prototype" meals are evaluated in the areas of appeal, convenience, and balance of food groups.

	Represent and interpret data 2.MD.D.10	Students collect data, graph results, and interpret results presented in graphs
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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	Reading RI.2.2, RI.2.5	Students conduct research from videos, paper texts (articles, books), and online resources (videos, games, articles, nutrition based websites) to develop of a strong understanding of the the things the body needs to survive, and use this acquired knowledge to develop a game that teaches others about what kids their age should be eating for lunch and why.
		Writing W.2.1, W.2.5	Students write pre and post unit opinion pieces to the prompt “What should kids my age eat for lunch and why
✓	English Language Development	A. Collaborative 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)	Student discussions on the topic, interviews with parent lunch volunteers Creation of Scratch game (technology and multimedia)
		B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	Discussions with note taking, video presentations, interviews Research using print books and online resources on nutrition
		C. Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas	Students will need to connect and condense the ideas and insights gleaned from their research into a comprehensive understanding of what a nutritious lunch consists of.
✓	Social Science/History	People who make a difference 2.4	Through whole class discussion, student describe some of the factors that determine the eating habits of individuals and families.

✓	Other(Mandarin)	Students can use right grammar structures to shop and order food in Mandarin.	Students can go shopping for food and order food in the restaurants using all the Mandarin vocabulary and sentence structures.
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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}

√ Teacher-selected student teams with students input

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
Emily Greenstadt Nutrition Specialist	N/A	Emily developed this project as a teacher at Bullis Charter School and later went on to pursue a career in nutrition. She is a great resource when it comes to what big ideas the student need to know when tackling this driving question.
Parents	N/A	Students work with parents to get an idea of why parents make the choices they do when building daily lunches. This is a critical step when building empathy during the beginning stages of this project.
School lunch providers	N/A	Students ask questions of the current school lunch provider to get an idea of why they make the choices they do when building daily lunches. This is a critical step when building empathy during the beginning stages of this project.
Pediatrician	N/A	Having a pediatrician in to talk to the students about nutrition and overall health allows the students to think about food and lunch choices from a nutrition standpoint rather than a flavor or preferences lens. They also get to ask nutrition related questions and hear from a professional who uses information that is similar to this project in their real job.

Additional assistance will be provided to students to create connections for collaboration in the following way(s)

- The teacher is responsible for setting students up with a way to connect with all three of the aforementioned resources in order to provide a real-world experience when attempting to answer this driving question.

Success Skills

A limited number of important success 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	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Collaboration	Students must collaborate to: shop together, design a healthy meal, graph and analyze the results, and make necessary changes to accommodate the preferences of students in other classes.
✓ ✓	Communication	<ul style="list-style-type: none"> • Communicate in other language (Mandarin) when students go shopping and order food. • Communication between students within and across groups happens on a daily basis in order to make the necessary choices mentioned in the collaboration section. • Students communicate with the collaborators that are invited to help with this project. • Students also plan and present their findings and answer(s) to the driving question as a group.
✓	Critical Thinking/Problem Solving	<p>Most of the critical thinking that happens during this project is the struggle that students have between what students should be eating and what they want to be eating.</p> <p>The information gathered from nonfiction resources and the pediatrician guest often clashes with the feedback students receive from other classes when sending posters to other classes.</p>
✓	21st Century Skills	Explanation of how students will demonstrate the skill area addressed
✓	Creativity/Innovation	In the past most of the creativity during this project has been in digital project that students created in order to teach younger students the basics of nutrition.
✓	Global Competency	<p>Investigating: Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.</p> <ul style="list-style-type: none"> • Students participate in community-based research projects. • Students find resources from multiple books, websites, and newspaper articles that provide information about their community and the countries in their region. <p>Connecting: Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.</p> <p>Examples of specific indicators include, but are not limited to:</p> <ul style="list-style-type: none"> • Students can collaborate with other students within and outside their school on projects about their local community and countries in their region. • Students can demonstrate openness to diverse ideas and perspectives through active dialogue. • Students can develop, implement, and present collaborative project-based work in multiple formats (research reports, art projects, etc.).

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....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	After being given the initial driving question students often wonder things like “what food group is this in?” “What food group do you put a burrito in?” “What foods do I already like that are also healthy?”
Gather & interpret data	The nonfiction resources that students read and gather are a major factor when answering questions that they have about nutrition. Students also ask parents and food service providers some of the same questions in order to get multiple perspectives and a better understanding of how certain foods often end up in students lunches.
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	Students ask questions like “Would 3rd and 4th graders like this?” when planning meals that will be reviewed by other classes. They try to keep all of the food groups on the plate and anticipate the preferences of the students that will be giving them feedback.
Develop & evaluate solutions or build evidence for answers	Students get feedback on the meals that they developed and are expected to graph the results and write about trends that they saw and changes that they would make in order to provide a meal that is nutritious and delicious in the eyes of all students at the school.

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

“What should kids my age eat for lunch, and why?”

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:

Students display learning through their shopping list, shopping notes, notes taken on research, balanced meals planned, math supporting agreed-upon budget, analysis of feedback, and digital game that teaches nutrition basics.

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

Students answer the driving question during culminating presentations and using an opinion piece that responds to the driving question. Thier opinion writing is done independently and may be used to help with culmination presentations.

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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? Students get a chance to connect with the “real world” multiple times during this project. In addition to the experts brought into the classroom, we also take all of the 2nd graders to the grocery store to practice putting these new skills to the test and also introduce them to the skill of reading food labels and ingredients lists.

How do you know that the problem or question is meaningful to students? I know that this project was meaningful to my students because of the many parent emails that the 2nd grade teachers received informing us of the dinner and lunchtime impact this knowledge has had on their children. We have students who specifically wanted to “eat the rainbow” and expanded on what that meant with students. We also have parents reporting out that their picky eater is now trying new foods that they learned about during this project.

The entry event: We gather all of the 2nd graders together for an information video about the state of school lunches in this country and have a discussion about food before we tell them that this is the start of a new PBL unit. We take their ideas about the driving questions before telling them it is what they will be working on for the next three weeks. When we let them finally go work they are excited to learn about a subject that they are connected to everyday when they sit down at the table.

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
- √ Gathering and reviewing published information
- √ Searching online and electronic databases
- √ Survey or scientific data collection
- √ Creating a symbolic representation (model building, map making)
- √ Discussion

Students will be provided voice &/or choice in the following ways: Students get to choose what foods they will present to the other kids at the school. They get to choose how to revise their meal after receiving feedback. They get to choose how to represent the data that they are analyzing. They get to choose the format for making a videogame that teaches younger students about nutrition.

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	√
	Critical Thinking & Problem Solving	√	Content Knowledge	
	Communication/Presentation	√	Other (Opinion Writing)	√
Other classroom assessments for learning:	Quizzes/ tests		Practice presentations	√
	Self-evaluation	√	Peer evaluation	√
Student Reflections:	Survey	√	Journal Writing/ Learning Log	√
	Whole Group Discussion	√	Task Management Chart	

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
Opinion Writing Pre Assessment	Students receive written and oral feedback from the teacher on opinion writing skills and areas for further research into nutrition concepts mentioned in the writing where there is a lack of factual support.	Opinion Writing Rubric

Research Notes and Math	Daily feedback from teacher working with PBL groups trying to stay on budget while shopping. Students reflect on progress and next steps weekly.	All math concepts (repeated addition, data analysis, graphing) are assessed separately and the math work done on the PBL is done collaboratively with group members, teacher, and parent help.
Food Posters	Students given written feedback and numerical scores from other grade-levels. Reflection and data analysis done by students after receiving feedback from 3rd and 4th grade classes. PBL groups also complete written reflection about necessary changes to accommodate student preferences.	Homeroom teacher checks posters for neatness, completeness, and use of nutrition basics before sending poster out to the rest of the school.
Nutrition Computer Game	Students receive constructive feedback on their games from the younger students that they were designed for. Students reflect on whether or not their game teaches the nutrition concepts that they intended to.	Game basics and design process assessed using NGSS engineering 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:

<ul style="list-style-type: none"> √ To other students, same grade level √ To other students other grade levels √ To adult guests √ To the local community √ To the national community √ To the international community 	<ul style="list-style-type: none"> √ On campus <ul style="list-style-type: none"> <input type="checkbox"/> Off campus √ Online
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Students will present or exhibit their work(s) in the following way(s): Students show the posters, math analysis, and opinion writing during presentations given during the the week of culmination. We invite everyone (students, parents, community members) in to see the work and listen to prepared presentations. The games that students create are played by younger students and published online at MIT.org for everyone to see, play, and learn from.



STEAM PBL Unit: Community Robots

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

Project Title: Community Helping Robots

Grade Level: 3

Topic(s) Covered: Robotics, Engineering, Community Problems, Coding, Mandarin

The driving question addressed by this project is how might we design a robot that can improve conditions in our community?

Significant Content/Key Knowledge

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.

✓	STEAM Strands	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
√	Science	NGSS PS2.A: Forces and Motion	Students observe motions made by their robot. Students redesign and program robot to get desired results. For example -- changing speed using gear transfer. Changing speed or direction by changing coding.
		NGSS PS2.B: Types of Interactions	Students use gear trains and levers to transfer motions in their robot.
√	Technology	ISTE 1a-d Creativity and Innovation a-d	Students use design thinking to create robot prototypes. Students select a Lego WeDo or Lego Mindstorm base model and redesign it to meet their needs statement.
		ISTE 2d Communication and collaboration	Students contribute to project team to produce an original functioning robot prototype to solve a community problem.
		ISTE 4a-d Critical thinking, problem solving and decision making.	Students identify and define community problems. Students form a needs statement based on a selected community problem. Students plan and manage activities by setting short term goals and by creating a mission statement. Students test the base model and their own redesigns for functionality -- tied to mission statement. Students evaluate several different solutions from ideation phase. Students select and try different base models based on selected solution.
√	Engineering	3-5-ETS1-1. Defining and delimiting	Students research and define community problems. Students create a needs statement for a given community problem.

	<p>engineering problems: 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>Practice 1: Asking Questions and Defining Problems</p>	
	<p>3-5-ETS1-2.Designing solutions to engineering problems: 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> <p>Practice 2 - Developing and Using Models</p>	<p>Students ideate and rapid prototype a design. Students select base models to meet a list of criteria - based on group discussion Students construct, program and test WeDo robot models</p>
	<p>3-5-ETS1-3.Analyzing and optimizing design solutions: 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> <p>Practice 6 - Constructing Explanations and Designing Solutions</p>	<p>Students create a mission statement and then evaluate their model to see if it meets the criteria as outlined in the mission statement.</p>
Art(s)	<p>Media Arts, Creating: Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea. Essential Question(s): How do media artists organize and develop ideas and models into process structures to achieve the desired end product?</p>	<p>Students will create a video that defines their community problem and demonstrates how their robot might solve the chosen community problem</p>
√ Mathematics	Measurement and Data	Students use the concept of unit measurement to determine which legos they need for their design.

	<p>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	
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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	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
√	Social Science/History	3.4 History and Social Science Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	Students explain how their robot meets community needs including rules and laws governing the community.
√	Other(Mandarin)	Language: Plane and solid shape names as well as identifying and describing shapes by their attributes.	Students identify different shapes' names and describe shapes by their attribute in Mandarin Students present to the audience in Mandarin
√	English/ Language Arts	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Students read texts on force and motion and are able to use the vocabulary and concepts to describe their robots and what is happening. Use sequence and logical connections to program their robot and to describe what is happening.</p> <p>Students use information from research and from their testing of the robot prototypes to redesign their ideas.</p> <p>Students are able to talk about their robot and can identify the problem, the solution, and the process they took in designing the solution.</p>
√	English Language Development	<p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p>	Student will share information with each other on their robots and the motion demonstrated by their robot.

		3. Offering and supporting opinions and negotiating with others in communicative exchanges	They will share their thoughts and opinions on strengths of the robot and provide feedback about their classmates' robots using classroom protocols.
√	English Language Development	C. Productive 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology 11. Supporting own opinions and evaluating others' opinions in speaking and writing 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	They will share their thoughts and opinions on strengths of the robot and provide feedback about their classmates' robots using classroom protocols. They will use content specific vocabulary when describing the force needed and motion created by the robot.

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):

- Students choose the community problem that they want to focus on (first, second and third choice).
- Teachers form groups based on choices. Most students will get their first or second choice.
- The list of choices is generated from students' interviews of parents, classmates and community members (School Staff, babysitter, employees in community businesses).

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

<i>Name of Collaborator/Expert</i>	<i>Contact Information</i>	<i>Connection to Project</i>
City Official/Public Safety etc	Depends on problems identified	Laws and rules for city government
Community Leaders/experts	Depends on problems identified	From various groups and fields depending on the problems identified
School Administration/support	Depends on problems identified	Laws and rules governing the school community

Success Skills

A limited number of important success 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
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✓	Collaboration	<p>Students will collaborate with classmates and community members to generate a list of community problems using an interview process. Students will collaborate with another student while using the design thinking process to identify community problems.</p> <p>Students will choose a collaboration group based on interest. Each collaboration group will consist of 2-3 students. Collaboration groups will research, discuss, and create a community helping robot.</p> <p>Collaboration skills to be assessed include: Problem solving, compromising, contribution, making sure that everyone's ideas are heard</p>
✓	Communication	<p>Presentation skills in other language (Mandarin)</p> <p>Students will create a video that defines their community problem and demonstrates how their robot might solve the chosen community problem</p> <p>Students will communicate their ideas to their classmates during the fishbowl discussion and will give and receive input on their designs based on their communications</p> <p>Students will write a mission statement that states their group's mission. Students will complete a written evaluation of their group's success at reaching the mission statement</p>
✓	Critical Thinking/Problem Solving	<p>In the fishbowl, students evaluate each other's' projects using "I like" and "I wonder" statements</p> <p>Students use the Engineering Design Process to design, build, troubleshoot and improve their robot</p>
✓	21st Century Skills	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Creativity/Innovation	<p>Students use the Design Thinking Process to generate solutions to the community problem, including ideation and rapid prototyping.</p> <p>Students use LEGO blocks and rapid prototyping materials to create a unique robot to address their community problem</p>
✓	Global Competency	<p>Connecting: Demonstrate the ability to work with a peer and with collaborative peer groups in face-to-face and online mediums.</p> <p>Investigating: Ask questions and seek answers about the world around them using all stages of the inquiry process: Ask, Investigate, Synthesize/Create, Share, and Reflect/Revise.</p>

Sustained Inquiry

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

Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	Students will create questions based on the community problem that they are working on. Question topics may include: <i>How is this problem being addressed? What parts will be need to use to make our robot work?</i>
Gather & interpret data	<p>Students use the design thinking process to interview a classmate on problems/difficulties that they have. They repeat this process with an adult in the community.</p> <p>Students gather data in the fish bowling process. They use this data to improve their idea for the robot.</p>
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	<p>Students will use information from the fishbowl to reassesses their designs. Students will create questions based on this reassessment.</p> <p>Students will test their robot and then ask further questions about how it functions and what they can do to improve the robot.</p>
Develop & evaluate solutions or build evidence for answers	<p>Students will develop a mission statement for their group. Students will evaluate their robot by designing tests related to mission statement.</p> <p>Students will construct a written evaluation of their robot based on the mission statement.</p>

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 might we design a robot that can improve conditions in our community? This can be personalized by each group to address their problem.

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:

- “Conceptual Robot” made from LEGOs
- Label and drawing of conceptual robot
- Written responses during design thinking process
- Drawings, statements from ideation, rapid prototype
- Contributions to the fishbowl process including I like and I wonder statements

- Observations of conversations during collaboration on group design and formulation of their mission statement
- Selection of base WeDo Model based on defined set of needs derived from the mission statement
- Construction of base WeDo Model. Construction of base WeDo program
- Scratch Program for base model. Testing data, graphs of base model
- Drawing of redesign of base model with written response addressing how the design meets conditions of the mission statement
- Photos and other documentation of the final design
- Data Charts and graphs of data collected from tests on model
- Video with community problem, mission statement photos of sketches of design, test of robot, and evaluation of mission statement

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

- Written evaluation
- Video presentation
- Oral presentation to classmates, parents, community members, BCS board or city council
- Survey

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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 project consists of real world problems facing the community, generated by community members.

How do you know that the problem or question is meaningful to students?

The problems are identified by the students through interviews with members of the community. Students choose the problem they are most interested in working on.

The entry event will include video and/or personal appearance from community leader asking students to help the community.

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:

- √ Interviewing
- √ Observing, documenting, and/or surveying
- √ Video or audio-taping
- √ Survey or scientific data collection
- √ Creating a symbolic representation (model building, map making)
- √ Discussion
- √ Experimentation

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

- Students choose problems that they are interested in working on.
- Students choose materials that they wish to use (Lego WeDo or Lego Mindstorm- Lego parts, rapid prototyping materials)

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	√
	Critical Thinking & Problem Solving	√	Content Knowledge	
	Communication/Presentation	√	Creativity & Innovation	√
Other classroom assessments for learning:	Self-evaluation	√	Practice presentations	√
	Peer evaluation	√	Checklists/observations	√
	Online tests and exams		Concept maps	
Student Reflections:	Survey	√	Focus Group	
	Whole Group Discussion	√	Task Management Chart	√

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
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Design Thinking Worksheet	Teacher comments, score	Rubric
Rapid Prototype	Fish Bowl	Rubric (evaluation of comments and response to comments)
Base Model Construction	Teacher comments, score	Rubric
Base Model Data	Teacher comments, score	Rubric
Mission Statement with comments	Teacher comments, score	Rubric
Video	Teacher comments, audience comments	Rubric
Mission statement evaluation	Teacher comments, score	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:

<ul style="list-style-type: none"> √ To other students, same grade level To other students other grade levels √ To adult guests √ To the local community To the national community To the international community 	<ul style="list-style-type: none"> √ On campus √ Off campus √ Online
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Students will present or exhibit their work(s) in the following way(s)

- To classmates/parents in ending presentation
- Videos online
- Selected projects to community boards such as BCS board, Los Altos, Los Altos Hills and/or Mountain View City Councils



STEAM PBL Unit: Ethical Zoo Habitats

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

Project Title: Ethical Zoo Habitat PBL Unit

Grade Level: 4th

Topics Covered: Environments & Ecosystems, Engineering, Design, Narrative Reading, Vector Drawing, Mandarin, Technology

The driving question addressed by this project is how can we create an ethical habitat for two given animals?

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.

✓ STEAM Strands	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓ Science	NGSS: 4.LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Rubric will show that student can explain how s/he used knowledge and research of how animals survive, grow, and behave to build an effective environment for that animal.
	CCSS: Science 6: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.	Students will be able to show their notes about what specific animals need and what different investigations they have tried in order to find best practices for animals surviving together in the same habitat.
✓ Technology	ISTE Standards 1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop	Students will think critically about what each of their two species need to survive and thrive in a zoo habitat. Then, they will need to problem solve to design a habitat where both species of animal gets what they need without taking away from the survival of the other species.

		<p>innovative products and processes using technology.</p> <p>a. Apply existing knowledge to generate new ideas, products, or processes</p> <p>3. Research and information fluency Students apply digital tools to gather, evaluate, and use information.</p> <p>a. Plan strategies to guide inquiry b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks d. Process data and report results</p>	<p>Students use multimedia to research animals, ecosystems, and effective zoo practices, and then use vector drawing software to create their animals and other media to create their presentations for the project.</p>
✓	Engineering	<p>Science & Engineering Practice: Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</p>	<p>Students will think critically about what each of their two species need to survive and thrive in a zoo habitat. Then, they will need to problem solve to design a habitat where both species of animal gets what they need without taking away from the survival of the other species.</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>Students will think critically about what each of their two species need to survive and thrive in a zoo habitat. Then, they will need to problem solve to design a habitat where both species of animal gets what they need without taking away from the survival of the other species.</p>
✓	Art(s)	<p>VA:Cr1.1.4: Brainstorm multiple approaches to a creative art or design problem.</p>	<p>Students will be able to make multiple sketches of environment/habitat brainstorms and be able to explain in their fishbowl discussion which aspects they chose for their final draft and what problems those aspects solve.</p>
		<p>VA:Cr1.2.4 Collaboratively set goals and create artwork...</p>	<p>Students will work in teams to create representations of animals in their habitats.</p>
		<p>VA:Cr2.3.4 Document, describe, and represent regional constructed environments.</p>	<p>Students create representations of different biomes for selected animals.</p>

California 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	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓	English/ Language Arts	CCSS.ELA-LITERACY.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Student presentations will show that they used multiple non-fiction texts to research their animals and ecosystem and how that research informed their thinking about their zoo habitat.
		CCSS.ELA-LITERACY.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Students will be able to read <i>The Tiger Rising</i> , and <i>The One and Only Ivan</i> , with appropriate scaffolding from the teacher and to use the inferences they make reading those stories to inform their final product. These texts(both about animals and questionable treatment) will also facilitate our discussion about the meaning of ethics and, by discussing and writing about the books, help students develop a personal understanding and definition of what is ethical.
✓	English Language Development	<p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>3. Offering and supporting opinions and negotiating with others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	Students will work in teams to create representations of animals in their habitats. Students will be able to present on and answer questions about their habitat
		<p>C. Productive</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 other language resources to effectively convey ideas</p>	Students will evaluate their own designs and give feedback on peers. Students will use science content vocabulary when speaking and writing about their habitats.
✓	Mandarin	Students will master the vocabulary of animals and habitats in Mandarin and can use the right sentence structure to present their desired animals to the class.	Students will introduce different animals living in different habitats in Mandarin. They can introduce what kind of food the animals like to eat.

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.

X Self-selected student teams

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
Oakland Zoo Docent: Zoo School Instructor	(510) 632-9525	During the field trip, the Zoo School presenters will explain what the Oakland Zoo does to accommodate the needs of a specific animal into the habitat of that animal, with emphasis on animal behavioral needs. As we tour the zoo, students will take notes on animal features and adaptations, which they will also be able to use during the PBL.

21st Century 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 **21st Century Skills** students will apply and exhibit through the duration of this project and how they will demonstrate their understanding of these skills.

✓	21st Century Skills	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Collaboration	Students will work in groups of 3-4 in order to research, discuss, and create all aspects of the PBL. Collaboration skills to be assessed include: problem solving, compromising, creating in a collaborative group, making sure everyone's ideas are heard.
✓	Communication	Students will communicate verbally as well as in writing. Students will communicate their ideas to their classmates during the fishbowl discussion and will give/receive input on their designs based on their communications.
✓	Critical Thinking/Problem Solving	Students will think critically about what each of their two species need to survive and thrive in a zoo habitat. Then, they will need to problem solve to design a habitat where both species of animal gets what they need without taking away from the survival of the other species.
✓	21st Century Skills	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Creativity/Innovation	Students will demonstrate creative thinking by creating a model of their habitat where their animals can coexist, survive, and thrive. They will need to innovate to make sure the animals have tools for enrichment as well as to meet their basic needs.
✓	Global Competency	Presentation skills in other language (Mandarin).

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 create questions based on the animals given and the ecosystems they need to recreate. Questions topics may include: social behaviors necessary for survival; enrichment and growth; how animals survive together, etc.
Gather & interpret data	Students will gather data from multiple sources (websites, nonfiction texts, fiction texts) as shown by their bibliographies and will interpret that data in order to create a final project (as shown by group notes and presentations)
Students will....	Explanation of how students will demonstrate the skill area addressed
Ask further questions	After the fishbowl discussion, students will need to use peer feedback to re-evaluate their project ideas and to consider new questions brought up in the discussion.
Develop & evaluate solutions or build evidence for answers	Students show they have developed solutions for their problems based on their explanations in their final products and presentation. Evidence should come from research done on how zoos create habitats where animals can thrive in captivity.

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 an ethical habitat for two given animals?

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:

1. Vector drawn animals will show that students learned how to use the necessary software to create a 3-D object.
2. Environment models will show that students learned to create an ecosystem in captivity where animals can live together and still get everything they need to survive and grow. (Explanations for this knowledge will be found on presentation slides attached to the project by QR codes.)

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

1. Vector drawn animal, laser cut, and put together by student
2. Habitat model created by group, including food, shelter, and necessary enrichment
3. QR Codes connected to "needs statement" documents describing the individual animal need(s) being met by that feature, a real-life example of something similar or the same, and an explanation and link to research used to make the decision to include the feature.

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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?

In each of the novels we read during this unit (*The One and Only Ivan* and *The Tiger Rising*), students are encouraged to notice how animals in captivity can be treated and to truly care about creating an environment where captive animals are treated ethically. They also see the habitats at the Oakland Zoo and are encouraged to think about the difference between these environments and the environments of the animal characters in our novels.

How do you know that the problem or question is meaningful to students?

As educators, we know that the ethical treatment of animals is meaningful to students by discussing the controversial issue of zoos with them. We talk about the pros and cons of keeping animals in captivity and how, as humans, can help instead of hurt these animals.

The entry event will include:

A field trip to the Oakland Zoo where students will learn about different habitats and how the zoo tries to make life as good as possible for their animals.

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):

- Observing, documenting, and/or surveying
- Gathering and reviewing published information
- Searching online and electronic databases
- Field-based activities
- Creating a symbolic representation (model building, map making)
- Discussion
- Experimentation

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: (Check all that apply)	Collaboration	x	STEAM Content Knowledge	x
	Critical Thinking & Problem Solving	x	Content Knowledge	x
	Communication/Presentation	x	Creativity & Innovation	x
Other classroom assessments for learning: (Check all that apply)	Quizzes/ tests	x	Practice presentations	x
	Self-evaluation	x	Notes	x
	Peer evaluation	x	Checklists/observations	
Student Reflections: (Check all that apply)	Survey	x	Journal Writing/ Learning Log	x
	Whole Group Discussion	x	Task Management Chart	x

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
Team Contract	Self-Reflection	Check-List
Research Notes	Fishbowl Discussion	Rubric
Rough Drafts of Habitat Model	Peer Evaluation	Peer Evaluation
3-D Animal Drafts	Peer Evaluation	None
3-D Animal Final	Teacher Assessment	Rubric
Ecosystem Model Final with Presentation	Teacher Assessment	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:

<ul style="list-style-type: none">X To other students, same grade levelX To other students other grade levelsX To adult guestsX To the local community	<ul style="list-style-type: none">X On campus
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Students will present or exhibit their work(s) in the following way(s): Students will present their habitat models, animal models, and informative presentations during a one-day gallery walk. Students from other classes and other grades will be invited, as well as teachers, administrators, parents, and experts from the zoo. Students will present their work by showing the different models they made and by explaining how all the parts of their project are integral, as informed by their research. The QR codes, linked to their presentation slides, will be shared at this time.

PBL Resources: [Google Drive folder of resources](#)



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STEAM PBL - Grade 5, American Revolution

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

Project Title: American Revolution PBL

Grade Levels: 5

Topics Covered: American Revolution, Narrative Writing, Design Thinking, Art, Music Composition, Drama

The driving question addressed by this project is how can we, as artists, create a museum experience that connects our community with the people of the American Revolution?

Significant Content/Key Knowledge

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.

✓	STEAM Strands	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓	Science	3-5-ETS1-2. 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.	Design Thinking process with multiple age groups and rapid prototyping to design overall museum exhibit
✓	Technology ISTE Standards	<p>1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>a. Apply existing knowledge to generate new ideas, products, or processes</p> <p>b. Create original works as a means of personal or group expression</p> <p><i>(NOTE: Individuals and groups will have choice to use technology within their exhibit, so not all will be showing thorough evidence of this standard)</i></p>	1. Overall Museum Exhibits - Have choice and access to multiple platforms for guiding their final products. For example, students might use Scratch, Sketch-up, or Google Apps for Education to create games, presentations, or products for teaching of information

		<p>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.</p> <p>a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>d. Contribute to project teams to produce original works or solve problems</p>	<p>2. Use of Google Docs to provide peer editing and feedback on other student's writing, use of email to collaborate on project execution from different locations, working collaboratively on scratch programming, Google slides, apps, etc. to produce original products to make an interactive museum experience</p>
		<p>3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>a. Plan strategies to guide inquiry</p> <p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media</p> <p>c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks</p>	<p>3. Research chosen events and people in American History through online resources and classroom resources to create final product and museum exhibit.</p>
		<p>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.</p> <p>a. Identify and define authentic problems and significant questions for investigation</p> <p>b. Plan and manage activities to develop a solution or complete a project</p> <p>c. Collect and analyze data to identify solutions and/or make informed decisions</p> <p>d. Use multiple processes and diverse perspectives to explore alternative solutions</p>	<p>4. Design thinking process with multiple age groups and rapid prototyping to design overall museum exhibit</p>
✓	Engineering	<p>3-5-ETS1-2 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>	<p>Students will use the design thinking process with multiple age groups & rapid prototyping to design overall museum exhibit. Use of different ideas to compare the data collected by different students & design a product that will best answer the driving question.</p>
✓	Art(s)	<p>Music 1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys. 1.3 Read, write, and perform rhythmic notation, including quarter-note triplets and tied syncopation.</p>	<p>Class composition</p>

		<p>(1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.) 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments. 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p>	
		<p>Visual Art (national core standards) Cr1.2.5: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art. Pr5.1.5: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork. Pr6.1.5: Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic. Re8.1.5: Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed. Re7.1.5: Compare one's own interpretation of a work of art with the interpretation of others.</p>	<p>Creation of political cartoon stamps</p>
		<p>Drama 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life. 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations. 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances. 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video. 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science. 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.</p>	<p>Students writing their own skits, portraying characters, and performing in front of an audience to show people and emotions from the American Revolution time period.</p>

List California and 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	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓	English/ Language Arts	<p>Reading</p> <p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>3. Use of Social Studies texts and media to take notes and understand information about events and people of the American Revolution. Demonstrated through writing pieces, museum exhibits, and assessment of content knowledge. Reading Book Clubs for Historical Fiction Texts - students analyzed themes, narrative accounts, and ideas and concepts. Compared as a class between different groups and novels.</p> <p>4. Use of Social Studies texts and media to take notes and understand information about events and people of the American Revolution. Demonstrated through writing pieces, museum exhibits, and assessment of content knowledge.</p> <p>5. Writing lessons on looking at different texts and analyzing accounts of the Patriots and Loyalists to understand multiple ideas and dimensions in relation to the Revolutionary War and the events leading up to it. Reading Book Clubs for Historical Fiction Texts - students analyzed themes, narrative accounts, and ideas and concepts. Compared as a class between different groups and novels.</p> <p>6. Use of Social Studies texts and media when learning about the events of the revolution. Analyzing accounts of the Patriots and Loyalists to understand multiple ideas and dimensions in relation to the Revolutionary War and the events leading up to it. Reading Book Clubs for Historical Fiction Texts - students analyzed themes, narrative accounts, and ideas and concepts. Compared as a class between different groups, books and points of view.</p> <p>9. Integrating Social Studies texts, Historical Fiction books, and media on the topic of the American Revolution in order to use facts and make inferences to use in Historical Fiction writing and to create a museum exhibit that will help to connect audiences with the people and events in the reading</p>
		<p>Writing</p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development</p>	<p>See the attached Historical Fiction lesson plans, standards and resources</p> <p>3 and 4. Use of sequential historical fiction lesson plans, designed to guide students to understand how they can create and write from a specific perspective from the American Revolution.</p> <p>5. Students receive periodic feedback from teachers - both homeroom and associate - on their progress.</p>

		<p>and organization are appropriate to task, purpose, and audience.</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>6 and 7. Students provide with multiple opportunities to use computers for research, drafting/typing their narratives, google docs/google classroom for teachers to provide feedback and individual support</p> <p>7. Students evaluate different viewpoints and how they can incorporate these viewpoints into their writing.</p> <p>9. Students use outside research resources - textbooks, historical fiction novels and nonfiction social studies books for information</p>
		<p>Speaking and Listening</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>1. Collaborate in groups to create museum exhibits that connect the experiences of characters during the American Revolution with the experience of museum visitors</p> <p>4. Engage in research to find historically specific details to lend authenticity to oral presentations</p> <p>5. Use of Google Docs to provide peer editing and feedback on other student's writing, use of email to collaborate on project execution from different locations, working collaboratively on scratch programming, google slides, apps, etc. to produce original products to make an interactive museum experience</p> <p>6. Adapt speech during skits to create an authentic feel to their chosen characters</p>
	Social Science/History	<p>5.5 Students explain the causes of the American Revolution (all sub-strands of this standard)</p> <p>5.6 Students understand the course and consequences of the American Revolution (all sub-strands of this standard)</p>	A variety of dramatic scripts, historical narratives, dioramas, and interactive games
	English Language Development	<p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>2. Interacting with others in written English in various</p>	Collaborate in groups to create museum exhibits that connect the experiences of characters during the American Revolution with the experience of museum visitors

	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)	Use of Google Docs to provide peer editing and feedback on other student's writing, use of email to collaborate on project execution from different locations, working collaboratively on scratch programming,
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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}

- Self-selected student teams with teacher input**

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
Kristin Morris	kmorris@losaltoshistory.org	Collections Specialist for Los Altos History Museum
Rob Shenk	rob@shenkfamily.com	VP of Visitor Engagement at Mount Vernon
Michael Scandalios	pvsca@comcast.net	Historical Fiction Author of <i>Privateer</i> , which is based on the American Revolution time period
Ed Donnelly		Tour Guide on Virginia/DC Trip while students learn about nation's history and visit different museums

Additional assistance will be provided to students to create connections for collaboration in the following way(s)

- Collaboration and support from our VAPA Specialists and MakerSpace Director

Success Skills

A limited number of important success skills are targeted to be taught & assessed. There are adequate opportunities to build 21st century skills & 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	<ul style="list-style-type: none"> • Students will work in small groups (2-5 students) to put together a portion of a museum experience for our

✓		visitors
✓	Communication	<ul style="list-style-type: none"> Students will use art, writing, and speaking to communicate the perspectives of different people in relation to the causes and events of the American Revolution
✓	Critical Thinking/Problem Solving	<ul style="list-style-type: none"> Students will have to do empathize with younger people and older people to gauge what kind of a museum design will best meet their needs Students will have to refine their designs for the museum experience based on feedback and their successes/failures during the design process Students will have to empathize with people of the revolution in an effort to infer their opinions and experiences and then translate those inferences to a museum experience design Students will have to decide on the best use of a given space to design a museum that fits their needs and ability to answer the driving question
✓	21st Century Skills	Explanation of how students will demonstrate the skill area addressed
✓	Creativity/Innovation	<ul style="list-style-type: none"> Students will have to empathize with people of the revolution in an effort to infer their opinions and experiences and then translate those inferences to a museum experience design Students will use digital and MakerSpace materials within museum experiences (Scratch, Google Sketch-up, etc.) Students will show their understanding of the people, events, and perspectives of the revolution through a music composition, art piece, and historical narrative piece
✓	Global Competency	Students will strengthen their empathy skills during the design thinking process. Students will understand and design for another point of view.

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	<ul style="list-style-type: none"> Students interview younger and older members of our community to build interpretations of their needs in a museum experience Students ask themselves what makes an effective museum exhibit and use their answers to make design choices Students ask themselves what American Revolution events and people are important to showcase in our museum Students ask themselves what different people (Patriots, Loyalists, merchants, slaves, Native Americans, women, etc.) in the revolution might have felt, said, done, etc.
Gather & interpret	Students interview younger and older members of our community to build interpretations of their needs in a museum experience (Design

data	Thinking/Empathy Building Process)
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	Throughout process, students keep revisiting the questions above in order to refine their designs and think more deeply
Develop & evaluate solutions or build evidence for answers	Students design a museum experience for our community (may include digital products, reenactments, art/music compositions, skits, etc.)

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, as artists, create a museum experience that connects our community with the people of the American Revolution?

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: Students design a museum experience for our community (may include digital products, reenactments, art/music compositions, skits, etc.) The exhibits will highlight key events and perspectives from throughout the revolution. The exhibits will show evidence of designing to meet the needs and interests of different members in our community.

After completing the unit, student will answer the driving question with one or more of the following end products:

Digital exhibit elements (videos, Scratch game, digital presentations, etc.), skit, music composition, historical narratives, artwork that shows mood/events, dioramas, reenactments

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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? ENTRY EVENT: [Launch Video](#) that shares a need for our people in our community to connect with people and events that brought us to being our own nation

How do you know that the problem or question is meaningful to students? Our students actively participate in a variety of VAPA activities and classes as part of our school program, and consequently they view themselves as artists and designers. This question pushes them to exercise those artistic skills and apply them to a need in our community. Students are also passionate about learning how we separated ourselves from Britain, but there are very few local resources for them to learn about our nation's birth. Designing a community museum about the American Revolution would mean they are providing for a community need.

The entry event will include showing the launch video (above) to the whole grade level at a time, followed by a few minutes for the students to share their thinking with one another about what it might look like to respond to the driving question introduced in the video.

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
- Field-based activities
- Survey or scientific data collection
- Creating a symbolic representation (model building, map making)
- Discussion

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

1. Students chose the means upon which they would portray their specific character during the museum
2. Students chose an American Revolution character to focus on for the duration of the PBL
3. Students voted on the organization of information and content during in museum
4. Students chose the type of exhibit for the museum
5. Student chose whether they were working across the grade level or only within their own classrooms
6. Student choice on grouping
7. Student choice on how they will engage the audience

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: (Check all that apply.)	Collaboration		Creativity & Innovation	
	Critical Thinking & Problem Solving		Communication/Presentation	
Other classroom assessments for learning:	Quizzes/ tests		Practice presentations	
	Self-evaluation		Notes	
	Online tests and exams		Concept maps	
Student Reflections:	Survey		Whole Group Discussion	

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
Feb. 27-Mar. 4 - Initial Prototypes - designed for K/1, 3rd, 5th, 8th grades and adult	Feedback from individuals interviewed (Design Thinking Process)	
Mar. 3 - Mid-unit Historical Fiction Writing Sample	Teacher feedback based on rubric	Narrative Writing Rubric

April 1 - Final Historical Fiction Writing Sample	Teacher and peer feedback and self-assessment based on rubric throughout drafting/revising process	Narrative Writing Rubric
April 5 - Museum Exhibit (open to public)	Teacher and peer feedback and self-assessment throughout planning and development process	Student Survey responses (evaluated on a 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 other grade levels <input type="checkbox"/> To adult guests <input type="checkbox"/> To the local community	<input type="checkbox"/> On campus <input type="checkbox"/> Off campus <input type="checkbox"/> Online
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Students will present or exhibit their work(s) in the following way(s)

1. Students create a student choice based interactive museum experience that include products that reflect a range of VAPA and content standards.
2. Students write a Historical Fiction piece from the viewpoint of their chosen character.



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STEAM PBL Unit: Think Globally

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

Project Title: Think Globally, Act Locally: Environmental Impact

Grade Level: 6th

Topic Covered: Eco-Tourism, Environmental Citizenship, Global Citizenship, Science, Tech, Engineering

The driving question addressed by this project is: How can we, as tourists, understand and improve tourist impact on local environments?

Significant Content/Key Knowledge

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.

✓ STEAM Strands	<i>Specific Standard Covered</i>	<i>Explanation of how students will demonstrate the standard addressed</i>
✓ Science	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment	Students study eco-tourism in order to learn how humans impact the environment with specific emphasis on the tourist industry and economy.
	MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	Students will study severe weather at their eco-tourism site and make modifications to their tourist experience to mitigate the effects of severe weather on the safety of people and property.
✓ Technology (ISTE standards)	1. Creativity and innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. A. Apply existing knowledge to generate new ideas, products, or processes	Students use 123D Design and 123D make to create models of their tourism experiences.

		B. Create original works as a means of personal or group expression	
✓ Technology (ISTE standards)		<p>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.</p> <p>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 decisions d. Use multiple processes and diverse perspectives to explore alternative solutions</p>	<p>Students identify/receive an environmental impact problem (lights and temperature affect turtles, environmental impact of tourism), create models to address it and go through the process of testing and iterating/redesigning.</p> <p>Students self-reflect and participate in peer and teacher review on their design solutions to determine how well they have solved the problem.</p> <p>Students use data and testing to refine their models and solutions</p> <p>Students develop a model for testing and feedback so that the designed solution is effective, efficient, and meets the criteria for success</p>
✓ Engineering		<p>MS-ESTS1-1 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>Students identify/receive an environmental impact problem (lights and temperature affect turtles, environmental impact of tourism), create models to address it and go through the process of testing and iterating/redesigning.</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>Students self-reflect and participate in peer and teacher review on their design solutions to determine how well they have solved the problem.</p>
		<p>MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the</p>	<p>Students use data and testing to refine their models and solutions.</p>

		best characteristics of each that can be combined into a new solution to better meet the criteria for success.	
		MS-ETS1-4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.	Students develop a model for testing and feedback so that the designed solution is effective, efficient, and meets the criteria for success
✓	Arts	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work. - See more at: http://www.nationalartsstandards.org/content/national-core-arts-standards-anchor-standards#creating	Students use 123D Design and 123D make to create models of their tourism experiences.
✓	Mathematics	6.RP.1-3 Ratios Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Students, when constructing their tourist experience, will use ratios to make conversions and scale drawings.
		6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	Students, when constructing their tourist experience, will use ratios to make conversions and scale drawings.

List California and 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	CCSS.ELA-LITERACY.RI.6.1	Students will read and respond to a variety of nonfiction texts related to the leatherback sea turtle, eco-tourism, and biodiversity.

✓		Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
		CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Students will read and respond to a variety of nonfiction texts related to the leatherback sea turtle, eco-tourism, and biodiversity.
		CCSS.ELA-LITERACY.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Students will read and respond to a variety of nonfiction texts related to the leatherback sea turtle, eco-tourism, and biodiversity.
		CCSS.ELA-LITERACY.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Students will create presentations to showcase their understanding of the concepts, using content-specific vocabulary.
✓	Social Studies/History	Historical & Social Sciences Analysis Skills 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Students will determine credible sources for their research and determine bias and point of view. They will determine what information is relevant to their project and what is non-essential. They will look at language and how it impacts people's understanding of an issue (who will benefit, what is the bias) especially around land development, land usage, and hotel advertising.
✓	English Language Development	B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade,	Students will determine credible sources for their research and determine bias and point of view. They will look at language and how it impacts people's understanding of an issue (who will benefit, what is the bias) especially around land development, land usage, and hotel advertising.

	entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	
	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 language structures to effectively convey ideas	Students will create presentations to showcase their understanding of the concepts, using content-specific vocabulary. Students will provide feedback to others using classroom protocols. Students will effectively present their solution, using specific vocabulary and language structures

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:

Self-selected student teams with teacher input

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
Dr. James Spotilla		Affiliation with the Leatherback Trust, helps plan and chaperone our optional field trip to Costa Rica in February.
Randall Lopez		Affiliated with the Leatherback Trust, helps chaperone and educate during our field trip to Costa Rica in February.
Tera Dornfield	(See Jess Lura)	PhD student on environmental tourism
Dr. George Shillinger	george@leatherback.org	Executive Director of the Leatherback Trust
Scott Benson	Scott.Benson@noaa.gov	Marine ecologist with NOAA's Southwest Fisheries Science Center

Success Skills

A limited number of important success 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	Students work in groups of 3-4 to design and present their tourist experience. In those same groups, they research severe weather and the impacts it can have with regards to safety of tourists and any property at their tourist location.
✓	Communication	Students must present their progress to an audience at the conclusion of the project. Students also practice their communication skills when working collaboratively.
✓	Critical Thinking/Problem Solving	Students must negotiate the struggle between conservation and economic growth when designing their tourist experience.
✓	21st Century Skills	Explanation of how students will demonstrate the skill area addressed
✓	Creativity/Innovation	Students have the opportunity to create a unique and original tourist experience that effectively balances the need for conservation and economic growth. Students have the opportunity to choose the type of tourist experience (i.e. they are not limited to creating a hotel).
✓	Global Competency	<p>Understanding: Demonstrate understanding of the global economy by investigating specific economies of world regions and by exploring microeconomic concepts in diverse social and political contexts.</p> <p>Examples of specific indicators include, but are not limited to:</p> <ul style="list-style-type: none"> • Students describe issues that are affecting different world economies. • Students articulate the concept of bartering and its social, political and economic effects in specific economies around the world. <p>Investigating: Gather relevant information from multiple primary and secondary sources, drawing evidence to support analysis of specific global economies and microeconomic concepts.</p> <p>Examples of specific indicators include, but are not limited to:</p> <ul style="list-style-type: none"> • Students describe examples of issues affecting the world's economies through research using primary and secondary sources. • Students evaluate and analyze credible sources to create high-quality print and/or digital learning products. <p>Connecting: Determine relationships between global economic topics (e.g., regional economies, eurozone, bartering, currency). Demonstrate ability to work effectively and respectfully with diverse peers, assuming responsibility for collaborative work while valuing individual contributions.</p> <p>Examples of specific indicators include, but are not limited to:</p>

	<ul style="list-style-type: none"> • Students interact with individuals and/or groups in their local and global communities to conduct investigations about economic concepts. • Students demonstrate openness to diverse perspectives through active discussions to achieve a group goal. • Students develop and present collaborative presentations in multiple formats.
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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....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	Students will pose questions about how their experience will serve the needs of a local tourist economy as well as the conservation efforts.
Gather & interpret data	Students will gather data related to the impact a tourist has on a local environment and economy. They also gather data about severe weather and use this data to understand dangers to people and property in the context of their tourist experience.
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	Students will pose questions about how their experience will serve the needs of a local tourist environment and economy as well as the conservation efforts.
Develop & evaluate solutions or build evidence for answers	Students will be developing a tourist experience that solves an economic and conservation need in typical vacation area. They develop solutions to severe weather problems and defend their solutions to their peers and other members of the community.

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, as tourists, understand and improve tourist impact on local environments?

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: Annotated articles, graphic organizers, tests/quizzes on eco-tourism and severe weather, final prototype, presentation, reflections

After completing the STEAM PBL Project, student will answer the driving question with one or more of the following end products: Students will present a prototype that details their envisioned tourist experience. They will present a poster detailing their research on severe weather at their site, and their design solution to address the impacts of that weather.

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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? Students are attempting to solve a real world problem that affects the countries that Bullis students or their families might visit. They are working to devise an experience that benefits local environments and the conservation natural resources.

How do you know that the problem or question is meaningful to students? Students have several extra-curricular travel opportunities within Bullis. In addition, our student community is generally well traveled. Students complete a mini eco-tourism unit before the project launches.

The entry event will include our contacts with the Leatherback Trust to help launch our 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:

- ❑ Interviewing**
- ❑ Observing, documenting, and/or surveying**
- ❑ Video or audio-taping**
- ❑ Gathering and reviewing published information**
- ❑ Searching online and electronic databases**
- ❑ Field-based activities**
- ❑ Survey or scientific data collection**
- ❑ Creating a symbolic representation (model building, map making)**
- ❑ Discussion**
- ❑ Experimentation**

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:

Rubrics I will use:	Collaboration	x	Creativity & Innovation	x
	Critical Thinking & Problem Solving	x	Content Knowledge	x
	Communication/Presentation	x	Other	
Other classroom assessments for learning:	Quizzes/ tests	x	Practice presentations	x
	Self-evaluation	x	Notes	x
	Peer evaluation	x	Checklists/observations	x
Student Reflections:	Survey	x	Journal Writing/ Learning Log	x
	Whole Group Discussion	x	Task Management Chart	x

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
Students create a prototype of their tourist experience	Peer feedback	Checklist

Student presentation	Peer and teacher feedback	Writing Rubric and expectations
Note - taking (research, expert presentations)	Early notes--feedback on quality	Checklist & 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:

<ul style="list-style-type: none"> <input type="checkbox"/> To other students, same grade level <input type="checkbox"/> To other students other grade levels <input type="checkbox"/> To adult guests <input type="checkbox"/> To the local community <input type="checkbox"/> To the national community <input type="checkbox"/> To the international community 	<ul style="list-style-type: none"> <input type="checkbox"/> On campus <input type="checkbox"/> Off campus <input type="checkbox"/> Online
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Students will present or exhibit their work(s) in the following ways: students will present their models and ideas to their classmates, other students at the school, the Leatherback Trust, and other experts used in the project.



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	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
✓	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:Cr2.2.7	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:Cr2.3.7	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:Cr3.1.7	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.

		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}

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

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....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	<p>Students will be asking and answering general questions such as:</p> <p>“What creates and/or causes conflict?”</p> <p>“What happens during conflict?”</p> <p>“What are the results of conflict (positive and/or negative)”</p> <p>“What are some ways to prevent conflict?”</p> <p>“What is a policy?”</p> <p>Students will also be asking and answering focus specific questions such as:</p> <p>“What were some past policies and what were the consequences of these policies?”</p> <p>“What are some current policies and how successful are they?”</p>
Gather & interpret data	<p>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.</p>
Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	<p>“What is the best policy for my area of focus?”</p> <p>“What is the best format/style for the presentation of my policy?”</p> <p>“How can we get our policy approved/voted for?”</p> <p>“What are some possible consequences of my policy?”</p>
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?”

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:

<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● History notes● Quizzes/Tests● Draft of letter or script for formal contact● Draft of presentations● Critique of presentations● Peer collaboration survey
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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 (independant 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)	- 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.



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

- a. Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.

- b. Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.
- e. 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

- a. 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.
- c. 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.
- f. 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.

- A. Plan strategies to guide inquiry
- B. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- D. 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.



STEAM PBL Unit-- Animal Enrichment

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

Project Title: Moon Bear Animal Enrichment

Grade Level: 8

Topics Covered: Design Thinking; Animal Enrichment and Rehabilitation; Technology, Engineering, Science, Mathematics

The driving question addressed by this project is “How might we design a device or experience to enhance the well-being of moon bears or pandas living at a rescue center?”

Significant Content/Key Knowledge

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.

✓	STEAM Strands	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
	Science and Engineering	MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Students learn about animal husbandry through multiple modes, including their own independent research, interviews, experts, and online resources.
	Science and Engineering	MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.	How are pandas and panda populations (especially reproduction) impacted by living in zoos? Students use content knowledge and data in their designs. Students will use research to create animal enrichment devices to meet the needs of captive bears (moon bears and panda bears).
	Science and Engineering	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.	How does living in captivity affect moon bears and giant pandas? Students use content knowledge and data in their design to create animal enrichment devices to meet the needs of captive bears (moon bears and panda bears).

✓	Technology	<p>1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p>	<p>Students design using SketchUp, students create new solutions to defined problems. Students use the design thinking process to generate solutions to the defined problem. Students use Google docs, slides and other tech tools to collaborate</p>
		<p>3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.</p>	<p>Students take digital photos, videos, and audio recordings throughout the design thinking process Students make a website to share their designs with the Animals Asia organization</p>
✓	Engineering	<p>MS-ETS 1-1 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>Students build empathy and define a need for a specific moon bear at the Animals Asia Sanctuary or Panda Bear at the Chengdu Giant Panda Research Center.</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>Students evaluate their ideas for devices to select one to develop further using established protocol. Students use the design thinking process to generate solutions to the defined problem.</p>
		<p>MS-ETS1-3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>	<p>Students test their devices, reflect on results, and redesign them based on their data and reflections</p>
✓	Art(s)	<p>Anchor Standard #5 Develop and refine artistic work for presentation.</p>	<p>Students create SketchUp design of animal enrichment device and refine it based on feedback Students make a website to share their designs with the Animals Asia organization</p>
✓	Mathematics	<p>MP 2 Reason abstractly and quantitatively.</p>	<p>Students apply their mathematical reasoning skills to design a prototype to scale in Sketch-up</p>

List 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	Standard Covered	Explanation of how students will demonstrate the standard addressed
✓	English/ Language Arts	<p>RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p>Students present their device using technology-- for most students this is a combination of video, slide deck, and sketch-up image</p>
		<p>W 7. Conduct short as well as more sustained research projects to answer a question a question (including a self-generated question) or solve a problem; (including a self-generated question) or solve a problem; narrow or broaden the narrow or broaden the inquiry when appropriate; synthesize multiple inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject strating understanding of the subject under investigation.</p>	<p>Students research moon bears, panda bears, animal enrichment, and rescue centers, endangered species in order to define a problem. Students use the design thinking process to generate solutions to the defined problem.</p>
		<p>SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>Students collaborate in teams on their designs in groups of three to four students. They work together on a team and have to collaborate and communicate on research, defining the problem to address, brainstorming solutions, prototyping solutions, testing a solution, and re-designing.</p>
		<p>SL 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Students present their designs basing their presentations on 8th grade standards and expectations.</p>
✓	English Language Development	<p>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)</p>	<p>Students collaborate in teams on their designs in groups of three to four students. They work together on a team and have to collaborate and communicate on research, defining the problem to address, brainstorming solutions, prototyping solutions, testing a solution, and re-designing.</p>

	<p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</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. Justifying own arguments and evaluating others' arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<p>Students research moon bears, panda bears, animal enrichment, and rescue centers, endangered species in order to define a problem. Students use the design thinking process to generate solutions to the defined problem. Students use content specific vocabulary to talk about the problem and solution, in writing and in speaking.</p>

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: Teacher-selected student teams based on student input about which skills and interests they bring to the project

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
Peggy Pollock	ppollock@animalsasia.org 415-677-9601	Contact at AnimalsAsia who can present about the issue to the students and provide profiles of specific moon bears at their sanctuaries
Denise Soden	denise.soden@sanjoseca.gov 408-794-6424	Contact at Happy Hollow who can teach students about the principles of animal enrichment

Additional assistance will be provided to students to create connections for collaboration in the following way(s)

- Have the students visit the Animals Asia Sanctuary in Chengdu, China

Success Skills

A limited number of important success 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	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Collaboration	Students work in teams to design a device using the design thinking process and make a video about the device.
✓	Communication	Students create a video to model and explain the use of the animal enrichment device.
✓	Critical Thinking/Problem Solving	Students address issues related to moon bears and their rehabilitation with new tools and devices.
✓	21st Century Skills	<i>Explanation of how students will demonstrate the skill area addressed</i>
✓	Creativity/Innovation	Students create new designs of animal enrichment devices
✓	Self-Evaluation and Self-Reflection	Students work in teams to take photos and record daily Podcasts reflecting on their team's progress
✓	Global Competency	<p>Understanding: Demonstrate understanding of the global environment by investigating world climates, natural hazards and their human/environmental impacts.</p> <p>Examples of specific indicators include, but are not limited to:</p> <ul style="list-style-type: none"> • Students explain types of global climates and weather phenomena. • Students describe global warming and take positions on how to address its challenges. • Students articulate the types of natural hazards that impact regions of the world. • Students describe the processes through which international aid organizations provide relief to countries that have experienced natural disasters.

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....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Pose questions	Read the profiles of different moon bears and ask questions to build empathy and identify a specific need Generate ideas for device design
Gather & interpret data	Research moon bears and panda bears in general and one in particular Test device design

Students will....	<i>Explanation of how students will demonstrate the skill area addressed</i>
Ask further questions	Refine device based on test results Present device to classmates for feedback
Develop & evaluate solutions or build evidence for answers	Finalize device based on test results Create final presentation of device

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 might we design a device or experience to enhance the well-being of moon bears living at a rescue center?”

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: Three photos and one podcast per day recording reflections on learning; Needs statement for specific bear profile; SketchUp design for animal enrichment device; Scientific sketchbooks demonstrating research on moon bears; Data from testing device

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

Video explaining and modeling use of animal enrichment device; Animal enrichment device that the Animals Asia sanctuary can use for their moon bears

Authenticity

The project motivates students to learn new content knowledge or gain skills because they genuinely find the project's topic, Driving Question, and 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? When the students visit the Animals Asia Sanctuary in Chengdu, China, the students can see adults working on the problem of how to rehabilitate and enrich the moon bears. Students can also see animal enrichment at local zoos, horse stables, and even in their own homes with their pets.

How do you know that the problem or question is meaningful to students?

The students develop their design thinking skills like building empathy and generating ideas. They also learn and prepare for their trip to China.

The entry event will include a game where the students are given different restrictions like being blindfolded or having to walk on their knees when they first come in the door. Then they are offered food that they have to assemble and eat within the bounds of their assigned restrictions. After about ten minutes, we will remove the restrictions and reflect on their learnings from the game.

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**
- Field-based activities**
- Survey or scientific data collection**
- Creating a symbolic representation (model building, map making)**
- Discussion**
- Experimentation**

Students will be provided voice and/or choice in the following other way(s): Students will select the profile of their bear and decide how to create a device to enrich that bear’s experience.

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		Creativity & Innovation	
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	Critical Thinking & Problem Solving		Communication/Presentation	
Other classroom assessments for learning:	Self-evaluation		Checklists/observations	
Student Reflections:	Survey		Daily Podcast Recording about Learning	
	Whole Group Discussion			

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
Needs statement for specific bear profile	Written feedback on needs statements	Check-in
SketchUp design for animal enrichment device	Oral feedback during design process to improve design quality	Project expectations, feedback protocols
Scientific sketchbooks demonstrating research on moon bears	Written feedback on sketchbooks	Checklist of taught and assigned tasks to be completed in scientific notebook
Video explaining and modeling use of animal enrichment device	Oral feedback during production process to improve video quality	Presentation rubric
Animal enrichment device that the Animals Asia sanctuary can use for their moon bears	Oral feedback from Animals Asia about devices	Project expectations, feedback protocols
Page on website presenting their device	Peer feedback about webpage design	Checklist for completed webpage

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 the international community	<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): Present videos of their animal enrichment device with the staff at the Animals Asia Sanctuary in Chengdu, China



Bullis Charter School Traffic Safety Handbook for BCS North

Version 1.0 10/22/14

Updated 8/14/15

Table of Content:

- I. Introductions
- II. The Rules
 - A. General Traffic/Parking Lot Rules
 - B. Drop-Offs
 - C. Pick-Ups
 - D. Parking
 - E. Pedestrians
 - F. Alternative Parking Locations
 - G. Violations
- III. Volunteers
 - A. Introductions
 - B. Training Guide
 - C. Positions & Duties
- IV. Appendix & Maps
 - A. Map of the BCS Parking Lot
 - B. Cheat Sheet for Volunteer Positions & Duties

I. Introductions:

This handbook was created in an effort to make the traffic and parking lot more safe for everyone in and around Bullis Charter School. Feedback is welcome. Please email: jlee@bullischarterschool.com.

II. The Rules

A. Intro/General information:

1. Be a role model for our children: be courteous to fellow parents, drivers, pedestrians, and parking lot safety volunteers.
2. Drive slowly, (5 mph) cautiously, and courteously through the parking lot.
3. Always enter through the entrance and leave through the exit.
4. Do not drive the wrong direction through the parking lot.
5. Do not stop in the middle of a lane. Pull forward, park, or circle.
6. Allow every other car to merge when people are trying to enter/exit the parking lot.
7. Do your best to walk, ride a bike, or carpool to school to alleviate traffic.
8. No U-turns allowed on Portola Ave.

B. Drop-off (7:15am-8:45am):

1. Students are to be dropped-off / picked-up at curbside only, after the Handicap Parking zone.
2. Students may NOT be dropped off in front of Egan gym, in the middle of the parking lot, in the thruway, or on Portola Avenue or other nearby streets.
3. Wait in line for your turn to drop-off or pick-up, even if you see there are empty spaces by the curb
4. Curbside drop-off: Follow the yellow curb to the very end, past the Kindergarten buildings. Continue to pull forward when there are no cars in front of you.
5. Drop children off on the school side/curbside of the street.
6. Ideally, drivers do not exit their vehicles while students unload in the drop-off lane.
7. Pull forward and wait for the "valet" (school staff, parent volunteer or school safety patroller) to help open passenger doors and unload students and their belongings. Students should remove their own items from the car.
8. Once students unload, pull completely out of the drop-off lane.

C. Pick-up (3:00pm - 4:30pm):

1. Curbside Pick-Up: Follow the yellow curb until the cross walk.

2. Do NOT pick students in front of Egan gym, in the middle of the parking lot, in a thruway, or on Portola or other streets.
3. The area north of the main crosswalk is designated for vanpool. Fill this space ONLY after the vans exit the lot.
4. Stay in your car and be prepared to pull forward at all times.
5. Wait in line for your turn to drop-off or pick-up, even if there are empty spaces by the curb.
6. Cars may not be left unattended for any reason while in the yellow curb pick-up / drop-off zone, even for one minute.
7. Do not leave your car to look for your child.
8. To help expedite pick-up, instruct your child/ren to be ready to enter your car when they see you pull up curbside. For safety reasons/security reasons, students are to wait along the yellow curb on the BCS side of the parking lot between the handicapped parking spaces and the kindergarten classrooms.

D. Parking:

1. Park cars in designated parking spaces only.
2. For safety reasons, use the crosswalk at all times when crossing to/from the parking lot.
3. Do not drop off students in the parking lot or leave them unattended in the parking lot.
4. If you park, escort your child through the parking lot into school.
5. Respect the parking spaces that are reserved. This includes the spaces reserved for the principal, marked handicapped, or reserved for auction winners.
6. If the parking lot is full due to a special event, the lot may be closed to additional drivers.
7. Follow directional arrows in the lot; do not go down a lane the wrong way.
8. Be courteous when parking on neighborhood streets. Do not block driveways.

E. Field Trips & Buses

1. Busses need to pull up and park in front of the kindergarten buildings.
2. Students will be loading onto buses for a field trip before or during drop-off or pick-up.

F. Pedestrians:

1. Use the crosswalk when walking from the parking lot to the curbside and back to the parking lot. When a parking lot volunteer or crossing guard is on duty, please wait for them to stop traffic and signal that it is safe to cross.

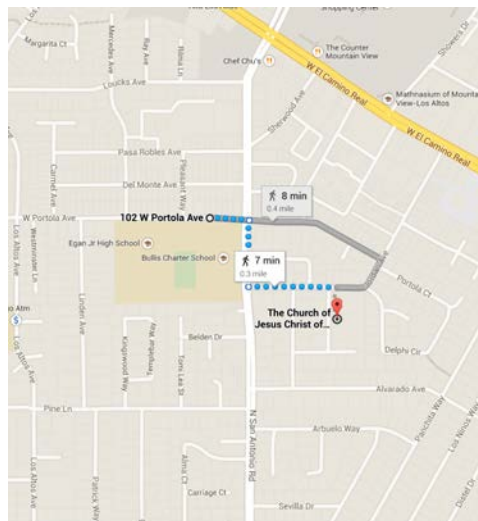
2. Obey traffic rules in the neighborhood surrounding BCS. Do not jaywalk in front of the school. Walk down to the intersection of West Portola Avenue and San Antonio Road and cross at the crosswalk or cross at the crosswalk closer to Egan Junior High School.
3. The curbside at school is a sidewalk. Do not let your children play tag, dribble a ball or roughhouse on the sidewalk.
4. Walk (or push your bike, scooter or stroller) on the right side of the sidewalk to ease the flow of foot traffic.
5. During drop-off and pick-up, pedestrians must wait for the crossing guard before crossing the lot or the street.
6. Teach children to cross at crosswalks, obey traffic lights, look all ways (left, right, behind and ahead), and then walk cautiously when crossing a street, and to respect the crossing guards and parent volunteers. Parents and children must follow safety personnel's their directions.

G. Violations:

1. Warning citation
2. Meeting with the principal
3. Lose the privilege of driving into and using the parking lot

H. Alternative Parking Locations

1. The Church of Latter Day Saints on Jordan Avenue has graciously offered their parking lot for our use during pick-up and drop-off times (but not all-day parking). We highly encourage parents to park here and enjoy the short walk (or use scooter) to the BCS campus. See map below



2. Pleasant Way and Del Monte Ave (3 minute walk)
3. Chester Circle (5 minute walk) It is ok to park in the neighborhood, around BCS and BCI, but please respect our neighbors. **PLEASE:** Don't park in front of any school neighbors driveway, including the California Water Service Company parking.
4. Friday is garbage day in North Los Altos. There are less spaces available along the streets. Please plan accordingly.
5. Consider walking, biking, scooting or **carpooling** to school - contact our Walk or Wheel (WOW) Representative for more information.

III. Volunteers

3.1. Introductions

Thank you for volunteering! Volunteers are needed in order to keep everyone safe and keep traffic flowing. Ideally, 4 volunteers in the morning and 4 in the afternoon are required. The stars on the map below indicate where volunteers are located.

3.2. Training Guide

3.2.1. **General volunteer guidelines:**

- For morning drop off please plan to be at the school from 8:10 am to 8:40 am; for afternoon pick up please plan to be at school from 3:10 pm to 3:40 pm.
- Sign in as a volunteer at the office.
- Pick up a vest from the drawer and wear it.
- The first volunteer(s) to arrive should put the different signs in the designated areas: stanchions/cones in the “do not pick up/drop off area”; “pull forward’ signs”; “van only’ signs”; other signs/cones if necessary.
- Pick up a ‘Stop’ sign if you are working as a crosswalk volunteer (position #1 or #4 on the map).
- For Field Trips & Buses - Busses need to pull up and park in front of the kindergarten buildings. Students will be loading onto buses for a field trip before or during dropoff or pickup.

3.2.2. **Tips for a successful day:**

- Communicate the rules clearly and respectfully to violators. Don’t take negative responses personally. It will help preempt negativity if you are over-the-top with the positivity. Examples of things you can say:
 - “Kids’ safety is our utmost priority” (no one can disagree with you!)
 - “Thank you for your cooperation” (being kind reminds others to be kind)
 - “We’re all in this together”
 - “Great job getting yourself and your stuff out of the car on your own” (to a student who independently unloads)

- “Thank you for staying in your car and pulling all the way forward!”
- If you notice someone who is repeatedly being rude or breaking the rules, please try to remember who they are and bring it up to Ms. Schwartzbaum or Ms. Lee. They will directly contact repeat offenders.
- Please remind pedestrians that they should use the crosswalk at all times.

3.3. Positions & Duties

1. **Crossing Guard (see map #1 and #4):**
 - These volunteers hold a stop sign and stops traffic to allow people to cross the parking lot.
 - **If cars are backed up, then pedestrians should be held to allow for the cars to pass.** Pedestrians do not always have the right of way.
 - #4 is also called the Runner. This volunteer can approach vehicles and ask them to follow the parking lot rules if violation is observed, and can help with traffic in the parking lot intersections.

2. **Cheerleader/Valet/Greeter (see map #2 and #3):**
 - Stands in front of 5th grade classrooms (40-44) (or the Kinder classrooms during morning drop off) and makes sure that cars are moving forward and kids are getting dropped off on the curb.
 - Assists with backpacks, closing doors and trunks. Ideally we’d like to use a “valet” at drop-off: Cars pull up and a “valet” (school staff or parent volunteer) opens the door to help with drop-off. Drivers are not permitted to leave their vehicles and must move on after the door is shut.
 - Ensures that kids are being dropped in the drop off zone only. Hand citation/educational pamphlet with map to anyone who does not comply or to drivers who look confused.

3. **Cheerleader/Runner (see map #4)**
 - If a extra volunteer is available, then they can stand on the other side of the crosswalk to make sure people are crossing safely and drivers are (1) not stopping in the aisles to (2) picking up kids in the aisle or (3) parking in designated spots or no parking zones. If this volunteer

is not available, then the described duties will be handled by the other volunteers as time permits.

- #4 is also called the Runner. This volunteer can approach vehicles and ask them to follow the parking lot rules if violation is observed, and can help with traffic in the parking lot intersections.

IV. Appendix & Maps:

Appendix A: Map of BCS's Parking Lot



Appendix B:

Cheat Sheet for Volunteer Positions and Duties

1) Crossing Guard:

- Stands at the entrance to the crosswalk from the school to the parking lot.
- Watches traffic coming through the red and yellow zones.
- Walks into the crosswalk and uses the stop sign to allow pedestrian traffic to cross.
- Takes turns allowing car traffic and pedestrian traffic.

2) Valet/Greeter:

- Stands in yellow zone and assists children getting out of cars.
- Helps with lunchboxes, Zucas, etc.
- Closes door so parents do not need to exit their cars.
- Waives cars forward as cars ahead move through the lot.
- Encourages constant flow of traffic.

3) Traffic Cheerleader:

- Stands in the red zone waiving all cars forward.
- Discourages cars from stopping to drop off or pick up children.
- Also asks cars to move all the way forward and discourages large gaps between cars.

4) Runner:

- Stands between all of the crosswalks and watches traffic in the middle lane plus in the zones.
- Assists with helping pedestrians cross through the second cross walk.
- Also waives cars through the middle lane.
- Asks cars to keep moving if they stop.
- May also waive cars into empty parking spaces that they cannot see

C O L L A B O R A T I O N R U B R I C f o r P B L
(for grades 6-12; CCSS ELA aligned)

<i>Individual Performance</i>	Below Standard 5	Approaching Standard 7	At Standard 10	Above Standard ✓
Takes Responsibility for Oneself	<ul style="list-style-type: none"> ▶ is not prepared, informed, and ready to work with the team ▶ does not use technology tools as agreed upon by the team to communicate and manage project tasks ▶ does not do project tasks ▶ does not complete tasks on time ▶ does not use feedback from others to improve work 	<ul style="list-style-type: none"> ▶ is usually prepared, informed, and ready to work with the team ▶ uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently ▶ does some project tasks, but needs to be reminded ▶ completes most tasks on time ▶ sometimes uses feedback from others to improve work 	<ul style="list-style-type: none"> ▶ is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team (CC 6-12.SL.1a) ▶ consistently uses technology tools as agreed upon by the team to communicate and manage project tasks ▶ does tasks without having to be reminded ▶ completes tasks on time ▶ uses feedback from others to improve work 	
Helps the Team	<ul style="list-style-type: none"> ▶ does not help the team solve problems; may cause problems ▶ does not ask probing questions, express ideas, or elaborate in response to questions in discussions ▶ does not give useful feedback to others ▶ does not offer to help others if they need it 	<ul style="list-style-type: none"> ▶ cooperates with the team but may not actively help it solve problems ▶ sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions ▶ gives feedback to others, but it may not always be useful ▶ sometimes offers to help others if they need it 	<ul style="list-style-type: none"> ▶ helps the team solve problems and manage conflicts ▶ makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c) ▶ gives useful feedback (specific, feasible, supportive) to others so they can improve their work ▶ offers to help others do their work if needed 	
Respects Others	<ul style="list-style-type: none"> ▶ is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) ▶ does not acknowledge or respect other perspectives 	<ul style="list-style-type: none"> ▶ is usually polite and kind to teammates ▶ usually acknowledges and respects other perspectives and disagrees diplomatically 	<ul style="list-style-type: none"> ▶ is polite and kind to teammates ▶ acknowledges and respects other perspectives; disagrees diplomatically 	

<i>Team Performance</i>	Below Standard 5	Approaching Standard 7	At Standard 10	Above Standard ✓
Makes and Follows Agreements	<ul style="list-style-type: none"> ▶ does not discuss how the team will work together ▶ does not follow rules for collegial discussions, decision-making and conflict resolution ▶ does not discuss how well agreements are being followed ▶ allows breakdowns in team work to happen; needs teacher to intervene 	<ul style="list-style-type: none"> ▶ discusses how the team will work together, but not in detail; may just “go through the motions” when creating an agreement ▶ usually follows rules for collegial discussions, decision-making, and conflict resolution ▶ discusses how well agreements are being followed, but not in depth; may ignore subtle issues ▶ notices when norms are not being followed but asks the teacher for help to resolve issues 	<ul style="list-style-type: none"> ▶ makes detailed agreements about how the team will work together, including the use of technology tools ▶ follows rules for collegial discussions (CC 6-12.SL.1b), decision-making, and conflict resolution ▶ honestly and accurately discusses how well agreements are being followed ▶ takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help 	
Organizes Work	<ul style="list-style-type: none"> ▶ does project work without creating a task list ▶ does not set a schedule and track progress toward goals and deadlines ▶ does not assign roles or share leadership; one person may do too much, or all members may do random tasks ▶ wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible) 	<ul style="list-style-type: none"> ▶ creates a task list that divides project work among the team, but it may not be in detail or followed closely ▶ sets a schedule for doing tasks but does not follow it closely ▶ assigns roles but does not follow them, or selects only one “leader” who makes most decisions ▶ usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized 	<ul style="list-style-type: none"> ▶ creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b) ▶ sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b) ▶ assigns roles if and as needed, based on team members’ strengths (CC 6-12.SL.1b) ▶ uses time and runs meetings efficiently; keeps materials, drafts, notes organized 	
Works as a Whole Team	<ul style="list-style-type: none"> ▶ does not recognize or use special talents of team members ▶ does project tasks separately and does not put them together; it is a collection of individual work 	<ul style="list-style-type: none"> ▶ makes some attempt to use special talents of team members ▶ does most project tasks separately and puts them together at the end 	<ul style="list-style-type: none"> ▶ recognizes and uses special talents of each team member ▶ develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision 	

P R E S E N T A T I O N R U B R I C f o r P B L
(for grades 6-8; Common Core ELA aligned)

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Explanation of Ideas & Information	<ul style="list-style-type: none"> ▶ uses too few, inappropriate, or irrelevant descriptions, facts, details, or examples to support ideas 	<ul style="list-style-type: none"> ▶ uses some descriptions, facts, details, and examples that support ideas, but there may not be enough, or some are irrelevant 	<ul style="list-style-type: none"> ▶ uses relevant, well-chosen descriptions, facts, details, and examples to support claims, findings, arguments, or an answer to a Driving Question (CC 6-8.SL.4) 	
Organization	<ul style="list-style-type: none"> ▶ does not include important parts required in the presentation ▶ does not have a main idea or presents ideas in an order that does not make sense ▶ does not have an introduction and/or conclusion ▶ uses time poorly; the whole presentation, or a part of it, is too short or too long 	<ul style="list-style-type: none"> ▶ includes almost everything required in the presentation ▶ moves from one idea to the next, but main idea may not be clear or some ideas may be in the wrong order ▶ has an introduction and conclusion, but they are not effective ▶ generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea 	<ul style="list-style-type: none"> ▶ includes everything required in the presentation ▶ states main idea and moves from one idea to the next in a logical order, emphasizing main points in a focused, coherent manner (CC 6-8.SL.4) ▶ has an effective introduction and conclusion ▶ organizes time well; no part of the presentation is rushed, too short or too long 	
Eyes & Body	<ul style="list-style-type: none"> ▶ does not look at audience; reads notes or slides ▶ does not use gestures or movements ▶ lacks poise and confidence (fidgets, slouches, appears nervous) ▶ wears clothing inappropriate for the occasion 	<ul style="list-style-type: none"> ▶ makes infrequent eye contact; reads notes or slides most of the time ▶ uses a few gestures or movements but they do not look natural ▶ shows some poise and confidence (only a little fidgeting or nervous movement) ▶ makes some attempt to wear clothing appropriate for the occasion 	<ul style="list-style-type: none"> ▶ keeps eye contact with audience most of the time; only glances at notes or slides (CC 6-8.SL.4) ▶ uses natural gestures and movements ▶ looks poised and confident ▶ wears clothing appropriate for the occasion 	
Voice	<ul style="list-style-type: none"> ▶ mumbles or speaks too quickly or slowly ▶ speaks too softly to be understood ▶ frequently uses “filler” words (“uh, um, so, and, like, etc.”) ▶ does not speak appropriately for the context and task (may be too informal, use slang) 	<ul style="list-style-type: none"> ▶ speaks clearly most of the time; sometimes too quickly or slowly ▶ speaks loudly enough for most of the audience to hear, but may speak in a monotone ▶ occasionally uses filler words ▶ tries to speak appropriately for the context and task 	<ul style="list-style-type: none"> ▶ speaks clearly; not too quickly or slowly (CC 6-8.SL.4) ▶ speaks loudly enough for everyone to hear; changes tone to maintain interest (CC 6-8.SL.4) ▶ rarely uses filler words ▶ speaks appropriately for the context and task, demonstrating command of formal English when appropriate (CC 6-8.SL.6) 	

	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Presentation Aids	<ul style="list-style-type: none"> ▶ does not use audio/visual aids or media ▶ attempts to use one or a few audio/visual aids or media but they distract from or do not add to the presentation 	<ul style="list-style-type: none"> ▶ uses audio/visual aids or media, but they sometimes distract from or do not add to the presentation 	<ul style="list-style-type: none"> ▶ uses well-produced audio/visual aids or media to clarify information, emphasize important points, strengthen arguments, and add interest (CC 6-8.SL.5) 	
Response to Audience Questions	<ul style="list-style-type: none"> ▶ does not address audience questions (goes off topic or misunderstands without seeking clarification) 	<ul style="list-style-type: none"> ▶ answers some audience questions, but not always clearly or completely 	<ul style="list-style-type: none"> ▶ answers audience questions clearly and completely ▶ seeks clarification, admits “I don’t know,” or explains how the answer might be found when unable to answer a question 	
Participation in Team Presentations	<ul style="list-style-type: none"> ▶ Not all team members participate; only one or two speak 	<ul style="list-style-type: none"> ▶ All team members participate, but not equally 	<ul style="list-style-type: none"> ▶ All team members participate for about the same length of time ▶ All team members are able to answer questions about the topic as a whole, not just their part of it 	

Team-members: Mark Shortland, Leo Jaques, and Audrey Gallagher

Project: The Space In Between

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INSTRUCTIONS

You will be accountable for your process. Documenting your process will enable your teachers as mentors to know where you are with the project, as well as give and take feedback from the team.

Use the table below every day/week to assign roles (Lead Designer, Documenter or Project Manager) to each of your team members so that your process is documented. Documents and Project Managers should always have Assistant Designer roles and goals.

Every day: copy, paste and fill out the tables below to your document.

Towards the end of the session/day, you will write about whether you met your goals or not and why. You will also write goals for the next session/day. In the table underneath your daily roles and goals, post questions for your teachers about the project.



Days 1 and 2 Recap

PoV Statement: My interviewee Mr. McHaney needs a way to easily retrieve items in between classrooms because there is plywood blocking the gap in between classrooms and it's time consuming, frustrating, and dangerous.

Photo of prototype:





All feedback that was provided by user and by class:

I like...

the camera connected to the phone

that Mr. Mchaney doesn't have to go on the roof

the idea of fishing with a claw

that we bounced ideas off of Mr. Mchaney

that our idea was not a aset idea and that we were and are open for changes

that we considered lenght

that there is rope adjustment

I wonder...

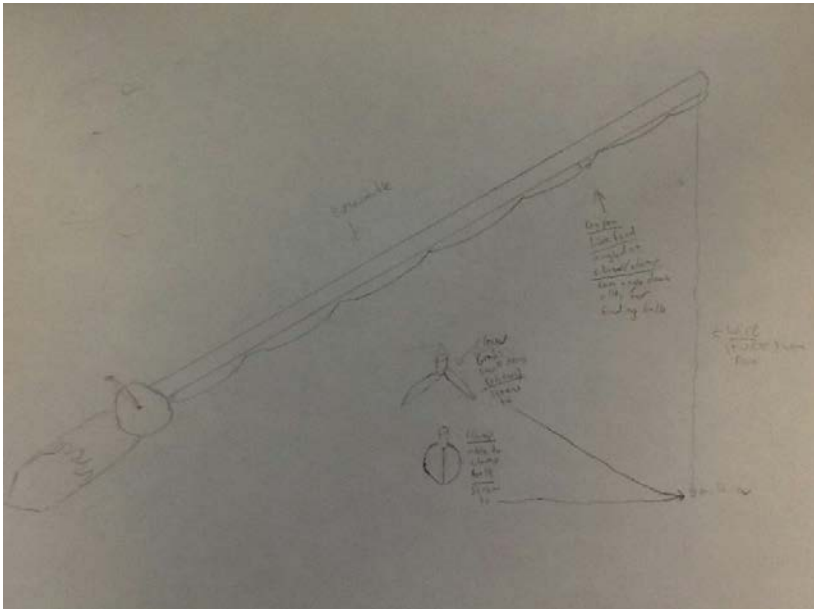
how big the claw will be

the cost

cost efficiency
about claw strength
~~where he'll find the ball~~
what Mr. McHaney will do if the ball/object is too heavy
~~if the rope is too flimsy~~
how to maneuver the claw
~~if the video will be steady~~
how he'll make the claw open/close
how many tries it'll take to get the ball/object
~~how to get small items~~

I suggest...
that you figure out the size of Mr. McHaney's phone to customize the phone holder
~~that you get stronger material to replace the the rope.~~
~~that you place the camera somewhere else maybe on the plywood~~
that you research into simple machines for the claw
~~that you get different attachments for the claw~~

Photo of redesign that addresses

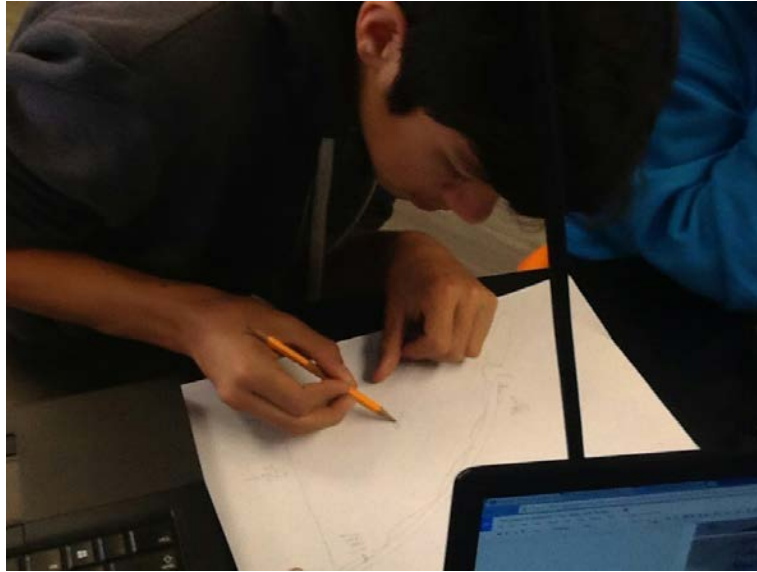


Day 3, 2/10/2016 - 3D Digital Design and Bill of Raw Materials (BoRM)

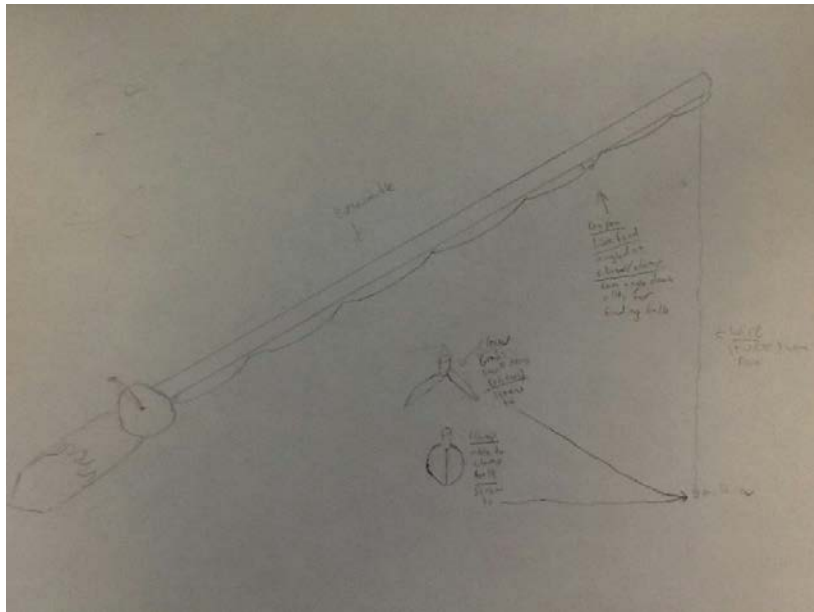
(everyday type a meaningful title for the day and add the date).

First Role (Mark):

Goal: Redraw design to better fit feedback



Work evidence:



Reflection: I have completed the redesign based on the feedback we received during the fishbowl. I wrote down all of the I likes, I wonders, and I suggests. I then used strikethrough to strike out the comments that I accounted for in our design. I also helped reaserch and make

Second Role: Leo - Interviewer/Researcher

Goal Interview Mr. McHaney to figure out information about possibly using his GoPro. I will also be researching attachments, stronger material to replace a rope, and something that we can use as an extender to reach out into the middle of the classroom.



Work evidence:

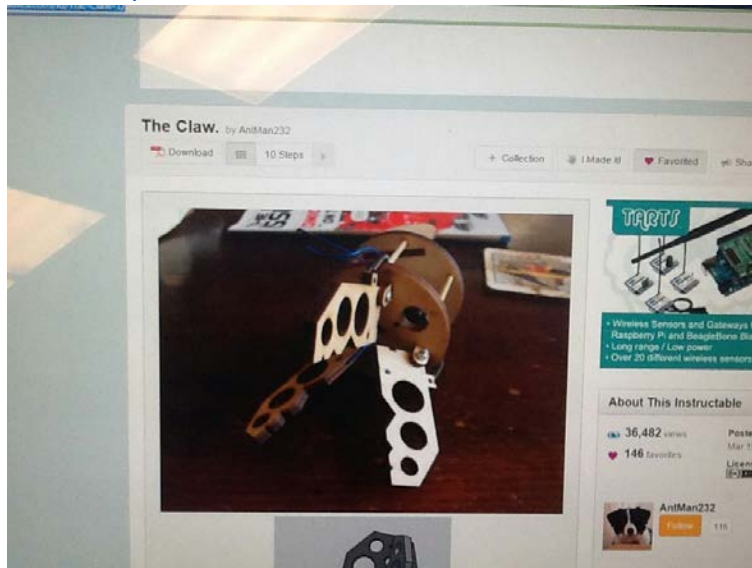
Reflection: I finished interviewing Mr. McHaney and I received many answers that will now reflect on our design and I worked with Mark to incorporate. I was not able to find a stronger item for the rope, but I do know that we will use a extender from something like a selfie stick or a pool net. I also helped laser cut our claw and help put some of it together.

Third Role: Audrey - Documentary/Researcher

Goal (what you plan to accomplish today; if accomplished early, you should try to accomplish a second, third or more goals): Today, I would like to research how claws work and figure out how we can use our resources to create one. I will also figure out what tools and materials we are going to need to create our design. I will also be documenting our progress.

Work evidence (can be screenshots, photos, or even pieces of code):

<http://www.instructables.com/id/The-Claw-1/>



Reflection (Did you meet your goal? What went well, what could have gone better and what are your next steps):
I met my goal today. Today, we were able to do some research about claws and lasercut our claw parts. We also began to assemble the claw. We had some problems with finding screws. Tomorrow we will finish the claw.

Add more rows if you have more than 3 team-mates.

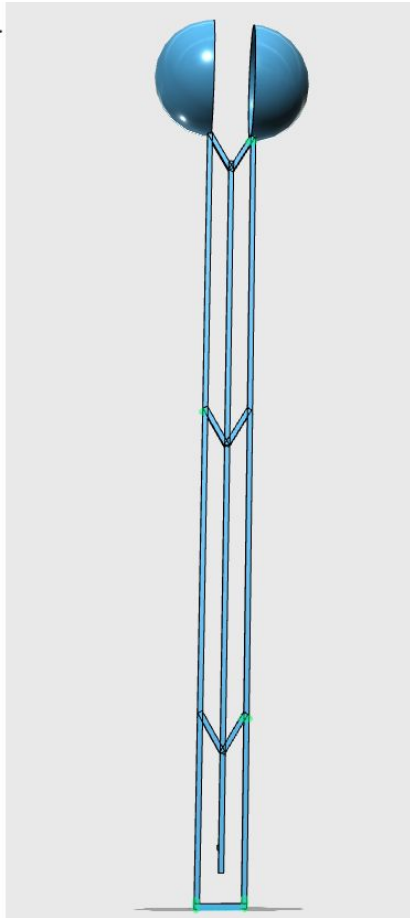
Day 1 team questions for teachers: (+dmalpica@bullischarter on a comment to get my attention to your questions)

Day 4, 2/11/2016

(everyday type a meaningful title for the day and add the date).

First Role (Mark): Builder/Designer

Goal: My goal today is to finish our first claw design and the strength and capabilities. I will also fill out some of the stuff to buy spreadsheet.



Work evidence:

Reflection: Halfway through the day, our team decided to not go with the claw idea so I did not finish assembling the claw. I used the other half of our time to design a new way to solve our problem.

Second Role: Leo - Interviewer/Researcher/Helper

Goal Help finish the claw, and help figure out if we will use it. I will help work on the “stuff to buy” spreadsheet. Research a rope that will be strong enough to hold a claw and a I will ask ball/sweatshirt. Finally, I will ask Mr. McHaney any questions that might come up throughout the day.



Work evidence:







Reflection: Today we had a big turn around and so my goal also had a big turn around. I was not able to finish many things here, but I was able to help find nails, work on stuff to buy spreadsheet, and I helped decide on many key facts about our design/product.

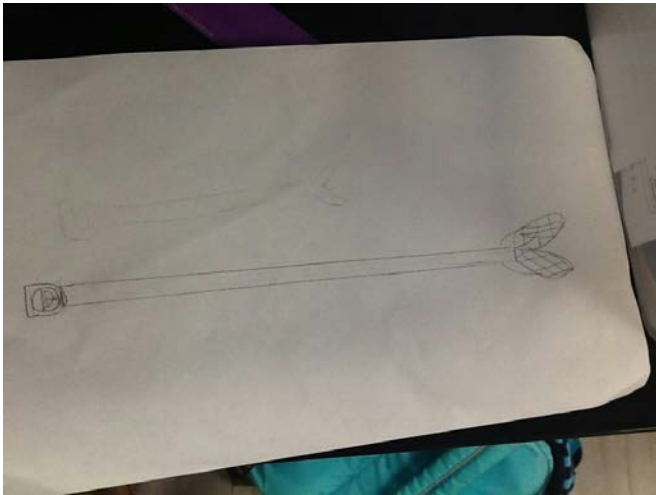
Third Role: Audrey - Documentary/Builder/Helper

Goal: Today, my goal is to finish our claw model and see if it is good size for our real design. I will also help figure out what materials we need and finish our bill of materials. Finally, I will document our progress.

Work evidence (can be screenshots, photos, or even pieces of code):



finding materials



Redesigning



Measuring Mr. McHaney

Reflection (Did you meet your goal? What went well, what could have gone better and what are your next steps):
Today, I was unable to complete my goal. We decided to change our design because it was too complicated and we did not have the correct resources available. Instead, I made a new design, found some materials, and measured Mr. McHaney for his height and reach.

Day 5, 2/11/2016

(everyday type a meaningful title for the day and add the date).

First Role (Mark): Designer, researcher

Goal: My goal today is to finish designing our new clamp design on 123D Make. I'll make it so all the measurements are to scale and correct. I'll also put in the screws in the design. On the spreadsheet, I'll copy and paste a screenshot of our design and label it. Today, I will also help Leo on the "What We Need To Buy" spreadsheet.



Work evidence:

Reflection:

Second Role: Leo - Interviewer/Buying stuff

Goal: I will help finish the stuff to buy spreadsheet and will assist anybody that needs assistance in our group. I will also locate key features that we will need in our project (like screws, bolts, and metal poles) and enter them into our spreadsheet.



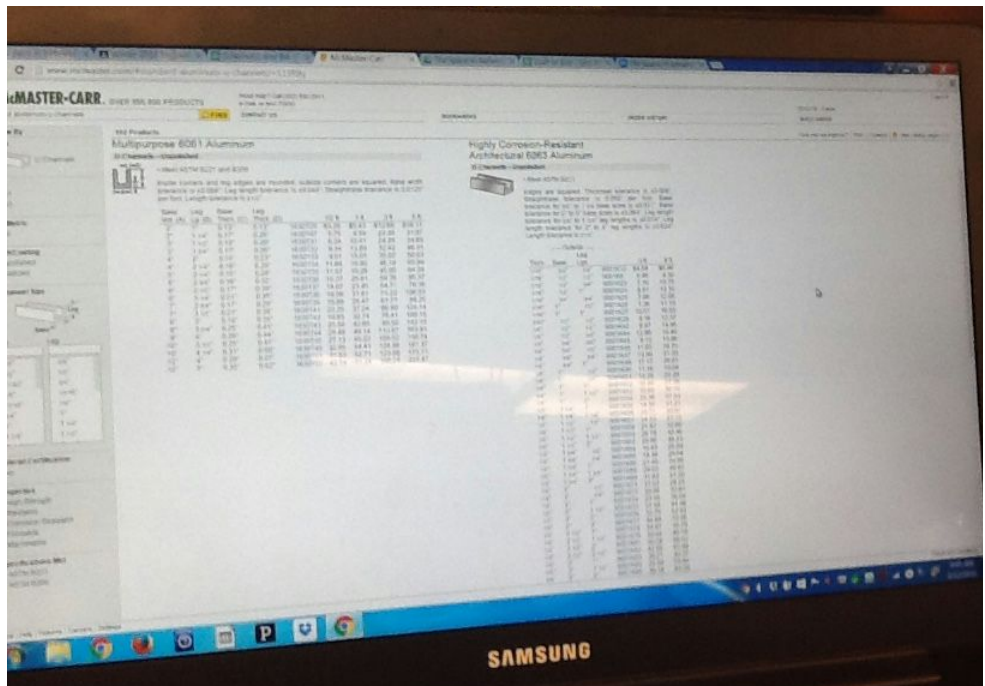
Work evidence:

Reflection:

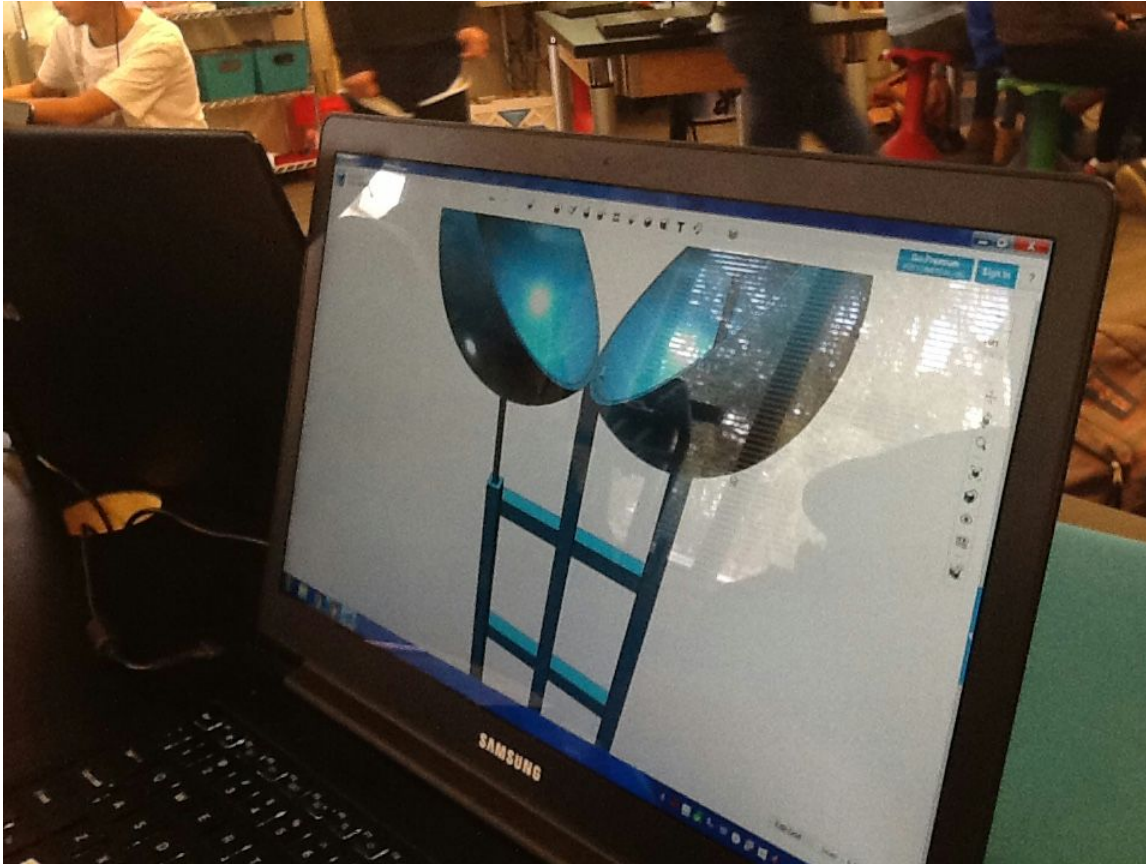
Third Role: Audrey - Documentary/Helper

Goal: Today, I have a similar goal as yesterday. I will be helping Leo with the bill of materials and Mark with the schematic. I will also be documenting our progress as I did earlier this week.

Work evidence (can be screenshots, photos, or even pieces of code):



researching materials



Helping Mark with the schematic

Reflection (Did you meet your goal? What went well, what could have gone better and what are your next steps):
Today, I was unable to complete my goal. We decided to change our design because it was too complicated and we did not have the correct resources available. Instead,

Day 6, 2/22/2016 - Receiving first materials

First Role: Mark - Builder/Designer

Goal: If we receive the materials to build our design, I will start assembling our project. If we do not have the materials, I will finish the prototype and the design of the loops on 123D design.



Work evidence:



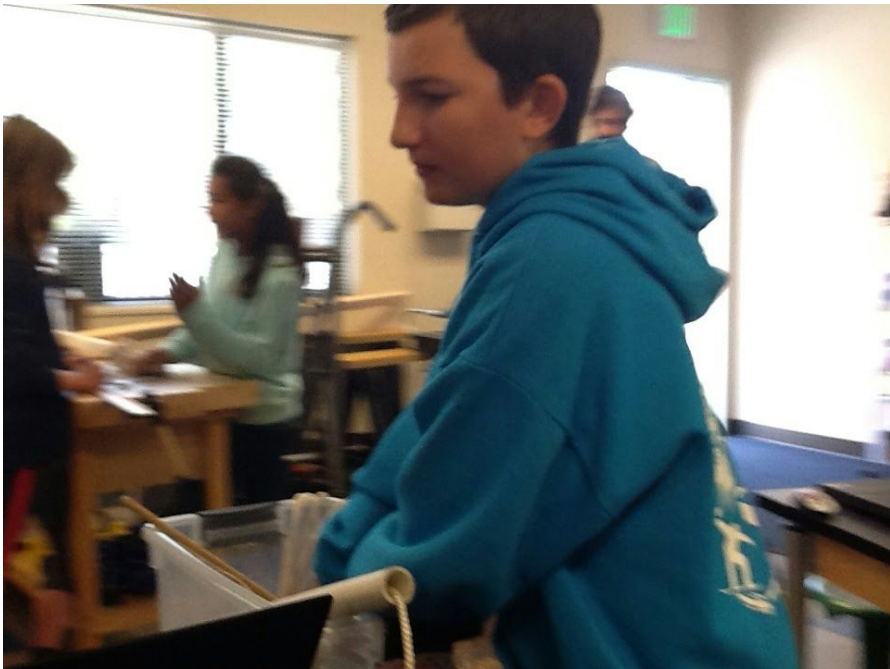
Reflection: Today our materials arrived so the group and I started assembling our project. The thing we almost completed was the 'hoops. We found a flaw in our design. Two layers of the hoop wasn't strong enough so we're going to add another layer.

Second Role: Leo - Builders/Informer

Goal: If we do receive our materials we will begin building our design and I will also inform Mr. Mchaney about our design changes by showing the new prototype. This prototype is not done so I will help finish it while we wait for our materials to arrive.



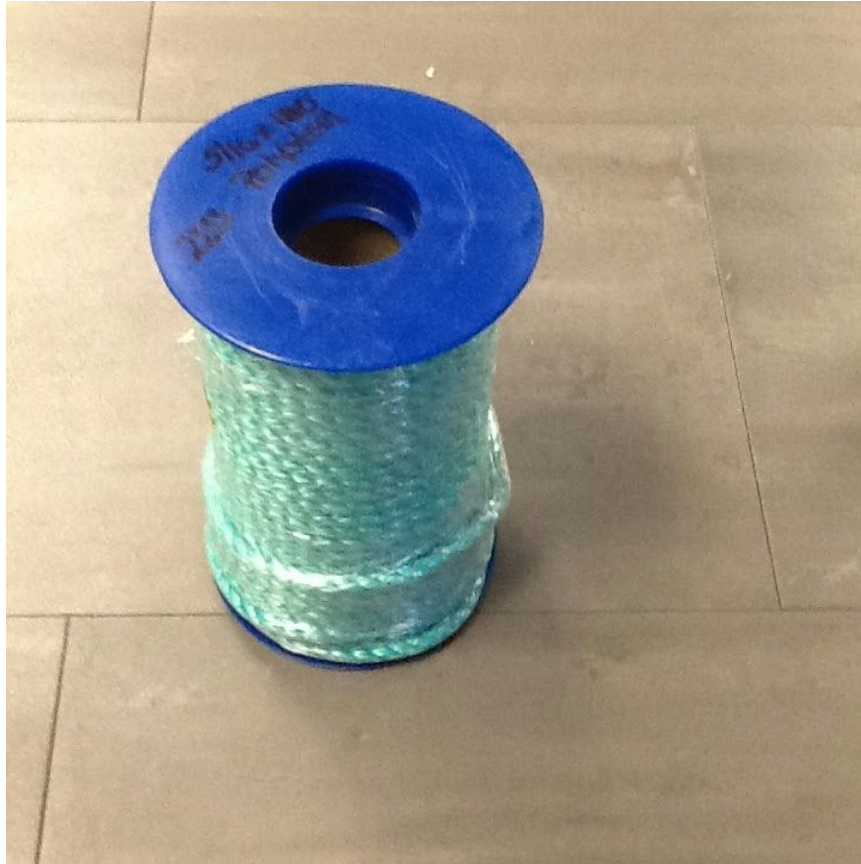
Work evidence:



Reflection: Today I helped assemble the scoop portion of the model and because one of the required materials is not coming until tomorrow I was not able to assemble the two large metal rectangular. We had a dispute over whether to use a 6mm thick scoop or a 9mm. I said 9mm, but Mark and Audrey said that we should use the 6mm but that did not hold so now we are going to make a 9mm scoop.

Third Role: Audrey - Builder/documenter

Goal: Today, we will be receiving materials for our project. My goal is to get all of materials organized and get prepared to build. Before that, we will finish our prototype for the design. I will also be documenting our progress.



Work evidence:
Gathering materials



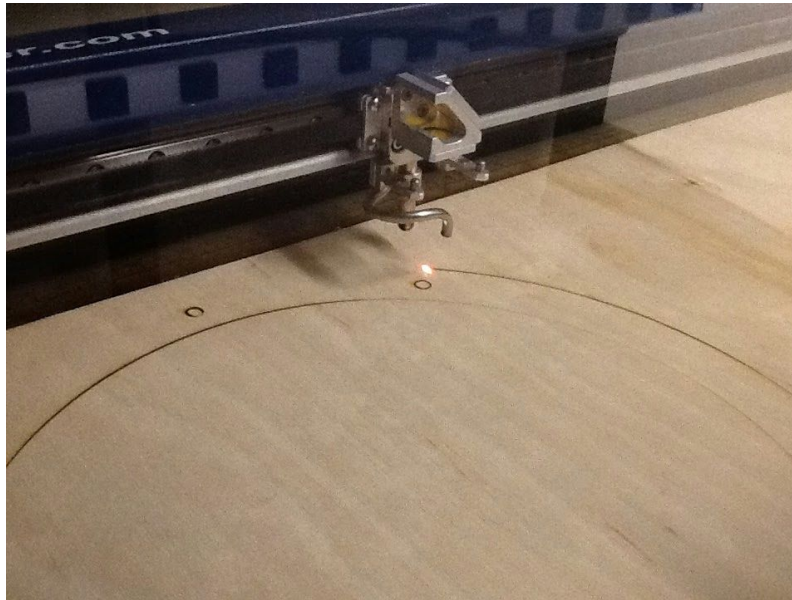
drilling in screws

Reflection: Today, we received our materials our first period. Since we were able to get our materials so quickly, we decided to start working on our real design instead of finishing the model first. Instead, we got together are materials and started building the net. Unfortunately, our rings snapped multiple times and we are planning on redesigning it tomorrow.

Day 7, 2/23/2016

First Role: Mark - Designer

Goal: I will finish making the hoops with the help of Audrey and Leo. We need to laser cut and find better ways to net our hoops.



Work evidence:





Reflection: Today, Audrey, Leo, and I completed both of the hoops. We had to redesign to make the frame stronger. We are using smaller yet stronger rope (poly cord) to make the net.

Second Role: Leo -

Goal: Once the materials that didn't come yesterday come I will assemble the two aluminum sticks. I will also help create the scoop.



Work evidence:





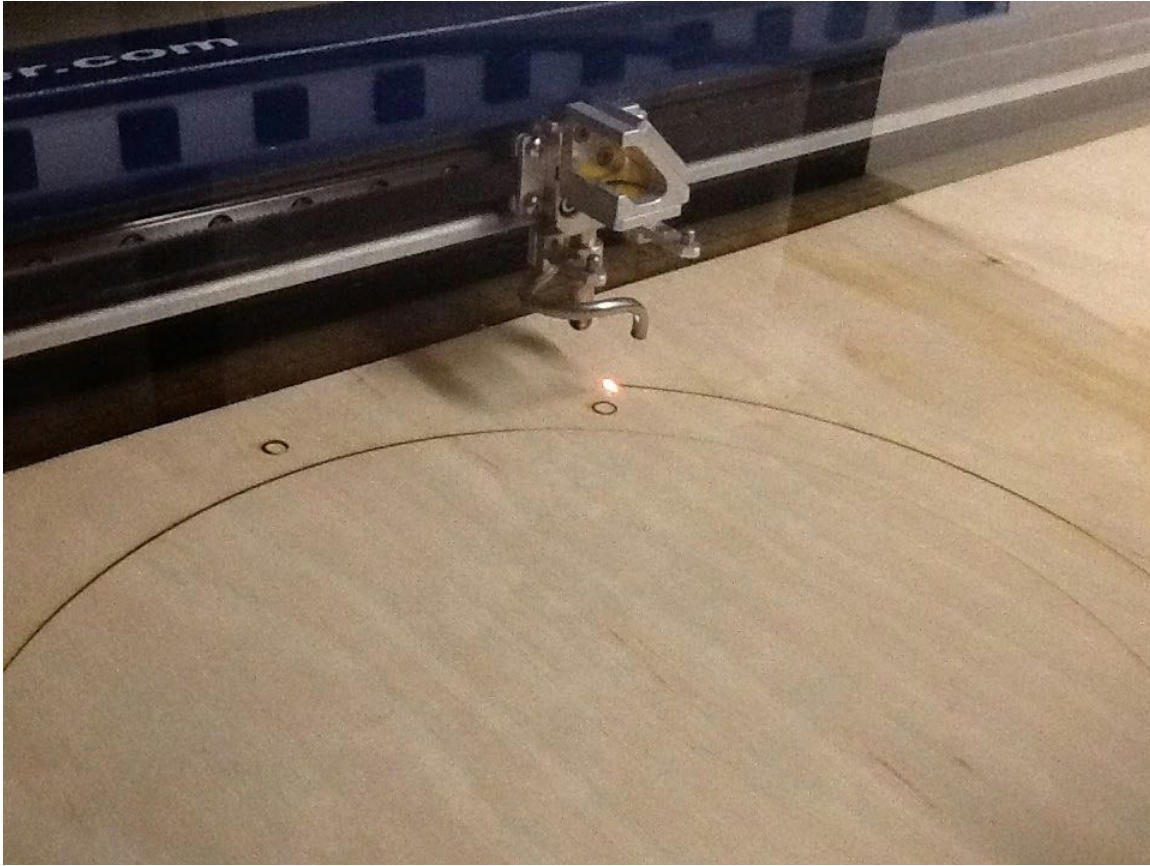
Reflection: I got the materials that did not come yesterday and started to work on them but because multiple pieces of wood fell on my head, I was set back a lot from working. I was also able to help rebuild the claw that broke yesterday. Tomorrow I will make the holes for the screw in the main rectangular aluminum piece for the connector to connect the two pieces.

Third Role: Audrey - builder/documenter

Goal: Today, my role is similar to yesterday's. I will be redesigning our net and building it. I will also be documenting our progress and helping Mark and Leo with the pole.



Work evidence:
Picking up materials



laser cutting



filing down metal

Reflection: Today, we decided to change from our original rope to polycord that was leftover from another groups project. This rope is a lot thinner and seems to work a lot better with the other materials that we have. We also had re- laser cut our frame. Finally, we drilled holes in the metal connectors for the pole.

Day 8, 2/24/2016

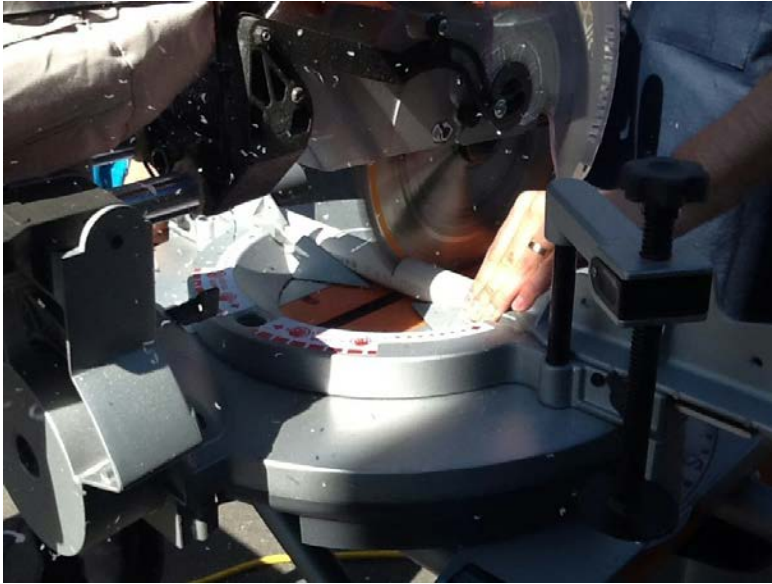
First Role: Mark - Builder/Designer

Goal: My goal for today is to help Audrey and Leo. If either of them need any help, I will help them. Throughout the day, if there is anything that needs to be redesigned, I will redesign it.



Work evidence:





Reflection: Today, Leo and I drilled all the holes in our aluminum poles and connector, tomorrow we'll assemble the pole. Also, Audrey needed help drilling holes into our hoops for our hinges. I held down the hoops while she drilled.

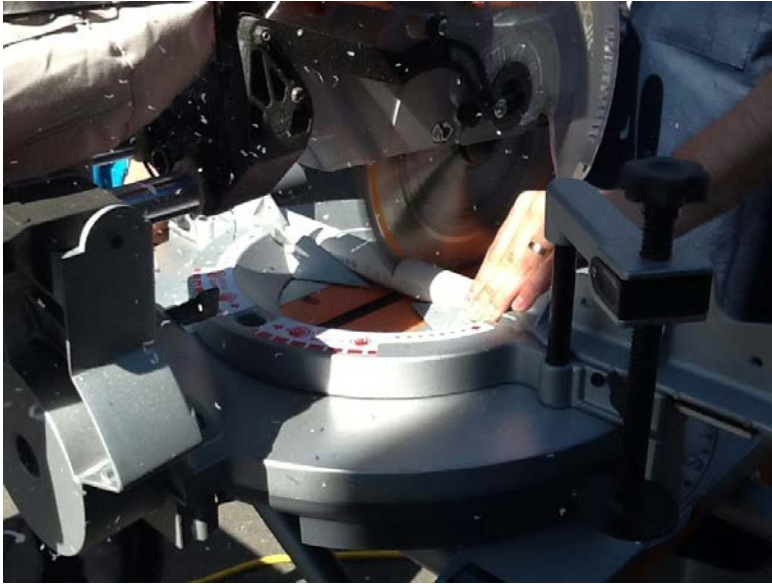
Second Role: Leo - Connecting

Goal: Today I will connect the two poles by drilling some more holes in our aluminum pole so that I can place a connector to connect the two 6ft poles.



Work evidence:





Reflection: Today we had some issues finding the right screw that we thought we had. We will get it tomorrow because Mr. Mchaney knows that he has it somewhere. Today I was able to place holes in the right spot for every hole that we need to connect the two poles. Tomorrow I will put the two poles together. All of this has and will be done with the help of Mark and Audrey. Finally, I was able to find a pvc pipe and cut it into a smaller piece to act as the handle.

Third Role: Audrey - builder/documentor

Goal: Today, my goal is to finish connecting the hinges to the nets and to the pole. I will also be helping leo connect the poles together. Also, if we have time, I will make the handle. In addition, I will be documenting our progress.



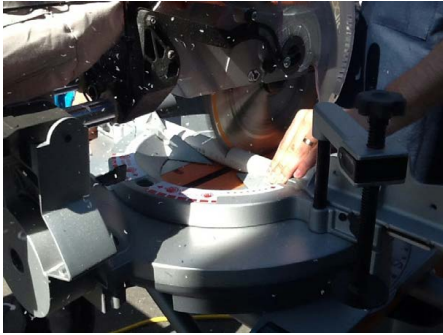
Work evidence:
lining up our materials



attaching hinges



drilling in holes



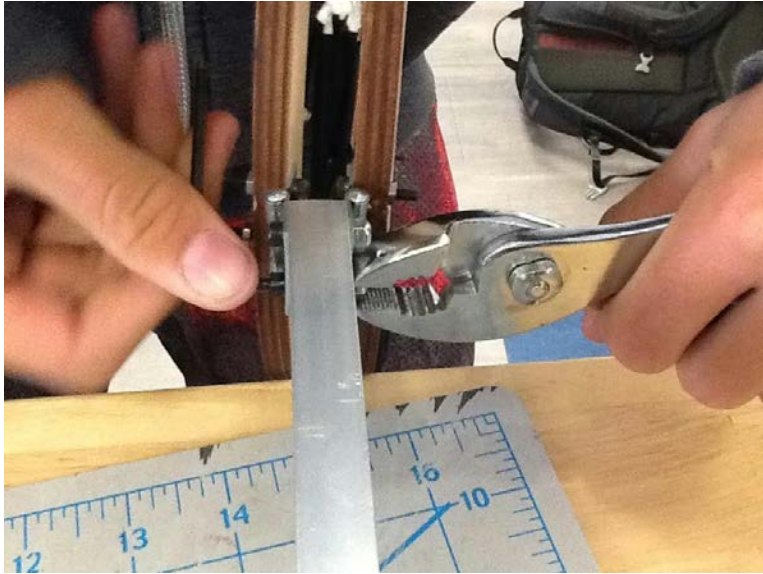
making a handle

Reflection: Today, I accomplished a lot. I was able to attach the hinges and make a handle. In addition, I helped leo drill holes in the poles to attach the connectors.

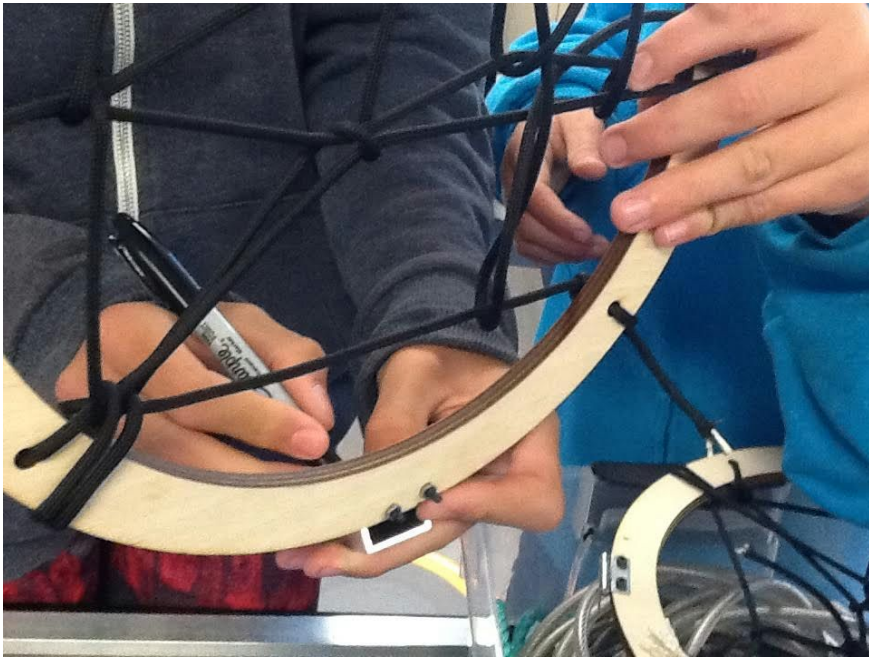
Day 9, 2/25/2016

First Role: Mark - Builder

Goal: My goal for today is to finish assembling the pole. We need to drill a couple more holes for the hinges and screw in the connectors.



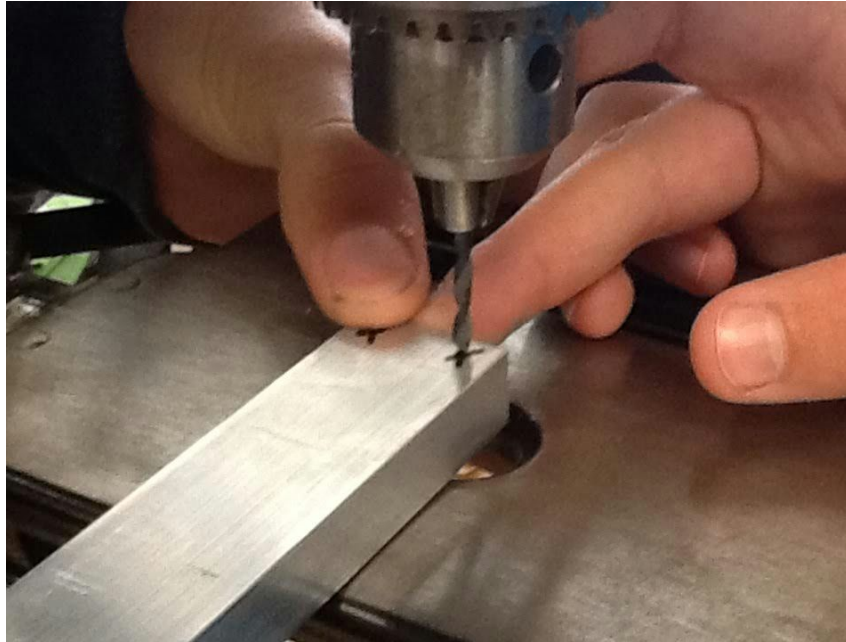
Work evidence:



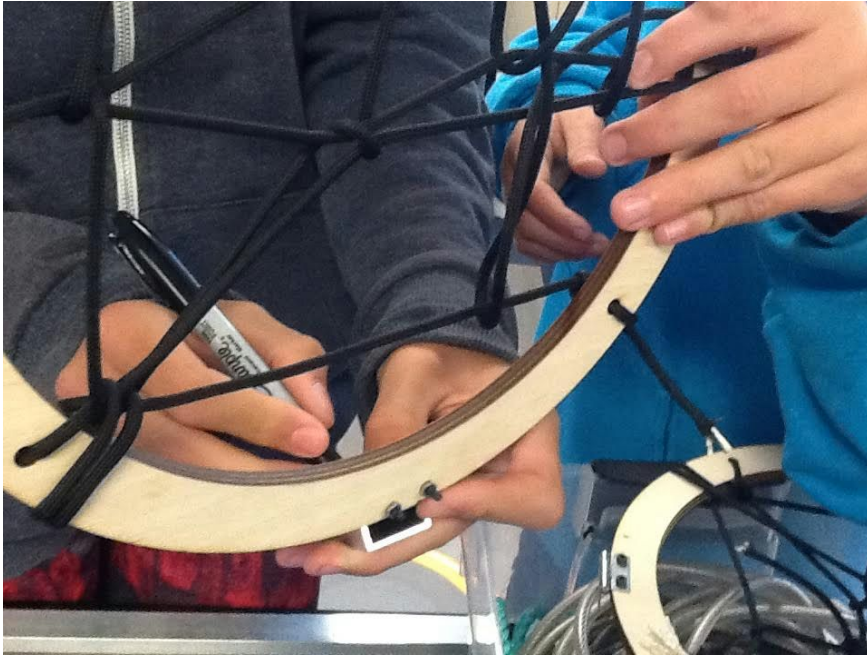
Reflection: Today I finished my goal. I put all the hinges on, but unfortunately couldn't connect the poles.

Second Role: Leo - Builder

Goal: Today I will connect the poles with the help of mark. I will connect them once I receive some specific screw we need. I will also help mark create holes for hinges at the top of the pole.



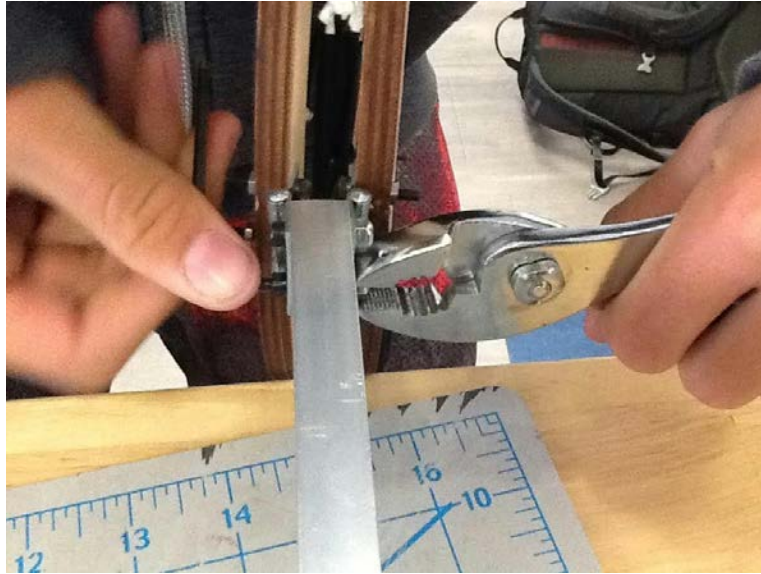
Work evidence:



Reflection: Today I have been able to connect the hinges to the pole and then connect the hoops with the pole. I did not get the screw today so I am hoping to get it tomorrow. I was also able to create the presentation we will use in prezi.

Third Role: Audrey - builder/documentor

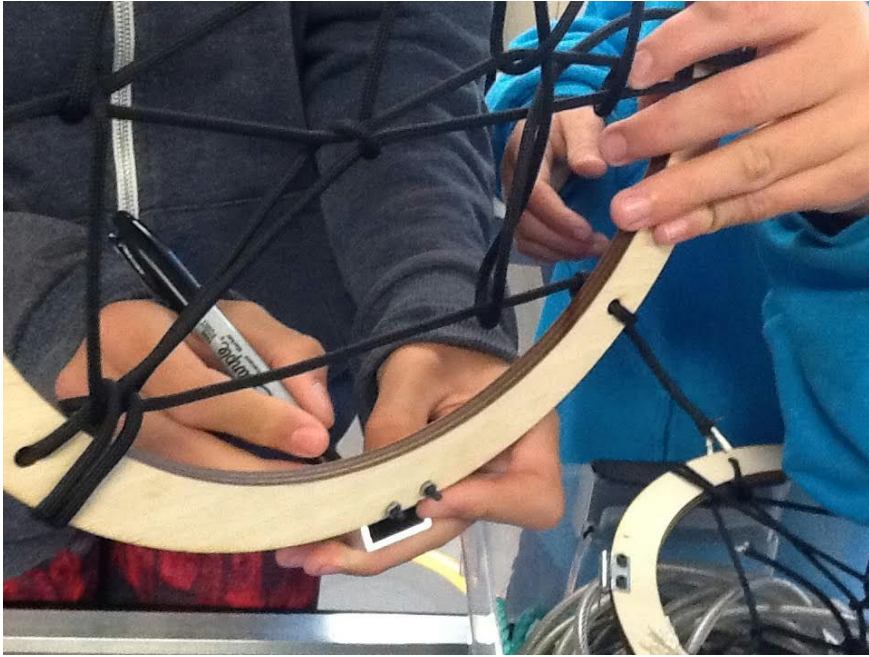
Goal: Today, I will help Leo finish assembling the pole. I will also be attaching the hinges to the pole. Finally, I will be documenting our progress.



Work evidence:
tightening screws



attaching hinges



lining up materials



drilling holes for the hinges

Reflection: Today, we drilled holes for the hinges and connected the hinges to the aluminum pole. We also expanded the holes in the connectors, so that the screws would fit. Finally, I documented our progress.

Day 10, 2/26/2016

First Role: Mark - Builder

Goal: Today if we are able to get screws, we'll screw the connectors to the poles to make one big pole. If we can get the big pole, we'll be able to put the wires in. I'll also use elastic to hold the hoops back. Finally, we'll work on our Prezi.



Work evidence:



Reflection: Today we realized that our design didn't work. We redesigned with the materials we have, and it still doesn't work. A way that it will work is to put springs in between the hoops, this'll make sure the hoops close.

Second Role: Leo - Builder/documenter

Goal: Today we will be waiting for the screw from Mr. McHaney again. Then we can put the two poles together and put in the wire/elastic. And we will work on our presentation.

Work evidence:



Reflection: We still have not gotten the screw from Mr. McHaney but we were able to test the claw and set up the opening and closing of it. We also setup our Prezi.

Third Role: Audrey - Absent

Goal:

Work evidence:

Reflection:

Day 11, 2/27/2016

First Role: Mark - Interviewer, builder, and presentation maker

Goal: Today we will interview Mr. McHaney about our newest design and if he has the appropriate screws we need to finish connecting our poles. If we get the screws we'll put together the poles, if we don't we'll work on the hoops. We'll also work on our presentation a little.



Work evidence:

Reflection: Today, I replaced the elastic to make it have a stronger grip. We worked a lot on our Prezi, making major progress.

Second Role: Leo - builder and presentation worker

Goal: We will work on putting together final pieces in our project. We will also work on our presentation. We will check on our screws and work on a backup plan if they don't come today. We will also remove the elastic that currently is not helping out project.



Work evidence:

Reflection: Today I have completed everything I needed to do except the screw part. I was able to replace the elastic and get alot done with the presentation on prezi.

Third Role: Audrey - Absent

Goal:

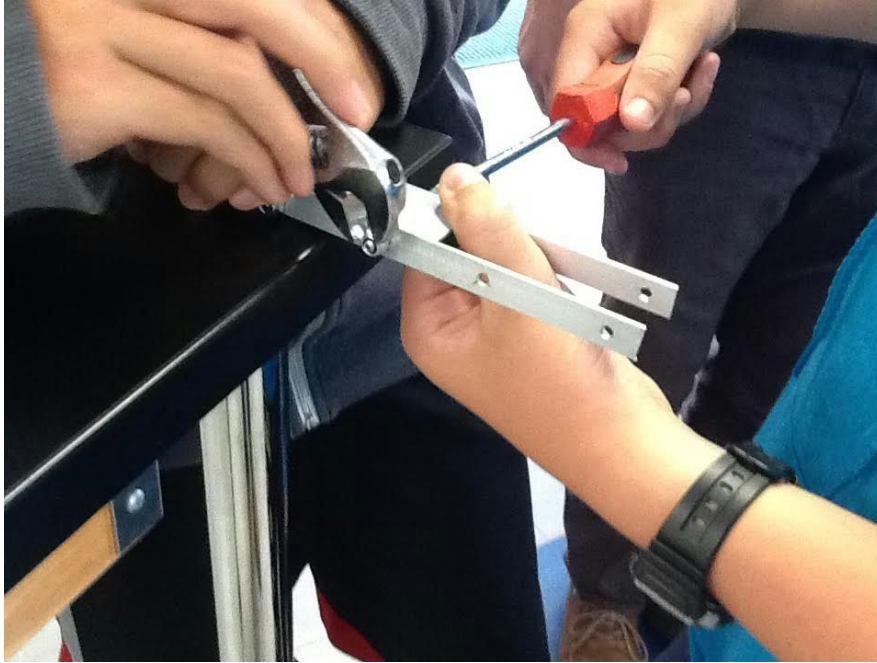
Work evidence:

Reflection:

Day 12, 2/28/2016

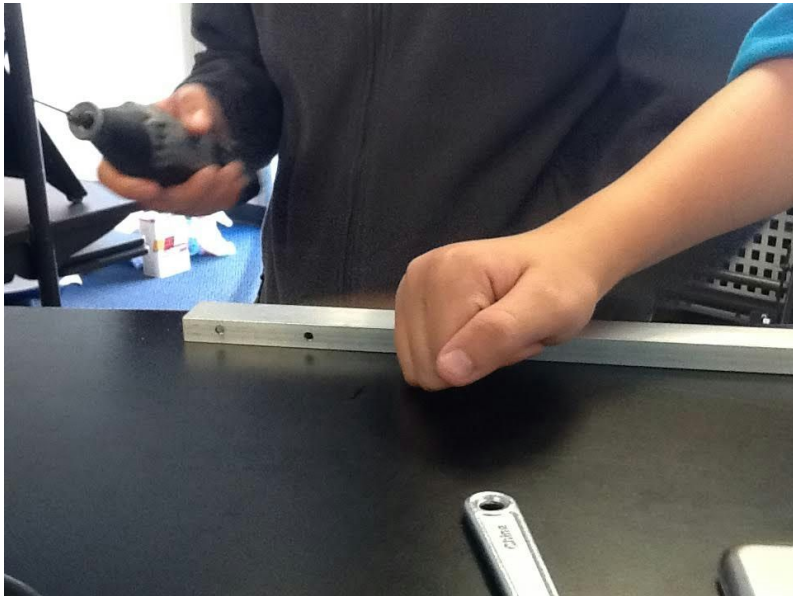
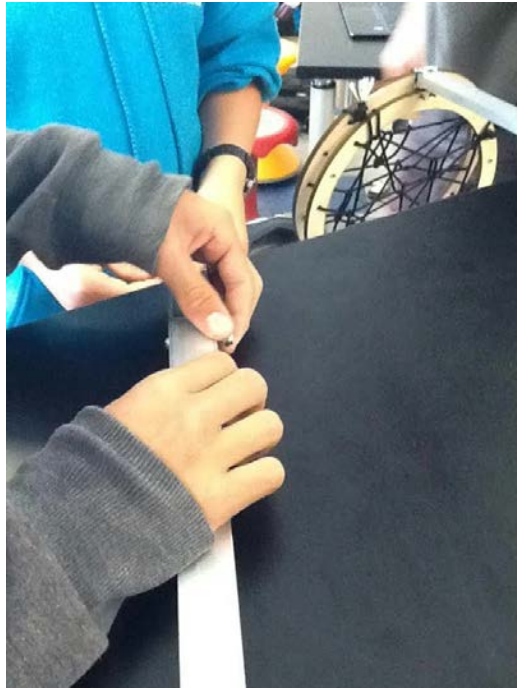
First Role: Mark - Builder and Prezi maker

Goal: Today, my goal is to help Audrey weave the second net. If Mr. McHaney has the screws, I will screw in the connectors. Today, I will also continue making the Prezi.



Work evidence:

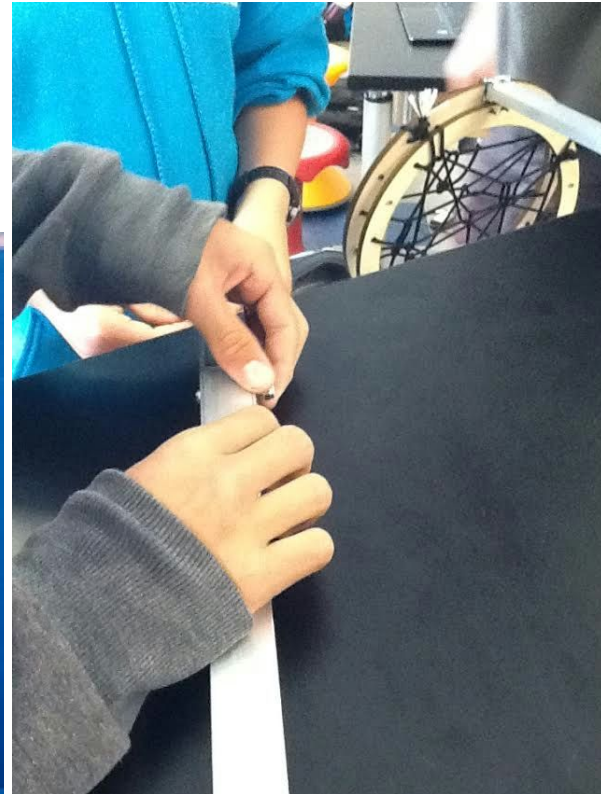
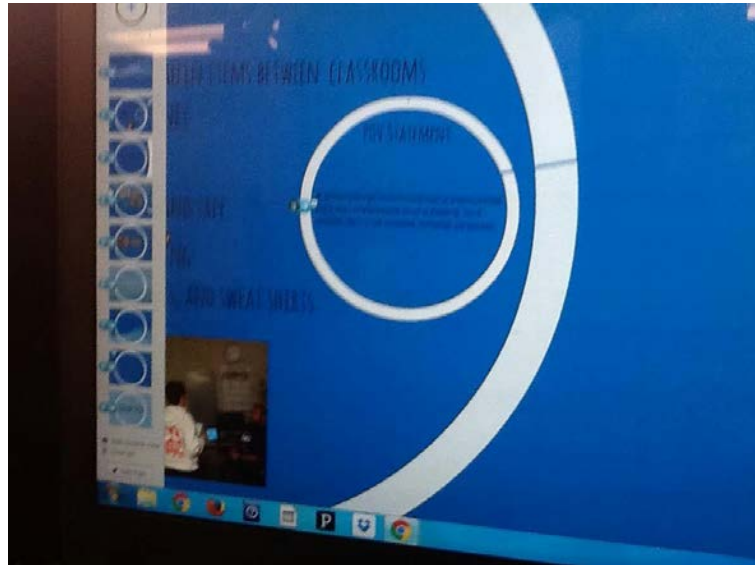




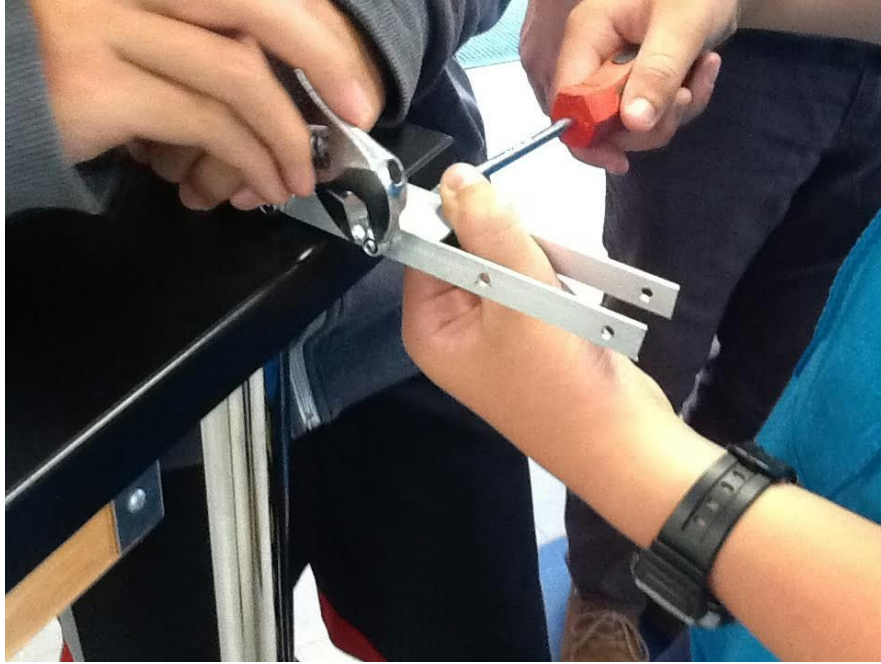
Reflection: Today, we received the screws. With the help of Mr. Malpica, we attached the poles together making a 12 ft. long rod. We, as a group, made major progress on the Prezi. Tomorrow, we hope to finish.

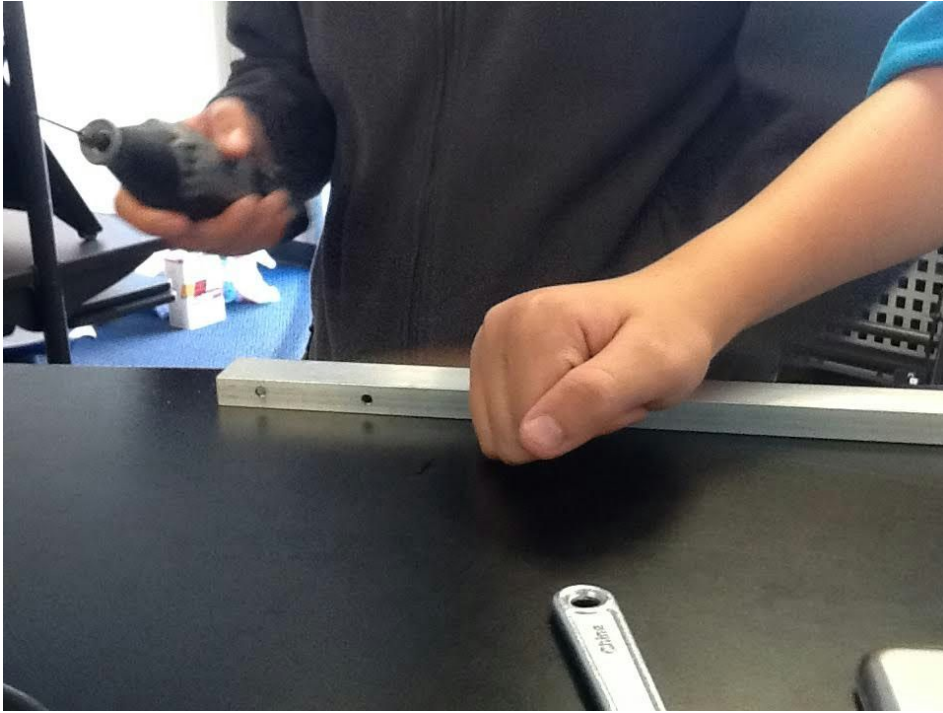
Second Role: Leo - Presentation builder and builder

Goal: Today I will work on the presentation and I will help build our project more. Jason forgot to bring his extra paracord so we will not do that today but we will do that tomorrow. And I will inform Mr. McHaney on our project and inform him that if he does not get us the screw soon we will fail.



Work evidence:





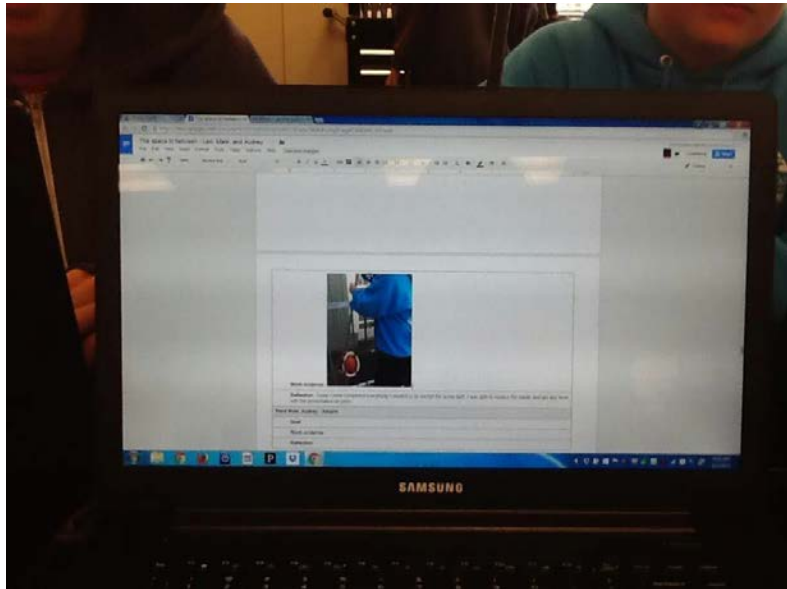
Reflection: Today I finally got the screws from Mr. McHaney so I was able to put the two poles together although that brought on a new challenge. That challenge was that the two poles were in danger of breaking because they were very long. I also was able to get a lot of the presentation done. Finally, I was able to set a tie with Mr. McHaney tomorrow after lunch to test our product.

Third Role: Audrey - documentor/ prezi builder

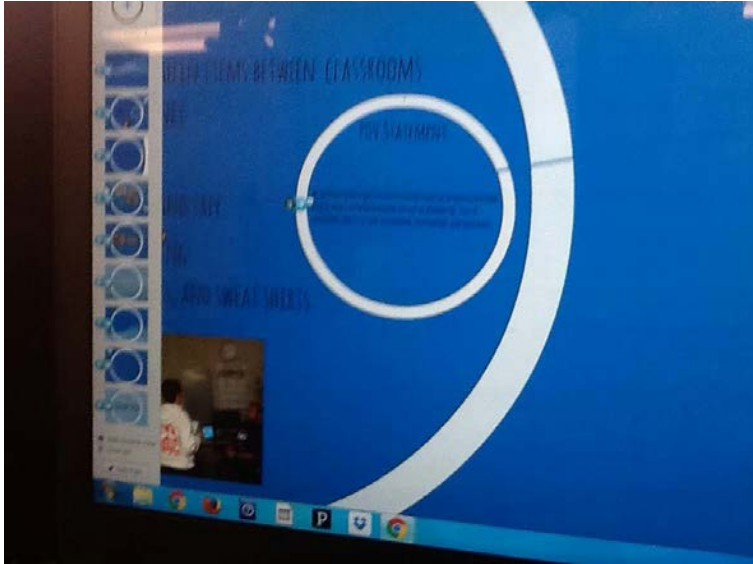
Goal: Today, I will be helping Leo and Mark document their progress for the past few days. I will also be helping create the presentation and document our progress for today.



Work evidence:
rethreading polycord



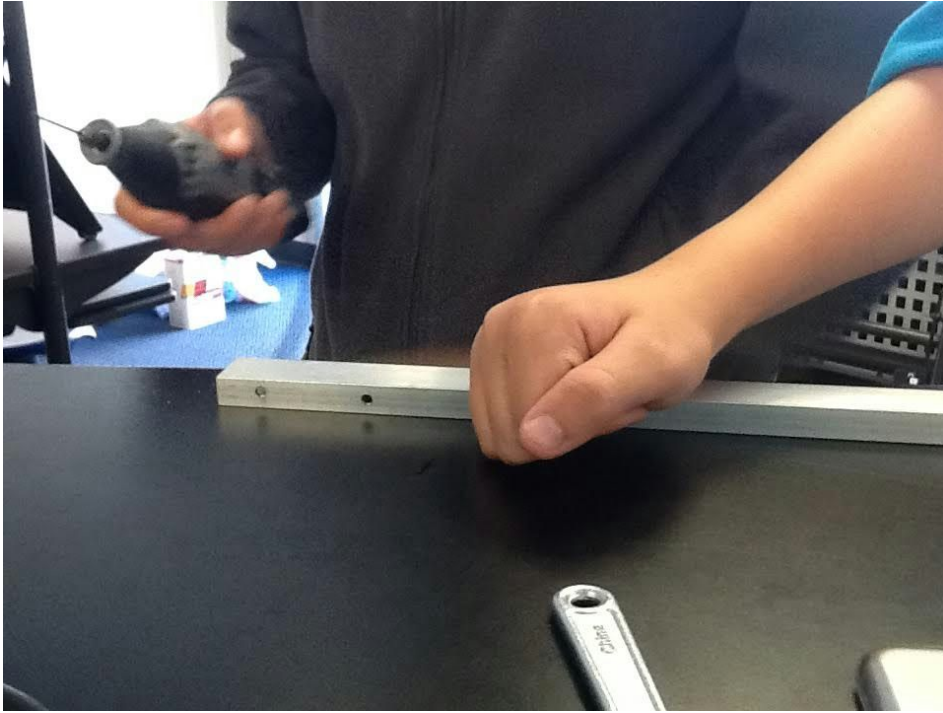
documenting for days gone



adding animations to presentation



tightening screws



expanding holes with dremel

Reflection: Today, we got a lot done. We weaved the nets again and attached the poles. We had to expand the holes we drilled before. I also documented our progress.

Day 13, 2/29/2016

First Role: Mark - Absent

Goal:

Work evidence:

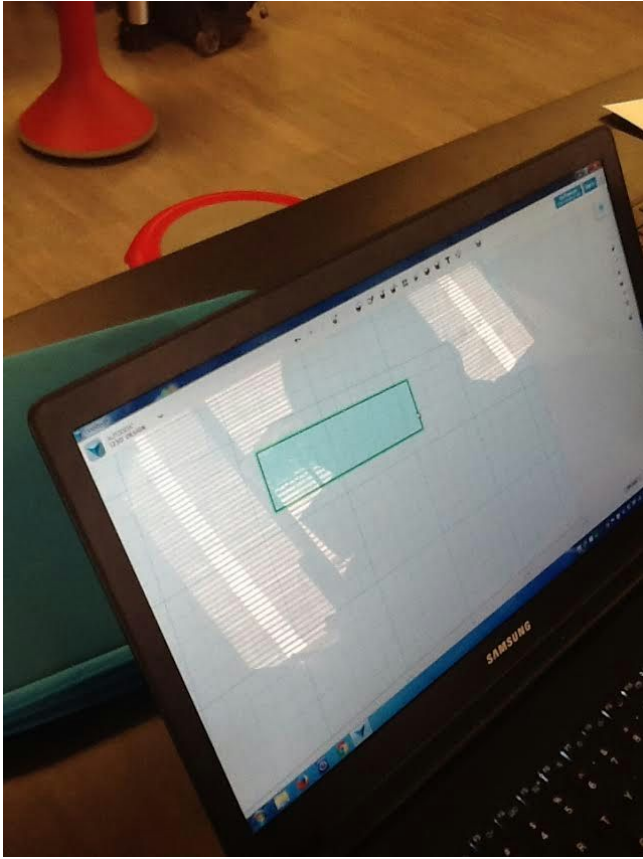
Reflection:

Second Role: Leo - Builder

Goal: Today I will work on the presentation as well as add in the parcord to our product. I will also present our product to



Work evidence:







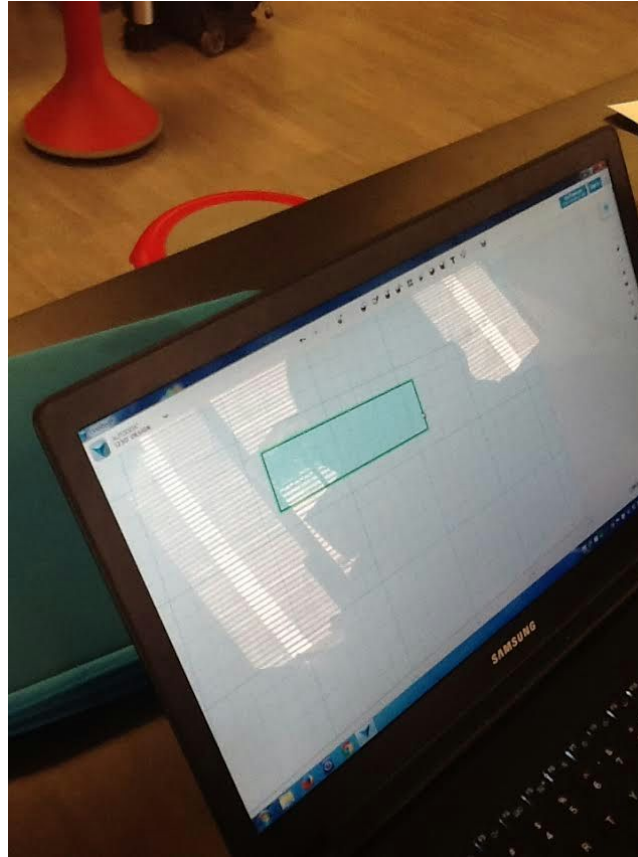
Reflection: Today I have been very busy working. Me and Audrey tested our product and noticed that we needed to fix a lot. That took all afternoon as finishing assembling it took all morning. We were able to fix everything that we needed to and we will test it again to make sure that it works. Because of our busy schedule we were not able to work on our prezi so we had to push that off to tomorrow.

Third Role: Audrey - builder/ documentor

Goal: Today, I will be finishing up our design. I will be threading paracord through the tube and attaching the handle. I will also be documenting our progress.



Work evidence:
peer review



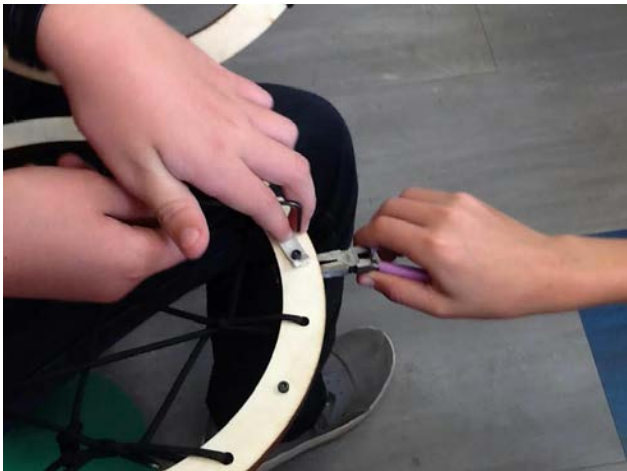
designing holder and laser cutting



attaching handle



testing design



redoing elastic

Reflection: Today, we accomplished a lot. We created holders for the paracord with the laser cutter. Then we put on the paracord and attached the handle. After we tested it, we replaced the elastic to make it stretch more. We also did a peer review and got advice from another group. Finally, I documented our progress.

Day 14, 3/1/2016

First Role: Mark - Absent

Goal:

Work evidence:

Reflection:

Second Role: Leo -

Goal: I will help finish the stuff to buy spreadsheet and will assist anybody that needs assistance in our group. I will also locate key features that we will need in our project (like screws, bolts, and metal poles) and enter them into our spreadsheet.



Work evidence: :



redoing hinges

Reflection:

Third Role: Audrey- builder/ documentor

Goal: Today, we will test our product and make small changes to improve our project. We will be completing our presentation and practicing for tomorrow. I will also be documenting our progress.



Work evidence:
re-tying paracord



testing



redoing hinges



replacing elastic

Reflection:

Day 15, 3/2/2016

First Role: Mark -

Goal:

Work evidence:

Reflection:

Second Role: Leo -

Goal: I will help finish the stuff to buy spreadsheet and will assist anybody that needs assistance in our group. I will also locate key features that we will need in our project (like screws, bolts, and metal poles) and enter them into our spreadsheet.
Work evidence:
Reflection:
Third Role: Audrey -
Goal:
Work evidence:
Reflection:

To-do list:

- 1. Finish prez
- 2. Do spreadsheet

Documentation:

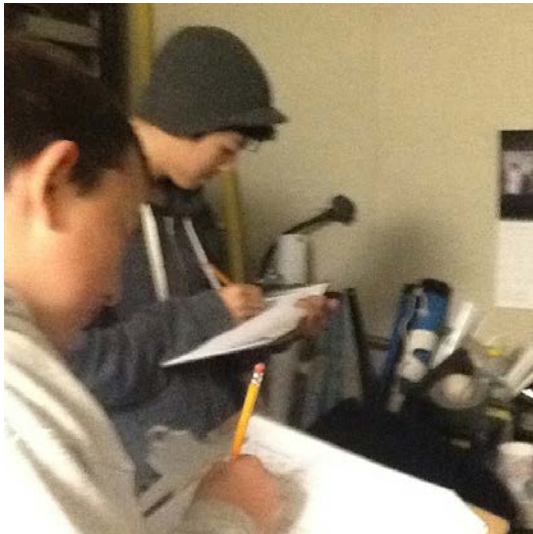
Week 1 Documentation

Day 1:

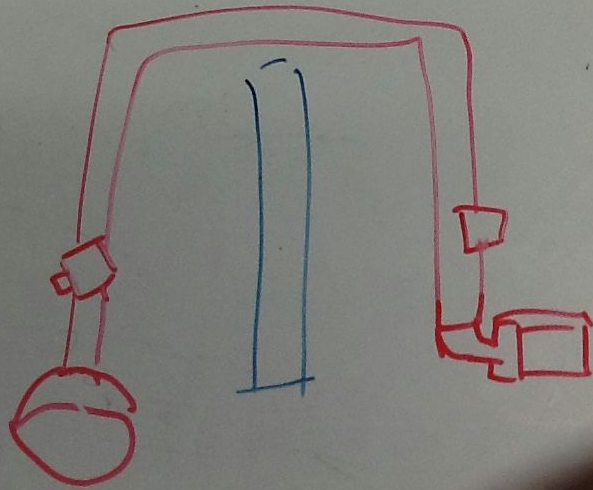


Interviewing Mr. Mchaney about basic information about our topic and his personal preferences.

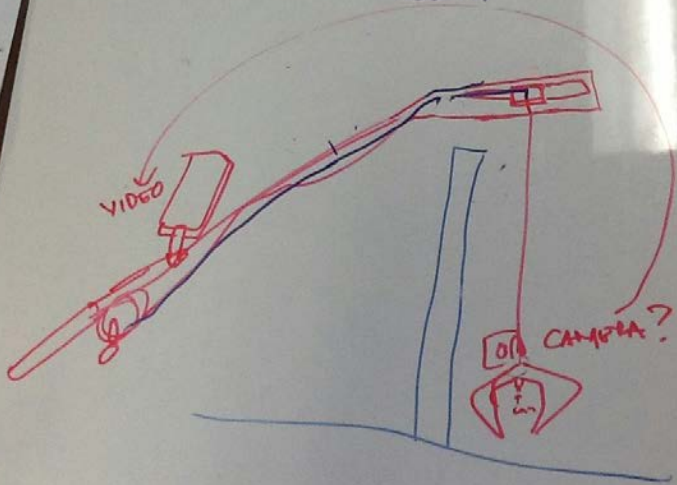
Taking notes

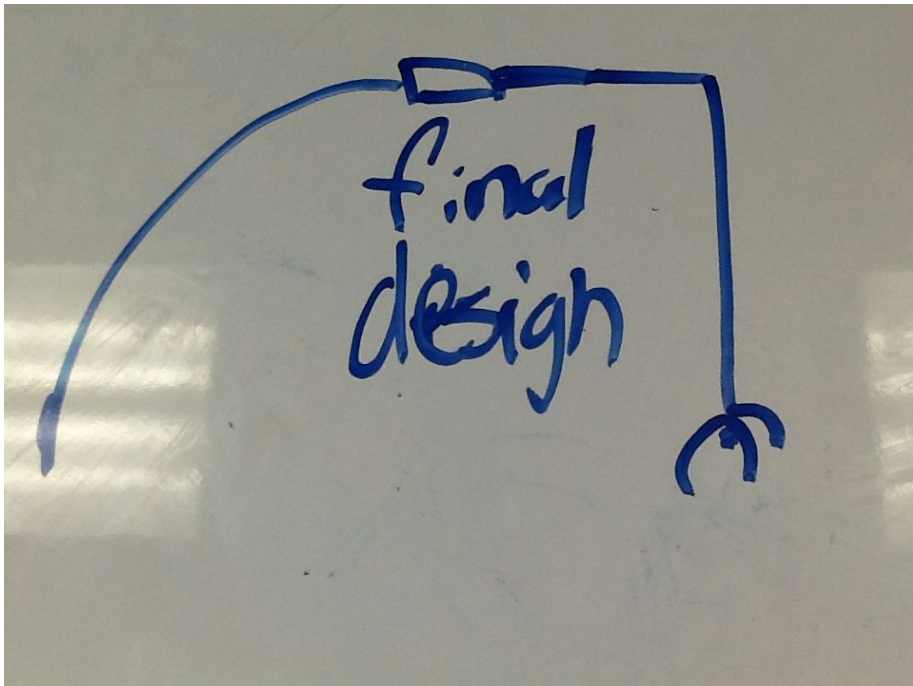
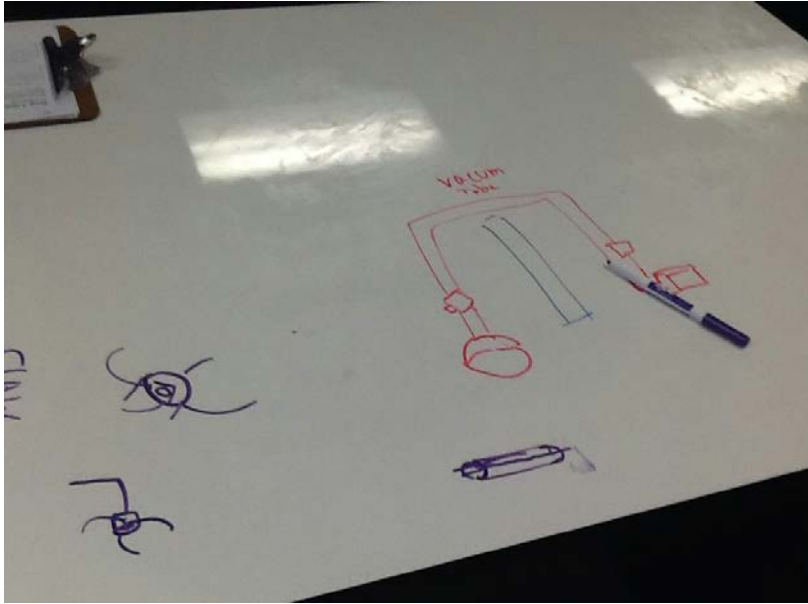


VACUM
Tube



CLAW





Brainstorming/Ideating

Day 2:



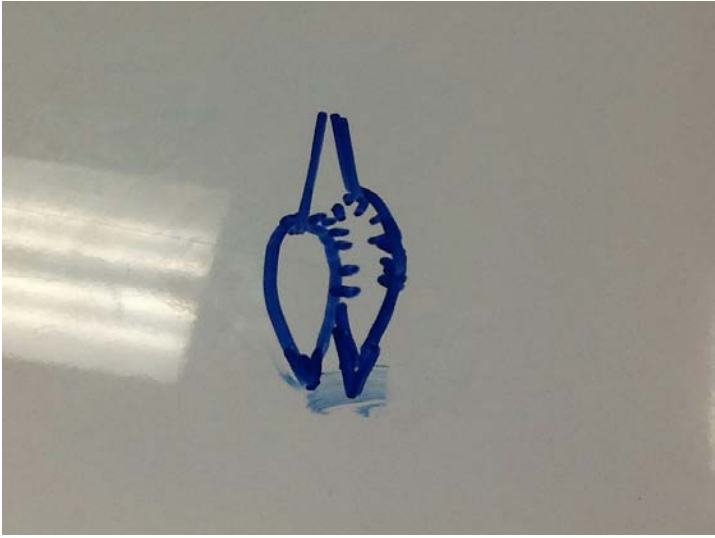
Prototyping

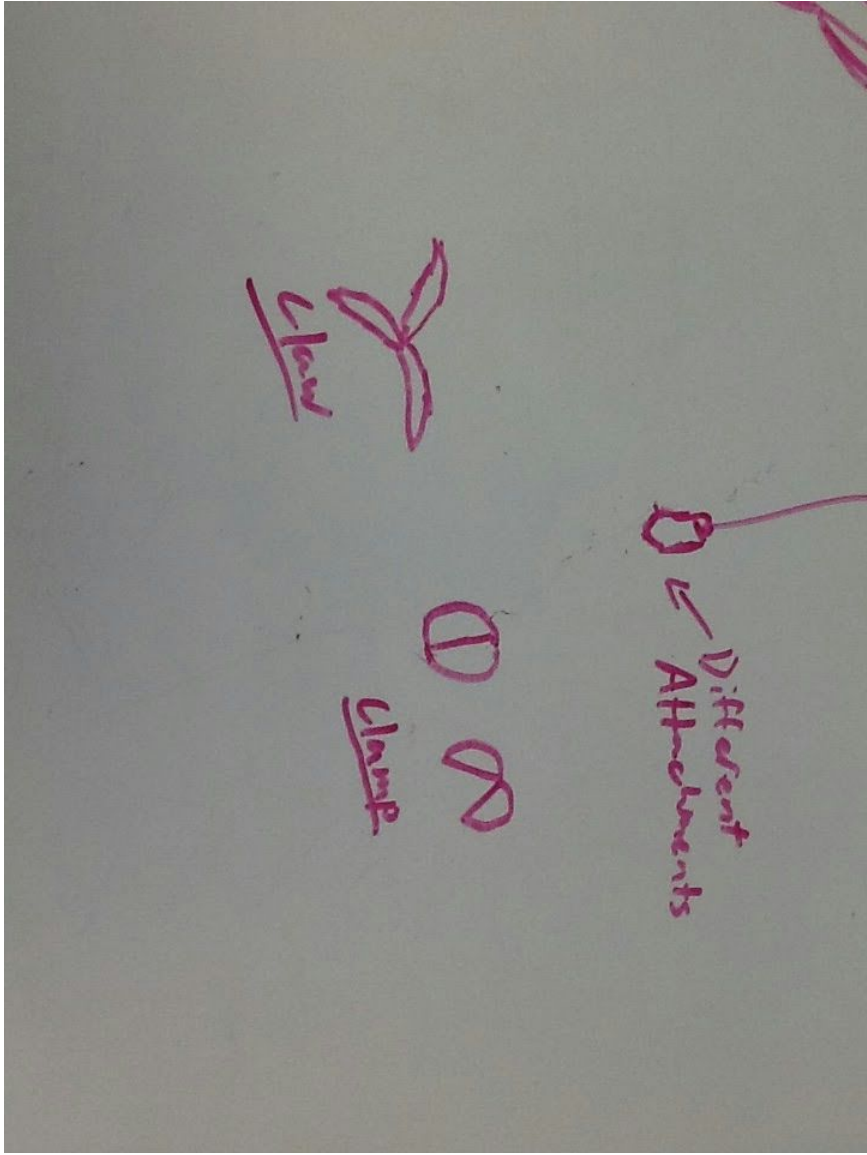


Showing our design to Mr. McHaney



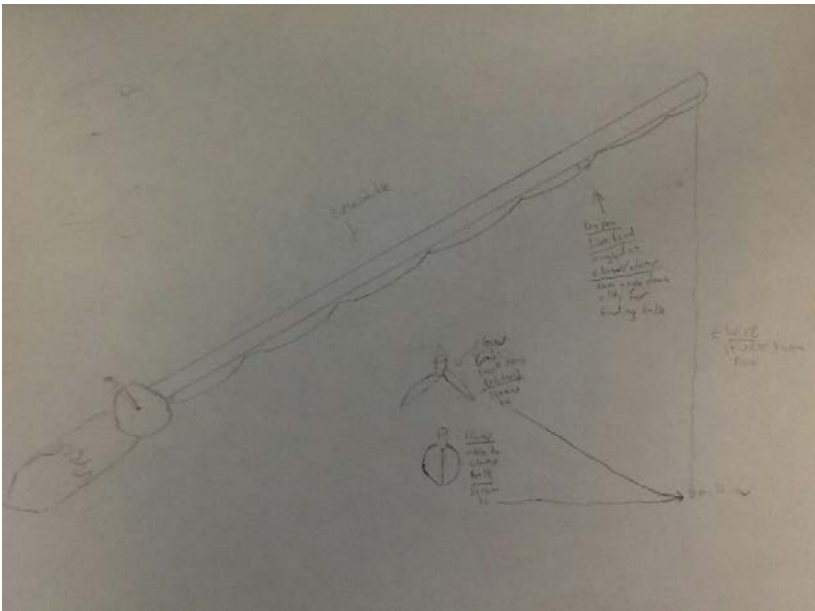
Taking notes



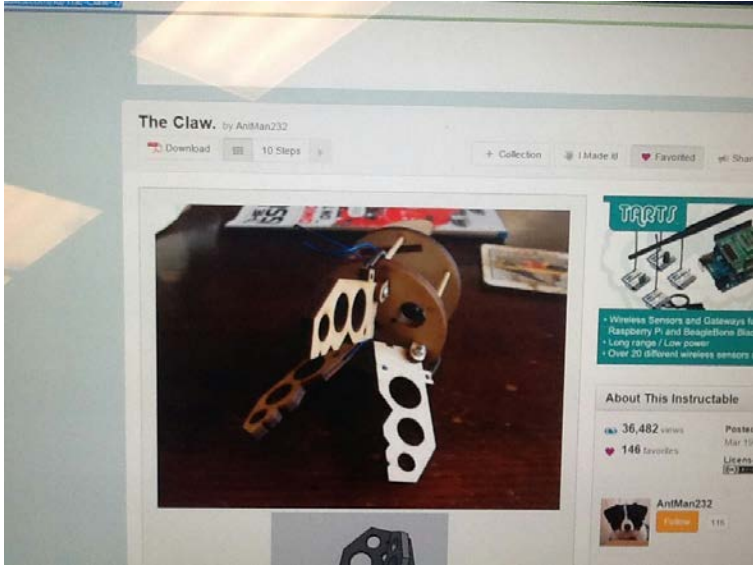


Redesigning

Day 3:



Redesigning



Researching

Day 4:



Finding materials



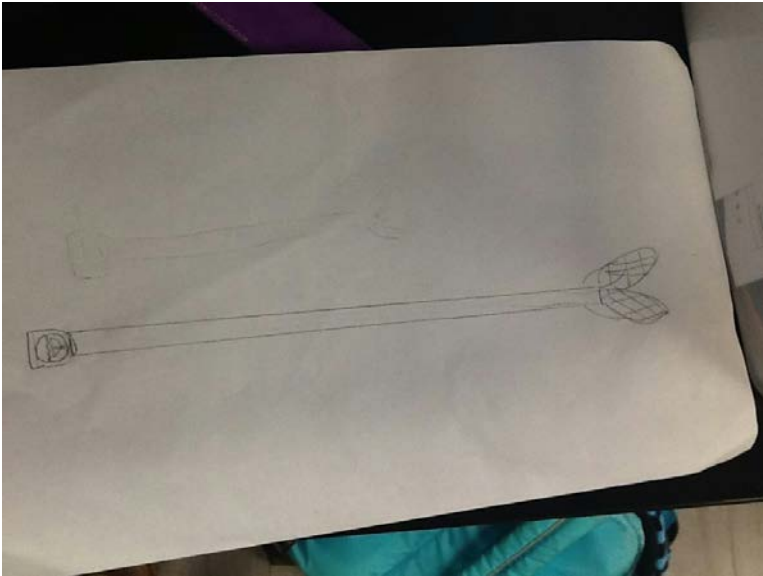
Taking measurements



getting feedback from Mr. McHaney

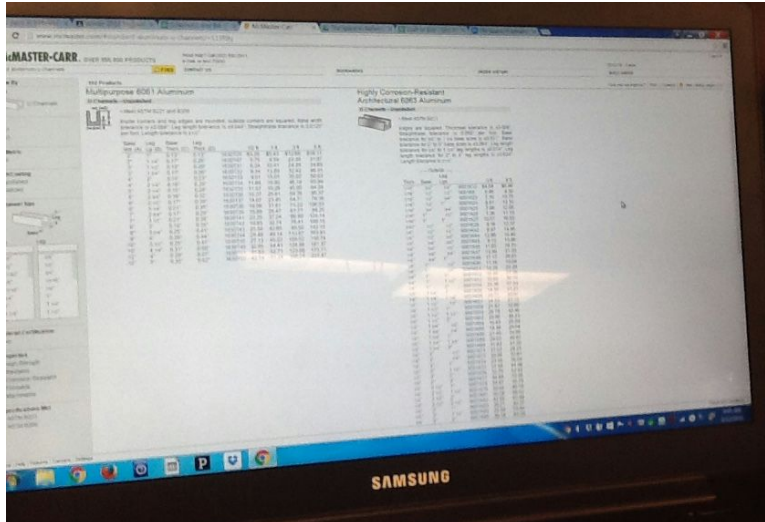


Researching



Redesigning

Day 5:



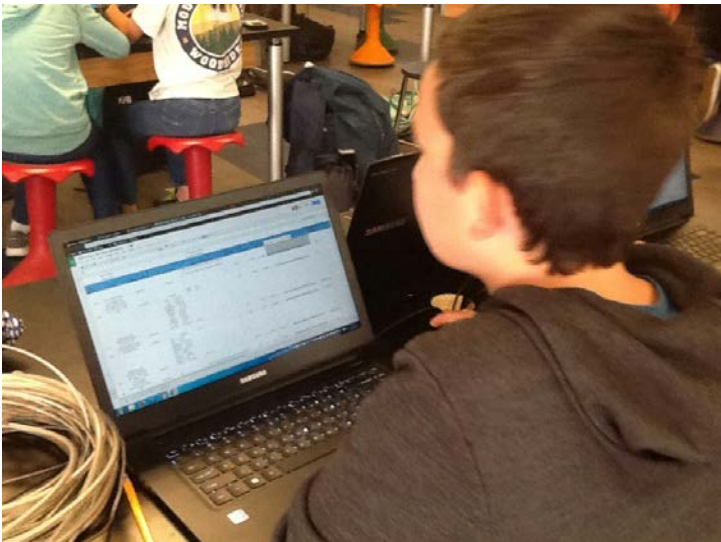
Researching materials



Searching for materials



Working on the schematic



working on bill of materials

Day 6:



Building our prototype



Gathering materials



organizing our box



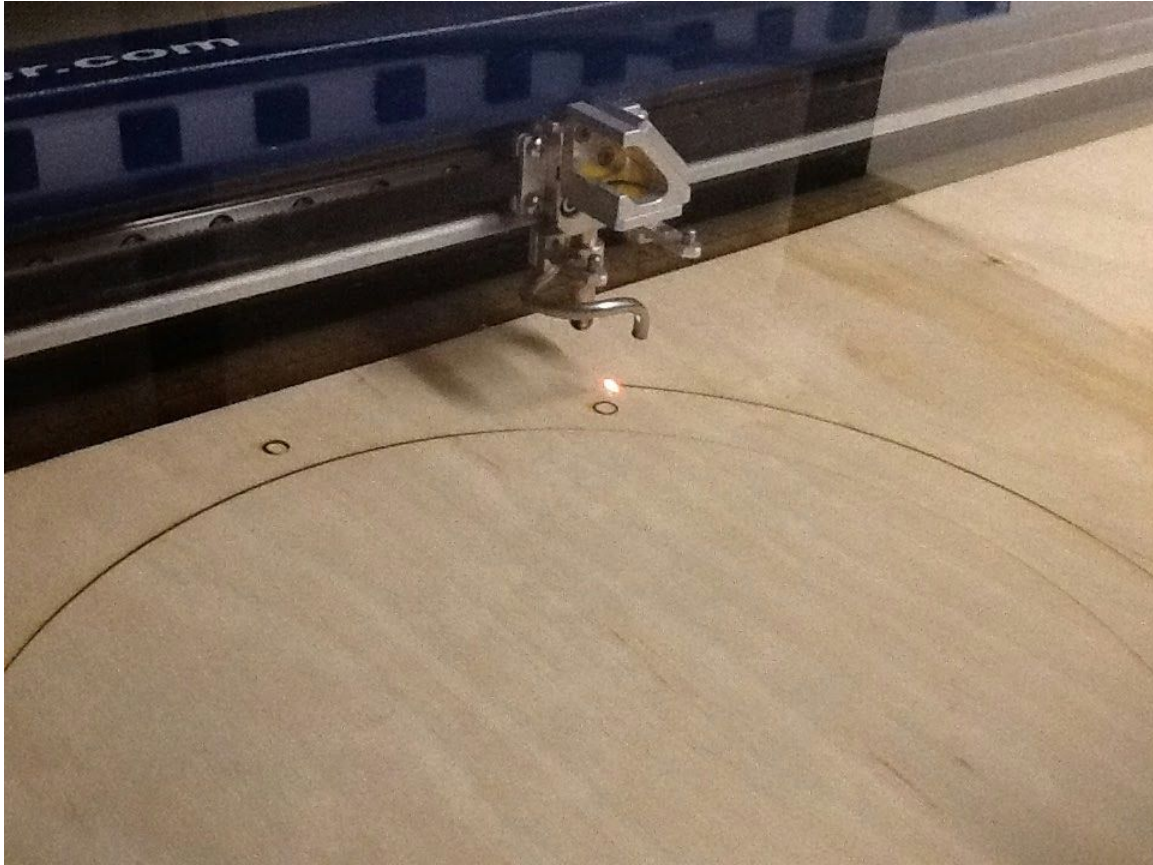


drilling in screws

Day 7:



Picking up materials



Laser cutting



putting in screws



using the saw



using the drill-press

Day 8:



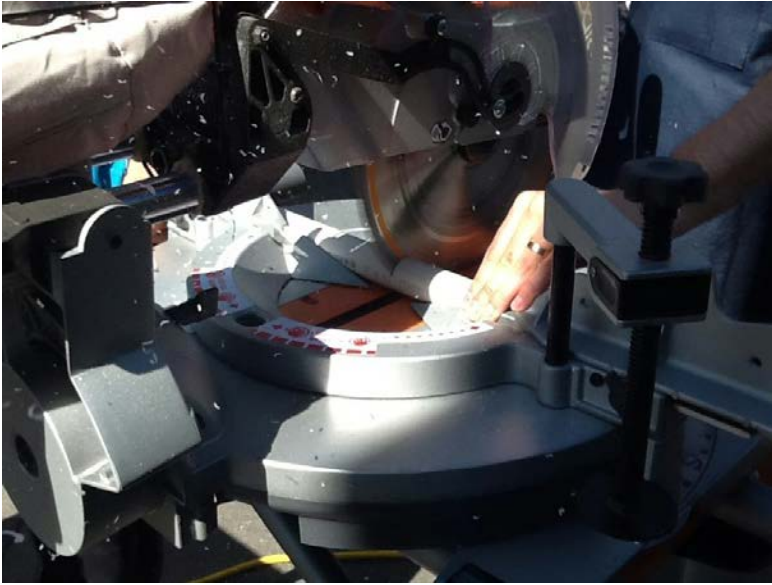
lining up our materials



attaching hinges

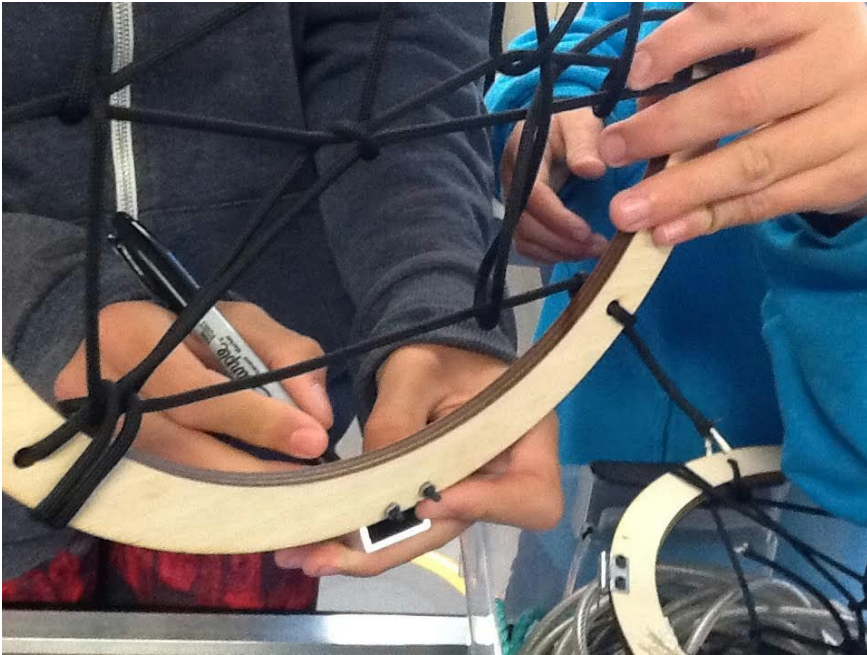


Drilling holes

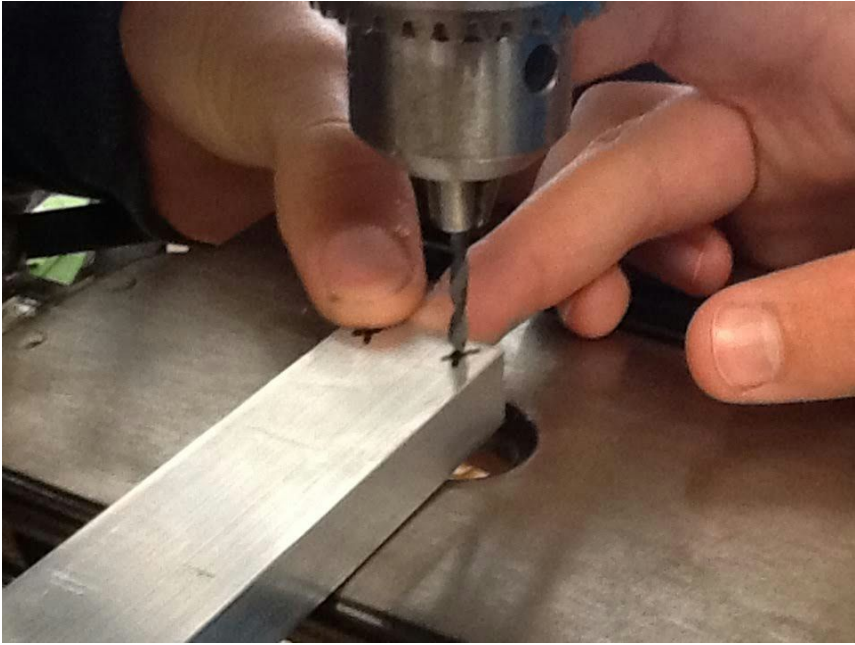


making a handle

Day 9



lining up our materials



drilling holes for hinges

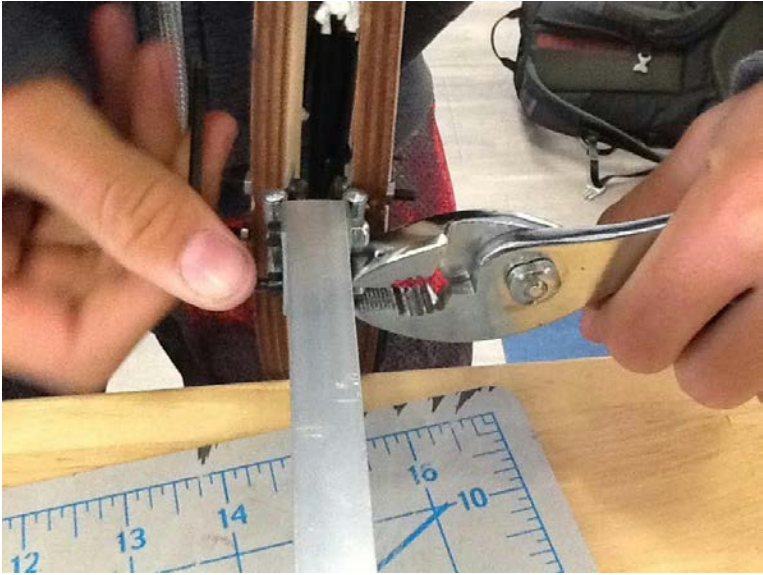




attaching hinges



expanding connector holes



tightening screws

Day 10



finding elastic



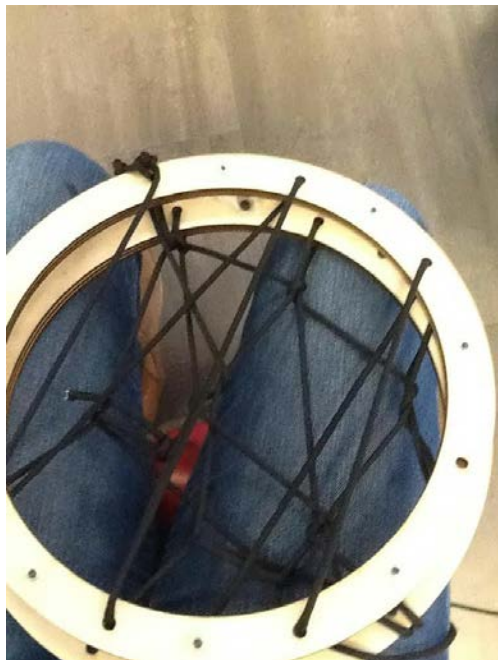
attaching elasticc

Day 11

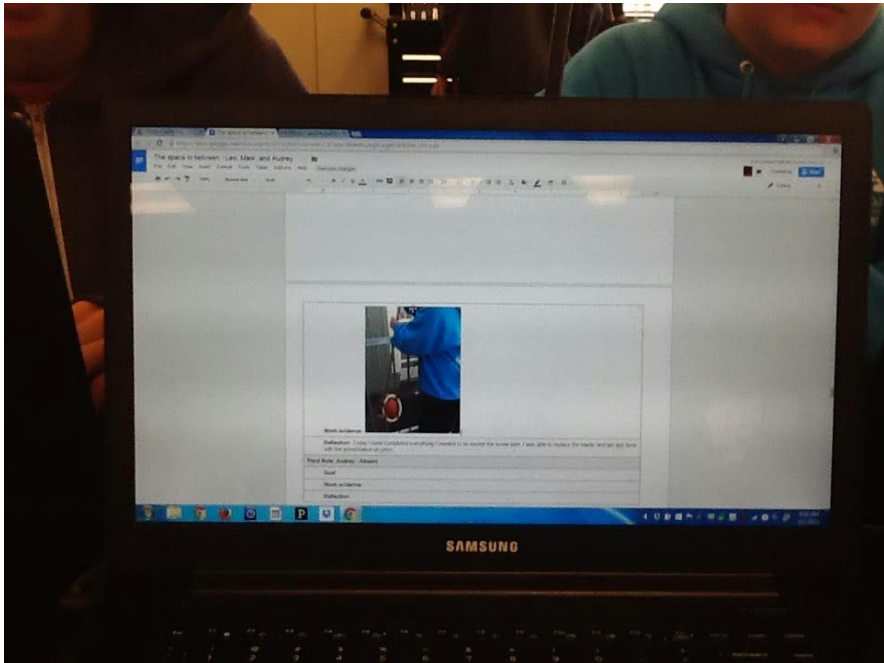


testing

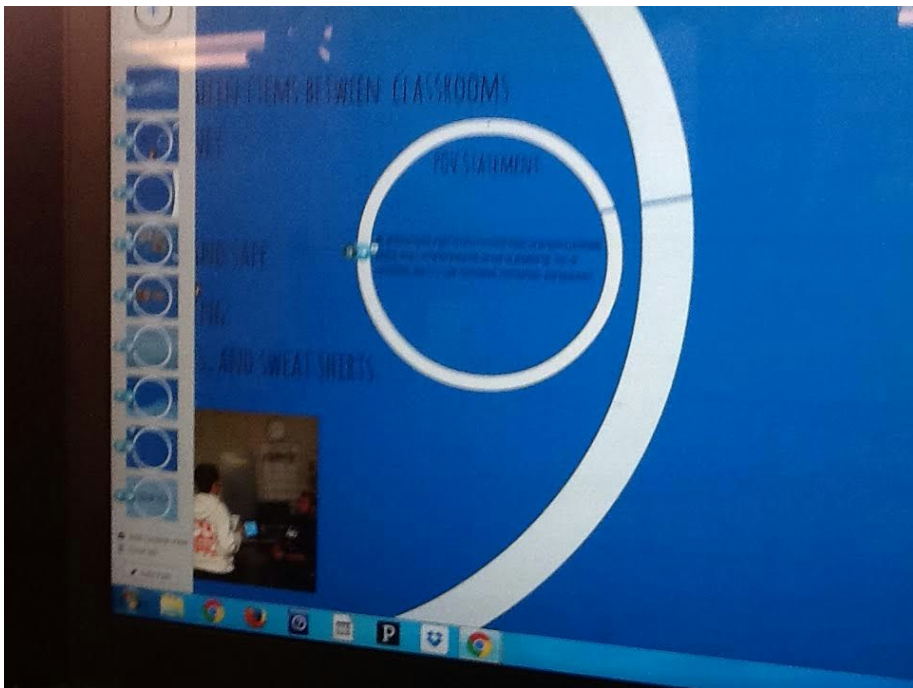
Day 12



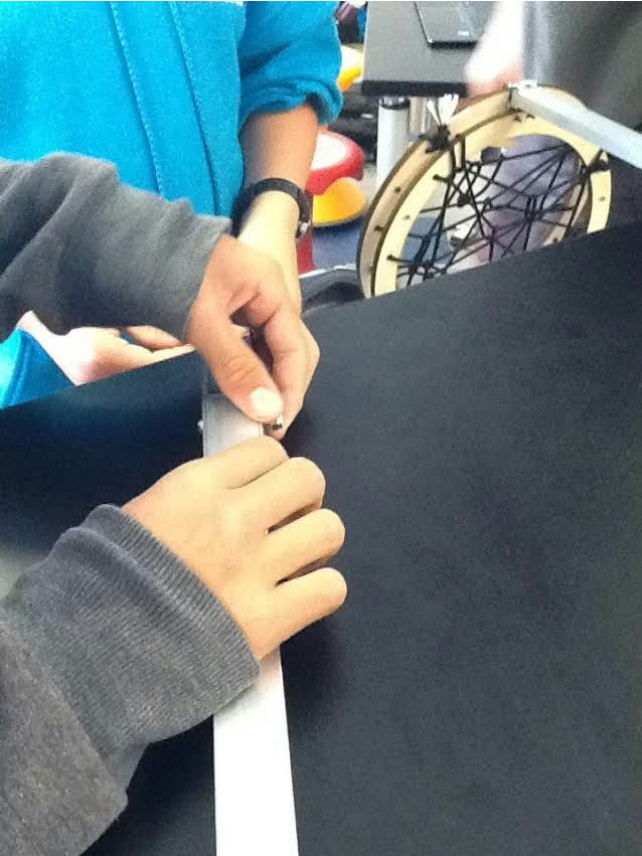
rethreading polycord



documenting for days gone



adding animations to prezi



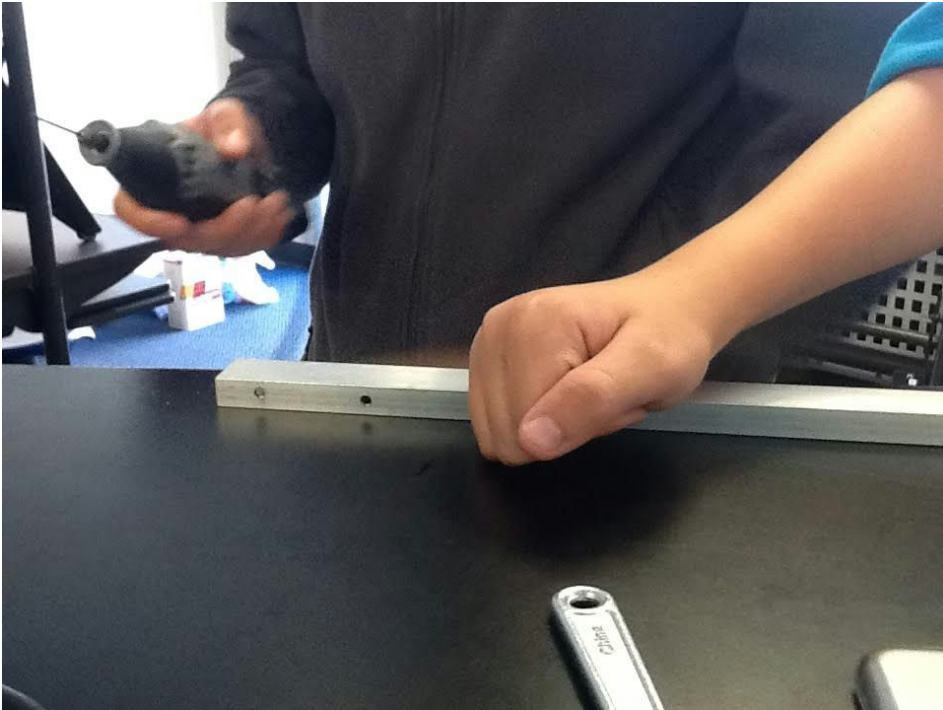
attaching poles



finding a wrench



tightening screws

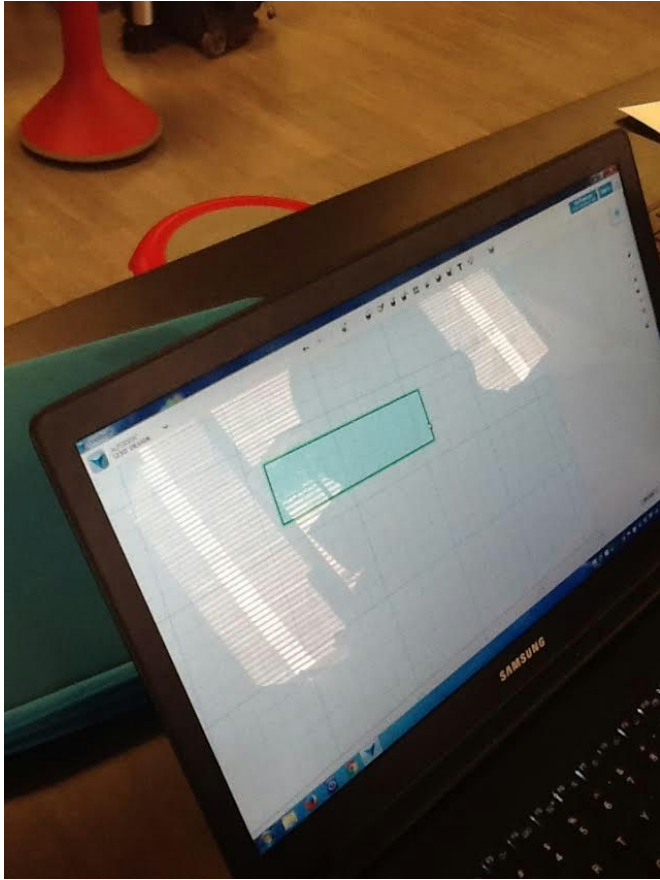


expanding holes with dremel

Day 13



peer review



creating laser cut holder



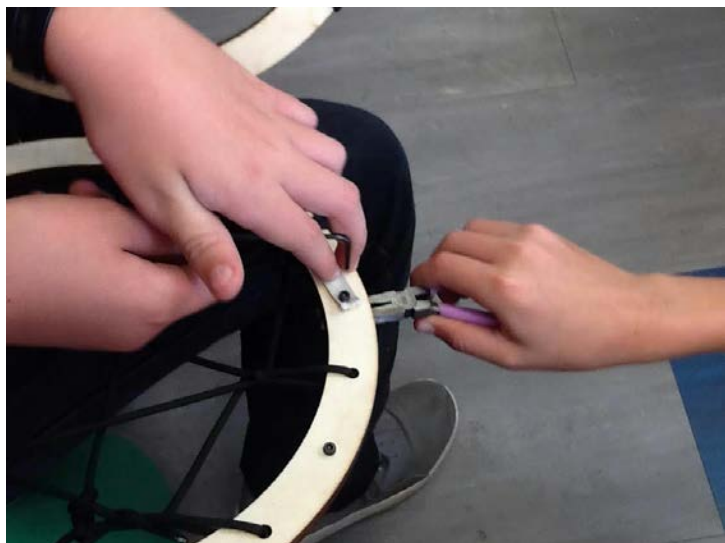
laser cutting



testing design



attaching handle



redoing elastic

Day 14



: re-tying paracord



replacing elastic

redoing hinges



testing

Mr. Mchaney

Height=6'

Reach from hand to ground=2.5'

Jon R. Gundry, County Superintendent of Schools

CHARTER REVIEW MATRIX

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Bullis Charter School	Wanny Hersey	Petition Received:	
Location of Proposed School(s): 102 W. Portola, Los Altos, CA 94022	Superintendent/Principal	Public Hearing: (30 days from receipt)	
K-8	(650) 678-0813	Board Decision: (60 days from receipt)	
Santa Clara County Office of Education	whersey@bullischarterschool.com	<input type="checkbox"/> 30 day extension granted (60 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(5)				
	Yes	No	N/A	Page
<input type="checkbox"/> The charter school presents a sound educational program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The petitioners are demonstrably unlikely to successfully implement the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> The initial review finds that the petition has included all of the required elements (A-P)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
	Yes	No	N/A	Page
REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
• 50% of parents/guardians of number of students expected to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
	Yes	No	N/A	Page
<input type="checkbox"/> The petition acknowledges that should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: <ul style="list-style-type: none"> • The department (California Department of Education) • State Board of Education 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	n/a
REQUIRED AFFIRMATIONS: Education Code § 47605(d)(1)				
	Yes	No	N/A	Page
<input type="checkbox"/> Statement that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3-5

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your comments are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.

Legend:

- Required to be included in charter petition and/or Memorandum of Understanding.
- Applies to Petition Renewals

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal (CCR) Title 5 Section 11966.4				
	Yes	No	N/A	Page
<input type="checkbox"/> Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Section II.4.
<input type="checkbox"/> Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sections I. & II.
<input type="checkbox"/> Academic performance data reports showing increases in pupil academic achievement for all groups; LCAP and annual updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Section I Appendix A
<input type="checkbox"/> Annual visits and annual reports, including correcting and deficiencies identified during annual reviews and visits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Inspections or observations of any part of the charter school at any time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Strengths:				
Areas of Concerns:				
Conclusions				

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-P)

A	Educational Program	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	1. Targeted School Populations		<input type="checkbox"/>	13
	Age, grade levels and number of students	<input type="checkbox"/>		13
	• Number of students per class room	<input type="checkbox"/>		13
	• Maximum enrollment predicted for school	<input type="checkbox"/>		13
	Type of desired student populations	<input type="checkbox"/>		13
	• States whether school will enroll students from outside the district (if submitted as an appeal previously denied by a district)	<input type="checkbox"/>		13
	• States whether school will enroll students from outside the county	<input type="checkbox"/>		13
<input type="checkbox"/>	2. Attendance		<input type="checkbox"/>	14
	• Describes whether multiple sites will be included	<input type="checkbox"/>		14
	• Indicates proposed opening date(s)	<input type="checkbox"/>		14
<input type="checkbox"/>	Attendance requirements		<input type="checkbox"/>	15-17
	• Includes length of school day and year	<input type="checkbox"/>		15-16
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted	<input type="checkbox"/>		17
<input type="checkbox"/>	3. What it Means to be an Educated Person in the 21 st Century		<input type="checkbox"/>	17
<input type="checkbox"/>	Objective of enabling pupils to become self-motivated, competent, lifelong learners		<input type="checkbox"/>	17-19
	Clear list of general academic skills and qualities important for an educated person	<input type="checkbox"/>		17-19
<input type="checkbox"/>	4. Description of How Learning Best Occurs		<input type="checkbox"/>	19-25
	Persuasive instructional design	<input type="checkbox"/>		18-26
	• Broad outline (not entire scope and sequence) of the curriculum content	<input type="checkbox"/>		28-41
	• Description of instructional approaches and strategies	<input type="checkbox"/>		20-26
	• Description of learning environment (e.g. traditional, independent study)	<input type="checkbox"/>		18-19
	Proposed program strongly aligned to school's mission	<input type="checkbox"/>		28-60
	Affirmation or description of curriculum aligned to student performance standards	<input type="checkbox"/>		28-60
	Outline of plan or strategy to support students not meeting pupil outcomes	<input type="checkbox"/>		57-59/ 60-63
	Instructional design or strategies based upon successful practice or research	<input type="checkbox"/>		42-60
	Instructional strategies for special education, English learners, etc.	<input type="checkbox"/>		60-63
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	<input type="checkbox"/>		26-27
	Educational Program describes professional development for teachers	<input type="checkbox"/>		63-66
	Minimal instructional time	<input type="checkbox"/>		16

Includes school calendar	<input type="checkbox"/>		15
<input type="checkbox"/> 5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		<input type="checkbox"/>	65-66
<input type="checkbox"/> 6. English Learner Services		<input type="checkbox"/>	66-77 Appendix K
<input type="checkbox"/> All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		<input type="checkbox"/>	67-68
<input type="checkbox"/> Staff members providing English Learner Services are appropriately credentialed.		<input type="checkbox"/>	68
<input type="checkbox"/> A description of the manner in which students are identified as requiring English Learner Services		<input type="checkbox"/>	68-71
<input type="checkbox"/> A description of the process for reclassification of English Learners		<input type="checkbox"/>	71-72
<input type="checkbox"/> An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		<input type="checkbox"/>	72-75
<input type="checkbox"/> References to curriculum and materials that will be utilized in the instruction of English Learners		<input type="checkbox"/>	75
<input type="checkbox"/> Petition tells how English Learners will be reclassified and how English Learners will be monitored		<input type="checkbox"/>	76-78
Strengths:			
Areas of Concerns			
Conclusions			
<input type="checkbox"/> 7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 2052		<input type="checkbox"/>	78-88
<input type="checkbox"/> Charter includes language that assures compliance with LCFF/LCAP		<input type="checkbox"/>	78-79
<input type="checkbox"/> Describes annual goals for all pupils and for each subgroup of pupils identified in EC 52052 to be achieved in each of the 8 state priorities, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		<input type="checkbox"/>	79-88
<input type="checkbox"/> A. Conditions of Learning		<input type="checkbox"/>	79 & 84
(Priority 1) Basic Needs		<input type="checkbox"/>	79
(Priority 2) Implementation of State Standards		<input type="checkbox"/>	79
(Priority 7) Course Access		<input type="checkbox"/>	84
<input type="checkbox"/> B. Pupil Outcomes		<input type="checkbox"/>	81 & 85
(Priority 4) Pupil Achievement (College and Career)		<input type="checkbox"/>	81
(Priority 8) Other Pupil Outcomes		<input type="checkbox"/>	85
<input type="checkbox"/> C. Engagement		<input type="checkbox"/>	80, 82 & 83
(Priority 3) Parental Involvement		<input type="checkbox"/>	80
(Priority 5) Pupil Engagement		<input type="checkbox"/>	82
(Priority 6) School Climate		<input type="checkbox"/>	83
Provides specific annual actions to achieve these goals for each of the subgroups listed below:		<input type="checkbox"/>	79-88
<input type="checkbox"/> Racial/Ethnic groups		<input type="checkbox"/>	79-88
<input type="checkbox"/> Low-income students, including homeless students		<input type="checkbox"/>	79-88
<input type="checkbox"/> English learners		<input type="checkbox"/>	79-88
<input type="checkbox"/> Students with disabilities		<input type="checkbox"/>	79-88
<input type="checkbox"/> Foster youth		<input type="checkbox"/>	79-88
<input type="checkbox"/> 8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)		<input type="checkbox"/>	n/a
If serving high school students, describes how district/charter school informs parents of:		<input type="checkbox"/>	n/a
<input type="checkbox"/> Transferability of courses to other public high schools; and		<input type="checkbox"/>	n/a
<input type="checkbox"/> Eligibility of courses to meet college entrance requirements		<input type="checkbox"/>	n/a

<input type="checkbox"/> Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	<input type="checkbox"/>		n/a
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Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		<input type="checkbox"/>	89-120
	How pupil outcomes will address state content and performance standards in core academics.	<input type="checkbox"/>		89-91
	Exit outcomes include acquisition of academic and non-academic skills.	<input type="checkbox"/>		91-103 116-120 42-58
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	<input type="checkbox"/>		91-103
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	<input type="checkbox"/>		91-103
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	<input type="checkbox"/>		89-91 118-120
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A-G" requirements.	<input type="checkbox"/>		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	<input type="checkbox"/>		91-103 122-124 Appendix A
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	<input type="checkbox"/>		120
	If high school, graduation requirements defined.	<input type="checkbox"/>		n/a
	If high school, WASC accreditation standards addressed.	<input type="checkbox"/>		n/a
<input type="checkbox"/>	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified subgroups will meet performance goals that are stated in the charter		<input type="checkbox"/>	120-129
<input type="checkbox"/>	Statement that pupil achievement measurements will include the elements listed below:		<input type="checkbox"/>	120-129
<input type="checkbox"/>	Alignment with state priorities 52060 (d) and description of <u>how</u> the charter will address all 8 state priorities		<input type="checkbox"/>	120-129
<input type="checkbox"/>	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		<input type="checkbox"/>	120-129
<input type="checkbox"/>	(B) The Academic Performance Index, as described in Section 52052		<input type="checkbox"/>	120-129
<input type="checkbox"/>	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		<input type="checkbox"/>	n/a
<input type="checkbox"/>	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test		<input type="checkbox"/>	120-129

	or any subsequent assessment of English proficiency, as certified by the state board.		
<input type="checkbox"/>	(E) The English learner reclassification rate.	<input type="checkbox"/>	120-129 77-78
<input type="checkbox"/>	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	<input type="checkbox"/>	120-129
<input type="checkbox"/>	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program.	<input type="checkbox"/>	n/a

For Charter Renewal, EC 47607 (a)(3)(A) defines the most important factor is the increase in pupil academic achievement for all groups of students served by the charter school. The Minimum Threshold for Student Achievement:			
<input type="checkbox"/>	1) Attained its 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 (Also 3 yr. average during SBAC transition) EC 52052 (e) proxies include I. Most recent API calculation II. Average of 3 most recent API calculations III. Alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant student groups.	<input type="checkbox"/>	130-132
<input type="checkbox"/>	2) Ranked in deciles 4 to 10, inclusive, on the API in prior year or two of the last three years	<input type="checkbox"/>	130-132
<input type="checkbox"/>	3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior school year, or two of the last three years.	<input type="checkbox"/>	130-132
<input type="checkbox"/>	4) Academic Performance of the charter school is at least equal to the academic performance of the public schools that the charter schools would have 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 served	<input type="checkbox"/>	132-146
<input type="checkbox"/>	5) Qualified for an alternative accountability system (EC 52052)	<input type="checkbox"/>	132-146

Strengths:

Areas of Concern:

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	<input type="checkbox"/>		91-103 Appendix L & N 114-116
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	<input type="checkbox"/>		104-120 Appendix E, F, L & N 107-108
	Chosen assessments are appropriate for standards and skills they seek to measure	<input type="checkbox"/>		91-103 Appendix L & N
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	<input type="checkbox"/>		89-91
	Describes minimal required performance level necessary to attain each standard	<input type="checkbox"/>		91-103
	Outlines a plan for collecting, analyzing and reporting student/school performance data	<input type="checkbox"/>		91-103, 104, 107-108 118-120
<input type="checkbox"/>	LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes		<input type="checkbox"/>	104-120 Appendix L
<input type="checkbox"/>	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		<input type="checkbox"/>	91-103 Appendixes E, F & L
<input type="checkbox"/>	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, CELDT, etc.)		<input type="checkbox"/>	130-147 Appendix A
<input type="checkbox"/>	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		<input type="checkbox"/>	91-103 104-120 118
<input type="checkbox"/>	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		<input type="checkbox"/>	91-103 104-120 118
<input type="checkbox"/>	(E) Committed plan to share performance information with students, families and public agencies		<input type="checkbox"/>	118
Strengths:				
Areas of Concern:				
Conclusions				
D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Describes what role parents have in the governance of the school		<input type="checkbox"/>	156-159 Sec. II.3.a.
<input type="checkbox"/>	Describes key features of governing structure (usually a board of directors) such as:		<input type="checkbox"/>	147-150
	• Size/composition of board	<input type="checkbox"/>		147-149
	• Board committees or advisory councils	<input type="checkbox"/>		150
	• Board's scope of authority/responsibility/conflict of interest	<input type="checkbox"/>		149-150
<input type="checkbox"/>	Status as a non-profit or public school		<input type="checkbox"/>	147
<input type="checkbox"/>	If non-profit, provisions for liability of debts		<input type="checkbox"/>	147
	Has set of, proposed bylaws, policies or similar documents	<input type="checkbox"/>		147 Sec. II.3.a.
	Initial governing board members identified by name or the process used to select them	<input type="checkbox"/>		148-149
	Clear description of school's legal status and determination of whether a board member	<input type="checkbox"/>		147

	from the charter-granting agency is on the board of the charter		
<input type="checkbox"/>	Demonstrates compliance with Brown Act	<input type="checkbox"/>	150
<input type="checkbox"/>	Annual Review and Revision of the Local Control Accountability Plan (LCAP).	<input type="checkbox"/>	149

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Address ed in Petition	Page
<input type="checkbox"/>	Identifies whether or not in an independent LEA for special education purposes		<input type="checkbox"/>	159
<input type="checkbox"/>	Consulted with the Santa Clara County SELPA Director		<input type="checkbox"/>	159
	• Discussed special education responsibilities of charter	<input type="checkbox"/>		159
	• Discussed application of SELPA policies	<input type="checkbox"/>		159 & 160
<input type="checkbox"/>	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		<input type="checkbox"/>	159-165
	• Includes fiscal allocation plan	<input type="checkbox"/>		165
<input type="checkbox"/>	If charter not an independent LEA:		<input type="checkbox"/>	159-165
	• Clarifies in charter the responsibilities of each party for service delivery	<input type="checkbox"/>		159
	<input type="checkbox"/> Referral	<input type="checkbox"/>		160-161
	<input type="checkbox"/> Assessment	<input type="checkbox"/>		161
	<input type="checkbox"/> Instruction	<input type="checkbox"/>		162-163
	<input type="checkbox"/> Due Process	<input type="checkbox"/>		162-165
	<input type="checkbox"/> Agreements describing allocation of actual and excess costs	<input type="checkbox"/>		165
	<input type="checkbox"/> Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		165
<input type="checkbox"/>	If charter is LEA within County SELPA		<input type="checkbox"/>	n/a
	• Notifies SELPA Director of intent prior to February 1 st of the preceding school year	<input type="checkbox"/>		n/a
	• Located within SELPA geographical boundaries	<input type="checkbox"/>		n/a
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	<input type="checkbox"/>		n/a
	• Provides assurances that all be instructed in safe environment	<input type="checkbox"/>		n/a
	• Provides copy of original charter petition and any amendments	<input type="checkbox"/>		n/a
	• Responsible for any legal fees relating to application and assurances process	<input type="checkbox"/>		n/a
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12-13, Appendix A)	<input type="checkbox"/>		n/a
	• Meets the terms of all SELPA policies and procedures	<input type="checkbox"/>		n/a
	• Charter fiscally responsible for fair share of any encroachment on general funds	<input type="checkbox"/>		n/a
<input type="checkbox"/>	Petition includes the following assurances:		<input type="checkbox"/>	159-165
	• The charter will comply with all provisions of IDEA	<input type="checkbox"/>		159
	• No student will be denied admission based on disability or lack of available services	<input type="checkbox"/>		164
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	<input type="checkbox"/>		160-161
<input type="checkbox"/>	Staff members providing special education services are appropriately credentialed		<input type="checkbox"/>	159-160
<input type="checkbox"/>	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		<input type="checkbox"/>	159
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodation to address the needs of any student		<input type="checkbox"/>	159
<input type="checkbox"/>	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		<input type="checkbox"/>	159, 163
<input type="checkbox"/>	Specialized instruction and services available at the school		<input type="checkbox"/>	159-160
<input type="checkbox"/>	The provision of Designated Instruction and Services (DIS)		<input type="checkbox"/>	160, 163
<input type="checkbox"/>	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		<input type="checkbox"/>	162-163
<input type="checkbox"/>	The procedures for ensuring that students are referred, assessed and served in a timeline manner		<input type="checkbox"/>	163-165
<input type="checkbox"/>	A description of the school's "Search and Service" procedures		<input type="checkbox"/>	163-164
<input type="checkbox"/>	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		<input type="checkbox"/>	165
<input type="checkbox"/>	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		<input type="checkbox"/>	163-164
	Overview of how special education funding and services will be provided by:	<input type="checkbox"/>		165
	• Charter School	<input type="checkbox"/>		165
	• Charter Granting Agency	<input type="checkbox"/>		165
	• SELPA			165
<input type="checkbox"/>	Petition describes the transition to or from a district when a student with an IEP enrolls in, or		<input type="checkbox"/>	163-164

transfers out of, the charter school				
ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	<input type="checkbox"/>		165-167
<input type="checkbox"/>	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	<input type="checkbox"/>		166
<input type="checkbox"/>	All staff members providing services to the student are familiar with the identified needs of the student	<input type="checkbox"/>		167
<input type="checkbox"/>	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	<input type="checkbox"/>		166-167
<input type="checkbox"/>	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	<input type="checkbox"/>		165-166
Strengths:				
Areas of Concern:				
Conclusions				
E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including...) <ul style="list-style-type: none"> • Job Descriptions for Positions • Identifies key staff positions with the charter school 	<input type="checkbox"/>		170-174
	Process for staff selection	<input type="checkbox"/>		169-170
	Procedure for adequate background checks	<input type="checkbox"/>		174
	Salaries and benefits for all employees	<input type="checkbox"/>		169
	Measures of assessment of performance	<input type="checkbox"/>		170 Appendix B
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	<input type="checkbox"/>		168-169
<input type="checkbox"/>	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) <ul style="list-style-type: none"> • Identifies whether these teachers will teach only within the restrictions of their credentials 		<input type="checkbox"/>	169
	Verification that teachers and paraprofessionals who are required to be certified are "highly qualified" as required by the federal No Child Left Behind Act	<input type="checkbox"/>		n/a
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications	<input type="checkbox"/>		169
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	<input type="checkbox"/>		169 & 174
	Statement of acknowledgment that all employees, even if not public, are subject to state and federal employment laws	<input type="checkbox"/>		169 & 174
	Explains how teachers will learn the curricula	<input type="checkbox"/>		174-175 Appendix B
Strengths:				
Areas of Concern:				

Conclusions				
F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Affirms that each employee will furnish the school with a criminal record summary		<input type="checkbox"/>	176-179
	Outlines specific health and safety practices addressing such key areas as:	<input type="checkbox"/>		176-179 Appendix D, H, I, J & M
	• Seismic safety (structural integrity and earthquake preparedness)	<input type="checkbox"/>		178 Appendix D
	• Natural disasters and emergencies	<input type="checkbox"/>		178 Appendix D
	• Immunizations, health screenings, administration of medications, employee TB testing	<input type="checkbox"/>		177 Appendix I
	• Tolerance for use of drugs and/or tobacco	<input type="checkbox"/>		178 Appendix I
	• Staff training on emergency and first aid response	<input type="checkbox"/>		178 Appendix D, M
	• Description of the charter school's safety plan and disaster preparedness plan	<input type="checkbox"/>		178 Appendix D
	References/accompanied by more detailed set of health and safety related policies/procedures	<input type="checkbox"/>		Appendixes D, H, I & J
<input type="checkbox"/>	Method for conducting criminal background checks in potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony		<input type="checkbox"/>	176-177
Strengths:				
Areas of Concern:				
Conclusions				
G	Means to Achieve a Reflective Racial and Ethnic Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic groups	<input type="checkbox"/>		180-184
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic balance which is reflected of the district/COE's general student population	<input type="checkbox"/>		180-184
Strengths:				
Areas of Concern:				
Conclusions				
H	Admissions Requirements	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Mandatory assurances regarding non-discriminatory admission procedures		<input type="checkbox"/>	185
<input type="checkbox"/>	No contradiction of admissions requirements re: conversion schools and public random drawings		<input type="checkbox"/>	185-186
	• Describes how random drawing will be conducted			

Clearly describes admissions requirements, including any preferences <ul style="list-style-type: none"> Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference 	<input type="checkbox"/>		186
Includes a copy of an annual parent/student contract, if available	<input type="checkbox"/>		187
Proposed admissions and enrollment process and timeline	<input type="checkbox"/>		187

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of race, gender, gender identity, gender expression, color, national origin or disability. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	<input type="checkbox"/>		188
	Qualifications of independent auditor	<input type="checkbox"/>		188
	Audit will employ generally accepted accounting procedures	<input type="checkbox"/>		188
	Describe specific scope of audit	<input type="checkbox"/>		188
	Timing of audit and whom it will be sent to	<input type="checkbox"/>		188
	Process for resolving audit exceptions to satisfaction of granting agencies	<input type="checkbox"/>		188
	Describes manner in which the audit will be made public	<input type="checkbox"/>		188-189
	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			188-189
	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)			
	Describes services the charter intends to contract out to the district or another provider (if not included in a memorandum of understanding)			
	Describes manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the authorizing board			

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion	Evidence	Addressed in Petition	Page
	Student code of conduct and process by which this information is given to students and parents/guardians	<input type="checkbox"/>		190 Appendix H
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	<input type="checkbox"/>		199-208
	Reference to a comprehensive set of student disciplinary policies OR detailed process by which student may be suspended or expelled	<input type="checkbox"/>		191-198
	Describes disciplinary steps to be taken prior to suspension or expulsion	<input type="checkbox"/>		199-208
	Evaluation Criteria [5CCR § 11967.5.1(f)(10)] (A) Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.	<input type="checkbox"/>		191-198

(B) Identify the procedures by which pupils can be suspended or expelled.	<input type="checkbox"/>		199-208
(C) Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	<input type="checkbox"/>		199-208
(D) Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	<input type="checkbox"/>		199-208
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): 1. Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. 2. Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	<input type="checkbox"/>		190-191, 205-208
What educational alternative, if any, will be provided to students who were suspended or expelled	<input type="checkbox"/>		206
Describes who or what body will be responsible for final suspension/expulsion decisions	<input type="checkbox"/>		203
Describes appeal procedures	<input type="checkbox"/>		204, 206
Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district	<input type="checkbox"/>		203-204
Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	<input type="checkbox"/>		205-208
Policies balance students' rights to due process with responsibility to maintain a safe learning environment	<input type="checkbox"/>		190-191, 204, 206
Explains how resident school district or COE will be involved in disciplinary matters	<input type="checkbox"/>		203-204

Strengths:

Areas of Concern:

Conclusions

K	Staff Retirement System	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		<input type="checkbox"/>	209 Appendix I
	Relationship between teachers and district/county bargaining unit	<input type="checkbox"/>		209
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	<input type="checkbox"/>		209
	Labor procedures which will be applied to employees	<input type="checkbox"/>		209
	Process for resolving complaints/grievances	<input type="checkbox"/>		209 Appendix I
	Process for ensuring due process	<input type="checkbox"/>		209 Appendix I
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	<input type="checkbox"/>		209
	Process for staff recruitment, selection, evaluation and termination	<input type="checkbox"/>		209, 169 Appendix I
	Procedure for processing and monitoring credentials if required	<input type="checkbox"/>		209 Appendix I

Strengths:

Areas of Concern:

Conclusions

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	States that students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		<input type="checkbox"/>	210

Strengths:				
Areas of Concern:				
Conclusions				
M	Description of Employee Rights	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Description of employee rights upon leaving school district		<input type="checkbox"/>	211
	Acknowledgment whether collective bargaining contract in sponsor district will be controlling	<input type="checkbox"/>		211
	Whether and how charter school staff may resume employment within the district	<input type="checkbox"/>		211
	Sick/vacation leave (ability to carry it over to and from charter school)	<input type="checkbox"/>		211
	Whether charter school staff will continue to earn service credit (tenure) in district while at charter school	<input type="checkbox"/>		211
	How employees will be paid (e.g. salaried, hourly, etc.)	<input type="checkbox"/>		211, 169 Appendix I
	Describes employee benefits	<input type="checkbox"/>		211, 169 Appendix I
	Identifies intended employment status of charter school employees	<input type="checkbox"/>		211
	Identifies whether the charter school will be responsible for the payment of social security and applicable taxes for charter school employees	<input type="checkbox"/>		211
	Describes how rights will be communicated to prospective employees	<input type="checkbox"/>		211
Strengths:				
Areas of Concern:				
Conclusions				
N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
	Outlines a simple process for charter and granting agency to settle disputes	<input type="checkbox"/>		212-213
	Process indicates whether it is binding on school or granting agency/fair process	<input type="checkbox"/>		212
	Step by step process for identifying/framing dispute points	<input type="checkbox"/>		212-213
	• Whether internal charter disputes may be brought to granting agency	<input type="checkbox"/>		212-213
	• Identifies specific parties to be involved at each step	<input type="checkbox"/>		212-213
	• Basic rules at each step	<input type="checkbox"/>		212-213
	• Which results are binding	<input type="checkbox"/>		212-213
Strengths:				
Areas of Concern:				
Conclusions				
O	Labor Relations	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Whether charter or local school district will be employer for EERA purposes		<input type="checkbox"/>	214
	If local district the employer, includes provisions clarifying charter's roles in collective bargaining	<input type="checkbox"/>		214
	A declaration of whether charter school employees will be part of the collective bargaining unit in the sponsoring district	<input type="checkbox"/>		214
	Statement that charter school employees who are part of the sponsoring district's or county's employee union will be employed under the terms of the district or country collective bargaining agreement	<input type="checkbox"/>		214
	If the petitioners elect not to have charter school employees join the sponsoring district's or county's employee union, a declaration as to whether petitioners intend to organize and bargain as a separate unit. Note the charter employees are not required to engage in collective bargaining, but they have that right if they choose as a group to do so.	<input type="checkbox"/>		214
Strengths:				
Areas of Concern:				

Conclusions				
P	Closure of Charter School	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes	<input type="checkbox"/>		215-216
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance and transfer of public records, including pupil records (per code)	<input type="checkbox"/>		215-216
	What the employment status relative to the district/county of charter school employees is and what it will be in the event the charter school ceases or in the event employees seek employment in the district/county	<input type="checkbox"/>		215-216

Strengths:
Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Outlines an adequate process to be used if the charter school closes		<input type="checkbox"/>	215-216
	Process includes a final audit of the charter school that includes specific plans for disposition of any net assets and for the maintenance and transfer of pupil records	<input type="checkbox"/>		215-216

Strengths:
Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
<input type="checkbox"/>	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education?		<input type="checkbox"/>	216

Strengths:
Areas of Concern:

Conclusions

iii	Financial Plan	Evidence	Addressed in Petition	Page
	• First year operational budget includes:		<input type="checkbox"/>	n/a
	• Start-up costs	<input type="checkbox"/>		n/a
	• Cash flow for first three years	<input type="checkbox"/>		n/a
	• Financial projections for first three years	<input type="checkbox"/>		n/a

Strengths:
Areas of Concern:

Conclusions

iv	Planning Assumptions	Evidence	Addressed in Petition	Page
	• Number/types of students	<input type="checkbox"/>		II.4.a. II.4.c. p.1

	• Number of staff	<input type="checkbox"/>		II.4.a. II.4.c. p.3
	• Teacher/student ratio	<input type="checkbox"/>		II.4.a. II.4.c. p.3
	• Facilities needs	<input type="checkbox"/>		II.4.a. II.4.c. p.5
	• Whether the charter school will participate in the National School Lunch Program	<input type="checkbox"/>		n/a
	• Costs of all major items are identified and within reasonable market ranges	<input type="checkbox"/>		II.4.a. II.4.c. p.4-6
	• Revenue assumptions in line with state and federal funding guidelines	<input type="checkbox"/>		II.4.a. II.4.c. p.1-2
	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	<input type="checkbox"/>		II.4.a. II.4.c. p.2
	• Timeline allows window for grant applications to be submitted and funded	<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				
v	Start-Up Costs	Evidence	Addressed in Petition	Page
	• Clearly identifies most major start-up costs	<input type="checkbox"/>		n/a
	• Staffing	<input type="checkbox"/>		n/a
	• Facilities	<input type="checkbox"/>		n/a
	• Equipment and Supplies	<input type="checkbox"/>		n/a
	• Professional Services	<input type="checkbox"/>		n/a
	• Assumptions in line with overall school design plan	<input type="checkbox"/>		n/a
	• Identifies potential funding source that could or would fund these costs	<input type="checkbox"/>		n/a
	• Timeline allows for grant and fundraising	<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				
vi	Annual Operating Budget	Evidence	Addressed in Petition	Page
	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	<input type="checkbox"/>		II.4.a. II.4.c. p.1-5
	• Revenue assumptions closely related to applicable state and federal funding formulas	<input type="checkbox"/>		II.4.a. II.4.c. p.1-2
	• Expenditure assumptions reflect school design plan	<input type="checkbox"/>		II.4.a. II.4.c. p.2-5
	• Expenditure assumptions reflect prevailing or market costs	<input type="checkbox"/>		II.4.a. II.4.c. p.2-5
	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	<input type="checkbox"/>		II.4.a. II.4.c. p.2

	<ul style="list-style-type: none"> Strong reserve or projected ending balance (the larger of 2-5% of expenditure or \$25,000) 	<input type="checkbox"/>		II.4.a.
	<ul style="list-style-type: none"> If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance. 	<input type="checkbox"/>		n/a
	<ul style="list-style-type: none"> Budget clearly indicates restricted versus general operating/flexible funds. 	<input type="checkbox"/>		II.4.a. II.4.c. p.1-5
	<ul style="list-style-type: none"> Expenditure for sufficient insurance to name district as also insured/hold harmless agreement 	<input type="checkbox"/>		II.4.a.
	<ul style="list-style-type: none"> Expenditure sufficient for reasonably expected legal services 	<input type="checkbox"/>		II.4.a.
	<ul style="list-style-type: none"> Expenditure for Special Education excess costs consistent with current experience in county 	<input type="checkbox"/>		II.4.a.
	<ul style="list-style-type: none"> Description of all insurance the charter school will purchase, complete with annual cost 	<input type="checkbox"/>		II.4.a.
Strengths:				
Areas of Concern:				
Conclusions				
vii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Monthly projection of revenue receipts in line with state/federal funding disbursements 	<input type="checkbox"/>		II.4.a.
	<ul style="list-style-type: none"> Expenditures projected by month and correspond with typical/reasonable schedules 	<input type="checkbox"/>		II.4.a.
	<ul style="list-style-type: none"> Show positive fund balance each month and/or identify sources of working capital 	<input type="checkbox"/>		II.4.a.
Strengths:				
Areas of Concern:				
Conclusions				
viii	Long-term Plan	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Projects revenues and expenditures for at least three additional years (in addition to first year budget). 	<input type="checkbox"/>		II.4.a. II.4.c. p.1-5
	<ul style="list-style-type: none"> Revenue assumptions based on reasonable potential growth in state and federal revenues 	<input type="checkbox"/>		II.4.a. II.4.c. p.1-2
	<ul style="list-style-type: none"> Revenue assumptions based on reasonable student growth projections 	<input type="checkbox"/>		II.4.a. II.4.c. p.1-2
	<ul style="list-style-type: none"> Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions. 	<input type="checkbox"/>		II.4.a. II.4.c. p.2-5
	<ul style="list-style-type: none"> Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits. 	<input type="checkbox"/>		II.4.a.
Strengths:				
Areas of Concern:				
Conclusions				
ix	District Impact Statement	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the charter include an impact statement? 	<input type="checkbox"/>		n/a
	<ul style="list-style-type: none"> Provides estimated numbers of students anticipated to enroll 	<input type="checkbox"/>		n/a
	<ul style="list-style-type: none"> Identify whether or not will request district-owned facilities 	<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				

x	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district <ul style="list-style-type: none"> If not, does the Petition demonstrate any basis for an exception Does the Petition identify where the school will operate Does the Petition demonstrate that it will not serve grade levels not served by this district unless it serves all of the grade levels 	<input type="checkbox"/>		n/a
		<input type="checkbox"/>		n/a
		<input type="checkbox"/>		n/a
		<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				
xi	Annual Financial Report	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction. 	<input type="checkbox"/>		II.4.c. p.6
Strengths:				
Areas of Concern:				
Conclusions				
xii	Facilities / Transportation	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Specify where school intends to be located and describes facilities to be used by the charter school. 	<input type="checkbox"/>		n/a
	<ul style="list-style-type: none"> Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation. 	<input type="checkbox"/>		n/a
	<ul style="list-style-type: none"> Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities. 	<input type="checkbox"/>		n/a
	<ul style="list-style-type: none"> Transportation arrangements, if any. (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.) 	<input type="checkbox"/>		n/a
Strengths:				
Areas of Concern:				
Conclusions				
xiii	Insurance Coverage	Evidence	Addressed in Petition	Page
	<ul style="list-style-type: none"> Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings. 	<input type="checkbox"/>		OK per David Wong
	<ul style="list-style-type: none"> Liability of district/county to handle payments if charter school defaults: <ul style="list-style-type: none"> for schools organized pursuant to Non-Profit Benefit Corporation Law for schools not covered by Non-Profit Benefit Corporation Law AB 1994 General Assurances "Boiler Plate" Language 	<input type="checkbox"/>		OK per David Wong
Strengths:				
Areas of Concern:				

Conclusions

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

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.