

# Bullis Mountain View Charter Petition to Mountain View Whisman School District

Submitted on October 16, 2018  
Requested Term: July 1, 2019 through June 30, 2024

October 16, 2018

Via Hand Delivery

Mountain View Whisman School District  
Board of Education  
1400 Montecito Avenue  
Mountain View, CA 94043

RE: Formal Application for Charter Approval for Bullis Mountain View

Dear Members of the MVWSD Board of Education:

Bullis Mountain View (“BMV”) is thrilled to be submitting its establishment charter petition to the Mountain View Whisman School District (“MVWSD” or the “District”) for approval of the Bullis Mountain View Charter. Our goal is to provide an additional excellent public school option to the residents of Mountain View.

We have appreciated the time District Board members and staff members have already set aside to discuss this important school choice option with the BMV team, and we look forward to more conversations in the coming months. BMV is eager to collaborate with the District to ensure a seamless and high quality educational experience for all MVWSD students.

As I stated in an earlier email to Dr. Rudolph, our requested timeline is to have the public hearing at the scheduled November 15th District board meeting and the decision meeting on or before December 17th. If you would also like to agendaize our petition at your next board meeting on October 18, 2018, we are open to it.

Finally, for the privacy and safety of our teachers and charter petition signers (Appendix 30 and 31 of charter petition), we respectfully request that any public sharing of these documents redact personal details such as addresses and phone numbers.

We understand this timing may feel challenging, and we are amenable to further discussions so we may better understand your constraints. To that end, we welcome an open dialogue and further in-person meetings to discuss the elements of our petition in more detail.

Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

Jennifer Anderson-Rosse  
Lead Petitioner, Bullis Mountain View  
102 W. Portola Avenue  
Los Altos, CA 94022

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## AFFIRMATIONS AND DECLARATIONS

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As the authorized lead petitioner, I, Jennifer Anderson-Rosse, hereby certify that the information submitted in this petition for a California public charter school to be named Bullis Charter School Mountain View (“BMV,” or the “Charter School”), to be operated by Bullis Public Charter School II (“BPCS”), a nonprofit public benefit corporation, and to be located within the boundaries of the Mountain View Whisman School District (“MVWSD” or the “District”), is true to the best of my knowledge and belief. I also certify that this petition 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, Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- BPCS declares that it shall be deemed the exclusive public school employer of the employees of BMV for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The 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 Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter 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)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]



- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act and conduct meetings in conformance with its established parliamentary rules.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

- Should the charter be granted, BPCS will provide written notice of the approval and a copy of the petition to the County Superintendent of Schools, the California Department of Education, and the State Board of Education.

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Jennifer Anderson-Rosse  
Founding Head of School  
Bullis Mountain View

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Date

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## EXECUTIVE SUMMARY

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### Introduction

Founded in 2003, Bullis Charter School (charter # 615) (“Bullis” or “BCS”) currently operates one high-achieving school across two campuses in Los Altos, serving over 900 students in Transitional Kindergarten (TK) through 8<sup>th</sup> grade. With a vision to positively impact more students and families with Bullis’ unique educational model, we are thrilled to be opening a new, intentionally diverse school in Mountain View, called Bullis Mountain View. Our mission is to instill a lifelong love of learning through an enriched curriculum that emphasizes experiential and project-based learning in order to prepare our students to be leaders in a world that will look quite different than it does today.

We are thrilled to be entering this new chapter. We are taking our proven educational program and pairing that with specific needs of the Mountain View community in order to meet the needs of the diverse community keeping students at the center of learning.

|                                  |   |
|----------------------------------|---|
| Name of Proposed School          | Bullis Mountain View  |
| Grade Configuration              | Transitional Kindergarten (TK) through 5 <sup>th</sup> grade  |
| Model of Focus                   | Project-Based Learning, STEAM, Personalized Learning, Diverse by Design   |
| Primary Contact<br>(name, email) | Jennifer Anderson-Rosse<br><a href="mailto:janderson@bullischarterschool.com">janderson@bullischarterschool.com</a> |
| Board Chair<br>(name, email)     | Clara Roa<br><a href="mailto:croa@bullischarterschool.com">croa@bullischarterschool.com</a>                         |

### The Need for BMV in Mountain View

At BMV, we believe that high-quality elementary education has significant impact on a students’ trajectories, putting them squarely on a path to success in middle school, high school, college, and throughout life. We are encouraged by the successes of the students, who have consistently outperformed on California Assessment of Student Performance and Progress (“CAASPP”) assessments relative to our neighborhood district at our flagship school. In response to our success with our unique educational model, the demand for Bullis’ programs from local Silicon Valley communities is great. Our flagship school has grown significantly with high demand from parents who want experiential and project-based learning programs for their students. Currently, Bullis Charter School serves over 900 students, with more than 1,000 students on the waitlist; almost 200 of those students on our waitlist reside in the Mountain View Whisman School District (MVWSD). BPCS seeks to serve more of this demand from families by opening BMV.

At BMV, we will serve an intentionally diverse student demographic that mirrors the demographics of the Mountain View community both ethnically and socioeconomically. Research on a growing number of diverse-by-design schools shows positive academic and social emotional outcomes for

students.<sup>1</sup> Some of the benefits noted include: (1) “Exposure to diversity enhances critical thinking and problem-solving ability, while also improving several other attributes related to academic success, including student satisfaction and motivation, general knowledge, and intellectual self-confidence;” (2) Increased intercultural and cross-racial knowledge, understanding, and empathy; (3) Better preparation for employment in the global economy; (4) And notably the focus in K-12 research has shown to support in closing the Achievement Gap. This benefit has been noted that “Attending racially diverse schools is beneficial to *all* students and is associated with smaller test score gaps between students of different racial backgrounds, not because white student achievement declined, but rather that black and/or Hispanic student achievement increased.” This research, combined with a desire from parents in Mountain View to have more diverse schools and a core value of equity and diversity by the team, has driven the team to build this into the design of BMV.

We believe we are well-positioned to recruit students from diverse backgrounds. Grace Yang, a founder of BMV, is also the co-founder of Bullis Boosters Summer Bridge Camp (Boosters Camp), a tuition-free summer camp program which has been in operation for six years. Boosters Camp has served hundreds of primarily Spanish-speaking families from Mountain View who qualify for Free and Reduced Price School Meals (“FRPM”). The approach has been to build upon the best practices and long-standing relationships with camper families to recruit prospective students from diverse backgrounds. As a result, we have established connections to many underserved families in Mountain View as a result of the Boosters Camp program, and these families would support our recruitment of socio-economically diverse students in Mountain View. In addition, our affiliate Bullis Charter School has partnered with Family Engagement Institute to host a high-quality summer preschool program, Stretch to Kindergarten, at the flagship school’s campus for the last 4 summers. This program was supported by BCS and has also served Spanish-speaking families from Mountain View. All students in this program had not been previously exposed to a high quality preschool education.

Our experience with these summer programs has re-affirmed our belief in the need for BCS programs in underserved communities. High student engagement from experiential, hands-on, project-based learning is universal. Small group learning benefits all students, especially diverse learners. Using the BCS model, we believe we can bring differentiated value to the diverse student populations at MVWSD, including low income students.

We will support the District’s strategic plan to close the achievement gap for English Learners and low-income students. In 2017, MVWSD student scores for English Learners across the district were 13.7% proficient or advanced in ELA and 17.2% proficient in Math on the CAASPP. With a proven track record of serving English Learners (see the section titled “Expanding on a Track Record of Success”) BMV will implement the personalized supports and English Language Development (“ELD”) to ensure students make accelerated academic growth and love learning.

BMV has held information sessions and conducted extensive community outreach to confirm interest in the new charter school within the Mountain View community. The results have been overwhelmingly positive. Toward this end, BMV has collected petition signatures from families who are meaningfully interested in enrolling their children at our new charter school, included as Appendix 30. Petition signatures from teachers who are meaningfully interested in working at the charter school are included as Appendix 31. An informational flyer used in our recruitment efforts is also included as Appendix 27.

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<sup>1</sup> Stuart Wells, Fox, and Cordova-Coba, *How Racially Diverse Schools Can Benefit All Students*

The prospect of serving students and families in the Mountain View community is enormously exciting, and our team feels passionately that we can bring differentiated value to MVWSD offerings. We look forward to partnering closely with the MVWSD and to sharing our respective perspectives and experiences.

## Expanding on a Track Record of Success

Over the past 14 years, our community of leaders, teachers, students, parents, and institutional partners have made Bullis Charter School one of the most successful public school organizations in California, and we will apply what we have learned to our new school.

The Bullis educational model is academically sound. Our high-level accomplishments include the following:

- BCS was one of 19 schools in the country to be named a 2015 "P21 Exemplar School," joining the ranks of fewer than 60 schools nationwide. Partnership for 21st Century Learning ("P21") identifies, documents, promotes, and celebrates examples of successful 21st century learning in order to provide educators and communities a variety of models to draw from (Patterns of Innovation report), and offers policymakers and P21 State Partners local examples to help encourage their support.<sup>2</sup>
- BCS has been designated a 2016 California Gold Ribbon School by the California Department of Education ("CDE"). During the site visit and concluding remarks by the visiting team, the BCS STEAM program was named as an exemplary program.
- BCS was 1 of 11 schools from California to be named an Exemplary High Performing Blue Ribbon School in 2014.
- BCS is a WASC accredited school. At the last accreditation, the team noted in the report the strengths that BCS has including the following:
  - BCS's Focused Learning Goals provide a unique opportunity to personalize learning for all students. Teachers support these goals through the use of varied instructional strategies and the collection and communication of multiple internal assessment data points to monitor student progress. The school supports this goal through professional development that is aligned with student learning needs.
  - BCS teachers collaborate effectively to design curriculum that is integrated and project-based. The school demonstrates its commitment to Science, Technology, Engineering, Arts, Math ("STEAM") programs, particularly technology and the arts, through this integrated curriculum and through dedicated art, music, drama, and technology courses. BCS's curriculum is rigorous, as evidenced by students' high scores on state standardized tests, and fosters a sense of community service, social awareness, and global perspective among students.
- Stanford University's Design School has designated BCS, along with seven other schools, as Design Thinking Home Schools to support educators incorporating design thinking ("d.thinking") into their curriculum and practices. As a "d.home team" school, BCS is part of a network of Bay Area schools that serve as a model for innovative teacher professional development approaches and educational pedagogies that can be replicated in other schools.
- BCS is a Future Ready School. Future Ready is a bold, nation-wide initiative to maximize digital learning opportunities and help school districts move quickly toward preparing

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<sup>2</sup> <http://www.p21.org/exemplar-program-case-studies/1255-about-the-exemplar-program>

students for success in college, a career, and citizenship. As a Future Ready School<sup>3</sup>, BCS is part of a network of schools recognized for its commitment to providing students with the foundational skills they need to compete and succeed in the global community through personalized digital learning.

- We share our practices with teachers and administrators throughout Santa Clara County: We are in our fourth year implementing the STEAM practicum supporting teachers and administrators to implement integrated STEAM and Project-Based Learning (“PBL”) units in their classrooms and schools. We have had over 140 teachers, Teachers on Special Assignment (TOSAs) and administrators participate in the STEAM practicum, a 5-day professional development over the course of a school year. Participants represented 16 school districts and schools throughout Santa Clara County, including MVWSD, as well as Alum Rock, Berryessa, Cambrian, Campbell, Cupertino, East Side Union HS District, Evergreen, Hollister, Moreland, Morgan Hill, Oak Grove, Promise, Santa Clara, and Saratoga.
- We share our practices with teachers and school leaders throughout the country and the world through conferences including, California STEAM Symposium, National Science Teachers Association Conference, California Charter Schools Conference, and through the Shin Shin Educational Foundation in China.
- In Spring 2017, 94.3% of students at BCS met or exceeded standards on CAASPP in ELA and 93.8% in Math. 70.4% of English Learners met or exceeded standards in ELA and 85.2% in Math; 77.15% of students with disability met or exceeded standards in ELA and 74.3% in Math. These results are more than a standard deviation higher than our local school district, including schools with similar demographics to those of BCS.

The Bullis leadership team and BMV design team have thoughtfully prepared for the new school, collaborating and learning from experts while codifying the design elements of the school.

Research, experts, and design work done include:

- The founding team of BMV have been long-time leaders and educators with BCS and have developed much of the model and curriculum that have made BCS successful.
- Three staff members participated in the School Design Fellowship with Innovate Public Schools in the 2016-2017 school year.
- Founding head of school, Jennifer Anderson-Rosse, is receiving leadership coaching with Innovate Public Schools’ VP of Schools, Amanda Gardner.
- BCS School leadership team worked with Landmark Consulting Group and Ted Fujimoto to codify school design elements in an effort to prepare for replicating the school.
- The BMV design team visited successful schools and learned from the school leaders about school design, meeting the needs of diverse students, and what elements have been successful for each school including: Navigator Schools, Gilroy Prep; Rocketship Fuerza in San Jose; Lighthouse Public School & Lodestar, Oakland; New School of San Francisco; Kahn Lab School, Mountain View; Lindsay Unified School District, and Leadership Public Schools, Hayward.
- The BCS leadership team and BMV founding head of school attends professional development at Santa Clara County Office of Education (“SCCOE”) to learn best practices across content areas including Local Control and Accountability Plan (“LCAP”) development, California English Language Development Standards (“CA ELD”), Next Generation Science Standards (“NGSS”) Rollout Series, CA History-Social Science Framework Rollout, and more.
- The BCS leadership team and founding head of school attended professional development from experts in the field to design the new school including: iNACOL, a leader in the field to

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<sup>3</sup> <https://futureready.org/>

transform K-12 education with a focus on personalized learning and competency-based education; EdSurge Fusion, leading experts in the field on personalized learning and the integration of technology.

- The BCS team has documented units of study and codified the unique curriculum that BCS offers. BMV will benefit from using these created, tested, and proven standards-aligned plans.

Over the past 14 years, BCS has taken the approach of carefully developing and evolving our school model to build a highly successful school and to codify the lessons from these years of experience. We are ready to open a second school and see this opportunity both as a proof point for our model and a fulfillment of our hope to leverage our experience to serve diverse students who may not otherwise have access to similar school and learning models.

BMV will build on the successes of BCS by implementing the thoughtfully planned PBL and d.thinking units and curriculum when opening the school. BMV teaching staff will attend professional development alongside BCS staff to learn to implement high quality PBL, d.thinking, and Making units in order to launch with tried and true units of instruction that have shown positive results with students at BCS. Over time, BMV may choose to modify PBL units to meet the needs of the Mountain View community. As BMV creates new units, they will share these with BCS to develop new curriculum and content that will help both schools. In addition, BMV will provide experiential learning to students through experts, field trips, and meaningful partnerships. We will draw upon the established partnerships from BCS to support launching with a full range of experiences for our young learners. In addition, BMV will continue to use BCS best practices to support personalized learning with the support of experienced BCS staff members who will be launching BMV as the founding teacher and the founding Head of School.

We are excited about the prospect of building upon the tremendous resources and experience of our existing school and staff to support the success of Bullis Mountain View. Examples include:

- Collaborating within a strong, existing framework of professional development for our teachers
- Drawing on the coaching and mentorship of educators experienced in our unique model
- Leveraging the rich curriculum development of our existing school
- Creating opportunities for students from both schools to learn from each other
- Benefitting from existing BCS relationships and partnerships which will bring broader community resources to BMV.

## Highlights of the Educational Model

### BMV Profile of a Graduate

The vision for BMV graduates includes more than academics. All BMV students will be well-prepared for middle school and will develop mindsets and skills to set a foundation for a lifetime of success and lifelong love of learning. At BMV, we define success across many areas encompassing social emotional competencies, mindsets for learning, academic success, and cultural competence.

As such, our goal is for a BMV graduate to be:

- Lifelong learner – BMV graduates will be curious about the world, have the research skills to continue to learn, and pursue personal passions and interests.
- Academically successful – BMV graduates will be academically successful across all content areas equipped with 21st century foundational skills for later success in school and beyond.

- Strong in character – BMV graduates will be socially and emotionally competent, as well as possess the strength of character to act with integrity and contribute responsibly to local and global communities.
- Creative problem-solver – BMV graduates will have the creative mindsets and problem-solving skills to be positive contributors to society.
- Culturally and globally competent – BMV graduates will have the awareness of cultural identity and views about differences, understanding how each student is unique while celebrating the diversity within the class, school and community. Students will have skills to navigate and succeed in a diverse and interconnected world.

## BMV Core Design Elements

In developing the BMV program, the BCS leadership team and the BMV design team created and codified the design elements woven throughout the program that will guide BMV through implementation and operation.

- Focus on serving the whole child – Developing important social emotional competencies and exploring interests and passions at BMV create well-rounded students who are emotionally intelligent and possess key skills that lead to success throughout life.
- Student centered learning – At the center of effective learning is the student. Individual student strengths, needs, interests, and passions drive the instruction. We will understand where a student is and where they hope to go and build a personalized plan including Focused Learning Goals (“FLGs”) in collaboration with each child and family.
- Deep, real-world learning – Authentic, real-world learning that is relevant to the lives of students at BMV is and is highly motivating for students to perform at their best.
- Equity and Access – All students have access to all key practices and programs. We believe strongly in creating a school that allows all students to participate in all programs, structuring the system for equity and inclusion.
- Culture of collaboration and innovation – Students will develop the mindsets that are a foundation for the creative confidence and collaboration skills needed to design solutions to problems while continually reflecting on, taking in critical feedback, and redesigning for continual improvement.

## BMV Key Practices

The practices that we have developed provides all students with authentic and personalized learning opportunities at an age-appropriate pace.

- High Expectations for all – At BMV, we hold all students to high expectation for learning and character because all students can reach high levels of success. We use data, state standards, best teaching practices, and personal areas of expertise to design learning experiences that help every student achieve success.
- PBL and Integrated STEAM Focus – At BMV, we will create an environment and facilitate learning that mirrors learning in the real world. We believe this starts with the integration of curriculum across different subject areas through PBL and Integrated STEAM units. PBL allows students to solve real-world driving questions that are relevant and require rigorous inquiry, critical thinking, and collaboration to solve, making choices to drive their own learning. STEAM units will often integrate into a PBL unit incorporating STEAM and d.thinking into the PBL.
- Personalized learning and competency-based learning – At BMV, we will have a personalized approach through goal setting and a competency-based learning lab time when students are not tied to grade level in order to provide a personalized and individually responsive approach to education.
- Focused Learning Goals (“FLGs”) – BMV will implement, for every student, personalized goals in different areas such as academics (ELA, Math), strength of character (social and emotional), and a personal passion goal. English Learners will have an FLG tied to the ELD to ensure language development and growth for all students.
- Clear learning pathways – BMV will create clear learning pathway plans for each student to be worked on during a learning lab time devoted to competency-based learning. During this daily block,



students will work in flexible small groupings, thoughtfully integrate computerized learning or work independently with support of teachers to master new learning. Competency-based groupings will be homogenous by competency, but may be heterogeneous and flexible in other ways, including by age, size, and number of adults.

- Social emotional learning – At BMV, we have designed structures in order to nurture the whole child. We honor each child’s unique talents, gifts, interests and experiences and intentionally integrate character development and social emotional learning throughout each school day and each year.

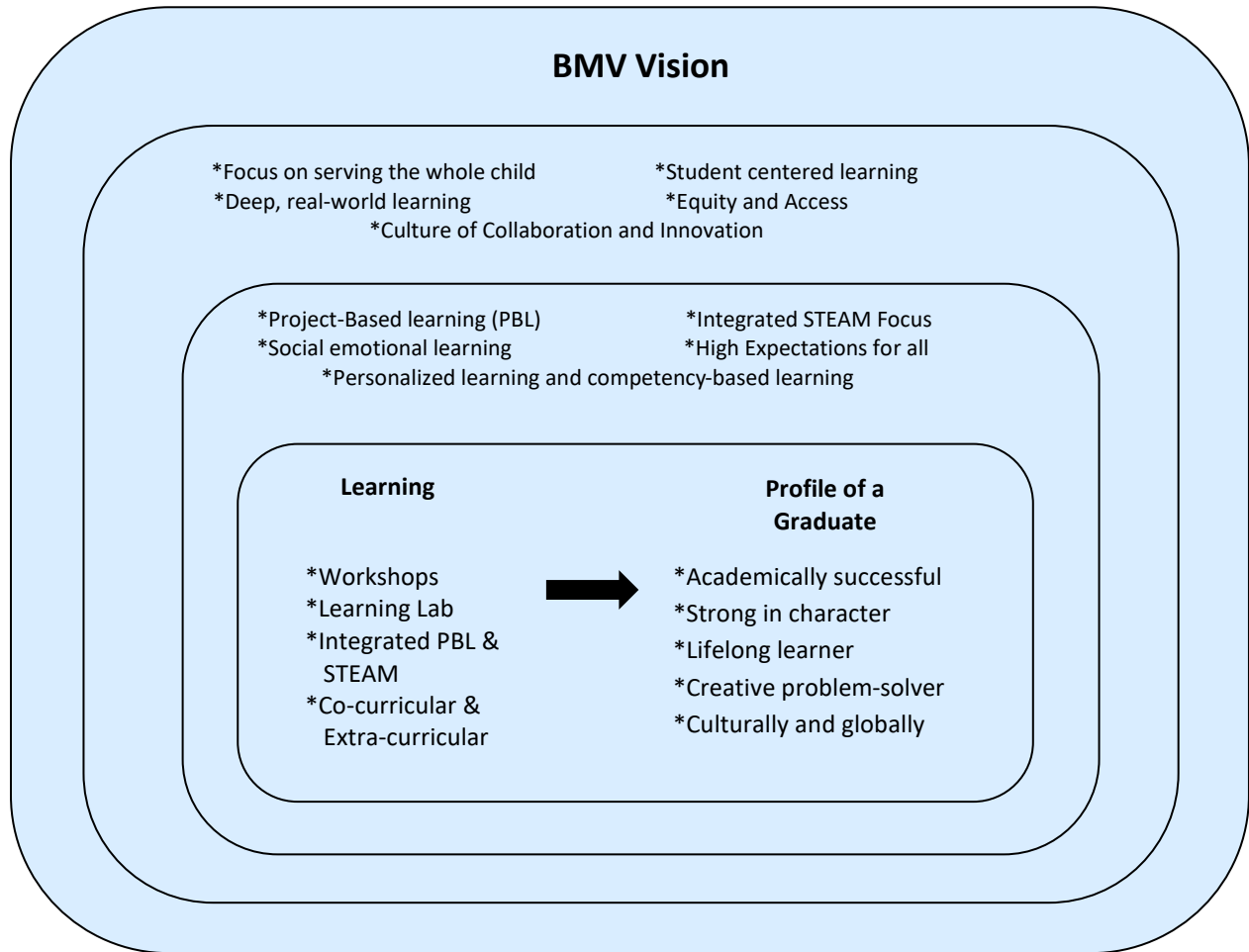
## BMV Learning Experiences

- **Workshops** – BMV workshops will create a space and time each day where all students will receive rigorous grade-level content and practice skills in personalized and differentiated settings. Students will develop literacy, communication, and mathematical thinking skills and concepts through a highly differentiated workshop model within the grade level class. Workshops include writing workshop, reading workshop, and math workshop.
- **Learning Lab** – BMVs learning lab will create a space and time each day when all students will engage in personalized competency-based education tailored to each student’s unique needs and strengths. Students will develop a personalized learning pathway plan with staff that will be followed during this time each day. Students will work in flexible small groups, work individually or with thoughtfully chosen computerized learning programs.
- **Integrated PBL & STEAM in MakerSpace** – PBLs and integrated STEAM units make content come alive for students. These long-term, in-depth studies offer real-world connections that inspire students towards higher levels of academic achievement. PBL involves students in original research, critical thinking, problem solving, design and collaboration with rigorous learning outcomes for every student. PBLs integrate literacy skills, particularly the reading and writing of nonfiction text. PBL and STEAM units are interdisciplinary; they happen in diverse and inclusive contexts where students learn from and with peers of a variety of academic levels. Students engage in PBLs and STEAM in self-contained, grade level classes. STEAM units are often integrated into PBL units and sometimes are stand-alone units that may happen in self-contained, grade level classes, within specialist class, or within co-curriculars or extra-curricular classes.
- **Co-curricular & Extra-curricular** – BMV will offer elective type classes to all students within the school day. These classes will be aligned to the BMV mission as well as state standards. In addition, BMV will offer extra-curricular classes that will take place during extended day hours (before or after school). Extra-curriculars will be aligned to teacher passions and student interests and will create extended day learning opportunities for students while deepening relationships across grades. Both co-curricular and extra-curricular classes will be cross-grade level, so students from a variety of grades can participate in the same class. This is one example of the structures BMV will put in place to help students develop individual interests and passions.

## BMV Vision

BMV offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of educational innovation, BMV 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 BMV program nurtures mutual respect, value of diversity and a lifelong love of learning.

## BMV's School Model



As an intentionally diverse school, BMV seeks to reflect the diversity of learners across Mountain View. The design elements, key practices, and learning structures have been developed upon the notion that school must start with the individual students and then be designed to provide the experiences necessary for every student to attain our graduate outcomes. We believe that our model is supportive of all types of learners from any type of life circumstance. BMV's personalized and competency-based learning focus will provide the flexibility to serve students who come to BMV with a wide-variety of readiness levels, such as newcomers or homeless youth, as well as high achieving, accelerated students. We will be able to serve a diverse student body by building systems to serve students with these diverse types of needs and leveraging the high student engagement rooted in real-world learning through PBL and STEAM.

### *Early Learners Program*

As we plan for this new school, we have thoughtfully planned shifts in practice from our first school as we are creating a school to meet the specific needs of the Mountain View community. We plan to include a focus on early learners with an Early Learners Program, recognizing the critical

importance of early childhood education for K-12 success and that some of the families we intend to serve may not have had access to early education prior to kindergarten. We are planning to offer a full-day, high-quality, developmentally-appropriate program for students who turn five between June 1 and December 2 (Transitional Kindergarten + Young Fives) with a focus on preparing students to enter Kindergarten with the skills and foundations for academic and social emotional success. This program is different from the current transitional kindergarten program at MVWSD schools which typically places students with June 1 through August 30 birthdays into Kindergarten. Working with each family, BMV would come up with a plan for these students to opt into our Early Learners Program and then enter kindergarten the following school year. The curriculum of our Early Learners Program would complement the kindergarten curriculum so there is no redundancy in learning and will yield significant academic gains for our younger students.

### ***Personalized Learning and Learning Lab***

In addition, we are doubling down on our focus on personalizing learning by designing a learning lab time with a focus on competency-based education. With focused learning lab time designed for flexible small group instruction tied to each student's individual learning goals, we have planned for the wide range of student readiness levels and needs of students across the diverse demographics of Mountain View.

### ***Parent Outreach and Engagement***

In addition, we plan to provide parent engagement in the first year of operation in order to develop a common understanding of school values. Our goal is to support student learning and bring families together who may have varied home experiences, through the common goal of having an excellent education for their children. In addition, we are planning to engage the BMV community in strategic planning early on to allow the parent community to help shape the unique culture of this new school while also continuing our focus to meet the differentiated needs of the Mountain View community. We believe this approach will benefit the intentionally diverse student population of BMV as well as serve the needs of the Mountain View community.

## **Founding Team**

### **Jennifer Anderson-Rosse, BMV Head of School and Co-Founder of BMV**

Jennifer has been an educator for 18 years working as a teacher and school leader across traditional public, international and public charter schools. Jennifer's foundation for teaching was set as she began her career in Title 1 schools that served 98% FRPM students and with her Masters and teacher education program that focused on Social Justice and Antibias Curriculum for young children. She joined BCS in its third year of operation and is now in her 12th year working at BCS. During her time at BCS, Jennifer has been an integral part of the teaching team, school leadership team and administrative team supporting and implementing important school initiatives to ensure the continued success and smooth growth for the school over time. She believes strongly in supporting and leading teachers to excellence in order to impact student learning. During her time at BCS, she has held a variety of roles including classroom teacher, primary team leader, and site administrator. She has significant experience with planning and delivering high quality professional development, coaching, mentoring, and evaluating teachers, overseeing the schools English Learner Program, and is a National Board Certified Teacher. Jennifer participated in the Innovate Public Schools Fellowship to learn about leadership and school design. She has served on the design team and will join BMV as Head of School in Year 1. Jennifer holds a BS and MA in Human Development with a strong understand of human development and young children, she is committed to ensuring programs that support the whole child.

### **Grace Yang, Co-Founder BMV**

Grace Yang is a co-founder of the Bullis Boosters Summer Bridge Program, a tuition-free summer camp for low income students, currently in its 7th year of operations. She is an alumni parent and was active in leadership roles while at Bullis Charter School, including president of the parent/teacher organization, diversity outreach coordinator, co-chair of the BCS science fair as well as bringing the Stretch to Kindergarten (STK) program to BCS. Equity in education has been a long-time passion, and Grace has mentored hundreds of underserved students over the last two decades with organizations such as SV2, 49ers Academy, Peninsula Bridge, All Students Matter, Peninsula College Fund and Citizen Schools. In her professional career, Grace is a placement agent, having raised over \$1bn of capital for private equity firms from institutional investors. She is currently with Liberty Global Capital Partners and was a Managing Partner at Prevail Capital, a Partner at IDG Capital and a Principal with Advent International, where she was a direct investor. Earlier in her career, Grace was a founding member of ArrowPath Venture Capital, the corporate venturing arm of E\*TRADE Group where she was a Director. She has taken over 50 companies public while working as an investment banker at Volpe, Welty & Co. (acquired by Prudential) and Jones Lang LaSalle. Grace holds a BSc in economics from the Wharton School of the University of Pennsylvania. Grace will serve as an advisory board member for BMV, assist with external fundraising and focus on year-round learning opportunities for BMV students.

### **Clara Roa, Founding Board Member**

Clara is a current Bullis board member and parent of a 5th grader at BCS. She has dedicated countless hours to supporting BCS. Professionally, Clara has over 10 years of experience in nonprofit management and fundraising with a strong track record that includes major gifts, corporate and foundation giving, events, board engagement, strategic planning, program development and implementation, and volunteer management at local and international nonprofit organizations. Clara currently works at Hispanic Foundation Silicon Valley. Prior to this, Clara served as Major Gift Officer at Life Moves, formerly Inn Vision Shelter Network. She has also worked for other local nonprofits including Vascular Cures, the Pacific Stroke Association (PSA), and Project Baobab. Clara also serves on the board of directors for Bullis Charter School in Los Altos, CA. and is an active partner with the Silicon Valley Social Venture Fund – SV2. Clara received her Master in Public Administration and Nonprofit Management from the Robert F. Wagner Graduate School of Public Policy at New York University. Originally from Colombia, her early career includes stints as an educator and working for a global risk management consulting firm. Clara is currently a Bullis Charter School Board member and has a daughter who is a current BCS student. Clara would also join the board of BMV.

### **Kate Stephens, Founding Lead Teacher BMV**

Kate has been a teacher at Bullis Charter School for seven years. She taught third grade for five years and is currently teaching second grade. She has served in leadership roles at BCS and at her previous school in St. Louis, MO. Kate has been an AT guide for two years mentoring new teachers and helping them to develop their practice. She has also co-lead student council, helping upper grade students learn more about being a leader and assisting putting on school wide events. She has served as a lead within her grade level. She has served as a lead on the Anti-Bullying committee and implements the school-wide No Bully program and teacher training for BCS.

### **Wanny Hersey, BCS Founding Superintendent**

Wanny is a dynamic leader with a proven track record of cultivating excellent teachers and establishing innovative programs for students. An educator for over 30 years, Hersey started in the classroom as a teacher in Vancouver, Canada. Her award-winning career in education includes teaching and administrative experience spanning elementary, middle and high school. Under her leadership, BCS has achieved national recognition for excellence in education. The school has been named an exemplary Visual and Performing Arts school, earned the distinction of being a California Distinguished School (two times) and was recognized as a National Blue Ribbon School in 2014-15. Since its inception, BCS has been ranked in the top 1% of all public schools in the state; in 2015, BCS was named the top scoring K-8 public school in California.

Prior to starting BCS, Wanny was the Principal of Bel Aire School in Tiburon, where her reform efforts also elevated that school to California Distinguished School and National Blue Ribbon statuses. Bel Aire was one of twelve schools in the country to be named a National Blue Ribbon Technology School for its innovative educational technology integration and staff development models. Wanny was one of the founding administrators of Jefferson Middle School in San Gabriel, transforming a traditional junior high into an award-winning middle school where over 70% of its student body, comprised of 75% English Language Learners, was engaged in the performing arts within its first two years.

Wanny's career in public education includes teaching and administrative experience spanning elementary, middle, and high schools. Her initiatives have been highlighted in publications including Forbes, National Association of Elementary School Principals, EdSurge, and most recently, the Bank Street College's Sustainable Funding Project's report on BCS's Associate Teacher Program entitled "Investing in Residencies, Improving Schools: How Principals Can Fund Better Teaching & Learning." Wanny presently serves as a member of the P21 national Speakers' Bureau, on the Advisory Board of Edleader21 PLC, on the Edleader21 Diversity, Equity & Inclusion Task Force, as a Mentor in the CCSA Mentor Project, and as an Education Advisor for Reach Capital. Wanny is a frequent contributor to educational panels, conferences, and trainings in the U.S. and abroad. Wanny served on the BMV design team and will provide coaching support to the BMV leadership and Head of School.

[See Founding Board of Directors bios in Element D.](#)

## **Design Team**

### **Jennifer Anderson-Rosse, BMV Head of School**

See bio above.

### **Jenny Cheng, BCS Design Team and Founding Team Member**

Jenny Cheng is a Mathematics Coordinator with the Santa Clara County Office of Education and comes into this role with 16 years of public and private school experience working with students in Pre-Kindergarten through Alternative Education. She has worked as a teacher, supervisor, mentor, coach and coordinator within a wide spectrum of educational institutions ranging from urban school districts, private international schools, charter schools and county office. Her current role includes supporting teachers as a math instructional coach, designing professional learning experiences for mathematics teachers, coaches, and administrators and most recently, regional work around social justice and mathematics which supports her passion around the need to improve equity and access for our most marginalized students. Ms. Cheng's pedagogical training rests firmly in instructional models such as Project Based Learning, Design Thinking, and Complex Instruction while interweaving STEAM principles. Her professional associations includes work with

Stanford's d.School, the Instructional Leadership Corp through Stanford SCOPE, the Silicon Valley Mathematics Initiative, Alearn Silicon Valley Education Foundation, and Innovate Schools. She is a proud member of the National Council of Teachers in Mathematics, National Council of Supervisors in Mathematics, California Mathematics Council, TODOS, and the Association for Supervision and Curriculum Development. Ms. Cheng currently serves as the Region V Lead for the Mathematics Curriculum and Instruction Steering Committee. Jenny worked for BCS as a teacher, team leader, mentor, and coach for 8 years. During this time, she began the work on designing BMV and continued it after she left BCS. She participated in the Innovate Public Schools School Design Fellowship with Kate and Jennifer.

**Kate Stephens, Founding Lead Teacher BMV**

See bio above.

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## ELEMENT A: DESCRIPTION OF THE EDUCATION PROGRAM

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***Governing Law:** The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21<sup>st</sup> century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).*

*The annual goals for the charter school for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).*

### BMV Vision

BMV offers a collaborative, experiential learning environment that emphasizes individual student growth. As a model of educational innovation, BMV 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 BMV program nurtures mutual respect, value of diversity and a lifelong love of learning.

At BMV, we seek to ensure the mission is actualized through these elements:

- **Community of Learners:** We are a learning organization that engages in continual improvement and reflection in order to focus on what is best for students. Students and staff take risks, make mistakes, share expertise and seek leadership opportunities to grow as learners.
- **Sense of Belonging:** We believe in mutual respect and share responsibility for our collective well-being. We foster school spirit, unity, and community through cross grade level interactions, school-wide traditions, and events. Caring relationships and the school’s programs honor every individual’s unique qualities and perspectives.
- **Strength of Heart, Mind, and Will:** We cultivate an environment that nurtures healthy, safe, and self-confident learners. Students learn to recognize and manage emotions, establish and maintain positive relationships with peers and adults, act with integrity, and set and achieve goals.
- **Love of Learning:** Students participate in authentic learning experiences that ignite student curiosity and promote student engagement. They take ownership over their own learning; pursue passions and interests; and develop skills, knowledge, and attitudes necessary for high school, college, and beyond.
- **Global Competency:** We equip all students with the skills, knowledge, and attitudes to be active participants in our global society. Students learn perspective-taking and, through an understanding of the interconnectedness of global communities and their environments, define and solve problems.
- **Integrity and Responsibility:** We hold ourselves accountable for doing what we say we do. Our decisions and actions are focused on student needs, student growth, and positive outcomes.
- **Collaboration:** We believe that by working together, we maximize our potential. Students and staff collaborate regularly with peers and in diverse teams to support one another, strengthen creative capacity, and solve problems.
- **Equity & Social Justice:** We ensure every student has equal access to participate in all high quality programs offered by the school to provide a robust, integrated learning experience for all.



- Academic Success: Partnering with families and students, we support each child in meeting their full potential. We use data, best teaching practices, and personal areas of expertise to design learning experiences that help every student achieve academic success.
- Mission-Driven: We are an organization whose shared beliefs and strategic objectives evolve to reflect the aspirations of our community. Our mission aligns and guides us as we continuously improve our program.
- Goal Setting: We set, pursue, and reflect on goals to drive learning and assist individuals in achieving full potential.
- Empowerment: We believe that trust and ownership of decisions foster the risk-taking, accountability, and commitment that are essential for a sustainable and evolving organization.

## The Case for BMV

We will support and further the work of the MVWSD in making student gains and meeting the needs of the diverse students that reside in the District. We will accomplish this by creating a model of education for those students still struggling in the traditional system of instruction and provide an additional, high quality school option for families. We believe there is a strong need and support for the BMV school model from both students and parents. We are carefully building on the successful track record of BCS to design and evolve a school model that will successfully serve an intentionally diverse student community, and we intend to collaborate closely with MVWSD to share best practices and contribute to the success of all students in the MVWSD community.

## Parent and Student Need and Demand

Throughout the 14-year history of BCS serving students in Los Altos, we have become aware of the tremendous parent desire for another high-quality option in the neighboring community of Mountain View. Last year, almost 200 families who live within MVWSD submitted applications for BCS and were part of the over 1000 families on the BCS waitlist. We have engaged with the Mountain View community through information sessions, community meetings, and one-on-one meetings with parents. We have gathered over 150 signatures from Mountain View families with students meaningfully interested in attending BMV who reside within the MVWSD boundaries (See Appendix 30).

We have also met the charter petition requirements of Education Code Section 47605(a)(1)(B) with the signatures of California credentialed teachers who have expressed meaningful interest in teaching at BMV (Appendix 31).

Our hope and ambition at Bullis has always been to bring the successful school model developed at BCS to another community where we can serve a diverse student body. In the past several years of investigating where we might seek to replicate the school model, our leadership team has researched the needs of the Mountain View community to understand the context and needs for another high-quality public, elementary school option. We have met with parents, students and community leaders, and have learned a great deal. We understand that there is significant desire from a diverse group of families for the model that we have developed and hope to offer. We are excited to bring the practices, perspectives, and track record of successfully educating students developed over the 14-year history of BCS to the MVWSD community, specifically to serve a diverse student and family community.



## Meeting the Specific Needs of Mountain View Families

Parents are excited about a school that combines project-based learning with a strong STEAM focus. We believe all students deserve an education that will nurture them in the present and prepare them to fulfill their potential in a rapidly-evolving future. Our goal is to respond to parent and student needs in the Mountain View community with a school that combines our school experience with an insightful understanding of the needs of our new community.

Our engagement with the community has surfaced the following areas of need which we intend to build into the BMV model:

- **Personalized & Competency-Based Learning:** BMV will offer a personalized learning model that puts the student at the center of learning. We believe that this type of learning should be made available to all children. Parents have expressed a desire for their child's education be responsive to their individual student's needs.
- **21st Century Learning:** BMV's focus on STEAM allows us to mirror the innovation occurring within Silicon Valley in the school's design-centered learning space (MakerSpace) and classrooms. BMV will provide an innovative learning environment where learning comes alive through inquiry and integrated units.
- **Intentional diversity:** At BMV, we will work diligently to have a diverse student body that reflects the diversity within Mountain View and California. With an asset-based mindset, BMV will be an inclusive and supportive environment for students, families and staff. Further, our enrollment preferences will directly focus on this intentional diversity.
- **Global Competency:** An education that fosters not only academic competency, but also social-emotional and cross-cultural skills is a necessity. The research evidence<sup>4</sup> on this topic thus far is clear and compelling.<sup>5</sup> Today's world demands that our children have the critical thinking and problem-solving skills to succeed and thrive.

We will continue to build on this community support by conducting broad outreach and hosting information sessions to engage parents and community members, as well as conducting continued outreach as we progress through school planning and start-up phases.

## Serving Our Target Student Population

BMV seeks to serve the students and families in the communities of Mountain View who reside within the attendance boundaries for Mariano Castro Elementary, Theuerkauf Elementary, and Monta Loma Elementary. BMV believes that there is a need for an additional high-quality public school option in this community, an opportunity to keep and bring back families to public school, as well as an opportunity to bring the innovative school model developed over the 14-year history of BCS to serve this community. BMV seeks to serve students in grades TK-5, beginning with 168 students in grades TK-2 in the first year of the school and becoming fully-enrolled by 2022 with 320 students.

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<sup>4</sup> Stuart Wells, Fox, and Cordova-Cobo, "How Racially Diverse Schools and Classrooms Can Benefit All Students"

<https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/?agreed=1>

A. D. Benner and R. Crosnoe, "The racial/ethnic composition of elementary schools and young children's academic and socioemotional functioning," *American Educational Research Journal* 48, no. 3 (2011): 621-46; S. Brown-Jeffy, "The Race Gap in High School Reading Achievement: Why School Racial Composition Still Matters," *Race, Gender & Class* 13, no. 3/4 (August 2006): 268-94,

<http://connection.ebscohost.com/c/articles/26361358/race-gap-high-school-reading-achievement-why-school-racial-composition-still-matters>; R. A. Mickelson, "Twenty-first Century Social Science Research on School Diversity and Educational Outcomes"; G. D. Borman and N. M. Dowling, "Schools and Inequality."

<sup>5</sup> Taylor, Oberle, Durlak, Weissberg, "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects," 2017

**Table 1: Enrollment Projections for Bullis Mountain View Charter School**

| Grades and projected enrollment | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------|---------|---------|---------|---------|---------|
| TK                              | 24      | 24      | 24      | 24      | 24      |
| K                               | 48      | 48      | 48      | 48      | 48      |
| 1                               | 48      | 48      | 48      | 48      | 48      |
| 2                               | 48      | 48      | 48      | 48      | 48      |
| 3                               | --      | 48      | 48      | 48      | 48      |
| 4                               | --      | --      | 52      | 52      | 52      |
| 5                               | --      | --      | --      | 52      | 52      |
| Total enrollment                | 168     | 216     | 268     | 320     | 320     |

As Table 2 below shows, BCS outcomes in Math and ELA has exceeded outcomes for elementary schools in the MVWSD, including schools where the student population is similar to the current BCS population. Our goal, however, is not to serve a similar population as BCS. Instead, we intend to meet the needs of families whose demographics reflects the diversity of the attendance boundaries of the Mariano Castro Elementary School, Theuerkauf Elementary School, and Monta Loma Elementary School. We hope to bring the innovative, STEAM model of education to students in the District, including historically underserved student communities.

**Table 2: Demographics and Outcomes for Bullis Charter School, Los Altos Elementary Schools, and MVWSD Schools, 2016-17**

|   | Total enrollment | Demographics - % <sup>6</sup> |       |       | % meeting or exceeding standards <sup>7</sup> |       |
|---|------------------|-------------------------------|-------|-------|---|-------|
|   |                  | SED                           | EL    | SPE D | ELA   | Math  |
| Bullis Charter School (K-8)                 | 825              | 0.8%                          | 10.9% | 5.6%  | 94.3%   | 93.8% |
| Los Altos Elementary District (K-8)         | 4,527            | 5.5%                          | 12.7% | 9.3%  | 84.9%   | 84.4% |
| Mountain View Whisman School District (K-8) | 5,125            | 34.9%                         | 25.6% | 15.3% | 66.6%   | 62.8% |
| Mariano Castro Elementary                   | 274              | 83.2%                         | 69.7% | 11.7% | 45.3%   | 40.9% |
| Theuerkauf Elementary                       | 368              | 65.8%                         | 43.5% | 12.2% | 42.2%   | 30.5% |
| Monta Loma Elementary                       | 463              | 43.2%                         | 31.7% | 8.4%  | 50.2%   | 43.9% |
| Garbriela Mistral Elementary                | 394              | 40.6%                         | 32.7% | 4.3%  | 72.7%   | 67.3% |

<sup>6</sup> Includes grades K-8 for Bullis Charter School, Los Altos Elementary School District, and Mountain View Whisman School District. Includes grades K-5 for all elementary schools. Source: California Department of Education, DataQuest

<sup>7</sup> Source: CAASPP website

|                          |     |       |       |       |       |       |
|--------------------------|-----|-------|-------|-------|-------|-------|
| Edith Landels Elementary | 567 | 27.5% | 31.2% | 11.6% | 58.2% | 53.1% |
| Benjamin Bubb Elementary | 565 | 19.3% | 21.8% | 8.3%  | 76.8% | 75.6% |
| Stevenson Elementary     | 394 | 7.1%  | 11.7% | 3.3%  | 83.9% | 85.5% |
| Frank L. Huff Elementary | 572 | 7.0%  | 16.3% | 4.4%  | 87.6% | 87.4% |

To accomplish this, we plan to recruit an intentionally diverse community of families and students and be very deliberate and thoughtful in how we build a school model and practices that will be successful in serving this new student population. In Element G, we describe the outreach practices to reach and engage a diverse student body. Element H describes the enrollment practices that preference students residing in the District who qualify for FRPM in the admission lottery.

We recognize that a diverse school community has the incredible potential to benefit all students academically. Additionally, we recognize the opportunity for personal growth and identity development that is possible through an inclusive and diverse learning environment. These potential benefits also come with great responsibility. Serving diverse students and their families will create a need for authentic conversations about race, power, and privilege amongst all school community members, and we anticipate that those conversations will be difficult at times. Our belief in equity and opportunity for all students will sustain us during difficult conversations that we know will be critical for the long-term success of all students and our school community.

As an intentionally diverse school, BMV seeks to reflect the diversity of learners across Mountain View. The design elements, key practices, and learning structures have been developed upon the notion that school must start with individual students and then be designed to provide the experiences necessary for them to attain our graduate outcomes. We believe that our model is supportive of all types of learners from any type of life circumstance. BMV's personalized and competency-based learning focus will provide the flexibility to serve students who come to BMV with a wide-variety of readiness levels, such as newcomers or homeless youth, as well as high achieving, accelerated students. By building systems to serve students with these diverse types of needs and leveraging the high student engagement rooted in real-world learning through PBL and STEAM, we will be able to serve a diverse student body.

As we plan for our second school, we have planned for shifts in practice from BCS as we are creating a school to meet the needs of the Mountain View community. This includes a focus on early learning as well as added emphasis and investment in personalized learning, both described in further detail in the Executive Summary. We believe these shifts will meet the needs of the Mountain View community and the intentionally diverse student population of BMV.

## Demonstrated Success

BMV will be built upon the solid foundation of the BCS program that has a 14-year history of proven success in supporting students to reach high levels of achievement. BMV will utilize the developed PBL and STEAM curriculum, launch the school with staff that have a long history of implementing and training others in the innovative educational model that BMV will offer (see more below), and will continue to learn from the existing flagship school.

BMV also has a track record of success serving English Learners ("EL"). This is important, given the high percentage of EL students enrolled in the District. The tables below demonstrate the CAASPP

results for EL and Reclassified (“RFEP”) students. The educational model is designed for high engagement with hands-on learning that offers an entry point for all students and naturally allows for differentiation. In addition to highly engaging learning, all EL students will receive integrated and designated instruction that supports English language development (“ELD”) in areas of demonstrated need as well as provides intentional planning and supports for students to access all learning within the educational model. In addition, all EL students will have individualized goals aligned to ELD standards in order to ensure academic gains and progression on the English Language Proficiency Assessments for California (“ELPAC”). With this model, BCS has shown a track record of success serving EL and RFEP students. BMV will build on the success of the educational program and integrated & designated ELD instructional strategies to support the needs of EL students at BMV.

**Table 3: Outcomes for EL and RFEP students of Bullis Charter School and MVWSD Schools, 2016-17**

|              | Demographic % |       | EL Meeting or Exceeding Standards <sup>8</sup> |       | RFEP students Meeting or Exceeding Standards |       |
|--------------|---------------|-------|--|-------|--|-------|
|              | EL            | RFEP  | ELA  | Math  | ELA  | Math  |
| <b>BCS</b>   | 10.9%         | 21.8% | 70.4%  | 85.2% | 100%   | 100%  |
| <b>LASD</b>  | 12.7%         | 23.4% | 44.8%  | 57.5% | 88.3%  | 87.8% |
| <b>MVWSD</b> | 25.6%         | 24.9% | 13.7%  | 17.2% | 70.3%  | 62.9% |

## Term and Scope of Charter

### Term of Charter

The term of this charter shall be for five years beginning July 1, 2019 and expiring on June 30, 2024.

### Scope of Charter

BMV shall not operate under the Bullis Mountain View Charter School name, satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of MVWSD.

### Attendance

The school year will begin annually in August. Teachers and staff will return by the beginning of the month to participate in five days of staff development prior to the first day of school. BMV shall offer 180 school days. Please see Appendix 1 for a draft school calendar for the 2019-20 school year.

<sup>8</sup> Source: CAASPP website

## Extended School Year

The school year includes breaks throughout the year and a slightly shorter summer break to support students with retaining learning over the summer and continuing the momentum of learning throughout the year. The calendar also embeds professional development for teachers throughout the school year, allowing teachers to continue to learn and focus on best instructional practices, analyze student data, and grow in the craft of teaching. In addition, we plan to partner with the Boosters Camp to offer a similar summer camp program with priority for students of BMV.

## Longer School Day and More Instructional Minutes

The bell schedule is created to best support student learning. Early Learners (students who turn five between June 1 and December 2) through fifth grade students attend school for 64,800 minutes/year, well exceeding California minimum annual required minutes. BMV students will have ample time to participate in extended learning activities such as co-curriculars, as well as special programs such as art, PBL, and STEAM. Please see Appendix 2 for sample bell schedules.

BMV's schedule and annual calendar will exceed the minimum number of instructional minutes set forth in Education Code 47612.5 and the required number of 175 school days. Education Code Section 47612.5 currently requires the following minimum number of annual instructional minutes in charter schools:

- To pupils in kindergarten, 36,000 minutes
- To pupils in grades 1 to 3, inclusive, 50,400 minutes
- To pupils in grades 4 to 8, inclusive, 54,000 minutes

## Daily Schedule

**Early Learners through fifth grade:** 8:15 am\* – 3:15 pm\*\*

### Sample Bell Schedule:

School Start: 8:15-3:15pm

Recess: 10:35-10:55 (20 min)

Lunch: 12:45-1:25 (40 min)

Dismissal: 3:15pm

\* Extra-Curricular classes may begin before 8:15am.

\*\* Extra-Curricular classes will extend past 3:15 pm.

The process for student attendance and reporting at BMV will be as follows:

- Teachers will take attendance at the beginning of the day for Early Learning through fifth grade classes.
- The Office Manager will contact families who have not indicated a reason for the absence and will ensure all absences are coded correctly.
- Teachers will verify attendance accuracy weekly and sign attendance reports.
- Monthly attendance reports will be created and reviewed by the Head of School.
- Monthly attendance reports will be submitted to the District.

## Educational Philosophy

BMV's educational model is uniquely designed to meet the needs of every learner. The cornerstone belief that guides our approach is that all students are capable of thriving academically, socially and

emotionally and reaching their potential. In line with that belief, the following are the key elements of the school's educational philosophy and the basis of the educational program at BMV:

## **Academic Success**

The staff at BMV believe that all students can reach high levels of academic success. We use data, best teaching practices, and personal areas of expertise to design learning experiences that help every student achieve academic success. In addition, we use competency-based learning to ensure that all students' needs are being met to ensure individual growth and academic success in a personalized way. We ensure academic success by tying learning to meaningful, measurable outcomes. In addition to standardized tests, we will utilize local measures of learning, such as portfolios, student demonstrations and anecdotal records. Students will leave BMV prepared to meet the rigorous expectations of middle school.

## **Standards-Based Curriculum**

The faculty and staff at BMV 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.

## **Competency-Based Learning**

At BMV, we believe that students need to learn within their ZPD (zone of proximal development) in order to be meeting their potential and making continual academic growth. With a focus on individual student growth, students will learn in flexible small groups, not tied to grade level but instead focusing on skills and concepts targeted to each student's readiness level based on formative assessment data. Checkpoint assessments throughout the year will track individualized student achievement.

## **Collaboration**

At BMV, 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 colleagues to develop their potential for building knowledge and skills. Teachers purposefully teach students essential skills for meaningful collaboration supporting the development of 21<sup>st</sup> century skills in all students including the soft skills to work in a group to develop, plan, prototype, and iterate ideas to solve real world problems. Outside the classroom, a strong school community is paramount to the framework of the school; collaborative relationships among community members continue to be established. Teaching staff will have opportunities for ongoing collaboration at grade level, across grade levels, and with other professionals in the Bay Area to develop teaching strategies and curriculum.

## **A Lifelong Love of Learning**

A love of learning is best fostered by nurturing a culture of exploration and authentic child-centered learning. At BMV, students will participate in authentic learning experiences that ignite student curiosity and promote student engagement. They will take ownership of their own learning, pursue passions and interests, and develop skills, knowledge, and attitudes necessary for middle school, high school, college, and beyond. BMV will have the unique opportunity to create a community of learners, where participants come together to explore, learn and innovate.

## **Experiential Learning Environment**

Research shows again and again that children learn best by doing and showing. Teachers will utilize opportunities to link classroom learning to everyday life through PBL, design challenges, simulations, learning from experts, role playing, debates, and field trips. Students will have experiential learning opportunities to manipulate, experiment, and draw their own conclusions. At BMV, we plan to include experiential learning purposefully throughout the year for all grade levels.

## **Whole-Child: Strength of Heart, Mind, and Will**

We will cultivate an environment that nurtures healthy, safe, and self-confident learners. Students will learn to recognize and manage emotions, establish and maintain positive relationships with peers and adults, act with integrity, and set and achieve goals. Teachers and staff will hold high expectations and build strength of heart in our students through the implementation of culturally relevant social emotional learning programs and curriculum supporting students to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Teachers will follow the social emotional competencies outlined by Collaborative for Academic, Social, and Emotional Learning (“CASEL”). In addition, students will learn to set goals and reflect on progress in multiple areas to develop both the whole child and the strength of mind and will. This is also referred to as developing grit or a growth mindset. As students learn to set goals based on data, they will develop goal-setting and reflection skills to support them throughout the rest of their lives to continue to work on things that are challenging. Students will also know that they are capable and can succeed when they work hard and have support from teachers and parents. Students will be prepared with social-emotional competencies for middle school.

## **Equity and Value of Diversity**

We will ensure that every student will have equal access to participate in the high-quality programs offered by the school to provide a robust, integrated learning experience for all. We believe that having diversity of culture, race, and thought brings authentic richness that encourages deep meaningful conversations, personal connections, and studies to uncover universal truths that unite all people while learning from and valuing each other’s differences.

## **Global Competence**

BMV realizes that our school community is but one small community in an interconnected system of world communities. Our teachers will incorporate global perspectives both in the classroom and through academic disciplines such as social studies and language arts. BMV’s diverse cultural profile will provide numerous opportunities to bring the world into the classroom with a lens of social justice. We will equip all students with the skills, knowledge, and attitudes to be active participants in our diverse local and global societies. Students will learn perspective-taking and define and solve problems.

## **Family as Partners**

Families are the experts regarding their children, and as such are essential partners in their education. Strong relationships between families and the school will allow us to learn from families how to best support their children, as well as help families build their capacity to best support the academic, social, and emotional growth of their children. We will support the full participation of all families by facilitating opportunities for families to build community with one another and our staff, to learn, and to be involved with their child’s education. We plan to put on family events throughout



the year building on BCS' success in partnering with families. We will continue to schedule and implement family events in the evening to promote specific content or curriculum. For example, we may hold a family math night, student exhibition night to showcase project-based learning final products, or d.thinking/making nights where families can learn more about the curriculum being implemented at BMV and get hands-on experience together as a family. In addition, we hope to implement parent education that is relevant to the focus of the school. In year three, our Director of Community Engagement will facilitate additional parent events with a focus on building community and partnering with families.

## 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.

Our community and world is changing rapidly, and as educators, our guiding challenge is to prepare students for a world that does not yet exist. In order to prepare our diverse students for success in college, career and to be creators and problem-solvers, we will ensure that students are 21st century educated.

The P21 Framework developed by educators, experts, and businesses outlines the student outcomes for a 21st century educated learner.<sup>9</sup> We have modified this framework, using it as a base for designing and developing curriculum in the following four areas:

**Content Knowledge:** Mastery of fundamental subjects in reading, writing, strong speaking skills, arts, mathematics, science, geography, history, government and civics. In addition, students must develop a strong understanding and value of global awareness, cultural competence, social justice, financial, economic, business and entrepreneurial literacy, civic literacy, health literacy, environmental literacy.

**Learning and Innovation Skills:** Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on the following is essential to prepare students for the future:

- Creativity and innovation
- Critical thinking and problem solving
- Communication
- Collaboration

**Information, Media and Technology Skills:** Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

- Information Literacy<sup>10</sup>
- Media Literacy<sup>11</sup>

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<sup>9</sup> <http://www.p21.org/our-work/p21-framework>

<sup>10</sup> <http://www.p21.org/about-us/p21-framework/264>



- Information and Communication Technology Literacy<sup>12</sup>
- 

**Life and Career Skills:** Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments.

- Flexibility and adaptability
- Initiative and self direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility
- Self-awareness, self-management, social awareness, relationship skills, responsible decision-making (CASEL<sup>13</sup>)

## How Learning Best Occurs

BMV believes that every child can be academically successful and that every child is unique. The school believes that learning best occurs in a variety of settings, including diverse homeroom classrooms where rigorous grade-level instruction and developmentally appropriate social emotional learning occurs, and small homogeneous groups where personalized competency-based learning occurs. BMV also believes that learning best occurs in the context of a positive relationship with a high-quality teacher who is well-prepared to facilitate learning for individual students as well as in the context of an engaging real-world problem facilitated through project-based learning. In addition, the school believes that students learn best through hands-on, highly engaging curriculum. We believe that students are motivated to learn and develop a deep love of learning through an engaging curriculum tied to student interests where students get to drive the learning and make meaningful choices within the school day. With choice and voice comes student empowerment, which is at the center of our model. Finally, in order to support the development of meaningful instruction and prescribe the best teaching methods for each student, the school believes in the use of meaningful assessment methods.

To actualize these core beliefs, all BMV programs will incorporate the essential elements that together create the culture for learning at BMV that will support success for all students. At BMV staff will have high expectations for all students demonstrated through academic rigor coupled with intensive professional development to support the well qualified staff who work hard to prepare our students for success in middle school, high school, and beyond. At BMV, curriculum and instruction will be student-centered, where students make choices and are empowered through the decisions they make each day. At BMV, learning is personalized and responsive to each child. This is delivered through focused learning goals, competency-based learning, and self-development for every child including students developing and discovering passions, exercising choice, finding their own voice and agency through units of study, course offerings, and projects as well as through the social-emotional development of children. At BMV, learning is connected and studies are interdisciplinary, transcending multiple subject areas with opportunities for inquiry, project-based learning and STEAM. Time and schedules will be flexible to allow for depth and mastery with authentic assessments. At BMV, students apply their learning to real-world situations through highly engaging meaningful learning that includes workshop models, PBL, d.thinking and making.

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<sup>11</sup> <http://www.p21.org/about-us/p21-framework/349>

<sup>12</sup> <http://www.p21.org/about-us/p21-framework/350>

<sup>13</sup> <https://casel.org/>

An essential part of the BMV culture and expectations is the high collaboration for both students and staff that supports learning by maximizing potential, strengthening creative capacity and problem-solving, and developing character in the context of diversity. At BMV, we intentionally build a sense of belonging for each student through school spirit, unity, and community created through cross grade level interactions, school-wide traditions and events and caring relationships with students and staff.

## Curriculum and Instructional Design

The educational program at BMV will utilize instructional practices that have been proven to promote learning over the course of the last 14 years at BCS and at high-performing schools across the country. Teachers and administrators will develop and implement an innovative educational model that addresses the needs of the whole child and emphasizes academic, personal, social, and emotional development. BMV teachers will be hired based on their love, understanding, and respect for the whole child, value of individual learners, love for learning and curiosity, commitment to social justice, strong pedagogical practices, and mastery of PBL, d.thinking, or integrated curriculum design. Educators will be well-informed in their practice and they will consistently reflect and improve their teaching.

## Education Model

The essential elements of our educational model will be:

- Integrated standards-based curriculum
- Personalized learning
- High student engagement and promoting a love of learning through PBL and STEAM
- Student-driven learning
- Integrated social-emotional development

### *Integrated, Standards-Based Curriculum*

At BMV, we believe real learning happens at the intersection points between disciplines, which is why it is important to teach all subjects in an integrated manner. BMV teachers will proactively integrate standards based subject matter across curricula to make learning come alive.

There are many studies on integrated curriculum and instruction that show the effectiveness of this approach. Susan M. Drake and Rebecca C. Burns writes that integrated curriculum ensures relevancy, accountability, rigor, and that no child is left behind. The George Lucas Educational Foundation (GLEF) has conducted research more specifically on Project-Based Learning that has shown growth, including reduced absenteeism. PBL engages students, boosts cooperative learning skills, and improves test scores. Significant academic gains were seen on the Iowa Test of Basic Skills for these students.<sup>14</sup>

To operationalize this, teachers will use and create PBL units that span multiple subjects and creatively use local resources. The following are two examples of the integrated nature of project-based learning in two grades.

In the first grade Biomimicry unit (See Appendix 3 for a detailed unit plan), students will learn about animals and plants and the way that they protect themselves (shells, thorns, scales, claws, teeth, quills, etc). Students will then use this knowledge to create a design that helps protect a

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<sup>14</sup> Drake and Burns; Meeting Standards Through Integrated Curriculum

human by mimicking how animals and plants use their parts to help them survive. Students will learn about parts, purposes, complexities,<sup>15</sup> learn about and do close readings and research on animals and plant adaptations, and apply NGSS concepts within this project. Following the research phase of this project, students will design and create a 3-D model of their adaptation to protect a human baby, integrating art, design, and technology. The final phase of this project includes testing the design, getting feedback, reflecting, redesigning and finally sharing the products and process at an exhibition night. This project will integrate CCSS and NGSS standards with life and career skills and learning and innovation skills, giving students voice and choice throughout the project and giving them agency over their learning.

Second grade students will embark on an exciting ancestor adventure. During this PBL unit (See Appendix 5 for a detailed unit plan), students will conduct research and interviews to provide a unique answer to the question, “How are my ancestors like me?” Students will learn to design a good research question together, then interview their own family members, coming to understand the universal needs of humans and how technology has changed over time to help humans with their needs. Families of students will visit the classroom to share their unique experiences, help the students do research. This will allow students to complete authentic research while building value for their own family and also allows for building community values for the diverse family cultures within our school. Within this unit, students will engage in many rigorous skills and develop understanding through the integrated areas of literacy, research, writing, critical thinking, math to collect and analyze real data, collaboration, communication (speaking and listening), and synthesis of research to draw conclusions based on original research and patterns observed in the data. Students will then present their findings at an exhibition night to their parents and the community.

BMV 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 BMV, the standards will be regularly reviewed in order to create plans that address the needs of each learner and meet the CCSS, NGSS, remaining State Content Standards, and ELD (collectively referred to herein as “standards”). Working within and across grade level teams, teachers will use these standards, our assessment tools, and the current literature on best educational practices to design dynamic curricula that address our students’ specific needs. In year one, we plan to utilize the curriculum developed by BCS and in subsequent years, BMV teachers may design new units to meet the needs of the students in Mountain View. Teachers’ schedules will be created so that they can meet on a regular basis to share ideas and resources, peer observe, and discuss instructional strategies relative to meeting state standards. Teachers will complete long-term curricular planning 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.

### ***Personalized Learning: Focused Learning Goals***

Focused Learning Goals are built upon research of the importance of goals setting and the development of success skills. FLGs have been used at Bullis Charter School for the past 14 years. Throughout this time, the practice has been refined and developed to promote student growth establishing systems for this complex process of setting individual goals for each student in several areas. Goal-setting research<sup>16</sup> in educational settings shows that student learning, motivation, and self-regulation can be improved when students pursue goals that are concrete, proximal,

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<sup>15</sup> [http://www.agencybydesign.org/wp-content/uploads/2014/10/AbD\\_PPC.pdf](http://www.agencybydesign.org/wp-content/uploads/2014/10/AbD_PPC.pdf)

<sup>16</sup> Turkay, S., 2014; <https://hilt.harvard.edu/files/hilt/files/settinggoals.pdf>

meaningful and optimally difficult. Dr. Madeline Levine, 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.<sup>17</sup> 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.

FLGs will be developed annually to identify specific outcomes in the academic, social/emotional, and passion areas. FLGs will be developed by students, staff and parents through the school’s annual FLG planning process and 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 academic and performance standards.

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 language we use when developing and assessing the goals. The FLG process is a documented practice that will be used by every teacher at BMV and is designed to allow flexibility across different grade levels and varying student needs. Whether a student is academically advanced, needs special education support, is an English 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 BMV teachers will be trained on the FLG process, how to create and implement goals (assess, survey, differentiate instruction, etc.), and how to communicate outcomes with students and parents. At the beginning of the year, parent and student input are requested and taken into consideration for FLG development. Parents, teachers, and students will meet during the fall parent-teacher conference to develop the individual student’s FLGs. These conferences will provide an opportunity to familiarize the family with the state and school standards, review the student’s progress to date, discuss individual strengths and areas for growth, determine learning preferences, 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 will be specific, measurable goals that are supported with data, and clearly delineate parties responsible for implementing, monitoring, and evaluating them.

For example, a FLG focused on writing may look like the following:

**Goal:** Thomas will write simple and compound sentences with correct and consistent capitalization (of the first word of a sentence, the word “I,” and proper nouns) as well as correct end punctuation.

**Means of Evaluation:** Student will score 4s on Language Conventions of Capitalization and Punctuation on the end-of-year writing assessments.

An example of a FLG focused on Science may look like this:

**Goal:** Sofia will be able use and develop models (e.g. diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events and multiple design solutions.

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<sup>17</sup> Levine, “Raising Successful Children,” 2012

**Means of Evaluation:** Score in the capable range on at least 70% on the Using and Developing Models Rubric.<sup>18</sup>

An example of a FLG focused on reading may look like this:

**Goal:** Student will be able to write a well-organized summary of non-fiction text that includes the most important details and vocabulary from each section of the book.

**Means of Evaluation:** A score of 3 or higher on the Summary section of the level 60 nonfiction DRA

FLGs can be written to address any area where a student needs targeted attention and can be personalized for all learners, including EL students and students with Individualized Education Programs (“IEP”).

An example of an FLG focused on ELD for an English Learner is below:

**Goal:** Student will be able to speak about a grade-appropriate topic with academic vocabulary and elaboration with details in order to support her main idea.

**Means of Evaluation:** Student will score level 3 or 4 in speaking on ELPAC and will demonstrate growth in vocabulary and speaking on the speaking and listening rubric on all culminating projects this year.

See Appendix 7 for sample FLG summative reports, and e-portfolio updates.

After the FLGs are created, the goals will be reviewed by the student and the teacher on a regular basis 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.

The classroom teacher or small group teachers will use these goals to determine instructional groupings, programs and materials, and methodologies. As needed, goals are modified to meet the changing needs of the individual student.

Throughout the year, teachers, students, and parents may meet for a second round of conferences to review the student’s progress, asking questions such as, 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. At the end of the year, every FLG will be evaluated based on the metrics agreed upon at the fall conferences.

### ***Personalized Learning: Competency-Based Learning<sup>19</sup>***

BMV has a strong commitment to personalizing learning for each student through competency-based learning. We have done thorough research in our planning phase for BMV to implement

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<sup>18</sup> Based on NSTA, Science and Engineering Practices, Developing and Using Models, <https://ngss.nsta.org/Practices.aspx?id=2>

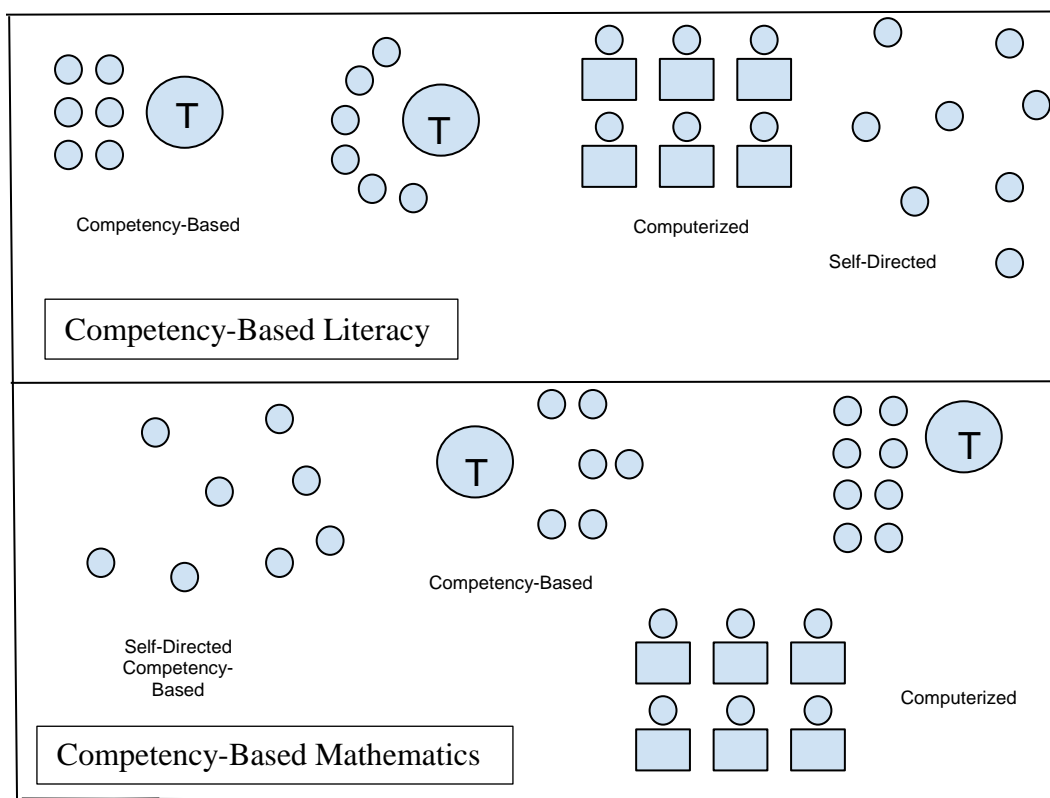
<sup>19</sup> iNACOL & CompetencyWorks, “Quality and Equity by Design: Charting the Course for the Next Phase of Competency-Based Learning,” <https://www.inacol.org/wp-content/uploads/2017/10/CompetencyWorks-QualityAndEquityByDesign.pdf>  
Casey, Sturgis, Lever and Logic Models: A Framework to Guide Research and Design of Competency-Based Education Systems, <https://www.inacol.org/wp-content/uploads/2018/05/CompetencyWorks-Levers-and-Logic-Models.pdf>

competency-based learning. We have learned from experts in the field about the various implementation methods, including the iNACOL conference and resources and EdSurge Fusion conference. We have also visited different schools in California that are implementing personalized or competency-based learning, including Lindsay School District, LodeStar, The NewSchool of San Francisco, Rocketship, Gilroy Prep, and Khan Lab School. According to CompetencyWorks, “a competency-based structure ensures students are reaching proficiency every step of the way — on each standard, in each unit, in each course and in each performance level. Within competency-based structures are embedded systems to generate reliability that ensure students’ progress when they are ready, i.e. when they have mastered content and skills, rather than when they have reached a certain age, demonstrated a fixed amount of “seat time,” or performed on a one-time task.”

At BMV, students will engage in a learning lab time each day, allowing students to master content and skills at their own pace in a variety of settings including small groups focused on targeted instruction with a teacher or staff member, personalized learning utilizing current high-quality software, independent or small collaborative group work or projects. These small, flexible groupings will be reevaluated every 4 to 6 weeks based on current assessment data and student work demonstrating progress and mastery in order to ensure all students are working at the appropriate pace and level throughout the year. Each student will have a personalized learning pathway plan that will serve as a physical map for students’ day to day as they learn during the learning lab time. During this time, students in first through fifth grades will not be bound by grade level, rather they will be working independently or in flexible groups on skills and concepts for which they are ready. Teachers will receive training in how to implement competency-based personalized learning and will work on planning for individual students and small groups collaboratively.

BMV will pair this personalized learning lab time with rigorous grade level instruction and specific social emotional learning within a grade level cohort creating a learning environment that supports students in developing age-appropriate skills and meeting the state standards, creating community through an age-like cohort (grade level), getting to know others through learning lab, and providing personalized competency-based learning allowing all students to receive equitable, high quality instruction in an emotionally safe space.

**Figure 1: Sample flexible configurations, learning lab**



### ***High Student Engagement: Love of Learning Through PBL & STEAM***

At BMV, we believe that when students are highly engaged through hands on, relevant learning, they build a lifelong love of learning that is essential for success later in life and is essential in the design of a world-class school. In addition to building a love of learning, we believe that all students learn best when they are interacting and applying real world concepts in a relevant, meaningful context. As research in child development and learning sciences have shown, language and cognitive development is facilitated when learners are engaged in hands-on or experiential learning, which is at the center of project-based learning and STEAM. At BMV, we strive to create an environment and facilitate learning that mirrors learning in the real-world preparing students for college/career, and we fundamentally believe that starts with the integration of curriculum across different subject areas beginning in elementary school. That core belief has been the impetus for the design and implementation of the STEAM program as part of the core curriculum for early learners through fifth grade.

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 PBL and d.thinking, where students apply their knowledge to create solutions for real-world situations, pulling together information they have learned across different disciplines into one meaningful project.

Like P21, we believe that in order for students to have success in middle school, high school, college, career and rise to the challenges in a globally competitive workforce, they must have the Learning and innovations & Life and career skills (as noted in the section above on 21<sup>st</sup> century

educated). PBLs and d.thinking in our STEAM program will allow us to incorporate these 21<sup>st</sup> century skills into every learner’s education in relevant and meaningful ways.

STEAM is part of our core curriculum in every grade level, starting with our early learners. In order to implement this school wide initiative, we will provide the entire staff with ongoing opportunities to collaborate and receive professional development in areas that enhance STEAM related learning for students, including PBL and Design Thinking.

As an example of an integrated STEAM program, in the first grade, students will engage in a PBL unit called “KidTown,” in which students learn entrepreneurialism by starting their own business. (See Appendix 4 for a detailed unit plan) Students will 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.

Students will also be able to make use of innovative resources, including the MakerSpace at BMV and may access the FabLab, the digital fabrication laboratory at Bullis Charter School, for special projects. These spaces will be available as resources to support and enhance the PBLs and students will also attend classes in the MakerSpace for direct instruction in coding, designing, and using a variety of tools that may include 3D printers. The resources allow for students to design and test their solutions to a real-world situation.

PBL units will be one core method teachers use to deliver many of the state standards because PBL units lend themselves so well to a deeper dive into the concepts and also because students are so much more engaged, excited, and motivated about learning. Here is an example list of the driving questions for the PBL units that may be taught at BMV.

Grade Level: 1

Project Title: Biomimicry

Driving Question: “How can we use what we know about animals to protect a human baby or child?”

Grade Level: 2nd Grade

Project Title: Ancestor Adventure

Driving Question: “How are my ancestors like me?”

See Appendix 8 for additional examples of these PBL units for grades K-5 that not only details how it meets the criteria of a “gold standard” as determined by the Buck Institute of Education, one of the country’s leading teaching training organizations in PBLs, but how teachers ensure that the state standards are intentionally covered.



## *Student-Driven Learning*

At BMV we believe that learners thrive in an environment that is designed for the co-creation of their own education. We believe that children are naturally curious and have the desire and capacity to contribute positively to the world around them. We believe that student-driven learning is a key component in high student motivation that fosters a learning environment where students discover and use their unique talents and gifts to create meaning for themselves and engage in deep learning.

BMV has been thoughtfully designed with many opportunities for student-driven learning. In providing students with choice across the curriculum, we allow students to develop and apply knowledge and skills in a relevant context in which they can maintain interest. At BMV, teachers will facilitate student-driven learning and learner-centered activities in many different ways including co-curriculars, within PBLs, through design thinking, within the workshop models of reading, writing, and math, through number talks and Problems of the Month (POM),<sup>20</sup> and within the learning lab time.

At the heart of student-driven learning is knowing each learner as an individual. Knowing each child as a learner and as a person, who they are in school and outside of school, within their family and community, and where each child's interests and challenges lie. At BMV, teachers and staff will get to know each learner deeply to create FLGs and a learning pathway plan, an individualized plan to support student learning within the learning lab, for each student in the beginning of the year, with input from the parents/guardians and the student.

## *Project-Based Learning*

One example of student-driven learning is within a PBL unit. Teachers co-create PBL units with students to make learning meaningful to students with student interests and the local context in mind. Within a PBL, students have choice in how to solve the problem or driving (essential) question. Students have choices about the materials they use to prototype a solution to the problem and then can redesign after gaining feedback and hearing questions from an authentic audience. Putting students in the driver's seat to research and design solutions to the essential question, make choices about material use, final product with the guidance and facilitation of a teacher who is teaching content and skills through this process will be an essential element in student-driven learning at BMV.

## *Workshop model*

Another example of student-centered learning is within the workshop model. The workshop model is a highly effective instructional method that allows the teacher to meet both the needs of the whole group and the needs of individuals while allowing each learner choice within the workshop time. Typically, a workshop model is an instructional method structured to minimize lecture and provide more time for students to practice skills, discover concepts, apply learning, and receive individualized targeted feedback from the teacher to facilitate learning. At BMV, learners will creatively write on self-chosen topics, and learn to critique their own work through the writing

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<sup>20</sup> The Problems of the Month are non-routine math problems designed to be used schoolwide to promote a problem-solving theme at your school. Each problem is divided into five levels of difficulty, Level A (primary) through Level E (high school), to allow access and scaffolding for students into different aspects of the problem and to stretch students to go deeper into mathematical complexity. The goal is for all students to have the experience of attacking and solving non-routine problems and developing their mathematical reasoning skills. The Problems of the Month were developed by the Silicon Valley Mathematics Initiative and are aligned to the Common Core standards.

process within writing workshop; learners will also choose the literature they read and practice reading skills that are in their learning pathway within the reading workshop.

A final example is within the co-curricular classes. At BMV, we will offer students elective classes that students choose. Teachers will offer classes that align to state standards and the school's vision considering student interests and passions. Teachers will bring in their own areas of expertise and passion to design and develop these co-curricular classes that students choose and love.

### *Integrated Social-Emotional Learning*

Studies show that sustained and well-integrated social and emotional learning (SEL) engages students and improves achievement.<sup>21</sup> At BMV, we believe in nurturing the whole child by honoring each child's unique talents, gifts, interests and experiences and by intentionally integrating character development and social emotional learning throughout each school day and each year. At this time in history, the importance of social emotional learning and character development are essential to foster learners who are prepared to be change makers and compete in a global economy. The families we plan to serve have diverse home environments, some who may encounter trauma and poverty, others who may have stress with high expectations, all coming from diverse cultures and home languages. All children, regardless of background, benefit from SEL and character development and those that have stressful home environments in particular, have a need for SEL supports in school. At BMV, we will approach SEL and character development in a comprehensive manner, ensuring that we build in consistent time focused on SEL and ensure that SEL is integrated into our school programs and content instruction in order to support SEL skill acquisition, positive attitudes, and a positive learning environment and school culture.

Each week, all students will participate in three SEL lessons within the homeroom class. Teachers will use the following curriculum to guide SEL:

- Character Lab<sup>22</sup> and Science of Character<sup>23</sup> to guide the Character Education, helping students develop universal character traits such as gratitude, purpose, and justice.
- Second Step<sup>24</sup> curriculum to teach the core Social Emotional Competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making.
- Common Sense Education Digital Citizenship<sup>25</sup> to support students in maintaining SEL and character in digital settings
- Teaching Tolerance<sup>26</sup> resources, classroom tools and Social Justice Framework to support teachers and students in developing a more equitable and just classroom and school.

Research has shown that child resilience is fostered by having more positive relationships with a trusted, caring adult.<sup>27</sup> Having our programs support students in building both positive relationships with peers and adults is one way we help children develop resilience. Students will

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<sup>21</sup> Vega, "Social and Emotional Learning Outcomes," 2017

<sup>22</sup> <https://www.characterlab.org/>

<sup>23</sup> <https://www.teachthought.com/life/the-science-of-character-6-categories-24-traits/>

<sup>24</sup> <http://www.secondstep.org/early-learning-curriculum;> <http://www.secondstep.org/elementary-school-curriculum;>  
<http://www.secondstep.org/Portals/0/common-doc/short-el-8-scope-sequence-revised.pdf>

<sup>25</sup> <https://www.common-sense.org/education/scope-and-sequence>

<sup>26</sup> [https://www.tolerance.org/frameworks/social-justice-standards;](https://www.tolerance.org/frameworks/social-justice-standards) [https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/PDA%20Critical%20Practices_0.pdf)

<sup>27</sup> Weir, Maximizing Children's Resilience, 2017

participate in cross-grade level classes and groups that will foster positive relationships across grade levels and with different teachers and staff. Some of the programs we offer include:

- **Families:** Students will be placed in a “family;” families will include students from all grade levels and will be led by staff. Families will meet once a month and will focus on a mission aligned project together building positive relationships and creating a sense of belonging for all students.
- **Co-curriculars:** Students will participate in co-curricular classes once a week that will include students from across grade levels, allowing students to build relationships with students based on affinity.
- **Learning Lab:** Students will not be bound to grade level during the learning lab time, so students will continue to build relationships with many students within this context.
- **Buddies:** Students will have buddies at school starting in year one with Kinder and second grade and in year three, with fourth grade and Kinder students paired up and 3rd grade and Early Learners working together once a month. The buddy relationship will establish positive relationships between the younger and older students to support both leadership for the big buddy and a friendly playground environment for the younger students as they enter 1st grade.

Students and staff at BMV will be encouraged and supported to take risks and try new things, valuing a growth mindset and the deep learning that occurs from trying something new and from sometimes failing with the activity. Within the core educational program, students will design and solve real-world problems through PBL, design challenges or inquiry. Through this process, teachers and students will be trying new things and taking risks developing perseverance or grit and a growth mindset. These authentic learning environments will allow students to apply SEL and develop character through collaboration, critique, feedback, taking risks, failing, redesigning, and driving their own learning. Teachers will find all teachable moments and integrate SEL into content or bring in relevant SEL challenges to class meetings. Students will also work collaboratively throughout each day, developing and applying social skills or soft skills needed to accomplish a project with a group.

Another important part of BMV will be the focus on character within our school assemblies each week. Students will begin their week with an assembly to introduce the character focus for the week in an exciting way. All students will continue with this focus in the classroom during the week and on six Fridays a year, students who exemplify a trait will be highlighted with a Head of School’s award focused on an overarching character trait focus for the month.

See the proposed calendar and sample schedule of school assemblies and topics in Appendix 9. Additionally, see Appendix 10 for an example digital citizenship scope and sequence for kindergarten through fifth grade.

### *Restorative Justice Practices*

BMV will focus on restorative justice practices and social emotional learning as it relates to our retention and disciplinary methods and will complement the focus on SEL. Restorative justice at BMV will focus on the needs of those affected, the offender, as well as the surrounding community. Restorative justice emphasizes repairing the harm caused by negative behavior using cooperative processes that include all stakeholders; it means involving students in designing and implementing disciplinary processes that consider what’s best for the student and the community. Through restorative practices, BMV students will have the opportunity to learn strategies to manage their emotions and understand how their behavior impacts the school community. At BMV, we will

recognize that all people make mistakes and that mistakes are opportunities to grow and learn. We will hold students accountable to high expectations and provide a high level of support for our students to grow.

As much as possible, BMV staff will seek to utilize restorative practices in response to any violations of school values. Furthermore, BMV will be focused on reducing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost. We will also work to restore students to the school community even after strong disciplinary actions such as suspensions.

### *Logical consequences and restorative practices*

Consequences must be meaningful for students; they cannot be abstract, extrinsic ideas that do not attach to the behavior. For example, if a student is talking at an inappropriate time during a lesson, a teacher might first stop and ask the student why it is important that she or he does not talk during the lesson. As the student explains the importance of being on task for learning, they understand the impact of their choices. Depending on the root of the problem, students may write a reflection about what happened and then return to the group after sharing her or his reflection with classmates or if there's an incident on the playground, a student may not only write a reflection and make amends with all students impacted by the choice but also may create a presentation about the rules or safety on the playground and share this with younger students in order to contribute positively to the school culture while repairing relationships by those directly impacted, this allows the student to repair relationships with students indirectly affected by the incident also. If a seriously harmful decision (e.g., hurting a teammate, repeated teasing) has been made, the teacher or leader may choose to use a restorative circle, bringing together everyone involved and others impacted by the situation during a time outside of class. This may include other classmates, family members, coaches, and more, depending on the circumstance and impact.

### *Restorative chats*

Staff at BMV will use restorative chats to support students when harm has been done to another member of the school community (e.g., saying something hurtful) or to that student (e.g., giving up on a task). A restorative chat guides the student to repair the harm and better the situation. These are the guiding questions for a restorative chat:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since then?
4. Who has been affected by what you have done?
5. What do you think you need to do to make things right?

### *Ladder of response*

Teachers will use a number of strategies to ensure all students are learning, remembering that the goal is to restore relationships so that student can engage in learning. Teachers will know that there are many ways to respond and that it is important to match the response to the individual student and situation.

### *The importance of relationships*

Through our use of community circles, and through lessons that foster social emotional learning as well as academic growth, BMV students will develop strong connections, a strong accountability to one another, and empathy for how others feel in situations. The stronger these relationships are, the greater the impact when a student may seek to repair relationships, speak to peers about a

challenge she or he is having, or engage in self-reflection. Relationships are at the core of this approach.

### *Modeling healthy responses*

We will teach BMV staff to consistently model healthy interactions and reactions, especially in times when staff may be frustrated or tired. Our students learn from our modeling. We believe that skillful teachers teach discipline and embrace this as a key function of their role.

Therefore, the BMV staff will:

- Hold all members of the school community to high and realistic expectations
- Foster strong relationships among all members of the school community
- Recognize that individuals will make mistakes, and that each day is a new one
- Plan precise directions for each activity and transition to create safe, predictable and productive learning spaces
- Use reminding, redirecting and reinforcing language to help students meet academic and social expectations
- Frequently and clearly talk about and model appropriate behavior
- Provide consequences that are clear, logical, restorative and firm
- See and discuss students as individuals
- Restore students to the learning community by teaching social skills and building on individual strengths

BMV will implement restorative justice practices. BMV will build on an understanding of the history and context of our local community and will work closely with the students, families and community to establish practices that will instill a sense of self-awareness, community-orientation, and pride in students.

Please refer to Element J to learn more about our restorative practice as it relates to student discipline.

## **Instructional Program and Strategies**

BMV's curriculum provides a rich, student-centered, PBL 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 CCSS, and by following the grade level standards in all curricular areas, we will ensure that all students receive a balanced curriculum in English Language Arts, Math, Science, and Social Studies as well as Physical Education. 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 will use these standards, a variety of assessment tools, research-based curriculum and current research on educational practices to design dynamic units and lessons to meet our students' specific needs, to ensure that every student has equal access to the same content and opportunity for success.

Although our curriculum will meet state standards, it will also reflect the rigor of our specific school vision and charter, as described in the previous section on our education model.

## Instructional Planning

Instructional planning will be organized into three steps: 1) Long-term lesson planning 2) Unit plan development and 3) Weekly lesson planning. Through these three steps, the teachers will develop plans that align to our educational approach and the state standards. Collaboration is a critical aspect of instructional planning, and teachers in common grade-levels and content areas will conduct planning together to push their own development, plan for student needs based on current assessment data, and ensure rigor and relevance across all classrooms.

| Step                      | Process  | Who   | When                                    |
|---------------------------|--|---|---|
| Long-term lesson planning | Develop PBLs for the year & map curriculum to state standards within the year-long calendar  | Teachers, grade level teams   | Before school starts in summer training |
| Unit plan development     | Develop details within unit including visiting experts, experiential activities, launch, and possible culminating events.<br><br>Using student data, plan out the learning lab unit with overall learning targets for individual students. Ensure individual student learning pathways plans reflect the unit. | Teachers, grade level teams<br><br>Teachers, grade level teams, and admin | Trimesters                              |
| Weekly lesson planning    | Develop weekly lesson plans based on current PBLs and individual students within the learning lab  | Teachers  | Weekly                                  |

## Curriculum

Teachers at BMV will utilize the curriculum created by BCS teachers that have been tested and refined over the past 14 years with students at BCS. Teachers at BMV will utilize the successful STEAM and PBL curriculum from BCS. Over the course of the first five years, teachers and leaders at BMV will work together to tweak the long-term and unit plans to ensure it is relevant to BMV students. In addition, BMV will utilize the curriculum maps created by BCS. The maps, created by BCS, incorporate all required academic and performance content standards, as well as college readiness and character and mindsets targets, and will be revised as needed over time and to meet the needs of the new community. The maps describe a vertical sequence of projects and they define the key content and skills that need to be mastered at each grade level and discipline. The maps guard against unnecessary repetition of content across grades and ensure appropriate repetition of skills and concepts.

See Appendix 11 for an example of a long-term curriculum map for 4<sup>th</sup> grade.



## Instruction

BMV's instruction will be designed by teachers, making decisions about which practices to use during lessons, based on close knowledge of individual students, in order to support all students in making progress. Teachers will employ strategies to ignite student curiosity, track student understanding, and maximize opportunities for student voice, critical thinking, and leadership. Thoughtful lesson design leads students to want to learn, to work collaboratively, and to be aware of their learning process.

Teachers will act as facilitators of student discovery, engagement in, and ownership of their learning. They will intentionally schedule time to confer with individual students on goals and independent progress towards content and skill mastery. When appropriate, teachers will facilitate learning through inquiry and the design thinking process, which includes empathizing, defining the problem, ideating, prototyping, giving/receiving feedback, and revising.

Individual student needs will be met through differentiation and within the learning lab. To meet the needs of students from many language backgrounds and readiness levels, instruction will be differentiated using flexible grouping, challenging tasks, and ongoing assessment. BMV will utilize real-time academic achievement data to identify when students have mastered a particular skill or topic, and to provide reteaching, reengagement, differentiation, or intervention when students struggle with particular skills or topics. See Element B and C for specific examples across all content areas. One example is to use assessment data from the Developmental Reading Assessment (DRA) to tailor instruction for a small group of students who have similar learning needs around a particular reading strategy or support for reading fluency with a measurable outcome to make improvement towards an increase in both the specific reading skill such as summarizing as well as increasing the reading level including the complexity of the book and Lexile level. This differentiated instruction can be delivered within the learning lab and/or within the reading workshop.

## Subject Areas

### *English Language Arts*

Strong literacy skills are essential for college and career readiness, and more importantly, are critical for success in the rigorous student-centered integrated units at BMV, and to contribute positively to the world as an adult. At BMV, we will provide every student with a comprehensive Language Arts curriculum that incorporates skill-building, regular practice in reading, writing, listening and speaking, and opportunities for creative expression. BMV will emphasize reading and writing in authentic meaningful ways to ensure that students are competent with making meaning of written and oral language and have confidence and skills to collaborate and communicate effectively both in writing and verbally creating independent self-directed learners who think critically and ask questions of the world around them, communicate effectively, and use technology and digital media effectively.

Research<sup>28</sup> shows that students who spend more time reading and writing in school become better readers and writers. With this in mind, BMV will implement a balanced literacy approach. Utilizing CCSS as a guide, we will integrate standards into PBL units and literacy will be addressed explicitly during literacy blocks and in an ongoing fashion through all subject areas. Instruction will be

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<sup>28</sup> Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992

comprehensive, including intentional development of phonemic awareness and pre-reading skills, phonics, fluency, comprehension strategies, and analysis strategies. Additionally, students will be exposed to a variety of genres and increasingly complex text over the course of their academic trajectories. BMV will utilize multiple diagnostic measures to understand each student's strengths and areas for growth, and this data will enable teachers to personalize learning and set FLGs for each student. Most importantly, the literacy program will be designed to instill confidence and a love of reading in students.

Reading instruction will utilize the following key components:

- **Readers Workshop:** Reading workshop will be structured to support readers with both strategy instruction and targeted individualized conferences. The format of Reader's Workshop may vary, but it will generally incorporate a mini-lesson focused on CCSS-aligned strategy, peer sharing and feedback, teacher/student conferences, and ongoing reflection. Reading workshop will occur in the grade-level classroom.
- **Independent Reading:** Students will engage in independent reading regularly within the reading workshops. This will help students build the habit of reading in their daily lives, and it will support their work toward becoming proficient readers. Each student will read text that is at their own level, and teachers may use this time to conference with students about their literacy skill development and overall attitude toward reading.
- **Partner Reading:** Students will read regularly with a partner. Research shows the more a student reads, the more they progress in reading skills. Reading with a partner allows support for reading with a peer and authentic integration of talking about literature, which can raise the level of rigor for students as they read at their level. Partnerships may be short-term and long-term connected to reading level, heterogeneous grouping, similar FLGs, or social pairings.
- **Shared Reading:** Students will learn reading skills through shared reading, an interactive reading experience when students join in or share the reading of a book while guided and supported by a teacher. The teacher will explicitly model the skills of a proficient reader, including reading with fluency and expression and students will practice. This strategy supports all readers, but especially struggling readers.
- **Personalized Learning:** We know that each student will progress with reading at his or her own pace. Therefore, each student will have FLGs for reading, writing, speaking and listening. Using on-going assessment data, students will also work on specific reading skills during the learning lab portion of each day following his or her learning pathway moving towards growth and mastery of content and skills in small group or individually.
- **Ongoing assessment:** Assessment will be an important part of the reading program, as it will inform students of their progress and help teachers meet student needs effectively. At the beginning of the year, the end of each trimester, and at mid-trimester, teachers will assess students reading levels. Additionally, teacher will use informal reading inventories and student-teacher conferences to understand the qualitative evidence of each student's learning and growth. Teachers will use these ongoing assessments to adjust instruction and adjust student learning pathway plans within the learning lab.
- **Literacy across the curriculum:** Literacy will also be addressed outside of the literacy block of students' schedules. Reading writing, speaking and listening will be a part of every core academic subject and integrated meaningfully into PBLs. Students will practice academic reading and writing in all subjects, and they will reflect in writing and through conversation with others about their work.
  - **Small groups:** Students will engage in small group guided reading or book clubs to allow for both small group instruction for students and for meaningful peer reading



opportunities. Students may get targeted feedback within the small group. This will provide more time or students to practice reading, which will support students in reading success and growth.

- **Word work:** In the early grades, students will practice phonemic awareness, phonics skills and vocabulary. They will utilize word work lessons to engage in these concepts through multiple modalities.
- **Rigor:** 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 may be ready for 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.

Writing and reading instruction will be integrated using a similar workshop model and focus on similar mentor texts to maximize the connections between reading and writing, to create a cohesive literacy program. CCSS will guide planning and instruction for writing in all grade-levels. Writing will not only focus on skill development and the technical aspects of writing, it will also be a vehicle for student voice and expression. Students will have opportunities to write across genres integrated into PBL and in writer's workshop.

Writing instruction will utilize the following key components:

- **Writing workshop:** Teachers typically start with a mini-lesson with targeted instruction in writing followed by time for students to write, get feedback, and share publicly. During this time, teachers will guide students through the writing process of planning, pre-writing, writing multiple drafts, editing/revision, feedback and publication. Writing workshop will occur in the grade-level classroom.
- **Shared and interactive writing:** Student centered classrooms include students in developing thoughts, ideas, and in modeling writing. Students will engage in interactive writing in order to support a gradual release of responsibility in developing writing skills for our younger learners.
- **Writing across the curriculum:** Writing will not only be addressed in the literacy block of students' schedules. Rather, reading writing, speaking and listening will be a part of every core academic subject. Students will practice academic reading and writing in all subjects, and they will reflect in writing and through conversation with others about their work.
- **Personalized Learning:** We know that each student will progress with reading at his or her own pace. Therefore, each student will have FLGs for reading, writing, speaking or listening. Using on-going assessment data, students will also work on specific reading skills during the learning lab portion of each day following his or her learning pathway moving towards growth and mastery of content and skills in small group or individually.
- **Ongoing assessment:** Assessment will be an important part of the writing program, as it will inform students of their progress and help teachers meet student needs effectively. At the beginning of the year, and the end of each trimester teachers will assess students' writing levels. Additionally, teachers will use formative writing assessments and student-teacher conferences to understand the qualitative evidence of each student's learning and growth. Teachers will use these ongoing assessments to adjust instruction and to adjust student pathway plans within the learning lab.

To support differentiation in the classroom, teachers will use a variety of techniques. Students will take ownership over their learning through self-analysis of strengths and weaknesses, goal setting,

and regular reflection. The goal is to challenge and support all students. Formative and summative assessments will allow teachers to target instruction, and technology will be used to help assess, to differentiate skill instruction and reading levels, to give feedback on student progress, and to inform the learning pathway for each student.

**Intervention:** We will rely on Fountas and Pinnell for intervention to support students needing additional literacy practice. We chose these curricula because it offers a continuity between transitional kindergarten through fifth grade. In addition, we can use these curricula as we create learning pathways for students to practice discrete skills. This is also a complement to the Reading and Writing Workshop (Units of Study, Teachers College, Calkins) curriculum.

**Table 4: Example Curricula and Materials for English Language Arts**

| Grade                         | Primary   | Supplemental   | Intervention   |
|-------------------------------|---|--|--|
| Early Learners (including TK) | <ul style="list-style-type: none"> <li>• Handwriting Without Tears</li> <li>• Units of Study in Phonics (Calkins)</li> <li>• Units of Study for Teaching Reading (Calkins)</li> <li>• Fountas &amp; Pinnell Phonics, Spelling, and Word Study</li> </ul>  | <ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing (Calkins)</li> <li>• TumbleBooks</li> <li>• Lexia, RAZ Kids</li> </ul>  | <ul style="list-style-type: none"> <li>• Fountas and Pinnell Intervention</li> </ul> |
| Kinder - 1st                  | <ul style="list-style-type: none"> <li>• Handwriting Without Tears</li> <li>• Units of Study for Teaching Reading (Calkins)</li> <li>• Units of Study for Teaching Writing (Calkins)</li> <li>• Fountas &amp; Pinnell Phonics, Spelling, and Word Study; Leveled Readers</li> </ul>             | <ul style="list-style-type: none"> <li>• Site-Created Materials</li> <li>• TumbleBooks</li> <li>• Lexia, RAZ Kids</li> </ul>   | <ul style="list-style-type: none"> <li>• Fountas and Pinnell Intervention</li> </ul> |
| 2nd                           | <ul style="list-style-type: none"> <li>• Handwriting Without Tears</li> <li>• Units of Study for Teaching Reading (Calkins)</li> <li>• Units of Study for Teaching Writing (Calkins)</li> <li>• Fountas &amp; Pinnell Phonics, Spelling, and Word Study; Leveled Readers</li> </ul>             | <ul style="list-style-type: none"> <li>• Site-Created Materials</li> <li>• Step Up to Writing</li> <li>• Typing.com</li> <li>• TumbleBooks</li> <li>• Lexia, RAZ Kids</li> </ul>                     | <ul style="list-style-type: none"> <li>• Fountas and Pinnell Intervention</li> </ul> |
| 3rd                           | <ul style="list-style-type: none"> <li>• Handwriting Without Tears</li> <li>• Units of Study for Teaching Reading (Calkins)</li> <li>• Units of Study for Teaching Writing (Calkins)</li> <li>• Fountas &amp; Pinnell Phonics, Spelling, and Word Study; Vocabulary; Leveled Readers</li> </ul> | <ul style="list-style-type: none"> <li>• LearnZillion</li> <li>• Step Up to Writing</li> <li>• Site-Created Materials</li> <li>• Newsela</li> <li>• Typing.com</li> <li>• Lexia, RAZ Kids</li> </ul> | <ul style="list-style-type: none"> <li>• Fountas and Pinnell Intervention</li> </ul> |
| 4th - 5th                     | <ul style="list-style-type: none"> <li>• Units of Study for Teaching Reading (Calkins)</li> </ul>   | <ul style="list-style-type: none"> <li>• LearnZillion</li> <li>• Step Up to Writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Fountas and Pinnell</li> </ul>              |

|  |  |  |              |
|--|--|--|--------------|
|  | <ul style="list-style-type: none"> <li>• Units of Study for Teaching Writing (Calkins)</li> <li>• Fountas &amp; Pinnell Phonics, Spelling, and Word Study; Vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Site-Created Materials</li> <li>• Newsela</li> <li>• Typing.com</li> <li>• Lexia, RAZ Kids</li> </ul> | Intervention |
|--|--|--|--------------|

See Appendix 12 for a sample ELA curriculum map and long-term plans for second grade.

### *Mathematics*

The kindergarten through fifth grade math program at BMV will follow CCSS, as outlined by grade level content standards and the Standards for Mathematical Practices. Everything from the adopted curricula, supplemental CCSS-aligned resources, assessments, trainings and professional development, teaching philosophy, and co-curricular offerings, will be firmly grounded in CCSS.

BMV will tether the work of building developmentally appropriate and high-quality mathematics instruction through the use of several primary sources: the Progression Documents for the CCSS for Mathematics, [The California Mathematics Framework Chapters](#), and the CCSS for transitional kindergarten through fifth grade. These documents will serve as expert 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 core mathematics curriculum that will be used at BMV will be Eureka Math (Great Minds) implemented in a math workshop environment. The philosophy is 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. Eureka Math ensures that concept-development is rooted in uncovering the “whys” and the “hows” through real-world math problems with tangible applications. To complement this, students may also have access to Zearn, a personalized digital math program that can flow into the learning lab to support student learning and consistency.

Programs alone are not enough to meet the rigor of CCSS. Use of supplementary math resources may include [Exemplars K-12](#), [Inside Mathematics](#), and [NRICH, to](#) help students deeply and richly engage with quality, standards-based materials. Student learning is ever-evolving, and as a result, we will meet that need by also fostering and developing the professional needs of our teachers growth and learning. BMV will partner with BCS, learning from their expert lead teachers and may join the [Silicon Valley Math Initiative](#) (SVMI) to help us successfully navigate CCSS for our children and families.

We will focus on both fluency with performing calculations, conceptual understanding of concepts rooted in the mathematical practices for our students. To focus on building deeper levels of conceptual understanding, we have chosen a program that provides open-ended problem-solving tasks, links mathematics to everyday situations, and includes hands-on activities and mathematical exploration while providing the practice necessary to develop arithmetic skills.

As with English language arts, students will have time during the day to learn and practice rigorous grade-level skills and concepts and they will have a learning lab time when they will not be bound to grade level and will also practice and learn new concepts and skills. Within the grade-level classroom, BMV will use the math workshop model with Eureka Math, teachers will deliver a short lesson then students will work in small groups or independently on practice problems aligned to

the lesson. Teachers will provide small group instruction during math workshop that fits the needs of each student, while giving everyone access to the grade-level CCSS curriculum. Teachers will pay careful attention to struggling and advanced students. Students will also learn new math concepts and practice skills in the learning lab according to individualized learning pathway plans based on data obtained from rigorous site-based assessments of CCSS skills and concepts. This will allow students time and personalized support to work at their own pace and readiness level, accelerating math learning and closing skills gaps.

Besides these adopted programs in the homerooms, co-curricular math classes may be offered during the school day to students in grades K-5 to bolster student 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, has provided students in grades 2 and 3 the opportunity to focus on the use of logic to solve puzzles and play games in a cooperative setting. While students will choose their co-curriculars, teachers will 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.

At BMV, we integrate curricula to allow students to make connections and apply their learning to real world situations. Authentic math learning, and application will be integrated into PBL units, design challenges and of units of study whenever possible. Students at BMV will get chances throughout the year to spend time in our MakerSpace where, through the process of making, building, and creating, they deepen their knowledge of geometry, measurement, and algebraic thinking.

**Intervention:** We will rely on ST Math for intervention to support students needing additional practice in Math. We chose this curriculum because it offers a continuity between grades TK-5. In addition, we can use this as we create learning pathways for students to practice discrete skills.

See Appendix 13 for a sample math unit plan for first grade.

### *Science and Engineering*

Our mission at BMV is to develop students who are critical, reflective thinkers; collaborators, and problem solvers; who feel personally empowered; who act responsibly in all areas: personally, socially, globally, and who love learning. To accomplish this goal, we know that students must not only become fluent in reading, writing, listening, speaking, and mathematics. Our students must also cultivate the ability to think critically, understand what is happening in their local community and the world, identify needs, and collaborate effectively to solve shared problems. Students will develop the content knowledge and mindsets through science and engineering at BMV. The program will be guided by A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas and the NGSS.

Science and engineering instruction will utilize the following key components:

- **Integrated science:** NGSS aligned content will be integrated and applied within relevant PBL units and design challenges at all grade levels. Students will be applying the three dimensions of NGSS as well as scientific practices within the context of these integrated units. As covered in the petition above, BMV will have a focus on STEAM; staff will use existing integrated STEAM units and continue to update and create new STEAM units to meet the needs of the new community.

- **Hands-on, experiential learning:** Students will engage in specific science units to ensure all students develop a deep understanding of the practices of science, providing a path to deep comprehension of the core ideas of science, familiarity with cross-cutting concepts, and the critical thinking skills necessary to gain their own knowledge. Teachers will use Full Option Science System (“FOSS”) curriculum to support planning hands-on science units. Throughout the science curriculum:
  - Students will experience the value of asking questions and defining problems as an important step towards comprehension of science ideas.
  - Students will learn to use, develop and analyze models, as tools to better understand the natural world.
  - Students will practice increasingly complex skills in planning and carrying out investigations, providing scaffolding towards proficiency over the years at BMV. These skills are critical tools toward developing one’s own ability to gain knowledge.
  - Students will build important skills of analyzing and interpreting data and using mathematical and computational thinking, connecting to the math program.
  - Through analysis of data and experimental observations, students will gain familiarity with constructing explanations and designing solutions.
  - Students will develop skills in engaging in arguments from evidence.
  - Through experience researching, reading, and using tables, diagrams, graphs and charts and presenting their findings in a variety of formats, students will gain proficiency in obtaining, evaluating and communicating information. The ability to evaluate information and assess its accuracy is a particularly important skill.
- **Developing mindsets and skills of engineering:** Students will engage in authentic, meaningful projects and challenges, develop the mindsets and use the design thinking process (empathize, define, ideate, prototype, test). Students will develop the skills and mindsets to support NGSS content, cross-cutting practices, and problem-solving skills.

At BMV, teachers will be able to learn from existing BCS teachers who are experienced with NGSS and have been engaged in the planning and implementing of these standards since 2014. To date, NGSS have been incorporated into all grade level curricula. Staff development on 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 PBL units. In addition, we may have our staff attend NGSS professional development offered through SCCOE and by the Science coordinators at SCCOE.

See Appendices 3 through 6 for examples of some of the units that have been created for grades K-5

### *Integrated Technology*

Technology will be integrated into meaningful units of instruction with the goal of enhancing and deepening student learning. Students will not be engaging in technology for the sake of technology; rather, they will be learning to use the latest technology in the context for example of solving a problem or prototype a design, just as technology is used to address the world’s most pressing challenges. A technology plan will be created and used to support and guide staff with the integration of tech tools within units.

## *History and Social Studies*

The BMV Social Studies curriculum will be based on the California History-Social Science Framework (“HSS Framework”) and is closely linked to our mission focused on developing positive self-identity and an understanding of the world around them in order to support students to achieve full potential. The subject areas covered in the HSS Framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. At BMV, social studies units and PBL units will include integrated social studies including a focus on social justice. Teachers will utilize resources to plan meaningful, integrated units. Using Teaching for Change<sup>29</sup> and the Social Justice Standards: Teaching Tolerance Anti-bias Framework<sup>30</sup> as resources, teachers and administrators will develop integrated units of study and a scope and sequence with the goal of developing students who have positive identity, value and respect for diversity, are critical thinkers who recognize justice within the local and world community including stereotypes, unfairness, power, and privilege, and have empathy and can act against bias and injustice in the world. Teachers will develop essential questions to guide the units and align with the HSS Framework. Creating meaningful units of study will make learning engaging for students. Teachers will also integrate reading and writing into the social studies curriculum utilizing primary sources and close reading at even early grades in order to read for purpose and meaning.

BMV will also utilize anti-bias resources<sup>31</sup> to ensure that high-quality literature and classroom resources are used in all classrooms that reflect the rich, diverse cultures of the students that will attend BMV and the diversity in the local community and within California. California’s schools house the largest and most diverse population of students in the country.

An additional focus of our mission and social studies curriculum enables students to embrace a global perspective. BMV realizes that our school community is one small community in an interconnected system of world communities. BMV’s diverse cultural profile will provide numerous opportunities to bring the local community found in the bay area and the world into the classroom. Teachers may utilize resources including the Asia Society,<sup>32</sup> a leading resource on global competence in education, to integrate global competency into the social studies curriculum.

See Appendix 6 for a sample integrated history unit on the American Revolution for fifth grade.

## *Visual and Performing Arts*

BMV is committed to integrating visual and performing arts (“VAPA”) into all grades. Developing visual and performing arts skills is important because it allows students to express both academic learning and self-expression in creative ways. All students will have access to art each week. As BMV grows, students will also have access to other VAPA areas. The areas of focus will be determined by the board, parent community of BMV, and school leadership team to ensure the VAPA program is relevant and meaningful to the students of BMV.

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<sup>29</sup> [http://www.teachingforchange.org/anti-bias-education-articles#antibias\\_curriculum](http://www.teachingforchange.org/anti-bias-education-articles#antibias_curriculum)

<sup>30</sup> <https://www.tolerance.org/frameworks/social-justice-standards>

<sup>31</sup> We will use a variety of relevant resources that may include <http://www.antibiasleadersece.com/anti-bias-resources/>

<sup>32</sup> <https://asiasociety.org/education/what-global-competence>

Additionally, at BMV, in every grade level, there will be curricular connections between VAPA instruction, content standards, and integrated instructional units. Standards-based VAPA instruction is woven into STEAM and PBL units across content areas in all grades.

See Appendix 4 for a sample first grade PBL unit, Kidtown, which integrates art, design and music.

### ***Physical Education***

Physical education (“PE”) is critical for student learning, development and for maintaining one’s personal well-being. Students will develop life-long habits of fitness and wellness through the physical education program at BMV. Students will be exposed to a variety of physical movement activities that will support gross motor development, coordination, and fitness skills.

All students at BMV will receive PE. BMV will also administer the Physical Fitness Test to our fifth-grade students. Our grade 1-5 students will participate in two 50-minute PE classes each week and our Kindergarten and Early Learning (including TK) students will participate in two 30-minute PE classes each week.

PE classes will aim to develop students’ awareness of their bodies and how physical fitness and exercise can contribute to their overall happiness and wellness. For example, students may learn how physical activity can relieve stress or help with focus. PE activities will also contribute to an integrated social-emotional program as students practice habits like cooperation, fairness, teamwork, leadership and honesty through physical fitness, games, and athletics.

## **Co-Curricular and Extra-Curricular Learning**

### ***Co-Curricular classes***

BMV is committed to helping students reach their full potential and to supporting teachers in bringing their passions into their teaching and the school. Co-curricular classes are one way we support students in exploring and discovering new passions. Co-curriculars are elective classes that all K-5 students will take. Students will take two co-curricular classes each semester allowing them to explore four different classes each year. Teachers will offer standards-based classes based on their own passions and student needs that fits within the co-curricular framework to offer classes aligning to the mission.

Co-curriculars will also serve as an avenue to build relationships with other students and with teachers in the school supporting social emotional development and developing resilience in students. These classes will be multi-age, building relationships based on interest and allowing for authentic development of leadership skills for students.

### ***Extra-Curriculars: Extended Day Activities***

At BMV, we will provide extended day activities for students. Students will be encouraged to stay for after school activities and learning opportunities. Some of the activities and learning opportunities we plan to offer in our extended day program will be developed by teachers similar to co-curriculars and may include:

- Homework club
- Student clubs
- Fitness Activities
- Music



## Early Learners (Transitional Kindergarten and Young 5s)

*Assurances: Transitional Kindergarten curriculum will be aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014))*

BMV's transitional kindergarten program is part of our Early Learners program. We will provide a high quality, full day learning experience for our youngest learners. Students qualifying for TK who turn five years old between September 2 and December 2 will participate in this program. The program will also be an option for students who turn five between June 1 and September 1, allowing these students to have an added year of early learning to be prepared for kindergarten and first grade, and set a solid foundation in love of learning, academics, and social-emotional skills.

Early learners are assessed at the beginning of the year on a multitude of standards to identify their levels in literacy and mathematics. Early learner students work with both homogeneous and heterogeneous groups during centers and small group instruction allowing students time for individualized instruction at their academic level as well as times for collaboration with peers to work on projects and develop social-emotional skills. Early learners will focus on the foundations for math and literacy in a developmentally appropriate way. Students will participate in shared reading and writing, read-alouds, when appropriate guided reading groups, and literacy centers. An emphasis on language development for all early learners allows them to gain skills to communicate with peers, teachers, and stretch beyond the classroom. In addition, we will have specific supports for our young EL students and will use the guidance from experts including the State of California, Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning,<sup>33</sup> and structures including integrated and designated ELD.

For all early learner students, activities and tools to promote social exploration and imaginative play like "My Time" (free choice stations) and dress up clothes for dramatic play will be utilized on a daily basis. In addition, SEL starts with our youngest learners, supporting them to gain the skills needed to become self-aware and develop self-regulation as well as develop positive relationships.

Early learners will participate in many of the programs as students at higher grades, including FLGs, STEAM, PBL, and specials ensuring developmentally appropriate expectations within each area of focus to build a true love of learning and set these students up for success. Early learners will not participate in the learning lab, instead differentiation will be provided within the early learners classroom.

We will explore developmentally appropriate measures to gauge our early learners progress over the course of the year. Teachers and the administrator will review and choose the measures which will include guidance from the California Preschool Learning Foundations.

### A Day in the Life of a First Grader at BMV

To bring additional color to the description of the BMV school model, the following provides an example of what a day at BMV might look and feel like for a student. We anticipate that no day will look exactly alike, so the description below is solely demonstrative.

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<sup>33</sup> <https://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>



### *Morning Assembly*

On Monday morning, Daniel hangs his backpack on his hook and is greeted at the door by his teacher with a smile and a high five. After the teacher takes attendance, students all organize their belongings and are greeted individually, they line up and walk to the Multipurpose Room for the weekly Monday assembly. Daniel listens with excitement when the Head of School introduces the new character focus for the week, Curiosity. When signaled, he turns to a partner and shares what curiosity looks like in practice at home, in the classroom, and out in the community. He is excited to see his friend, Ari's class perform on Friday to illustrate what curiosity means and looks like at the Friday morning Assembly.

Each week students have a short 15-minute assembly to introduce the school-wide character focus for the week on Mondays and then meet again on Friday mornings for a longer assembly when students teach or demonstrate through performance, a song, or a video about the character focus of the week. Students love to watch each other and embody the strength of character when they teach others about it. Daniel's parent enjoys attending the weekly assemblies when she can learn more about the school-wide focus and see Daniel's class perform. He is also excited to learn more about this during his morning meetings this week on Tuesday, Wednesday, and Thursday when the class spends time learning about the strengths of character and learns helpful strategies to handle big emotions and how to handle problems that come up in the class, at recess, or at home. Daniel leaves assembly feeling excited about applying curiosity to his life this week and feels a sense of belonging and purpose as he starts his week off.

### *Reading Workshop*

Daniel returns to his class from assembly and sits in the class library to learn about the mini-lesson for the day is tied to grade level standards in reading. He looks around as he sits down and enjoys the books on display that are culturally relevant to his family background and represent the diversity of his class. He enjoys the short lesson because there is always a mentor text that the teacher uses to show him and teach him how to be a good reader. He remembers that can always go back to the poster his teacher uses and the mentor text, in this case, *Hang on Monkey!* to learn more about the reading strategy he is learning.

Daniel listens as his teacher shares about how "Readers Learn More by Chatting about What's Happening" in the nonfiction reading unit this month. Daniel loves reading workshop because he gets to hear books read to him and he gets to practice the things the teacher teaches him about reading; sometimes on his own and sometimes with his reading partner, Stephanie. Today he is eager to talk to his reading partner about the text that his teacher is reading aloud to the class.

After looking at the chart and remembering the strategies he learned about last week about "How to Get Super Smart about Nonfiction Topics" he is excited to learn one more strategy today so he can become a great reader. After listening to the teacher talk about the book she is reading, he's excited to try it out himself. Daniel turns to his partner and they get to chat about the next page in the text. They have sentence stems to help "chat" about the text. He talks about how Monkeys like to eat things that smell good with this partner. They are using the vocabulary in the text to support their conversation. After they practice together, Daniel hears the teacher remind him and all the students to practice chatting about the text and the other strategies to get super smart about nonfiction topics during reading workshop. As he always hears at the end of the mini-lesson, "off you go."

Daniel was excited to practice reading and talking about what he is reading with his partner. As the pair read, they sit side by side, take turns reading, and chat about each page as they read. As they read together, the teacher comes to them, the two read to her and show the teacher how they talk to each other about the text, using the sentence stems as support. The teacher asks them each about how they chose the words they did to describe the page they read in the nonfiction text. She uses questioning strategies to determine the individual teaching point with targeted support for improvement.

Daniel may not be aware, but the teacher has integrated the ELD standards into his instruction to tailor her supports for him throughout the lesson with integrated ELD and she is making sure to embed the reading teaching point of reading workshop with his specific needs as an English Learner. Daniel is a “bridging” English Learner. For this lesson, the teacher has chosen to focus on ELD standards Part 1.(Interacting in Meaningful Ways) B.(Interpretive) 6. Reading/Viewing closely because it integrates well with the focus for the lesson and allows her to support him as needed with reading closely and vocabulary in order to provide targeted instruction and supports to access the content and build on prior knowledge as he develops the reading skills and English Language. After the teacher leaves, Daniel and his partner continue to read building reading stamina and practicing the reading strategy. After about 15 minutes of reading and conferencing, Daniel and his classmates return to the carpet where they end the lesson and add to their chart about “How to Get Super Smart about Nonfiction Topics.”

### *Math*

Daniel is excited to learn about mathematics today. He sits on his spot on the carpet showing he is ready to learn. He arrives to a whiteboard and marker to use and he turns to his math partner, Rafael. They work together to practice making 10. He is excited to start by showing the flash card to Rafael and Rafael shows the ways to make the number using adding or subtracting. Daniel and Rafael take turns once, then they hear the teacher calling them back for the lesson of the day. Daniel knows that there will be a short lesson and then some practice time during the workshop.

The teacher starts the lesson by playing a game with the class. She calls out numbers between 10 and 20 and then the class and her alternate between saying the say ten way and the regular way. Daniel loves math and is excited to call out the say ten way for 14, 16, and 12. After this fun game, Daniel learns about helpful rules and strategies to use when adding three numbers together. After he hears a short lesson on this, he’s off to practice on his own. As he’s working, the teacher stops by to check-in with him, helping him with a challenging problem. Daniel likes that his teacher comes to talk to him and he fixes his problem. After finishing his practice problems, he’s ready to work on his group poster for the Problem of the Month. He’s been thinking about since last week when they started it and can’t wait to add his ideas to the poster all about Dinosaurs. He knows that once they finish the poster, they will get to post it and share all of their work with other students in the cafeteria and can’t wait to show his work and talk to his friends about their posters.

### *Recess*

Daniel always looks forward to recess. He goes out to eat snack and then play. Even though Daniel is new to the school, Daniel feels a sense of belonging and strong friendships because he knows so many other kids through his “family,” a cross-grade level group that he’s in that meets once a month; and through his co-curricular and extra-curricular classes, he has met many other students outside of his class. With these positive relationships, Daniel feels comfortable to join a game of tag and enjoys movement before heading back to class to get his folder with his personal pathways plan to guide him during the learning lab.

### *Learning Lab*

Daniel looks at this learning pathway plan and remembers that this week he will be starting the learning lab time in Room 2. He heads to Room 2 along with other students he has been learning with at this time for the past two weeks. When he arrives, he begins working in a small group of students and with a teacher. He listens as the teacher starts a lesson covering the sounds that the letters /th/ make and he's excited to share words he knows that make this sound. All of the students use whiteboards to write and make words that have the /th/ sound.

Following this small group, Daniel moves on to the next small group where he is excited to read on his own personalized pace and level using a research-based computerized reading program to help him develop reading skills and progress as he shows mastery. Following this reading practice, Daniel moves to one final literacy-based small group to continue to work on an identified learning target based on assessment data. Daniel loves going to learning lab because he gets to work in small groups with other kids that are not in his class.

After literacy time, Daniel moves to the classroom next door and works in three stations focused on math there. Daniel is excited for his last station in the math learning lab because he gets to work on a project with his partner all week and today they get to learn about their new math project. He enjoys solving the word problems and creating a poster to share with others. Daniel also knows these projects are ways he can work on his Focused Learning Goal in math about explaining his thinking in math problems, so he's excited to show his teacher the hard work he's doing with his partner.

### *Lunch*

Daniel enjoys a healthy lunch and talking with his first grade friends, then he raises his hand to be excused and heads off to play. Daniel is excited to play today because there is an area for freeze dance today near the tetherball game. Daniel loves dancing to music with his friends.

### *PBL/STEAM*

Daniel enters the classroom hot and thirsty from lunch. He gets a drink of water and settles into the classroom with his first grade classmates. He remembered his teacher told him that after lunch the class would work on "Kidtown", a PLB unit, and he is super excited. Daniel is working in a group with three of his classmates and they have created their own business and are trying to help solve the problem of the mayor and create and run a successful business.

His group has just started deciding what type of business they will be and if they want to focus on creating a service or product. He really loves baby animals, so he wants to create pet supplies but his team members do not want to create things for animals. Through this negotiation, sharing ideas, and compromise, the team develops social emotional skills and eventually, with the support and guidance from the teacher and the sentence stems provided by the teacher to support the hard conversation on the team, they are able to finally settle on the idea of creating bookmarks and things for people who love to read. With that decision made, Daniel is very excited to begin prototyping the design of the bookmarks in the makerspace. Today they are in the classroom, not in the makerspace, so Daniel begins planning his ideas for the bookmark on a paper with his group.

### *Extra-Curriculars*

At the end of the day, Daniel says goodbye to his teacher with a high five and one sentence about what he learned today. Daniel walks to the lunch tables to get a snack and then go to his extra-

curricular class. When his teacher, who happens to be the PE teacher, also picks up the students, Daniel is excited. He has his Monday extra-curricular, soccer that he loves to play. He knows he's still learning to play the game, but he has fun playing with his friends and has a Focused Learning Goal to learn to play soccer this year that he helped write.

## Promotional Standards

Mastery of the objectives at each grade level is the basis for promotion. Teachers will assess a student's progress every trimester and share that assessment with parents/guardians, in order to gauge whether the student is mastering the objectives throughout the year. Supplemental instruction will be offered for all students as part of the standard program of the Charter School.

The goal of BMV is to ensure that all students succeed. Students who are in jeopardy of retention will be individually counseled and given extra help in their specific areas of concern. Competency-based instruction will provide teachers with the time needed to meet all students needs embedding remediation as needed.

In addition to progress reports, in-class tests and teacher observations, students' CAASPP or Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") scores, and where applicable, ELPAC test scores will also be considered for promotional purposes.

## Plan for Diverse Learners

BMV is committed to meeting the needs of every learner. A belief that all students can reach their full potential and demonstrate academic, social and emotional success drives us to having highly engaging, hands-on curriculum and personalized learning with differentiated and scaffolded supports for each learner. Competency-based learning time is, by definition of the structure, differentiated. In a traditional classroom, a student who is behind or who has outpaced her/his peers often needs a separate differentiated plan. Being able to personalize the pace, place, and path of the progression of math and ELA standards support, engages and challenges all students via individualized FLGs and the learning lab time. The personalization focus of our school, by design, ensures that students are receiving instruction and mastering the content based on their unique needs (be it intervention or acceleration). In this way, the educational program will be appropriate for students of various backgrounds, including academically low-achieving students, high achieving students, ELs, and students with disabilities.

The primary vehicle for support is our Response to Intervention program ("RTI"), which is used with all students. This program is detailed in the section immediately below. The practices in the RTI program will also support specific subgroups of students.

## Strategies for Students Not Meeting Pupil Outcomes

BMV will develop school wide goals and goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d).

Students who are academically low-achieving are defined as any student scoring below proficient on the California testing system or scoring less than 70% on internal benchmark assessments. The ultimate goal at BMV is to focus on prevention, intervention and growth for all students. Because we believe that all children can learn at high levels, alternatives and support services within the educational environment will be provided for all students not meeting desired outcomes. We will

create a school culture of inclusiveness and a developmentally appropriate classroom environment where risk taking is encouraged and individuals are valued for their differences.

It is also our goal to close the achievement gap. In order to do this, student learning must be accelerated at every opportunity. Our approach is diagnostic in nature with appropriate targeted academic interventions offered throughout the day, including and not limited to workshop time and the learning lab block. BMV will provide student support services for students who are academically low achieving and will augment and add necessary services as the student needs dictate.

### ***Assessment and Identification***

When students begin the year, all students will be assessed with multiple measures (see Elements B & C for the specific assessments) to determine current learning needs and develop plans to support each student including but not limited to the learning pathway plan to support students during the learning lab time, FLGs, and support teacher planning for differentiated instruction.

Throughout the year, teachers will monitor all students with a focus on data driven instructional practices and with data analysis to determine individual student needs. At any point during the year, teachers may identify a student who is not meeting benchmark expectations or is not demonstrating growth. If this occurs, the student will be identified as not meeting outcomes. The teacher will then notify the RTI team, including other teachers the student has such as PE or art, head of school, director of special education, and begin the RTI process.

### ***Communication with Families***

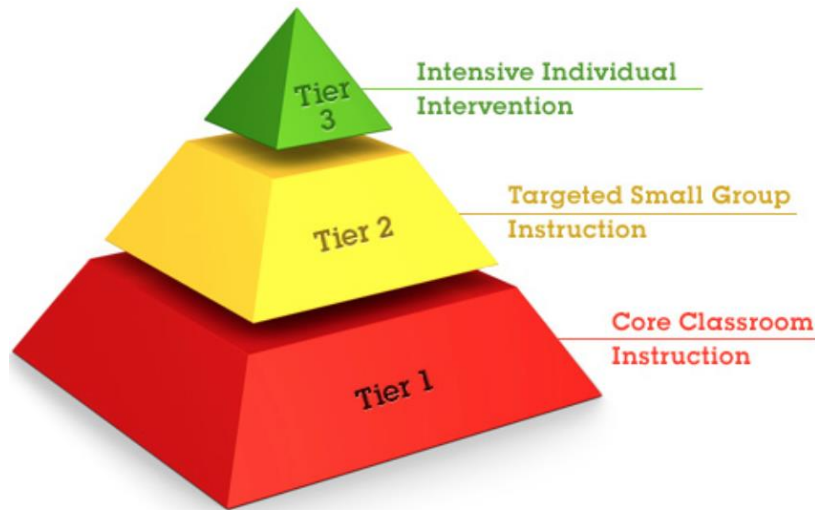
Communicating with families is essential to the success of each student at BMV. We see families as essential partners in the education of each child. Parents help set the FLGs for each child and learn more about these at the student led parent/teacher/student conferences twice a year. During the setting of these individualized FLGs, data will be used to set meaningful goals to support struggling learners as well as all students. When a student is not meeting outcomes, parents/guardians will be contacted and invited to meet. At the meeting, there will be clear and honest communication from staff to families focused on evidence of student learning, data, and objective measures ensures that staff and parents can support the needs of the student and work together as a team for the child's success.

### ***Response to Intervention***

According to the RTI Action Network, "Response to Intervention is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning."<sup>34</sup> At BMV, we agree with this and have created an RTI system, with three tiers of support, to meet the needs of students not meeting outcomes.

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<sup>34</sup> <http://www.rtinetwork.org/learn/what/whatisrti>



RTI (Response To Intervention)  
**3 Tiers of Support**

At BMV, Tier I includes high quality instruction in the general education classroom including differentiation, individualized FLGs for each student, personalized competency-based learning lab time, and use of diagnostics.

Tier II includes additional targeted, supplemental instruction and interventions and includes the Student Success Team (“SST”) process that may include assigning specific supports and scaffolds or differentiation with support of an associate teacher or classroom aid within the general education setting to meet the individual needs of the student.

Tier III includes such supports as intensive interventions, IEP or 504 plans. The school will develop and implement interventions to meet the individual needs of students.

### **Strategies for Students Who Are Academically High-Achieving**

We anticipate within our educational program that most students needs will be met through the individualized FLGs for each student, differentiated workshop models in reading, writing, and math and the personalized competency-based learning lab block as well as through the engaging project-based learning, STEAM, and social-emotional learning opportunities. We are also committed to ensuring that equal attention is paid to ensuring that our high-achieving students needs are met.

#### ***Assessment and Identification***

Students will be considered high-achieving who score 90% or higher on end of the year benchmark tests in the beginning of the year and/or who perform advanced on state testing.

#### ***Communication with Families***

Similar to the communication with families of other diverse learners, communicating with families is essential to the success of each student at BMV. We see families as essential partners in the education of each child. Parents help set FLGs for each child and learn more about these at the



student led parent/teacher/student conferences twice a year. During the setting of these individualized FLGs, data will be used to set meaningful goals to support academically high-achieving students as well as all students. When a student is high achieving, parents/guardians will be contacted and invited to meeting. At this meeting, evidence of student achievement and need for challenge will be shared with the parents based on data and plans will be created collaboratively to support the student. We will make every effort to connect with families of all students. Where needed, we will provide translation support to ensure clear and effective communication with families. Continuous communication will allow for a strong home/school partnership to ensure success and share growth overtime through meetings, progress reports or portfolio updates.

### ***Additional Supports***

Individual support plans can be integrated into the classroom and learning lab block to allow for a student to work at his/her own pace, explore new areas, or work on an individual project or to work at a higher or deeper level on specific content or concepts. The teacher will implement plans for the student with support from other staff as needed (from associate teachers or instructional aid).

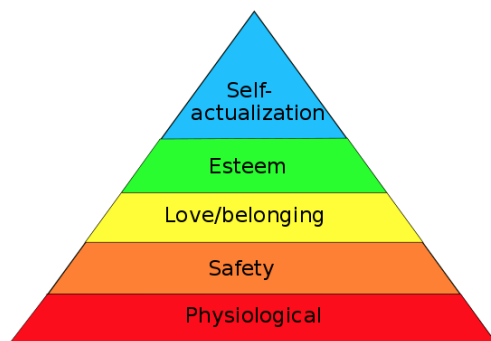
### **Supporting Socio-Economically Disadvantaged Students**

BMV is committed to serving a diverse student population and to closing the achievement gap. To this end, we believe that our education program will provide specialized support for students growing up amid socio-economically-disadvantaged situations. BMV will meet the needs of socioeconomically-disadvantaged students through our inclusive educational program, focused on the whole child. BMV will establish caring classroom environments where teachers know their students and families well and provide culturally responsive, data-driven instruction. Socioeconomically-disadvantaged students will be identified through their participation in the free and reduced priced meals program.

Key elements of the school design and program including the longer school day, focus on high-quality early learning, FLGs, personalized competency-based learning, and focus on differentiated literacy and math will support students to make gains in learning who may enter the school behind in reading or math. The focus on competency-based learning will allow students to have multiple opportunities to succeed or master new content. The focus on the whole child and specific instruction and time for students to master social-emotional competencies and develop of a growth mindset to support learning will assist socioeconomically disadvantaged students to make academic gains also.

BMV will use Maslow's Hierarchy of Needs to guide the work of planning to meet the needs of each student, especially those who are socio-economically disadvantaged. As Maslow shared, in order to be ready for self-actualization, which is the important to BMV's educational model, students need their basic physical needs met including eating breakfast and lunch. We will provide school meals for students that qualify for FRPM. Students also need to have a sense of safety. We will support students as needed with trauma-informed practices and by creating a safe school and classroom community. BMV's focus on SEL and the structures and programs described earlier in Element A support students to develop a sense of belonging such as "families" and co-curriculars.

## Maslow's Hierarchy of Needs



In addition, we will seek to partner with Community Health Awareness Council to support the staff to learn more about the implementation of trauma-informed practices and to provide support for students identified to have traumatic stress. Along those lines, we will use practices to support homeless students and those with high mobility. BMV will seek out community resources and partnerships to support students and families as they are identified. BMV will follow the guidelines and practices for enrolling and serving homeless students outlined by the California Department of Education and seek national resources and expertise of organizations such as National Association for the Education of Homeless Children and Youth.

BMV will analyze assessment results to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we will create and implement learning goals via FLGs or personal learning plan for the learning lab. If we are not meeting the needs of the group as a whole, as determined by data analysis, we will revise our instructional methods, curriculum, and student support services as necessary to address students' needs.

### *The Role of the Student Study Team*

Any student requiring additional support and/or challenges (low achieving, behavior, high achieving) will be referred for an SST meeting by the teacher or requested by a parent/guardian. The process for an SST will start with the teacher gathering evidence about the student and making adaptations and modifications for the child in class. The teacher will submit an SST referral to the Head of School and Director of Special Education. After observations by the Head of School and any required testing or document collection, the SST team, usually made up of the student's teachers, parents/guardians, and the Head of School, convenes for the first time. Through collaboration and dialogue, a specific plan will be developed to meet the student's particular needs. The team will decide upon a date for the second SST meeting, by which time all strategies or action items are to be implemented or completed. At the second SST meeting, the team will decide whether the student has made satisfactory or unsatisfactory progress towards previously established goals. If the progress is unsatisfactory, the SST will continue to meet regularly until the student does not need further support. Subsequent meetings will continue as needed, with other interventions being tried as needed (i.e., individualized reading intervention, math interventions, modifications, challenges, behavior contracts, etc.) and data collected on student progress with supports. If progress is unsatisfactory and the team is concerned of a suspected disability, the parent shall be offered an assessment plan for evaluation for student eligibility under the IDEA. After testing, the student is determined to be eligible or ineligible for special education services. Eligible students receive IEP



goals and appropriate services are provided. Ineligible students may continue in the SST process or assessed for 504 eligibility if warranted.

## Supporting English Learners

BMV will meet all applicable legal requirements for EL, including long-term EL or those at risk of becoming long-term EL, as they pertain to: annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. BMV will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

BMV 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 EL students acquire the skills and knowledge necessary to become productive, responsible individuals 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 (see instructional strategies below for more detailed information). We strive to offer programs that assist EL in becoming proficient in English quickly. BMV will have the following goals of for EL support and services:

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

It is also the goal of all BMV 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.

### *Assessment and Identification*

The orientation process at BMV will strive to be inclusive and welcoming for all families. Because we anticipate many of our EL to come from Spanish-speaking households, we will have interpretation available at school events, in addition to translations of written communication. For interpretation, we plan to utilize bilingual members of the staff as well as community members.

Upon enrollment, and as a part of the registration process, parents must complete a Home Language Survey, of which translated copies will be available. When new students enroll at BMV, we will determine previous ELA status if student attended a public school prior, utilizing 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 the student's home language information. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home. Within 30 days of initial enrollment (first day student attends school at BMV), we will assess the English proficiency of any student whose parents have indicated on the survey that English is not the primary language in the home. The Home Language Survey will be kept on file at the Charter School in the student's cumulative files.

The ELPAC will be used to assess English proficiency. All students who indicate that their home language is other than English will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

#### *Initial Assessment (“IA”)*

The ELPAC IA is used to identify students as either an EL, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English proficiency status.

#### *Summative Assessment (“SA”)*

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year. The IA will be administered to students new to California public schools within the first 30 days of starting school based on the HLS as described above. The SA will be administered to all students identified as English Learners within the timeframes given by the state, typically in the late winter to spring. We will follow all California guidelines for ELPAC and will determine student placement based on state guidelines for student performance on initial ELPAC. For students new to BMV who have previously been classified as EL, staff will use the summative ELPAC results to plan instruction and FLGs to meet each student’s individual ELD needs.

In addition, we will attempt to gain a full understanding of the student’s language profile. Through an additional assessment and conversations with the student and his or her parents, we will find out more about the languages spoken in the home as well as the student’s literacy experiences in the home language. Research indicates that a child’s fluency and literacy in the home language is an important factor when designing ELD instruction.<sup>35</sup>

The Charter School will notify parents of the ELPAC administration before administering the ELPAC. Upon local scoring of initial ELPAC, students will be designated as either Initially Fluent English Proficient (I-FEP) or EL using the state guidelines and entered into CALPADs. The Charter

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<sup>35</sup> <http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>

School will also notify parents of results and student classification within 30 days of receiving the test results from the publisher or local scoring of the initial ELPAC. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Any student who is identified as EL will be referred to BMV's EL Support Team in order to determine appropriate EL services. EL Support Team members will include a Charter School administrator (Head of School or in the third year and beyond, Director of Curriculum and Instruction) and the student's teacher. The EL Support Team will establish, review, and revise student program placement and individualized FLGs related to ELD. The student's instructional and school services will address identified needs and establish a course of action to eliminate barriers to achievement. The EL Support Team will review all pertinent information on all English learners and make the determination regarding the EL services provided and reclassification on an individual basis.

EL Support Team responsibilities will include:

- 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 goals based on the CA ELD will be established and embedded in the 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 FLGs, 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.
- Lead of team (administrator) may make recommendations to the classroom teachers concerning accommodations and strategies for EL student.
- 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.

### *Reclassifying and Monitoring*

On a semiannual basis, BMV will evaluate and document the progress of each EL in English language acquisition and academic progress. Monitoring the student's progress will continue for a minimum of four years after the student is reclassified and exits the program.

The following will be the Charter School's method for evaluating the effectiveness of the EL program:

- 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: EL students will show progress on the ELPAC by increasing by one performance level each year.

A member of the EL Support Team or parent/guardian 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 ELPAC) with a minimum of level 3 in listening, speaking, reading, and writing and with a minimum overall score of 4.
- Achieve a minimum level of standards met on ELA CAASPP.
- 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.
- Achieve proficient on local benchmark assessments in reading, writing, speaking, and listening.
- Teacher evaluation and recommendation
- Parent opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process

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 and the EL record in the student cumulative folder will be updated with signed reclassification documents. When a student exits EL services and is reclassified, the EL Support Team will monitor his or her progress for four years to ensure his or her continued academic success.

### *Program Monitoring*

BMV evaluates and monitors state assessment results and data of disaggregated populations (including EL and former EL students). 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.

### *Notifying and Collaborating with Parents*

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 EL
- The student's level of English proficiency according to the ELPAC
- The method of instruction to be used to provide ELD instruction

Interpretation of meetings with students and parents will be provided as needed. The ultimate goal of the process is to provide parents who do not speak English as their primary language with meaningful opportunities to participate in the education of their child. The interpreter may be called upon to help with enrollment, parent/teacher conferences, IEP meetings, etc. The interpreter will also assist the Charter 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 or willing

community member cannot interpret, efforts will be made to find an interpreter to facilitate communication.

BMV will form and support an active English Learner Advisory Committee (“ELAC”) made up of parents or other community members who want to advocate for EL students. The purpose of the ELAC is to advise the Head of School and school staff on programs and services for English learners and the development of the LCAP, with special attention to goals that pertain to EL. We will ensure that the percentage of the parents of EL students on the committee must be at least the same as that of ELs.

### *Instructional Strategies*

BMV will serve EL students in a sheltered English immersion program. Under this program, the student will participate in all general classwork including reading, writing, and math, PBL, STEAM and other engaging curriculum and instruction. In addition, the student will receive differentiated instruction in order to develop English. We will employ integrated and designated ELD instructional strategies for our ELs.

Along with our highly engaging curriculum that focuses on personalized competency-based learning, there are four key instructional strategies we will use to specifically ensure high levels of language learning for our EL:

- **Integrated and Designated ELD:** Teachers will plan and implement integrated and designated ELD using CA ELD as a guide to meet individual needs of students based on assessment data and FLGs. Designated ELD instruction time will be executed in small groups within the classroom setting of reading, writing, or math workshop or within the PBL/content learning time to allow students to participate in all core learning with high levels of participation and collaboration. Integrated and designated ELD will allow all students to participate in the same rigorous educational program and have scaffolds and specific instruction to meet the needs of each EL including new comers.
- **FLGs:** Every EL will have individualized FLGs focused on the highest area of need for individual ELD and learning. Teachers will monitor the progress towards meeting the goal over the course of the year. If a student is classified as EL, he or she will have goals each year that are based on current assessment data, so goals will change as students’ needs change.
- **Sheltered English Instruction & Sheltered Instruction Observation Protocol (SIOP):** Teachers will incorporate a variety of strategies to make the content more comprehensible. General education teachers of ELs will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program. We have chosen this program because it is an empirically-validated model of instruction for EL and has a systematic and consistent focus on teaching both content concepts and academic language. This model can be utilized within the designated ELD and to support EL students throughout the day.
- **Targeted differentiated support in reading and writing:** Students will receive targeted instruction within the reading and writing workshop and the learning lab time each day to support meaningful language development, authentic academic vocabulary development, and support students in continually increasing English Language learning each day based on assessment data and flexible grouping. Within the workshop and learning lab, there will be specific differentiated instruction to meet the needs of each EL including newcomers.
- **Daily Language Objectives:** Teachers will incorporate daily language objectives into planning and delivery of instruction based on the CA ELD standards aligned to student needs, supporting students regardless of where they are in terms of their specific proficiency level descriptor (“PLD”) (i.e., emerging, expanding, or bridging).

## ***Staff Qualifications and Professional Development***

Staff members providing English Learner Services will be appropriately credentialed. All teachers at BMV will be required to obtain Cross-Cultural and Academic Development (“CLAD”) or Bi-lingual, Cross-Cultural and Academic Development (“BCLAD”) and will be appropriately credentialed. Additionally, every BMV faculty member will be trained in understanding the CA ELD standards and framework and will be trained in implementing designated and integrated ELD, SIOP, and other specific strategies for ELD. Ongoing regular training for staff and teachers on implementation of best-practices and specific strategies noted above for ELD will be planned and continued each year.

## ***Plan for Students with Disabilities***

BMV recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment. BMV does not discriminate against any pupil with a disability in the admissions process or any other aspect of operation. The school complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act (“ADA”), and any other civil rights laws enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). We assure that BMV complies with AB 602, District and SELPA guidelines, and all California laws pertaining to special education students.

The Charter School shall be its own local education agency (“LEA”) member of a Special Education Local Plan Area (“SELPA”), in conformity with Education Code Section 47641(a). A change in LEA status or SELPA membership shall not require a material revision of this charter. The Charter School shall comply 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 and information systems necessary to identify and serve students who qualify for special education. BMV will collaborate with the SELPA to respond to inquiries and requests and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of students’ records.

BMV will apply to join the El Dorado County Office of Education (“EDCOE”) Charter SELPA and the following description of the plan for students with disabilities is written in line with this expectation. If, for any reason that membership in the EDCOE SELPA does not materialize or is not in place by the start of the term of this charter, BMV retains the right to operate as a school of the District for purposes of special education. In this case, a Memorandum of Understanding (“MOU”) would be developed between the Charter School and the District.

BMV shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by BMV shall be accessible for all students with disabilities.

## ***Overview***

BMV will use an inclusive model to support students with learning differences. As with all our students, students with disabilities will access and participate in rigorous curriculum and learning including PBL, personalized competency-based learning lab, workshop model for math, reading, and writing, and integrated STEAM curriculum. All students with IEPs will be mainstreamed for the maximum amount of the day possible (least restrictive environment (“LRE”)), as their IEP permits. A free, appropriate education (“FAPE”) will be provided to students with an IEP who cannot be



served with a full inclusion model (moderate to severe) as necessary based on their individual need.

- We will follow the educational model that BCS currently uses with regard to full inclusion and participation in rigorous learning including PBL, workshop, and learning lab. We will take this and build on it as we tailor the program to the specific students we have at BMV. Our guiding element of equity and social justice is the reason we plan to have inclusion at BMV. We will ensure every student has equal access to participate in all high-quality programs offered by the school to provide a robust, integrated learning experience for all.

**Table 5:** Outcomes for Bullis Charter School, Students with Disabilities, 2016-17

|  |   |
|--|---|
| ELA CAASPP (% Met or Exceeded) with disability | Math CAASPP (% Met or Exceeded) with disability |
| 77.2%  | 74.28%  |

At BMV, we will schedule student resource, speech, occupational therapy or other support services in either a pull out or push in model in order to meet the needs of the student, support meaningful learning, and allow for thoughtful scheduling for special education staff. The schedule for specific student services will be created following the agreed upon IEP meeting. In addition, whether pull out or push in instruction is implemented, the special education professionals will collaborate with the general education teacher to ensure integration of current classroom units when possible to support each student to access the content in meaningful ways and consistency for student learning.

***Search and Serve***

Upon the commencement of BMV’s school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and the Head of School, BMV will work to identify any students who do not currently have an IEP but may need a pre-referral intervention plan. The Head of School and faculty will then convene the SST for that student.

BMV shall have the responsibility to identify, refer, and work cooperatively in locating students who have or may have exceptional needs that qualify them to receive special education services. BMV will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized. BMV will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Students possibly in need of special education can be identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program. All students with IEPs, as well as students in the process of developing an IEP, will be integrated into the program design of the Charter School.

In addition to the ongoing evaluation provided by the SST for each student, ongoing professional development for all teachers will include topics relevant to integrating and supporting students with IEPs into the educational program and community. For students who are identified as needing

interventions, an SST composed of the student (when appropriate), the student's parent or guardian, the Head of School, and the student's teacher will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the SST finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that student for a formal special education assessment. BMV may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. Parents will be informed that special education and related services are provided at no cost to them.

### ***Interim and Initial Placement of New Charter School Students***

BMV shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. BMV shall provide transferring students with FAPE, including services comparable to those listed in the existing IEP.

In accordance with Education Code Section 56325(a)(1), for students who enroll in BMV from another school outside of the same SELPA as BMV, with a current IEP within the same academic year, BMV shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent(s)/guardian(s), for a period not to exceed thirty (30) days, by which time the 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 accordance with Education Code Section 56325(a)(2), in the case of a student with exceptional needs who has an IEP and transfers into BMV from a different school within the same SELPA as BMV, within the same academic year, BMV shall continue to provide services comparable to those described in the existing approved IEP, unless the parent(s)/guardian(s) and BMV agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to BMV with an IEP from outside of California during the same academic year, BMV shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP in consultation with the parent(s)/guardian(s), until BMV conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by BMV, and develops a new IEP, if appropriate that is consistent with federal and state law.

BMV will cooperate with the District regarding sharing information as necessary.

### ***Referral for Assessment***

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

As described in the earlier section on strategies for students not meeting pupil outcomes BMV will have an RTI model which allows early identification and support of students with learning and



behavior needs. The RTI process at BMV will begin 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 will be moved to Tier II and are referred to the SST, comprised of parents/guardians, 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 BMV receives a parent written request for assessment, BMV works collaboratively with the SELPA and the parent to address the request. BMV and the SELPA will 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.

### *Assessments*

The term "assessments" has the same meaning as the term "evaluation" in the IDEA. The SELPA determines what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure. BMV works in collaboration with the SELPA to obtain parent/guardian consent to assess students. BMV will not conduct special education assessments unless directed by the SELPA.

### *Development and Implementation of the IEP*

If the student meets eligibility criteria, BMV will develop and implement an IEP that contains all the necessary elements. The entire IEP development and process is a way for the parents/guardian to communicate about the child's needs and for the team to create a plan that is educationally appropriate to meet the identified needs. Parent involvement in the IEP development and communication throughout implementation is essential to the IEP process. The plan will outline specific measurable annual goals for the student based on performance in tests and the team's input based on evidence of learning and observations. BMV, in collaboration with the SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. BMV will provide modifications and accommodations (outlined within each individual's IEP) in the general education environment taught by the general education teacher. Students at the school who have IEPs will be served in the Least Restrictive Environment. Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and SELPA assessments
- 

The review timeline for the IEP will follow:

- Yearly to review the student's progress
- Every three years to review the results of a mandatory comprehensive reevaluation
- After the student has received a formal assessment or reassessment
- Within 30 days of a parent's request
- If manifestation hearing is required

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

BMV will arrange and notice the necessary IEP meetings. IEP team membership shall follow state and federal law, including all appropriate staff. BMV will be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the SELPA and BMV:

- The parent or guardian of the student for whom the IEP was developed
- The student, if appropriate
- The Head of School and/or the Charter School designated representative with appropriate administrative authority as required by the IDE
- The student's special education teacher
- The student's general education teacher or teachers, if the student is, or may be, participating in the general education environment
- Other Charter School representatives who are knowledgeable about the general education program at BMV and/or about the student
- Additional certificated staff who are providing designated instructional services to the student per the IEP

BMV, in collaboration with the SELPA, shall be responsible for all school site implementation of the IEP. BMV staff assists and collaborates with implementing IEPs. The SELPA and BMV shall be jointly involved in all aspects of the special education program. As part of this responsibility, IEP goals and services will be linguistically appropriate, as per Education Code Section 56345(b). BMV shall provide all home-school coordination and information exchange. BMV shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

BMV shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once

every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

BMV shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for BMV's non-special education students. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the Charter School will have thirty (30) days, not including school vacations greater than five (5) days, to hold the IEP meeting.

### *IEP Meetings*

BMV shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. BMV shall be responsible for having the following individuals in attendance at the IEP meetings: the Head of School and/or BMV designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; a parent/guardian; the student, if appropriate; and other BMV representatives who are knowledgeable about the general education program at BMV and/or about the student. BMV shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

BMV will provide an interpreter at IEP meetings if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by BMV. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as per Ed Code Section 56345(b)
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided

- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state assessments
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress
- After the student has received a formal assessment or reassessment
- When an Individual Transition Plan ("ITP") is required at the appropriate age
- If a meeting is required to determine if a student's conduct was a manifestation of his or her disability
- If the parent or guardian has requested a review of the student's progress.

### *Reporting*

BMV will collaborate with the SELPA to collect/maintain information required by IDEA and lists: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; settings of service; suspension data, and reasons for charter exiting. All necessary procedures and practices to ensure confidentiality and accurate, timely reporting will be the responsibility of the Head of School.

### *Staffing*

All special education services at BMV will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEA. BMV staff will participate in all mandatory SELPA in-service training relating to special education. All IEPs will be properly implemented and all students supported, which will be the responsibility of the Director of Special Education along with the Head of School. It is typically the responsibility of the Charter School to, train, and employ all site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the SELPA directs BMV that current SELPA practice is for the individual school sites to hire site special education staff or the SELPA and BMV agree that BMV must hire on-site special education staff. In that instance, BMV will ensure that all special education staff hired are qualified pursuant to SELPA policies, as well as meet all legal requirements. The SELPA may review the qualifications of all special education staff hired by the school (with the agreement of the SELPA) and may require pre-approval by the SELPA of all hires to ensure consistency with SELPA policies. BMV will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to BMV students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### *Professional Development for BMV Staff*

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

BMV will seek professional development opportunities for its staff through potential trainings facilitated by the District, the SELPA, by private companies or agencies, and utilizing the expertise of the Special Education staff. Annually, special education staff will provide professional development for BMV 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.

### ***Due Process Hearings***

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

### ***Notification and Coordination***

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services, confidentiality and reporting requirements as required by IDEA. The Charter School will adopt and implement policies relating to all special education issues and referrals. The Charter School will collaborate with Authorizer or SELPA to collect/maintain information required by IDEA and lists: age, grade, type of disability, ELL status, and number of students receiving service, suspension data, and reasons for charter exiting.

### ***Procedural Safeguards***

Parents or guardians of students with IEPs at BMV 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. BMV will immediately notify the SELPA of any concerns raised by parents. In addition, BMV and the SELPA 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. The SELPAs designated representative, in consultation with BMV's designated representative, will investigate as necessary, respond to, and address the parent/guardian concern or complaint.

BMV and the SELPA 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.

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. BMV will utilize the Notice of Procedural Safeguards used by the District or SELPA in which it is a member.

### ***Parent/Guardian Concerns***

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parents/guardians concerns or complaint.

BMV is committed to the assessment, identification, and placement of students with special needs in the appropriate and least restrictive environment. BMV understands the requirement by IDEA 2004 to follow procedures to provide access to due process and the protections conferred by procedural safeguards, which are required by federal law.

BMV shall provide a copy of the "Notice of Procedural Safeguards and Parents' Rights" to the parent a minimum of one time yearly. The Notice of Procedural Safeguards shall also be provided to parents:

- Upon initial referral or parental request for evaluation.
- When sending out an Assessment Plan and/or Prior Written Notice.
- Upon receipt of the first state complaint in the school year.
- Upon receipt of the first due process complaint in the school year.
- In accordance with disciplinary procedures.
- Upon parental request.

BMV shall adopt policies and procedures for the investigation and resolution of parental concerns or complaints related to special education services including alleged violation of federal or state laws governing educational programs.

BMV shall include in its policies and procedures the employee(s) responsible for receiving complaints, investigating complaints and ensuring compliance. BMV's policies shall ensure that the employee(s) responsible for compliance and/or investigations shall be knowledgeable about the laws/programs that he/she is assigned to investigate.

BMV shall acknowledge parent complaints in a timely manner. The parents shall be offered a voluntary resolution session (alternative dispute resolution ("ADR")) to address and resolve concerns that prompted the complaint. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

### ***Non-Public Placements/Non-Public Agencies***

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

### ***Non-discrimination***

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission to the 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.

### ***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.

### ***Special Education Services and Strategies for Instruction***

BMV 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.” BMV 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 will be 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 will be delivered by personnel qualified to do so. BMV teachers will work collaboratively with the SELPA’s 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 BMV 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 will be 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. BMV provides special education instruction and related services to the students enrolled regardless of students’ district of residence.

### ***Implementing Section 504 of the Rehabilitation Act***

BMV will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the school shall be accessible for all students with disabilities.

BMV 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 BMV. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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 deciding as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The



student evaluation will be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact on the student's education. This evaluation will include consideration of any behaviors that interfere with 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 is eligible for accommodations under Section 504 must be 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is eligible for accommodations 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 appropriate public education. 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 BMV'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.

## **Professional Development**

BMV's core design elements guide the school model as well as our purpose and focus for professional development. Outlined in the Executive Summary, these include:

- Focus on serving the whole child
- Student centered learning
- Deep, real-world learning
- Equity and Access
- Culture of collaboration and innovation

Additionally, we hold the following beliefs for learning and collaboration for our students and staff.



- Community of Learners: We are a learning organization that engages in continual improvement and reflection in order to focus on what is best for students. Students and staff take risks, make mistakes, share expertise and seek leadership opportunities to grow as learners.
- Collaboration: We believe that by working together, we maximize our potential. Students and staff collaborate regularly with peers and in diverse teams to support one another, strengthen creative capacity, and solve problems.

Recruiting and retaining high quality teachers and staff has been a focus of BCS for several years. BMV will draw on the expertise gained through this work and couple that with the experience of developing a strong culture of learning and high-quality professional development for teachers. Leaders at BMV will focus on improving student achievement by supporting and developing quality teachers. Together, professional development and shared leadership opportunities will be used to establish a community of adult learning. BMV staff will have the opportunity to collaborate and learn from BCS with the option to participate in the annual professional development before school starts and attend other professional learning opportunities from experts from outside of BMV and BCS. Leaders will establish and communicate high expectations of staff and align professional development, feedback, and coaching with evaluation systems in order to promote the professional growth of every teacher and ensure school-wide excellence.<sup>36</sup>

## Community of Learners

For learning to best occur, all staff must be part of a community of learners. We will work together on behalf of students to improve the school's program, share expertise, build knowledge, and model collaborative learning. Research suggests that professional learning communities can impact teacher efficacy<sup>37</sup> and student learning.<sup>38</sup> Grounded in practices that have yielded high quality instruction and impacted student learning at BCS and in research, we will have a professional learning community that has the following elements:

- Collaborative: Teachers work in teams to plan and learn. Teachers will work in different teams that may include grade level partner team; grade span team (ex. Grades 3-5); PLC; data team; lesson study team; content team
- Focused on student learning: Teachers will focus on evidence of student learning to support teacher learning. Focus on evidence of student learning will be a part of professional goal setting, coaching and mentoring, data teams, PLCs, and grade level/grade span teams.
- Aligned to school priorities driven by data and vision: Professional learning that is focused and has a long-term focus that allows teachers to learn, implement, reflect, and learn more over the course of the year has been shown to impact teacher practice and student learning. At BMV, we will set specific school-wide focus each year based on school priorities and driven by data. For example, in the first years it will be important for our teachers to learn how to implement high quality PBL, d.thinking, STEAM, personalized learning and meet the needs of all learners (EL, SPED, 504) to ensure a strong start to the school and implement the unique educational model.
- Reflection and implementation time: Research has shown that new strategies and professional learning is implemented more consistently with time to reflect and implement and receive feedback.<sup>39</sup> Professional learning and the culture of learning at BMV will have a focus on reflection and feedback to inform improvement. For example, teachers may use protocols within teams to reflect or get feedback to improve planning, implementation, and ultimately student learning. One

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<sup>36</sup> Darling-Hammond, Hyler, Gardner, *Effective Teacher Professional Development*, 2017

<sup>37</sup> Voelkel & Chrispeels, *Understanding the Link between Professional Learning Communities and Teacher Collective Efficacy*, 2016

<sup>38</sup> Vescio, Ross, Adams, *A review of research on the impact of professional learning communities on teaching practice and student learning*, 2008

<sup>39</sup> <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>

example is that teachers will engage in the critical friends protocol when designing new PBL units. Teachers have done this at BCS and this practice has informed teaching planning and impacted student learning with this consistent protocol.

- Teachers as leaders: At BMV, we value teachers as experts in instruction and curriculum. We also believe that developing teacher leaders is a pathway to authentic job-embedded professional learning for the teachers and builds capacity of the whole organization. Teachers at BMV will have many areas in which to pursue leadership, some formal with designated responsibilities such as a team leader and other more informal roles with peers. Our goal in developing teacher leaders is to shape the culture of the school, build organizational capacity, improve student learning and influence teachers' practice with peer leadership.
- Continuous learning and improvement: BMV was born out of the culture and value of continuous learning and improvement through strategic planning. In order to do what's best for students, the adults in the learning community need to continue to push the boundaries of what is possible in public education. We are committed to continuously learning and improving to meet the needs of our students and families and to build a world class school. We will ensure that our professional learning focuses on data to drive the focus in order to continually improve.

## Structures to Support Professional Learning

### *Sufficient and Dedicated Time*

Evidence suggests that time spent learning, planning, and observing others (lesson study) improved teacher performance and student learning. At BMV, we believe that effective teachers are at the center of a successful school and programs and are essential for improved student learning and organizational capacity. With this belief in mind, we have developed a professional learning plan to support teachers with learning. One key part of this plan is ensuring the schedule and time is consistent for teacher learning and planning. During these times, teachers will learn from each other, professional literature, school leaders, and leaders in the field. We will ensure we have the following time for planning and learning:

- The BMV school calendar will include five full days of professional development days prior to the beginning of the school year and five days after the school year ends. During the days before school, 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 Head of School. In addition, these staff development days are ideal for the entire staff to receive training in areas that are central to the vision of the BMV philosophy and to starting our new unique school in a cohesive manner. Trainings in programs and processes such as Project-Based Learning, design thinking, and equity are vital to ensuring teachers have the skills to differentiate for needs of their students.
- Three professional learning days are scheduled during the course of the school year. This day is an opportunity for staff to come back together to continue working on school-wide, year-long initiatives.
- Common planning times are scheduled so that teachers have the opportunity every week to meet with their grade level teaching partner.
- Weekly full-staff meetings will be focused on learning and supporting teachers in implementing the unique instructional model of BMV. These meetings will include: staff meeting, PLCs, grade level teams; and professional learning workshops.

See Appendix 14 for sample professional development plans and Appendix 15 for an example professional development module.

## *Observation, Coaching, and Mentoring*

At BMV, we believe in the power of effective coaching and mentoring and have seen the effects of this at BCS, our flagship school. We also believe in ensuring our practices are grounded in research and in our experience. With this in mind, we have two goals for coaching:

- Improving teaching practice, with a particular emphasis on increasing the use of practices shown to be highly effective, including evidence-based practices and practices learned in trainings (Knight, 2009; Kretlow & Bartholomew, 2010; Neufeld & Roper, 2003; Snyder et al., 2015).
- Improving learner academic and behavioral outcomes through improved teaching practices (Bean, Knaub, & Swan, 2000; Joyce & Showers, 2002; Kretlow & Bartholomew, 2010; Snyder et al., 2015).

We will ensure the following with a focus on observation, coaching, and mentoring:

- Coaching and coaching meetings will be done in partnership with a school leader to support teachers in developing their craft and impacting individual students. Coaching of teachers will follow short cycles based on areas where each teacher would like to focus and grow, data from classroom observations or student data, or tied to the professional SMART goal of each teacher. Coaching will include elements that are effective including observation, modeling, and feedback. We may use an online platform to support and expedite coaching feedback.
- Teachers are encouraged to observe in their peers' rooms as part of the lesson studies teachers may do in Professional Learning Communities. BMV teachers will also be connected to BCS teachers and will have opportunities to observe and learn from the flagship school.
- New teachers may participate in an induction process; supporting them with goals aligned to the CSTPs.
- Just as teachers continuously assist students to measure their progress towards meeting state standards, BMV teachers and staff will continuously receive feedback on their performance in order to develop professionally. School administration will routinely visit every classroom and provide teachers with informal written observations, which include commendations, suggestions, and coaching. The purpose of teacher supervision and evaluation go hand in hand with professional development as is to help each teacher grow in their craft.

## *Professional Learning Communities ("PLC") and Data Teams*

Effective professional learning is not a one-off workshop, but rather is an ongoing focus with time to implement and reflect that aligns to a school focus, is driven by data and is relevant to teachers. With this in mind, BMV plans to assemble teams to analyze student work, have honest conversations, review student achievement and growth data, make and implement plans based on the data and continue to reflect.

- Teachers will form PLCs connected to their own professional SMART goals aligned to the BMV competencies. We will follow the work of DuFour and Eaker as we create PLCs.<sup>40</sup>
- Data meetings will be done in partnership with a school leader to support teachers in developing their craft and impacting individual students. Data connects teachers and staff to their student and their learning, pushes them to high levels of reflection on practice and students learning, and leads to deep discussions and analysis with colleagues, students, and parents in an effort to improve student learning. There will be individual data meetings and group data meetings to ensure BMV is using data to drive all programs including grade level classes, competency-based learning and social emotional learning.

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<sup>40</sup> DuFour and Eaker, *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*, 2008

## **Structures to Support Shared Leadership**

### ***Shared decision making***

At BMV, we will have a consensus-based decision-making model. This model will allow us to share decision-making with all staff to ensure staff are empowered and an integral part of the school. Benefits of consensus-based decision making include: collaborative and cooperative decision making, shared power, builds community, make better decisions collectively, when everyone agrees the decision is more likely to be implemented. We will continue to use the structure that the flagship school has put in place with a “fist to five” and strawman protocols for decision-making.

### ***School Leadership Team***

At BMV, we believe in having shared leadership as both a way to develop teacher leaders and professional pathways and to impact teaching and learning at the school site ultimately improving student learning. Our leadership team will set the course and coordinates staff to work to reach the school vision and priorities.

## **Opportunities for Career Growth and Advancement**

At BMV, we know that effective teachers need opportunities to grow and advance. We have developed teacher professional pathways to support teacher growth and advancement, we will use these pathways (See sample in Appendix 16) to support and retain well-qualified teachers.

Through the annual evaluation process, teachers will be eligible for growth and advancement. Each teacher will be observed by the Head of School. We will use best-practices in evaluation with a focus on supporting all teachers to reflect and improve using agreed upon teacher self-identified professional SMART (specific, measurable, achievable, realistic, and timely) goals.

Formal observations will 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 will hold a post-evaluation conference to evaluate the lesson, recognize what went well, and discuss any areas for improvement.

At the end of the year, each teacher will conduct a self-evaluation on his/her SMART goals to determine if each was met. A meeting will be held between each teacher and the evaluator to review each goal and "evidence" in the form of a professional portfolio is presented and to discuss future goals.

## **District-Charter Collaborative Opportunity**

BMV acknowledges the tremendous challenge of meeting all students’ needs and closing the achievement gap. We believe it is critically important for charter schools and districts to partner to share best practices, expertise, and perspectives about how to reach shared goals for students. Our desire is to work with the District by engaging in regular two-way discussions, sharing successful practices such as how to successfully implement personalized learning, STEAM, and utilize design thinking to impact student learning. We hope that developing an innovative partnership will ultimately lead to success for all students.

Our hope is to be able to partner with the District leadership and schools to contribute to making high quality education available to all students. We intend to partner closely and share the curriculum, pedagogy and organizational processes that BMV develops and implements with the District and we also intend to share practices implemented in TK-5<sup>th</sup> grade personalized learning, competency-based learning, and STEAM.

In the process of continued sharing of best practices, BMV hopes to directly support the MVWSD Strategic Plan Goal 1, “GOAL 1: STUDENT ACHIEVEMENT Goal Statement: Every student will be prepared for high school and 21st Century citizenship”.

- Strategy 1.1 – Students will be engaged in personalized learning experiences built from a viable, guaranteed, and coherent curriculum that supports all students in achieving at high levels.
- Strategy 1.2 – Students will be engaged in personalized learning experiences.” BMV will provide a free, quality choice option with a focus on competency-based and personalized learning.
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We will also continue to work to build relationships with the MVWSD Trustees and Superintendent. We remain committed to working collaboratively to serve in the best interest of all of MVWSD students and to develop a level of collaboration that may serve as a model for other charter-district relationships in the state.

We see the opportunity as both a privilege and responsibility to work in partnership to create a school that will forward the District’s vision and prepare learners to thrive in the ever-changing world.

## **Keeping More Families in Local Public Schools**

In addition, we hope to serve as an option to enable more Mountain View families to remain in public education. In one-on-one conversations with parents residing in the boundaries for Mariano Castro Elementary School, Theuerkauf Elementary School, and Monta Loma Elementary in Mountain View, we have heard from parents who support public education and hoped to have their children in public education, but are opting out of their local public school or District schools entirely due to concerns about high-quality public school options. It is essential to the well-being of the city and community to have thriving public schools where all residents feel confident to send their children to learn at the highest levels. With BMV, we hope to provide families with another high quality, neighborhood school option and support the shared goal of the community to keep families in public education, whenever possible.

## **Annual Goals and Actions in the State Priorities**

BMV 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 state priorities identified in California Education Code § 52060(d). Please refer to the table in Elements B and C: Measurable Pupil Outcomes for the schoolwide goals for relevant sub-groups and corresponding assessments.

The goals in the BMV LCAP will be based on the needs of the students we serve as well as the school’s mission, objectives, and strategies. The needs of 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.



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## **ELEMENTS B AND C: MEASURABLE PUPIL OUTCOMES AND METHODS TO ASSESS PUPIL PROGRESS**

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*Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).*

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

Setting measurable pupil outcomes, developing methods to assess pupil progress toward these outcomes, and using outcomes data strategically will be deeply integrated and interrelated at BMV. For this reason, we choose to show this integration by combining required Elements B and C of this charter petition in one section.

### **Overview of Outcomes and Assessments**

BMV has clearly defined school-wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d). BMV 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 CCSS, NGSS) 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.

BMV will set high academic expectations and individual objectives for all of our students and staff. To help meet these expectations, we will provide appropriate levels of personalized support. Our goals for student outcomes are aligned with our mission, as well as with our approach to curriculum and instruction. The changing and incredibly diverse world around us necessitates that our youth have a well-rounded set of skills and experiences to reach their full potential. It is essential that over the course of their time at BMV, our students are able to meet ambitious goals in the following focus areas connected to our vision, design elements, and curriculum and instruction:

- Academically successful
- Strong in character; heart, mind, and will
- Lifelong learners
- Creative problem-solvers
- Culturally and globally competent

To achieve these ambitious outcomes and ensure that BMV students are prepared to meet their personal and professional ambitions, we will support students to perform at or above grade level on assessments of CCSS, NGSS, and California's content standards in all subject areas. Additionally,



students will be able to demonstrate their understanding and show growth in multiple forms of assessment that may include journals, essays, presentations, portfolios, demonstrations, and performance. Students will also develop the critical thinking and collaboration skills necessary to become contributing citizens.

Finally, BMV students will grow to be self-aware, persistent and engaged in learning to continue their academic and personal growth and to develop a lifelong love of learning.

Outcomes and assessments at BMV will inform curriculum and instruction and will utilize multiple forms of assessment. Additionally, we believe that the two primary reasons for assessments are to provide meaningful feedback to students and teachers and to monitor progress toward goals or objectives.

## **BMV outcomes aligned with State priorities**

BMV 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). These priorities are as follows:

- Quality Teachers, Curriculum, and Facilities (Basic Services)
- Alignment to and Implementation of the Common Core State Standards (CCSS), with support for ELLs and other subgroups
- Parental Involvement
- Student Achievement
- Student Engagement
- School Climate
- Course Access and Enrollment
- Student Outcomes (Other Pupil Outcomes)

Furthermore, BMV acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula, "LCFF"). Beginning in the fiscal year 2019-2020 and following California Education Code § 47604.33 and § 47606.5, BMV will comply with all elements of the LCAP according to regulations and templates adopted by the State Board of Education. This includes the annual submission of a LCAP or LCAP update, as appropriate, to MVWSD and the Santa Clara County Office of Education on or before July 1 of each year pursuant to California Education Code § 47605(b)(5)(A)(ii), using the LCAP template adopted by the State Board of Education.

BMV reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. Finally, BMV shall comply with all requirements of California Education Code § 47606.5 (e).

The section below will describe the school's focus areas and goals, schoolwide and subgroup goals, actions to achieve goals, measurable outcome, the method of assessment, and the person responsible, all aligned with the state's priorities defined in California Education Code Section 52060(d). As the state finalizes new standardized assessment tools and the California Dashboard, the school will work with the District, as necessary 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 in Ed. Code Section 47607.

The following goals outline student outcomes for all students as well as subgroups based on California and national content standards, 21st-century skills, social-emotional skills. The objectives below also describe metrics to ensure that we comply with local, state, and federal regulations.

**Table 6: BMV’s Annual Goals, Actions, and Outcomes to Achieve State Priorities**

| Goals, Actions, and Outcomes that Align with the State Priorities   |  |
|---|--|
| <b>State Priority #1 (Basic Services). 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))</b> |  |
| <b>Sub-priority A – Teachers</b>  |  |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>• <b>BMV will recruit, develop, hire, assign and maintain highly qualified faculty.</b></li> </ul>  |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>• Implement a rigorous recruitment process to reach candidates that are highly qualified and reflect the diversity of the student body.</li> <li>• Implement a rigorous hiring process, including paper screening, formal and informal interviews, performance tasks, teaching demonstration, and reference checks.</li> <li>• Offer competitive teacher salaries that allow the Charter School to attract effective, qualified staff.</li> <li>• Provide professional development throughout the year for all teachers, based on individual goals, school goals, and the needs of the students, as informed by student data. Teachers and staff will receive professional development related to the CCSS so that they can successfully implement them into their classrooms.</li> </ul> |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>• Teachers are appropriately assigned and fully credentialed.</li> </ul>  |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>• Head of School will monitor faculty credentials and assignment.</li> </ul>  |
| <b>Sub-priority B – Instructional Materials</b>   |  |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>• BMV will use standards aligned instructional materials, curricula, resources and technology that will prepare students for middle school, high school, and college and career success.</li> </ul>   |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>• Research and obtain the most up-to-date standards-aligned materials and update annually.</li> <li>• Prioritize the need for excellent resources and provide teachers with the supplies and learning tools that they need to successfully teach CCSS-aligned curriculum.</li> <li>• BMV staff will create and deliver standards-aligned instructional plans at the</li> </ul>  |

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|                                      | yearly, unit, and daily levels.   |
| <b>Measurable Outcome</b>            | <ul style="list-style-type: none"> <li>All students will have access to standards-aligned materials and technology.</li> <li>All teachers will have access to instructional materials and technology that are most up-to-date and standards-aligned.</li> </ul>   |
| <b>Method of Measurement</b>         | <ul style="list-style-type: none"> <li>Head of Schools will monitor instructional materials and annual updating process.</li> <li>Annual survey with faculty and staff</li> </ul>   |
| <b>Sub-priority C – Facilities</b>   |   |
| <b>Goals to Achieve Sub-priority</b> | <ul style="list-style-type: none"> <li>School facilities will be maintained and in good repair</li> </ul>   |
| <b>Actions to Achieve Goal</b>       | <ul style="list-style-type: none"> <li>Secure appropriate facilities for the needs of the Charter School.</li> <li>Create a safe and clean learning environment by maintaining the school facility in good condition. Conduct and document regular reviews of the school facility and address any issues in partnership with the landlord.</li> <li>Take the necessary steps to ensure the school facility is safe and secure.</li> </ul> |
| <b>Measurable Outcome</b>            | <ul style="list-style-type: none"> <li>Facilities will be maintained in good repair to ensure a positive learning environment for students and staff.</li> <li>Facilities will show progress made towards repairs and maintenance.</li> </ul>   |
| <b>Method of Measurement</b>         | <ul style="list-style-type: none"> <li>Staff will do regular walkthroughs to rate the condition of the facility and address issues in a timely manner.</li> <li>Conduct an annual survey of students, parents, and staff.</li> </ul>  |

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| <b>State Priority #2 (Implementation of CCSS). Implementation of Common Core State Standards, including how English Learner students will be enabled to gain academic content knowledge and English language proficiency.</b> |   |
| <b>Sub-priority A – CCSS Implementation</b>   |   |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li><b>Successfully implement CCSS into the classroom</b></li> </ul>   |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Fully-develop curriculum maps, unit plans, interventions for grades TK - 5 that are fully aligned to CCSS</li> <li>Provide data-based professional development each year for all teachers, based on individual goals, school goals, and the needs of the students. BMV teachers and staff will receive professional development as it relates to successful implementation of CCSS.</li> </ul> |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>Student performance on CAASPP assessments will exceed the average performance levels of students in District schools that serve a similar student population.</li> </ul>   |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Internal benchmark assessments</li> <li>CAASPP</li> </ul>  |

| <b>Sub-priority B – EL Students &amp; Academic Content Knowledge</b>   |   |
|--|---|
| <b>Goals to Achieve Sub-priority</b>                                   | <ul style="list-style-type: none"> <li>Teachers will use materials and strategies to ensure EL students have access to appropriate grade-level content.</li> </ul>  |
| <b>Actions to Achieve Goal</b>   | <ul style="list-style-type: none"> <li>Implement a comprehensive, structured English immersion program for EL students.</li> <li>Teachers will use techniques that maximize comprehensible input for EL students.</li> <li>Teachers will utilize data to plan support and interventions to meet the needs of EL students.</li> <li>All BMV curriculum and long-term plans will include design to support English Learners.</li> </ul>   |
| <b>Measurable Outcome</b>  | <ul style="list-style-type: none"> <li>Student performance on CAASPP assessments will exceed the average performance levels of students in District schools that serve a similar student population.</li> </ul>   |
| <b>Method of Measurement</b>   | <ul style="list-style-type: none"> <li>Internal benchmark assessments</li> <li>CAASPP</li> </ul>  |
| <b>Sub-priority C – EL Students &amp; English Language Proficiency</b> |   |
| <b>Goals to Achieve Sub-priority</b>                                   | <ul style="list-style-type: none"> <li>EL students at BMV will achieve proficiency in English language as quickly as possible, in accordance with research and best practices.</li> </ul>   |
| <b>Actions to Achieve Goal</b>   | <ul style="list-style-type: none"> <li>Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.</li> <li>Teachers will implement CCSS-aligned integrated and designated ELD to meet the needs of each EL student.</li> <li>Provide teacher planning time prior to the start of the year to develop long-term plans aligned to ELD and CCSS using current data to plan for specific needs based on data.</li> </ul> |
| <b>Measurable Outcome</b>  | <ul style="list-style-type: none"> <li>Student performance on CAASPP assessments will exceed the average performance levels of students in District schools that serve a similar student population.</li> </ul>   |
| <b>Method of Measurement</b>   | <ul style="list-style-type: none"> <li>ELPAC</li> <li>CAASPP</li> <li>Internal benchmark assessments</li> </ul>   |

| <b>State Priority #3 (Parental Involvement). Parental Involvement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation.</b> |   |
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| <b>Sub-priority A – Achieving/Maintaining Parental Involvement</b>  |   |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Families will know and understand their child’s Focused Learning Goals.</li> <li>Families will have a strong sense of community with staff and other families at BMV.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Parents will be a vital part BMV and key stakeholders for the students and school.</li> <li>• Parents of students at BMV will believe in the mission of the Charter School and are dedicated to helping achieve the Charter School's goals.</li> </ul>   |
| <b>Actions to Achieve Goal</b>                         | <ul style="list-style-type: none"> <li>• Ensure parents understand and subscribe to ways to encourage and support the educational goals of their student and the mission of the Charter School.</li> <li>• Provide frequent, language-appropriate parent outreach via email, phone calls, and letters home, as well as conferences with teachers and school-wide events.</li> <li>• Administer annual parent survey.</li> </ul>   |
| <b>Measurable Outcome</b>                              | <ul style="list-style-type: none"> <li>• A majority of parents or guardians will participate in parent-teacher conferences.</li> </ul>  |
| <b>Method of Measurement</b>                           | <ul style="list-style-type: none"> <li>• Faculty will track parental involvement throughout the year.</li> <li>• The Charter School will administer and reflect annually on outcomes from the parent satisfaction survey.</li> </ul>  |
| <b>Sub-priority B – Promoting Parent Participation</b> |   |
| <b>Goals to Achieve Sub-priority</b>                   | <ul style="list-style-type: none"> <li>• Parents will believe in the mission of the Charter School and will be dedicated to help achieve shared goals.</li> <li>• Families will have a strong sense of community with staff and other families at BMV.</li> </ul>   |
| <b>Actions to Achieve Goal</b>                         | <ul style="list-style-type: none"> <li>• Create, publish, and invite parents to participate in school experiences that support with student success and learning.</li> <li>• Calendar, publish, and invite parents to participate in school decision-making entities such as ELAC, Parent Leadership Team, Schools Advisory Committee and Board.</li> <li>• Provide parent workshops on various topics (i.e., CCSS, social-emotional learning, FLGs, etc.) to enable parents to better support their student's education.</li> <li>• Provide child care for parent meetings/workshops.</li> <li>• BMV will use data to determine and act with regard to family engagement.</li> <li>• Regular, designated times for parents to give feedback to school leadership.</li> </ul> |
| <b>Measurable Outcome</b>                              | <ul style="list-style-type: none"> <li>• A majority of parents and guardians participate in school events and activities.</li> <li>• Majority of parents or guardians respond positively on school survey regarding participation and engagement.</li> </ul>  |
| <b>Method of Measurement</b>                           | <ul style="list-style-type: none"> <li>• Teachers and staff will keep parents aware of student progress.</li> <li>• The Charter School will administer and reflect annually on outcomes from the parent satisfaction survey.</li> </ul>   |

**State Priority #4 (Student Achievement). Pupil achievement, as measured by all of the following, as applicable:**

**The Charter School will meet or exceed accountability standards for pupil achievement, as measured by all of the following, as applicable:**

- A. Statewide assessments (CAASPP)
- B. The California Accountability Model & School Dashboard
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education (not applicable)
- D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher (not applicable)
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness (not applicable)

**Sub-priority A – CAASPP: ELA/Literacy and Mathematics**

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| <b>Goals to Achieve Sub-priority</b> | <ul style="list-style-type: none"> <li>• Students will exceed the average performance levels of students in District schools that serve a similar student population on the CAASPP.</li> <li>• Students within each subgroup will exceed the average performance levels of comparable subgroup students in the District on the CAASPP.</li> </ul>   |
| <b>Actions to Achieve Goal</b>       | <ul style="list-style-type: none"> <li>• Establish, monitor and analyze interim benchmark proficiency and growth goals.</li> <li>• Teachers and staff will differentiate and plan using data-driven practices.</li> <li>• Provide ongoing professional development and coaching for teachers to deliver high-quality instruction and supports for students.</li> <li>• Provide differentiated instruction and learning opportunities and competency-based learning for students.</li> <li>• Provide technology and other resources for teachers to monitor student progress through assessments.</li> <li>• Schedule consistent time for individualized goal setting, monitoring, and reflection (FLGs).</li> </ul> |
| <b>Measurable Outcome</b>            | <ul style="list-style-type: none"> <li>• BMV will exceed the average performance levels of District schools that serve a similar student population.</li> <li>• Students who fall within a subgroup will exceed the average performance levels of comparable subgroup students in the District on the CAASPP.</li> </ul>  |
| <b>Method of Measurement</b>         | <ul style="list-style-type: none"> <li>• CAASPP</li> <li>• California Modified Assessment (as appropriate)</li> <li>• Benchmark Exams</li> </ul>  |

**Sub-priority B – California Accountability Model & School Dashboard**

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| <b>Goals to Achieve Sub-priority</b> | <ul style="list-style-type: none"> <li>• BMV will exceed the average performance levels of similar District schools.</li> <li>• Students who fall within a subgroup will exceed the average performance levels of comparable subgroup students in the District on the CAASPP.</li> </ul> |
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| <b>Actions to Achieve Goal</b>                                     | <ul style="list-style-type: none"> <li>• Provide rigorous curriculum and instruction, focus on the whole child with SEL shown to improve academic growth, and hold students to high expectations consistently.</li> <li>• Provide ongoing professional development and coaching for teachers to deliver high-quality instruction and supports for students.</li> <li>• Provide differentiated instruction and learning opportunities for students.</li> <li>• Provide technology and other resources for teachers to monitor student progress through assessments.</li> <li>• Schedule teachers time for frequent data analysis and disaggregation of data (interim, formative, and summative).</li> </ul> |
| <b>Measurable Outcome</b>  | <ul style="list-style-type: none"> <li>• BMV will exceed the average performance levels of District schools that serve a similar student population.</li> <li>• Students who fall within a subgroup will exceed the average performance levels of comparable subgroup students in the District on the CAASPP.</li> </ul>   |
| <b>Method of Measurement</b>                                       | <ul style="list-style-type: none"> <li>• CAASPP</li> </ul>   |
| <b>Sub-priority C – Satisfy UC/CSU entrance requirements (n/a)</b> |  |
| <b>Sub-priority D – EL Proficiency Rates</b>                       |  |
| <b>Goals to Achieve Sub-priority</b>                               | <ul style="list-style-type: none"> <li>• EL students’ proficiency rates are above the District average.</li> </ul>   |
| <b>Actions to Achieve Goal</b>                                     | <ul style="list-style-type: none"> <li>• Provide professional development to teachers on analyzing EL data and implementing research-based best practices to meet their needs.</li> <li>• Implement a comprehensive structured immersion program for EL students.</li> <li>• Implement Integrated and Designated ELD for all EL students.</li> <li>• Frequently monitor and provide appropriate interventions to struggling students and ELs</li> <li>• Schedule consistent time for individualized goal setting, monitoring, and reflection (FLGs).</li> </ul>  |
| <b>Measurable Outcome</b>  | <ul style="list-style-type: none"> <li>• EL student performance on CAASPP assessments will exceed the average performance levels of students in District schools that serve a similar student population.</li> </ul>   |
| <b>Method of Measurement</b>                                       | <ul style="list-style-type: none"> <li>• ELPAC</li> <li>• CAASPP</li> <li>• California Modified Assessment (as appropriate)</li> <li>• Benchmark Exams</li> </ul>  |
| <b>Sub-priority E – EL Reclassification Rates</b>                  |  |
| <b>Goals to Achieve Sub-priority</b>                               | <ul style="list-style-type: none"> <li>• Students will complete 4<sup>th</sup> grade as English proficient at a higher rate than the District average.</li> </ul>  |
| <b>Actions to Achieve Goal</b>                                     | <ul style="list-style-type: none"> <li>• Students who indicate their home language is other than English will take the ELPAC, administered by a trained evaluator, within thirty days of initial enrollment and at least annually thereafter until re-designated as English proficient.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>Students designated as English Learners will receive additional academic support.</li> </ul>  |
| <b>Measurable Outcome</b>                          | <ul style="list-style-type: none"> <li>Students designated EL will complete the 4<sup>th</sup> grade as English proficient at a higher rate compared to District schools that serve a similar student population.</li> </ul> |
| <b>Method of Measurement</b>                       | <ul style="list-style-type: none"> <li>ELPAC</li> <li>CAASPP</li> <li>California Modified Assessment (as appropriate)</li> <li>Benchmark Exams</li> </ul>  |
| <b>Sub-priority F – AP Exam pass rates (n/a)</b>   |  |
| <b>Sub-priority G – College Preparedness (n/a)</b> |  |

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| <b>State Priority #5 (Student Engagement). Pupil engagement, as measured by all of the following, as applicable:</b>   |   |
| <ul style="list-style-type: none"> <li>A. School Attendance Rates</li> <li>B. Chronic Absenteeism Rates</li> <li>C. Middle school Dropout Rates (not applicable)</li> <li>D. High school Dropout Rates (not applicable)</li> <li>E. High School Graduation Rates (not applicable)</li> </ul> |   |
| <b>Sub-priority A – Student Attendance Rates</b>   |   |
| <b>Goals to Achieve Sub-priority</b>   | <ul style="list-style-type: none"> <li>Attendance rates will be above 95% and above the average for schools that serve a similar student population.</li> </ul>   |
| <b>Actions to Achieve Goal</b>   | <ul style="list-style-type: none"> <li>Monitor student attendance and communicate with students and families.</li> <li>Leverage Student Success Teams (SST) to support individual students with attendance problems.</li> </ul>   |
| <b>Measurable Outcome</b>  | <ul style="list-style-type: none"> <li>Student attendance rates will be above the norm for District schools that serve a similar student population.</li> </ul>   |
| <b>Method of Measurement</b>   | <ul style="list-style-type: none"> <li>Attendance records</li> </ul>  |
| <b>Sub-priority B – Chronic Absenteeism rates</b>  |   |
| <b>Goals to Achieve Sub-priority</b>   | <ul style="list-style-type: none"> <li>Mobility and truancy will be below the norm for schools that serve a similar student population.</li> </ul>  |
| <b>Actions to Achieve Goal</b>   | <ul style="list-style-type: none"> <li>Develop a strong school culture that has high expectations for punctuality and attendance for all students.</li> <li>Build relationships with students and families to understand underlying causes of potential issues, including chronic absenteeism, in order to provide supports.</li> <li>Provide frequent and continuous parent outreach in English and Spanish via emails, phone calls and letters home.</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>Leverage Student Success Teams (SST) to support individual students with attendance problems.</li> </ul>             |
| <b>Measurable Outcome</b>                                 | <ul style="list-style-type: none"> <li>Mobility and truancy will be below the norm for District schools that serve a similar student population.</li> </ul> |
| <b>Method of Measurement</b>                              | <ul style="list-style-type: none"> <li>Truancy rates</li> </ul>   |
| <b>Sub-priority C: Middle School Dropout Rates (n/a)</b>  |   |
| <b>Sub-priority D: High School Dropout Rates (n/a)</b>    |   |
| <b>Sub-priority E: High School Graduation Rates (n/a)</b> |   |

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| <p><b>State Priority #6 (School Climate). School climate, as measured by all of the following, as application:</b></p> <p>A. Pupil suspension rates<br/> B. Pupil expulsion rates<br/> C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> |   |
| <b>Sub-priority A – Pupil Suspension Rates</b>  |   |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Suspension rates will be below the norm for District schools that serve a similar student population.</li> </ul>   |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Integrate social emotional learning and restorative justice practices into classroom teaching to promote behavior conducive to learning.</li> <li>Establish and foster school-wide discipline plan and character development.</li> <li>Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community.</li> <li>Build relationships with students and families to understand root causes of challenges and support students with emerging challenges.</li> </ul> |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>Suspension rates will be below the norm for District schools that serve a similar student population.</li> </ul>   |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Monitor suspensions throughout the year and compare data to District norms.</li> </ul>   |
| <b>Sub-priority B – Pupil Expulsion Rates</b>   |   |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Expulsion rates will be below the norm for District schools that serve a similar student population.</li> </ul>  |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Hold students accountable for their behavior through restorative justice practices and by promoting a sense of personal responsibilities toward self and community.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Monitor student behaviors and build relationships with students and families to understand root causes of challenges and support students with emerging challenges.</li> </ul>   |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>Expulsion rates will be below the norm for District schools that serve a similar student population.</li> </ul>  |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Monitor expulsions throughout the year and compare data to District norms.</li> </ul>  |
| <b>Sub-priority C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</b> |   |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Staff, students, and parents will endorse the Charter School's safety and overall climate.</li> <li>Students will feel safe at school and have a sense of belonging.</li> <li>Students of BMV will show growth in Social-Emotional Competencies.</li> <li>Students of BMV will develop strong collaboration skills.</li> </ul> |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Conduct an annual survey of students, parents, and staff to better understand the Charter School's strengths and areas for improvement.</li> <li>Create an environment and culture where feedback and ideas are encouragement and welcomed.</li> </ul>   |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>75% parents or guardians respond positively on school survey regarding participation and engagement.</li> </ul>  |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Annual survey to parents, students, and staff</li> </ul>   |

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| <p><b>State Priority #7 (Course Access). 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.</b></p> <p style="text-align: center;"><b>“Broad course of study” includes the following as applicable:</b></p> <p>A. Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p>B. Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education (E.C §51220 (a)-(i)) (not applicable)</p> |   |
| <b>Goals to Achieve Priority</b>   | <ul style="list-style-type: none"> <li>BMV will have rigorous curriculum that integrates and encompasses English, math, social studies, science, visual and performing arts, and physical education, STEAM, and PBL for all students.</li> </ul>  |
| <b>Actions to Achieve Goal</b>   | <ul style="list-style-type: none"> <li>Offer classes English, math, social studies, science, visual and performing arts, and physical education, STEAM, and PBL.</li> <li>Create daily lesson plans, unit plans and long-term scope and sequences in each of these classes that align with CCSS.</li> <li>Offer after-school extra-curricular enrichment courses for students.</li> </ul> |

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| <b>Measurable Outcome</b>    | <ul style="list-style-type: none"> <li>100% of students will be enrolled in a broad course of study, as defined above.</li> </ul> |
| <b>Method of Measurement</b> | <ul style="list-style-type: none"> <li>Enrollment records in the student information system</li> </ul>                            |

**State Priority #8 (Other Student Outcomes). Pupil outcomes, if available, in the subject areas described above in #7, as applicable.**

**Sub-priority A - English**

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| <b>Goals to Achieve Sub-priority</b> | <ul style="list-style-type: none"> <li>Students' scores will exceed District schools that serve a similar student population on CAASPP.</li> </ul>   |
| <b>Actions to Achieve Goal</b>       | <ul style="list-style-type: none"> <li>Utilize and implement curriculum, instruction and benchmark assessments that are aligned to the CCSS.</li> <li>Develop FLGs for each student at the beginning of the year using current assessment data, student and parent input.</li> </ul> |
| <b>Measurable Outcome</b>            | <ul style="list-style-type: none"> <li>Students' scores will exceed District schools that serve a similar student population on CAASPP.</li> </ul>   |
| <b>Method of Measurement</b>         | <ul style="list-style-type: none"> <li>CAASPP</li> <li>Benchmark assessments</li> <li>Student writing samples</li> </ul>   |

**Sub-priority B - Mathematics**

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| <b>Goals to Achieve Sub-priority</b> | <ul style="list-style-type: none"> <li>Students' scores will exceed District schools that serve a similar student population on CAASPP.</li> </ul>   |
| <b>Actions to Achieve Goal</b>       | <ul style="list-style-type: none"> <li>Utilize and implement curriculum, instruction and benchmark assessments that are aligned to the CCSS.</li> <li>Develop Focused Learning Goals for each student at the beginning of the year using current assessment data, student and parent input.</li> </ul> |
| <b>Measurable Outcome</b>            | <ul style="list-style-type: none"> <li>Students' scores will exceed District schools that serve a similar student population on CAASPP.</li> </ul>   |
| <b>Method of Measurement</b>         | <ul style="list-style-type: none"> <li>CAASPP</li> <li>Benchmark assessments</li> <li>Eureka assessments</li> </ul>  |

**Sub-priority C: Social Sciences**

|                                      |   |
|--------------------------------------|---|
| <b>Goals to Achieve Sub-priority</b> | <ul style="list-style-type: none"> <li>Students will gain skills in history and social sciences that support relevant skills in other core subjects.</li> </ul>   |
| <b>Actions to Achieve Goal</b>       | <ul style="list-style-type: none"> <li>Utilize and implement a robust history/social sciences curricula, assess student performance, and provide professional development for teachers to support student growth.</li> <li>Develop FLGs for each student at the beginning of the year using current assessment data, student and parent input.</li> </ul> |

|   |  |
|---|--|
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>Students will demonstrate improvement in outcomes through internal assessments.</li> </ul>  |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Benchmark assessments</li> <li>Student projects</li> </ul>  |
| <b>Sub-priority D: Science</b>  |  |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Students' scores will exceed District schools that serve a similar student population on CAASPP.</li> </ul>   |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Utilize and implement curriculum, instruction and benchmark assessments that are aligned to the NGSS.</li> <li>Develop FLGs for each student at the beginning of the year using current assessment data, student and parent input.</li> </ul> |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>Students will exceed the average performance levels of students in schools with similar demographics in the District on CAASPP.</li> </ul>  |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Benchmark assessments</li> <li>CAASPP</li> <li>Student lab reports</li> </ul>   |
| <b>Sub-priority E: Visual and Performing Arts</b>                           |  |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Students are introduced to visual or performing arts through elective courses.</li> </ul>   |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Offer visual or performing arts specials that are integrated into grade level standards (CCSS).</li> </ul>  |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>All students will participate in a "special" class each year.</li> </ul>  |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Teacher-created assessments and assignments aligned to VAPA and CCSS when possible.</li> </ul>  |
| <b>Sub-priority F: Physical Education</b>                                   |  |
| <b>Goals to Achieve Sub-priority</b>  | <ul style="list-style-type: none"> <li>Students are offered physical education.</li> </ul>   |
| <b>Actions to Achieve Goal</b>  | <ul style="list-style-type: none"> <li>Offer enrichment courses to choose from both in and out of the classroom.</li> <li>Develop FLGs for each student at the beginning of the year using current assessment data, student and parent input.</li> </ul>                             |
| <b>Measurable Outcome</b>   | <ul style="list-style-type: none"> <li>100% of students will be offered physical education.</li> </ul>   |
| <b>Method of Measurement</b>  | <ul style="list-style-type: none"> <li>Teacher-created assessments and assignments</li> </ul>  |
| <b>Sub-priority G: Applied Arts, Foreign language, Other subjects (n/a)</b> |  |

## **Additional Outcomes**

In addition to the goals listed above, BMV will also have the following areas of focus connected to the mission of BMV in order to create students who develop a lifelong love of learning, become creative problem solvers who are culturally and globally competent.

### ***Lifelong Learners***

Students of BMV will develop the habits of mind to set a solid foundation for lifelong learning. Students will develop a growth mindset by setting and working toward goals, and reflect on their progress. An essential part of developing a lifelong love of learning is through student interests and passions. Students will develop passions and interests through school programs and curriculum beyond the walls of the school. Students will also show the habits of mind, growth mindset, and lifelong love of learning throughout the FLG process and on internally-created rubrics designed to measure growth in these soft skills. We will also collect data on this through the annual survey to parents, students, and staff.

### ***Creative Problem-solvers***

Students of BMV will develop creativity confidence and will contribute their passions, skills, and talents to solving real-world problems in their local and global communities. Internally-created rubrics and assessments aligned to creative problem-solving, including d.thinking and prototyping will measure these skills as well as student growth in self-efficacy.

### ***Culturally and Globally Competent***

Students of BMV will grow in cultural and global competence and apply global competencies to real-world applications to make a positive local and global impact. Fifth grade students will demonstrate this through a comprehensive, integrated project to make a positive impact in their local or global community.

## **Methods of Assessment**

BMV will provide authentic, rigorous, and diverse assessment opportunities for students to communicate and demonstrate their attainment of the goals identified in previous sections. Because of our commitment to serving the whole child, our assessment methods incorporate opportunities for students to demonstrate social, emotional, cultural, and physical learning, in addition to academic learning. Assessment data is both formative and summative, and used throughout the year to engage students, teachers and families in reflection on student achievement, growth on focused learning goals and to inform future steps necessary to achieve student mastery.

### **Multiple Assessments**

BMV will use information collected from all mandated state tests as well as local curriculum-based and standards-based assessment data to measure students' progress in achieving CCCS and individual academic growth as well as other locally established goals. In addition, students will demonstrate their knowledge and learning through a variety of teacher-designed means, which may include performance assessments, public exhibition projects, design challenges, teacher-created tests, essays, and more. Assessments are formative and summative, holistic and standardized, paper and pencil, and online. Students will demonstrate mastery of grade-level

standards and skills when measured against multiple measures. Assessment will improve learning and provide accountability.

The matrix below provides an overview of the multiple possible assessments for student outcomes at BMV and the goals tied to each measure. These goals are set for all students and student outcomes will be compared against these goals throughout the year.

**Table 7: Possible assessment tools and measurable outcomes for BMV**

| <b>Performance Area</b>   | <b>Assessment Tools</b>                               | <b>Type of Assessment</b>   | <b>Frequency</b>                          | <b>Grade Levels</b>   | <b>End of Year Measurable Outcomes</b>  |
|---|---|---|---|-----------------------|---|
| <b>English Language Arts Reading (Decoding)</b>                 | Basic Phonics Skills Test (BPST)                      | Criterion Referenced Phonics Skills Test; ongoing formative assessments             | 3x per year                               | TK-1st, 2nd as needed | 15 (TK)<br>35 (K)<br>70 (1)   |
| <b>English Language Arts Reading (Fluency)</b>                  | Grade Level Passage (Fiction & Nonfiction)            | Fluency   | 3x per year                               | 1st-4th grade         | 60 cwmp (1)<br>96 cwpm (2)<br>115 cwpm (3)  |
| <b>English Language Arts Reading (Comprehension)</b>            | Developmental Reading Assessment (DRA)                | Criterion Referenced Reading Comprehension Assessment                               | 3x per year and as needed for diagnostics | TK-5th Grade          | Book 4 (K)<br>Book 18 (1)<br>Book 28 (2)<br>Book 38 (3)<br>Book 40<br>Advanced (4)<br>Book 50<br>Advanced (5)                   |
| <b>English Language Arts Ortho-graphic knowledge (spelling)</b> | Developmental Spelling Inventory                      | Criterion Referenced Primary Inventory (K-2)<br>Elementary Spelling Inventory (3-5) | 3x per year                               | K-4th Grade           | 24 points (K)<br>50 points (1 <sup>st</sup> )<br>56 points (2 <sup>nd</sup> )<br>75 (3 <sup>rd</sup> )<br>85 (4 <sup>th</sup> ) |
| <b>English Language Arts Writing</b>                            | Writing Assessments (Fiction, Informational, Opinion) | Internally created writing assessment with rubrics; ongoing formative assessments   | 1 per trimester                           | K-5th Grades          | Mastery based on rubric for 1st-5th grades; approaching mastery for K   |
| <b>English Language Arts</b>                                    | NWEA MAP Test   | Norm Referenced Computer  | 3x per year                               | 1st-5th Grades        | At least one year of academic growth each   |

|                                 |  |   |  |                |   |
|---------------------------------|--|---|--|----------------|---|
|                                 |  | Adaptive Test measures academic growth                                    |  |                | school year   |
| <b>English Language Arts</b>    | CAASPP ELA                                   | Criterion Referenced Computer Adaptive Test measures academic performance | 1x per year                                      | 3rd-5th        | Meeting Standard  |
| <b>Math</b>                     | CCSS Math Test                               | Criterion Referenced; ongoing formative assessments                       | 2x per year                                      | TK-5th Grades  | 80% mastery   |
| <b>Math</b>                     | NWEA MAP (Measure of Academic Progress) Test | Norm Referenced Computer Adaptive Test measures academic growth           | 3x per year                                      | 1st-5th Grades | At least one year of academic growth each school year   |
| <b>Math</b>                     | CAASPP Math                                  | Criterion Referenced Computer Adaptive Test measures academic performance | 1x per year                                      | 3rd-5th        | Meeting Standard  |
| <b>Science</b>                  | NGSS Test                                    | Embedded in FOSS curriculum; Formative and Summative                      | Throughout the year, within units of instruction | K-5            | Demonstrate mastery on rubric                           |
| <b>Social-Science / History</b> | History/ Social-Science Assessments          | Embedded in PBLs and curriculum; Formative and Summative                  | Throughout the year, within units of instruction | K-5            | Demonstrate mastery on rubric                           |
| <b>Social/ Emotional</b>        | Panorama SEL Survey                          | Formative & Summative   | Beginning and End of year                        | K-5            | Demonstrate growth towards Social/ Emotional Competency |



## Performance-Based Assessments

Performance-based assessments occur in the middle or end of each PBL unit, design-challenge, or inquiry-unit. Often at the end of units, students will present their product or solution to an authentic audience. Students may also present to an authentic audience midway through a unit in order to get feedback on ideas and then improve them before completing the final performance. Showing and articulating learnings applied to a real-world issue allows students to deepen learning and develop a growth mindset. These performance-based assessments will integrate 21st century learning and content captured in a rubric used during the presentation/performance.

## FLGs and Student Led Conferences

Baseline assessments will be used to measure students' skills in ELA and mathematics as well as social-emotional competencies. These assessments will help students and their teachers understand each child's strengths and areas for growth. This information will be critical for guiding instruction and to identify students' needs for additional challenge or support. Individual student FLGs will be set for each student based on baseline assessment data, formative assessment data, and CAASPP, ELPAC or other measures as noted in the chart above. Each month, students and teachers will reflect on progress towards meeting each FLG. Progress towards these goals will be captured in an online portfolio that is easily accessed by students, families, and teachers and focused on specific and measurable evidence of student learning and student growth.

Twice a year, students, teachers, and parents will come together to focus on the FLGs for each student. During these conferences, students will discuss and set goals with her or his teacher and parent(s)/guardian(s). Students will lead the conversation about their own areas of strength, areas of need, and goals in a developmentally appropriate way. There will be a gradual release of responsibility with student led conferences with students in TK sharing about a project or area of focus and the teacher and parent having more communication to a full release when fifth grade students are leading the conference and setting their goals based on data and facilitation from teachers and parents. In the spring, the team will meet again, and the student will lead the meeting sharing about FLGs. These meetings will use evidence of student learning, including student work, projects, assessment data, and informal observations.

## Progress Reports and Portfolio

At BMV, we believe that clear and specific feedback on student learning and growth is essential for student success, to develop a lifelong love of learning, and develop positive mindsets necessary for a lifetime of success beyond college. As mentioned in the previous section, we will report student progress in the form of consistently updated individualized online portfolios focused on FLGs. Parents will be continually updated of progress with student, teacher and parent/guardian posting within the portfolio, supporting consistent family engagement focused on student learning.

In addition to the portfolio, BMV will also report student progress aligned to our areas of focus for developing students. The progress report will go home to parents three times a year and will include a numeric score aligned to developmentally appropriate and CCSS-based expectations for an age-group and will include a narrative for each area of focus or content area of English and math. In addition, we will develop and use a learning continuum for all areas of instruction to support developing authentic FLGs and allow reporting to parents.

## Using Data

At BMV, assessment data drives personalized instruction and the FLG process. Data has a direct impact on the instructional methods employed in the individual classrooms and also impacts the selection of instructional materials used in these classrooms. Modifications to instruction will be made, as needed, to meet the changing needs of students. The teaching staff and school leadership will perform continual and regular review of student assessment data and progress.

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:

- Early learners through third grade students, will take the Developmental 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 aligned to CCSS;
- Pre- and post-assessments that are integral to the subject matter curricula are used regularly to plan differentiation and demonstrate growth with respect to specific state standards.
- All students who are EL will take the Summative ELPAC in the Spring. All new students whose parents have indicated on the Home Language Survey that a language other than English is spoken, will take the Initial EPAC;
- The Resource Teacher, Speech and Language Pathologist, and Occupational Therapist will provide teachers with additional check-lists based on students' IEPs to use informally with students who demonstrate needs in other areas, and the SST process is explicit and in use to help teachers improve achievement of low-performing students.
- Finally, the FLGs that are created in the fall using all formative assessment data for each student and 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 process by which student data drives school-level planning and decision-making is as follows:

- Each year, BMV will administer all mandated state tests in accordance with state laws and guidelines.
- At the beginning of each school year, BMV teachers will review the CAASPP results by grade level, class, and student and desegregate the data further across grade levels, gender, ethnicity, other subgroups and strategies per content area.
- Areas per grade level are identified based on analysis; data disaggregated, and a goal defined to address each area.
- In order to meet the goal, BMV teachers will devise teaching strategies, identify material needs (textbook, supplementary & teacher-made materials), and determine the methods of evaluation.
- Based on this, staff will schedule opportunities for staff developments, write school-wide goals, and make budget priorities.

In addition, NWEA MAP assessments will be used throughout the year to help identify trends in overall student growth, grade level needs, and individual student needs.

- BMV will administer NWEA tests to students
- NWEA MAP data is used throughout the year to identify individualized student learning targets.
- Using this data, learning goals are set and instruction is planned.
- Continuous formative assessments and growth overtime on NWEA will be reviewed and analyzed in order to identify patterns in growth and grade-level or school-wide goals.
- Areas per grade level are identified based on analysis and a goal defined to address each area.

The results of the assessment tools described above are made explicit to teachers, parents, and, where appropriate, students. Aggregate school and grade-level results will be shared with Board members:

- The CAASPP and CAST test results from the previous spring are the subject of full-staff and Board meetings in the following fall. The administrator disaggregates the results and provides an analysis to which teachers, Board members, and parents can respond.

A key aspect of FLGs will be the gradual release of responsibility for students to set and track goals based on data. Students will track their own assessment data over the course of the year to measure progress towards their FLGs.

Additionally, the LCAP will include annual goals that reflect the school vision and curricular standards. At the beginning of the school year, the Head of School, staff and parents identify site goals based on attainment of 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 will help to ensure the identification of meaningful and rigorous goals and specify budgetary priorities to create an exemplary learning environment for all students. Each year, all school goals are brought to the Board of Directors for input prior to implementation and in June, for evaluation.

## **Additional School Outcome Goals**

### **Community Impact**

BMV will become a strong institution and resource in the Mountain View community, uniting parents, community members, and educators across diverse backgrounds. BMV will share best practices and lessons learned from our 14-year history of serving students and families. The ultimate goal of the Charter School is to have a catalytic impact on the way education is implemented, particularly for first-generation, college-bound students.

### **Fiscally Sound Business and Management Structure**

BMV's business management structure is paramount to the success of the Charter School. BMV will rely on our long partnership with EdTec, the leading social enterprise organization providing support and back office services to charter schools in California, to ensure strong and sustained financial and operational outcomes.

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## **ELEMENT D: GOVERNANCE STRUCTURE OF THE SCHOOL**

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

With regard to governance, the Charter School harmonizes two important components. The first is that the BPCS Board of Directors maintain ultimate control of the major operational and governance decisions for the benefit of the school and local community served by the school. The second is to build on and benefit from shared expertise with Bullis Charter School, with its 14-year track record of successfully serving students and developing innovative instruction. The following paragraphs outline the governance structure that enables Bullis Mountain View to benefit from both of these considerations. Because the Charter School's governing body is the BPCS Board, this section sometimes uses the terms "Charter School", "BMV" and "BPCS" interchangeably with regard to governance and administration. The Charter School is in fact the educational operation of BPCS.

### **Independent Nonprofit Public Benefit Corporation**

The Charter School will be operated by BPCS, an independent California nonprofit public benefit corporation with 501(c)(3) tax exempt status. BPCS shall be governed pursuant to this charter, BPCS's Corporate Bylaws (which shall be consistent with this charter), and applicable state and federal law. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School. The Charter School shall operate autonomously from the District with the exception of supervisory oversight as required by statute. As provided by Education Code Section 47604(b), the District may select a representative to serve on the BPCS the Board of Directors. The BPCS Bylaws reflect that option.

The Articles of Incorporation, Bylaws, and Conflict of Interest Code of the Charter School are attached as Appendices 17 through 19.

### **Description of the Non-Profit Board of Directors**

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

### **Board Membership**

BPCS's Board shall have ultimate responsibility for the operation and activities of the Charter School. BPCS Board members have a responsibility to solicit input from, and opinions of, the parents of students regarding issues of significance and to weigh the input and opinions carefully before acting. A key method for executing board responsibility is the adoption of policies that provide guidance and procedures to assist the staff in facilitating the implementation of the charter.

The Board shall be composed of no fewer than five (5) and no more than nine (9) Directors, including parents and community members. The Board shall include broad representation of the Charter School and the community we serve. We plan to recruit Board members from the parent

base of the school, members who represent the local community, and members who bring valuable skills, experiences and networks that will benefit students and families. Board members may have expertise in technology, business, organizational leadership, community leadership, teaching and learning, charter school leadership, real estate/facilities, or strategy. Collectively, the board will have the expertise to effectively run the nonprofit and successfully govern the school.

At least one Board seat shall be reserved for the parent(s) of a child or children attending the school in the school year prior to the beginning of the Board term; and one Board seat shall be reserved for a member of the school's geographic community as defined by the location of the Charter School, and who does not have either a child or child(ren) at the School.

The names and background of Board members may be published on the school's website.

## **Board Terms and Selection**

Board terms and the selection process generally follow the Bylaws, which are to be interpreted so as to be consistent with the charter. Each director shall hold office for three years and until a successor Board Member has been appointed. There shall be no limit on the number of terms a Board Member may serve. 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 support and oversight of the school. When a Board Member position becomes vacant or a term is up, the Board Chair shall convene a nominating team comprised of representatives reflecting the school community.

The nominating team will meet to identify potential candidates and present nomination(s) to the full board for consideration and potential action.

## **Affiliation with Bullis Charter School**

The Bullis-Purissima Elementary School ("TBPEs"), the nonprofit public benefit corporation that operates Bullis Charter School, serves as the sole corporate member of BPCS as the term "member" is defined in Corporations Code Section 5056. BPCS selected this "sole statutory member" corporate structure because BPCS desires to operate as its own, independent nonprofit public benefit corporation, while also having a formal affiliation with TBPEs, which has a 14-year history of operating one of the most successful charter schools in California.

Charter School acknowledges and agrees that, as the sole statutory member of BPCS, the TBPEs governing board does not vote on or otherwise control matters governed by the BPCS governing board, including but not limited to the governance and operation of Charter School. At no time shall BPCS have more than two directors on its governing board who also serve on the TBPEs governing board, are employed by TBPEs, and/or are otherwise affiliated with TBPEs. Any and all relationships between BPCS and TBPEs shall be established by a services agreement or equivalent written contract between the two entities.

Charter School agrees and acknowledges that the TBPEs governing board shall follow any and all laws, standards, and policies regarding ethics and conflicts of interest applicable to its role as sole statutory member of BPCS and as a nonprofit corporation.

As provided by Section 5056 of the Nonprofit Public Benefit Corporation Law made applicable to charter schools by Education Code section 47604(a), TBPEs, as the sole statutory member, has the

limited right to approve/disapprove (a) the election of a BPCS director or directors; (b) a disposition of all or substantially all of the assets of the BCPS corporation; or (c) a merger or on a dissolution of BPCS. TBPEES does not have direct authority to impact the day-to-day management decisions of the Charter School or most corporate decisions of BPCS. TBPEES shall comply with the Brown Act and Political Reform Act.

TBPEES is not expected to provide any services or funding to the Charter School. If any services are to be provided, it shall be by written contract approved at an open and public meeting, on terms that reflect or are equivalent to actual or below market cost. In any event, there shall not be any delegation of duty or authority inconsistent with law or this charter.

## Board Responsibilities

The BPCS Board will meet at least once a month and additionally as needed and will be responsible for carrying out Board responsibilities, including but not limited to the following:

- Development, review, or revision of the Charter School's accountability and mission
- Review of the recommendations from the Head of School on contracting matters
- Development of the school calendar and schedule of Board meetings
- Development of Board policies and procedures
- Development and approval of the annual budget
- Approval of the annual review and revisions of the Local Control and Accountability Plan
- Review of recommended curriculum changes as needed
- Review of requests for out of state or overnight field trips as needed
- Participation in the dispute resolution procedure and complaint procedures including certain disciplinary matters when necessary
- Review financial reports
- Election of a 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 audit
- Appoint an administrative panel or hearing officer to act as a hearing body and act on recommended student expulsions
- Hiring, supervision, evaluation, compensation, and if necessary, termination of the Head of School
- Creation of external or sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The 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 Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

## ***Board Training***

The Board will attend conferences and in-service opportunities for the purpose of training individual board members regarding their conduct, roles and responsibilities to ensure all members have the necessary information and capacity to be effective. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at regularly scheduled Board meetings and retreat each year. Trainings may be provided by BPCS' legal counsel, the California Charter Schools Association, or other experts. Topics may include, but are not limited to, such items as:

- conflict of interest
- charter school legal compliance
- Brown Act
- special education
- budget and finance

## ***Statutory Compliance***

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

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The 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 Board being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

## ***Role of the Chairperson of the Board***

The Chairperson of the Board ("Chair") shall preside over all Board meetings. The Board shall elect the chair during its annual meeting following the seating of newly elected members, if any. In the absence of the Chair, a Board designee shall conduct meetings. The Chairperson shall develop the meeting agenda in conjunction with the Head of School. 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 Head of School.



## Founding Board Members

### *Bertha Alarcon*

Bertha Alarcon has a diverse background in education and technology. For the past 15 years she has been self-employed as a Spanish, Math and ESL tutor. She recently began working as a substitute teacher for both charter and private schools in grades K-8. Bertha worked previously as a software engineer, developer and data scientist. She is a Mountain View parent to two teenaged boys who have attended schools in Los Altos School District, Mountain View Whisman School District and Bullis Charter School. Bertha also served both as a volunteer and as the Chair of the English Learner Advisory Committee (ELAC) at district schools attended by her boys. While her younger son attended Bullis, Bertha was on a parent strategic planning team and volunteered with diversity outreach efforts. She holds a BS and Masters in Computer Science from Tecnológico de Monterrey in Mexico.

### *Greg Brauner*

Greg was born and raised in Mountain View and still lives in Mountain View with his wife and two children. He has spent most of his career working in startups and done everything from marketing, to operations to product management. His areas of expertise include: Growth, engagement, data driven consumer marketing, monetization, demand generation, marketing automation (Marketo, Eloqua, Hubspot), product management, SEO, SEM, Salesforce. He will be able to provide leadership to BMV in the areas of strategic planning, governance, fundraising, operations and marketing. Greg loves to build things from scratch and is excited for the opportunity to help the Mountain View community gain a new education option for our children.

### *David Jaques*

For the last two decades, David has provided finance expertise to private equity firms, startup companies and financial institutions. Since joining GCG in 2008, David has served as an interim CFO on nearly 25 engagements. David manages GCG's Venture Capital Practice. Prior to joining GCG, David was the CFO for BlueRun Ventures where he created the financial and administrative infrastructure for the venture capital partnership. Prior to BlueRun, David was the CFO of PayPal. There, he established the company's financial planning and accounting processes, was instrumental in raising three rounds of private equity financing totaling \$140 million, and coordinated the merger of PayPal, Inc. with X.com Corporation which resulted in \$680 million valuation. David has a Higher National Diploma (HND) in Business Administration from Polytechnic of the South Bank, London, England. He is an Associate of the Institute of Bankers (United Kingdom) and a member of the Association of Financial Professionals. He is currently an alumni parent and current a board member of Bullis Charter school in Los Altos.

### *Clara Roa*

Clara is a current Bullis board member and parent of a 5th grader at BCS. Professionally, Clara has over 10 years of experience in nonprofit management and fundraising with a strong track record that includes major gifts, corporate and foundation giving, events, board engagement, strategic planning, program development and implementation, and volunteer management at local and international nonprofit organizations. Clara currently works at Hispanic Foundation Silicon Valley. Clara received her Master in Public Administration and Nonprofit Management from the Robert F. Wagner Graduate School of Public Policy at New York University. She also holds a BA in Modern Languages and Education from Universidad Javeriana. Originally from Colombia, she spent her early career as a teacher of English as a foreign language kindled her interest in education. Clara is

currently a Board member of Bullis Charter School Board Los Altos and has a daughter who is a current BCS student.

### ***Patrick Walsh***

As part of the Regional Advocacy team, Patrick leads policy and advocacy efforts to support member schools' interests in the Bay Area such as charter school authorization, growth, renewals, funding equity and facilities advocacy. Patrick works closely with charter operators and local elected officials to maximize the positive impact of charter schools in the region. Patrick has experience with charter accountability and statewide monitoring in the state of Louisiana. Patrick has an education background working as a Special Education teacher and Social Studies teacher for six years in Louisiana.

### **Advisors:**

#### ***Joseph Bielecki***

Joe Bielecki began teaching middle school math and science in east San Jose in 2003, and has supported students in the Bay Area ever since. After teaching in traditional public and public charter schools for 8 years, Joe joined Summit as the founding Assistant Director at Summit Public Schools: Rainier and Tahoma in 2011. He then became the founding Executive Director of Summit Denali in Sunnyvale. Joe holds a BA in History from Lewis and Clark College, a MS in Education from CSU East Bay, and a MA in Educational Leadership from U.C. Berkeley's Principal Leadership Institute. Joe lives in Mountain View, with his two young children.

#### ***Allison Elliot***

Allison is an active member on several boards, including the Peninsula School Endowment and Trust Fund, The Northfield Mt Hermon School and SV2, the Silicon Valley Social Venture Fund. Prior to serving on boards, Allison addressed social and environmental challenges as the Executive Director for the Stanford Alumni Consulting Team at the Center for Social Innovation. Allison has also taught middle school, co-authored two books about software for children and spent ten years creating marketing programs and consulting companies like Apple Computer, Claris and Ansa Software. Allison has an MBA from the Stanford Graduate School of Business and a BA in history from Vassar College.

#### ***Barbara Schubert***

Barbara Schubert is a Reading Recovery Trainer and Comprehensive Literacy Coach for UALR affiliated sites in Wyoming and Washington State. She has a PhD in International Studies, a Master's in Administration and Supervision, a Master's in Reading Education, and a Master's in Early Childhood Education. She is the author of cross-cultural books and materials for classroom use and has researched and developed global curriculum materials for Stanford's Program on International and Cross-Cultural Education, the Bay Area Global Education Program, the California international Studies Project, Korean Educational Development Institute, and the Asia Society. As a recipient of Fullbright-Hayes Fellowships, Barbara has studied literacy education in Nigeria, West Africa and in China. Grants from the U.S. and Korean Businesses, Project Interchange, West German Marshall Fund, and from the Charles von Lowenfeldt Foundation provided opportunities for Barbara to study educational systems in Korea, Israel, Western Europe, and in Japan. In the U.S., Barbara served as an evaluator and examiner for the Teacher Assessment Project funded by the Carnegie Corporation at Stanford University with Dr. Lee Shulman as the principal investigator, and as the liaison to the Colonial Williamsburg Project for the Santa Clara County Office of Education for many

years. She has received the California Reading Association Medal of Honor and the Meritorious Service Award from the Santa Clara County Reading Council, and the Margaret Lynch Exemplary Service Award from the California Reading Association where she also served as President. Her current research interests include studying literacy processing systems and neuroscience.

### *Louise Tsoi*

Louise Tsoi has over 20 years of accounting and tax experience with Big 4 public accounting firms and high-tech companies. From 2006 through 2016, Louise headed the tax department of a public, multi-national semiconductor company, and managed its global tax operations, including tax related financial reporting/forecasting, planning, compliance, audit defense, transfer pricing, corporate restructuring, transaction analysis, due diligence and post-acquisition integration. Louise earned her Bachelor of Arts in Business Administration (Accounting) from the University of Washington and her Master of Science in Taxation from Golden Gate University. She is a licensed Certified Public Accountant with the State of Washington. Louise currently serves as a Board Member and an active volunteer for California Youth Symphony and Bullis-Purissima Elementary School Foundation, as well as a member of the Finance Committee supporting Bullis Charter School (BCS). Louise is also the mother of a high school sophomore who attended BCS from K-8, and a fifth grader currently attending BCS.

### *Grace Yang*

Grace Yang is a co-founder of the Bullis Boosters Summer Bridge Program, a tuition-free summer camp for low income students, currently in its 7th year of operations. She is an alumni parent and was active in leadership roles while at Bullis Charter School, including president of the parent/teacher organization, diversity outreach coordinator, co-chair of the BCS science fair as well as bringing the Stretch to Kindergarten (STK) program to BCS. Equity in education has been a long-time passion, and Grace has mentored hundreds of underserved students over the last two decades with organizations such as SV2, 49ers Academy, Peninsula Bridge, All Students Matter, Peninsula College Fund and Citizen Schools. In her professional career, Grace is a placement agent, having raised over \$1bn of capital for private equity firms from institutional investors. She is currently with Liberty Global Capital Partners and was a Managing Partner at Prevail Capital, a Partner at IDG Capital and a Principal with Advent International, where she was a direct investor. Earlier in her career, Grace was a founding member of ArrowPath Venture Capital, the corporate venturing arm of E\*TRADE Group where she was a Director. She has taken over 50 companies public while working as an investment banker at Volpe, Welty & Co. (acquired by Prudential) and Jones Lang LaSalle. Grace holds a BSc in economics from the Wharton School of the University of Pennsylvania. Grace will serve as an advisory board member for BMV, assist with external fundraising and focus on year-round learning opportunities for BMV students.

### *Kelun Zhang*

Kelun is an independent consultant specializing in empowering non-profit and education organizations to solve challenges, make strategic, data-driven decisions, plan for growth, design organizational structure, and measure performance. Kelun has extensive experience in the field of education and charter schools, having previously worked at KIPP Bay Area Schools, where she was led growth strategy, community organizing, and new school development and was engaged in KIPP's growth in the Bay Area from 7 schools to 15 schools. Prior to KIPP, Kelun worked at Rocketship Education, a non-profit charter school network operating elementary schools in San Jose, where she was responsible for growth strategy, performance management, and operations, as well as at Green Dot Public Schools, a non-profit charter school network operating middle and high-

schools in Los Angeles, where she reported directly to the CEO, managing a large portfolio of strategic and cross-functional initiatives. Prior to entering the field of education, Kelun worked at The Boston Consulting Group, where she managed multiple strategic initiatives. She holds undergraduate degrees in Economics and East Asian Studies from Yale University, an MBA (Certificate in Public Management) from Stanford University’s Graduate School of Business, and an MA in Education from Stanford University’s School of Education.

**Table 8: Range of Expertise Matrix**

|   | Bertha Alarcon | Greg Brauner | Clara Roa | David Jaques | Patrick Walsh | Joseph Bielecki | Allison Elliot | Barbara Schubert | Louise Tsoi | Grace Yang | Kelun Zhang |
|---|----------------|--------------|-----------|--------------|---------------|-----------------|----------------|------------------|-------------|------------|-------------|
| <b>Educational Program</b>                  | X              |              |           |              | X             | X               | X              | X                |             |            | X           |
| <b>Finance and Fund-raising</b>             |                | X            | X         | X            |               |                 |                |                  | X           | X          | X           |
| <b>Human Resources</b>                      |                |              |           |              | X             |                 | X              |                  |             |            |             |
| <b>Governance and Law</b>                   |                | X            | X         | X            | X             |                 |                |                  |             |            | X           |
| <b>Facilities</b>                           |                |              |           |              | X             | X               | X              |                  |             |            |             |
| <b>Community Outreach and Advocacy</b>      | X              |              | X         |              | X             | X               | X              |                  |             | X          | X           |
| <b>School Administration and Operations</b> |                | X            |           |              | X             | X               | X              | X                |             |            | X           |
| <b>Technology and Innovation</b>            | X              | X            |           |              |               | X               | X              |                  |             |            |             |
| <b>Start-Up</b>                             |                | X            |           | X            | X             | X               | X              |                  | X           | X          | X           |

# Role of the Staff in Governance and Administration

## Head of School

The Head of School serves as the BPCS President/CEO. The Head of School will communicate directly with the Board and to the District Board and Leadership. The Head of School will be fully responsible for the administration of the School. The Head of School will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Head of School will report directly to the BPCS Board of Directors, and she or he will be responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Head of School will perform assigned tasks as directed by the BPCS School Board of Directors and will be required to undertake some or all of the tasks detailed below. 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 District Superintendent or designee as needed
- Attendance at all Board meetings, and attendance as necessary at District Board of Education meetings as the representative for the Charter School
- Develop Board meeting agenda in conjunction with the Board Chair in compliance with the Brown Act
- Compile and/or create supporting materials for the Board meetings to be made available to the Board in advance of each Board meeting and in compliance with the Brown Act
- Employ and supervise, either directly or through subordinates, all other employees of the Charter School
- Provide assistance and coordination to the faculty in the development of curriculum
- Interview and present recommendations for hiring Charter School employees to the Board for final approval
- Provide timely performance evaluations of all Charter School employees on a regular basis
- Termination of Charter 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 Board
- Oversee parent, student, and teacher relations within the context of the Charter School
- Oversee student disciplinary matters and communication of such matters to the Board, as appropriate
- Proposal of policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board
- Establishment of procedures designed to carry out Board policies
- Create and appoint teams to assist in the execution of certain planning and administrative functions (known as “Head of School support teams”)
- Oversee site safety
- Implement the Memorandum of Understanding between the Charter School and the District, if any
- Establish a communication model to facilitate communication among all the groups within the Charter School, between the Charter School and the District, and between the Charter School and the surrounding community
- Communicate with Charter School legal counsel
- Maintain knowledge of applicable school laws and legislation
- Coordinate the communications of the recommendations of any Head of School appointed teams to the attention of the Board
- Manage communications between the District and the Charter School’s Board
- Manage the Charter School annual oversight audit and present performance audit to the Board.

- Upon review of the Board, present audit to the District
- Approval of all purchase orders pay warrants and requisitions, and upon approval forward on for processing
- Presentation of financial reports to the Board
- Participation in the dispute resolution procedure and the complaint procedure when necessary
- Communicate employment vacancies to the public
- Assist in development and implementation of curriculum
- Establish and execute enrollment procedures
- Attend District administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District
- Provide all necessary financial reports as required for proper attendance reporting
- Develop the school annual performance report, the SARC, and the LCAP
- Present independent fiscal audit to the Charter School Board and, after review by the Board of Directors, submit audit to the District Superintendent, District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Participate in IEP meetings as necessary

Some of the above duties may be delegated or contracted as approved by the 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 District or a third-party provider.

## Charter Leadership Team

The Head of School convenes a charter leadership team that is composed of the administrative staff, and Teacher Leaders. This team functions as an idea-generating, consensus-building team that does the following:

- Makes budget recommendations to the BMV Board of directors
- Creates teaching and learning policy recommendations by the BMV Board of Directors
- Reviews, revises, and tracks progress toward school goals, Local Control Accountability Plan and WASC commitments
- Develops professional development goals on an annual basis
- Develops annual school calendar to be approved by the BMV Board of Directors

## Role of Parents in School Governance

Parents are essential partners and stakeholders for the governance of BMV. Parent involvement in school governance will be encouraged and sought after. Parents bring a unique perspective and commitment to the school due to their deep understanding of the school's day to day activities, student learning, and relationships in the BMV community. At least one board seat will be reserved for parents. Parents will be selected as a complement to the overall skillset of the board to provide not only the expertise of a current parent, but also provide expertise in finance, education, legal, and other areas. Board meetings will be held at the school and parents will be informed about how to engage, attend, and access minutes. Additionally, parents will be welcomed to attend and provide public comment at public board meetings for the school.

In addition to serving on the Board and directly engaging with the Board, parents will have the following structures for engaging in decision-making at the school.

## Parent Advisory Committee

Parent representatives from each grade level and that represent the diversity of the families at BMV will meet with the purpose of:

- Supporting the BMV Mission
- Providing families the opportunity to give feedback and input on critical school issues
- Bring concerns and appreciations to the Head of School and Board of Directors
- Organizing family events
- Fundraising

## Strategic Planning

Parents will have the opportunity to participate in the strategic planning process for the Charter School. Parents will receive training on how to be effective members and work collaboratively with Charter School staff and community members in order to develop and implement strategic initiatives in alignment with our mission statement.

Along these lines, parents will play a significant role in the development and review of the school's LCAP goals. Every parent in the Charter School will be invited to participate in developing the LCAP goals and will have opportunities to provide input. Parents will help determine and shape the course of the Charter School's direction.

## English Learner Advisory Committee

Parents who are interested in collaborating with the Charter School in order to advise the Head of School and staff on programs and services for English Learners are invited to participate in the School ELAC. The ELAC will also serve to advise the Head of School and school staff the development of the LCAP, with special attention to goals that pertain to English Learners. This committee will ensure that parents of English Learners comprise at least the same percentage of the ELAC membership as English Learners in the school's total student population.

No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged school participation.

## Addressing Parent Concerns

The Charter School leadership team and/or Board of Directors will respond to all parent and community concerns. Any parent, other individual or group may bring concerns to the Head of School, leadership team and/or Board for any reason. If deemed appropriate by the Head of School, such concerns may be placed on an agenda for formal Board consideration and/or discussion. Every effort is made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, shall direct the Head of School or other responsible party to act upon the complaint and report to the Board.

The Uniform Complaint Procedure shall be followed for all applicable complaints, as addressed in Element N.



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## ELEMENT E: EMPLOYEE QUALIFICATIONS

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*Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).*

### Overall Qualifications

BMV is an equal opportunity employer and it is the policy of BMV to afford equal employment and advancement opportunity to all qualified individuals without regard to the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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, BMV 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 Head of School and request such an accommodation. The individual with the disability would specify what accommodation he or she needs to perform the job. BMV 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. BMV will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, BMV will make the accommodation.

BMV 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.

BMV will 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
- Embodies a "do whatever it takes" attitude
- Are dedicated to educating the "whole child"
- Are committed to:
  - Personalized Learning
  - Equity
  - Social Justice
  - Project-Based Learning
  - Design Thinking
  - STEAM

- Character Development and Social Emotional Learning
- Family Engagement

## Staff Selection

BMV will recruit from among a broad set of potential candidates to build a staff that both embodies the qualities and values listed above and is also reflective of the community we will serve. BMV will recruit teachers through various channels including but not limited to Career Fairs, Ed-Join, graduate schools of education, teacher residency programs, LinkedIn, other social media networks, and referrals.

All interested applicants will be required to submit a complete application packet on Ed-Join ([www.edjoin.com](http://www.edjoin.com)). Complete application packets will be screened by the administrator and the hiring committee. Based on screening results, applicants will be selected to interview for specific positions by the school's hiring committee, which will be comprised of BMV leadership team members and the school administrator. Depending on the position and circumstances, candidates may be requested to teach a demonstration lesson, or, if logistically difficult, 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.

## Staff Professional Development

BMV's approach to professional development will reflect the School's mission to support all staff to "reach their full potential" and the school's culture of a professional learning community. BMV values our teachers and will provide the necessary resources to support their development. Every staff member participates in professional development opportunities and professional development will be supported in the annual budget.

Professional development at BMV will be aligned with our vision, will help staff accomplish school improvement objectives, and will be responsive to staff reflection on student learning. All staff members will attend a five-day professional development period before school begins; a five-day professional development period following the last day of the school year; three professional development days throughout the year; and weekly professional development meetings throughout the year. BMV teachers will also share best practices and work across grade levels and content areas to develop long-term, cross-curricular plans that meet the needs of all learners.

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 three 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. We will begin the AT position in year two at BMV.

Teachers are supported in creating professional goals aligning to areas of desired growth. These goals are focused on student learning as the outcome for each goal set, which keeps the focus on student learning; embedding assessment data and analysis as well as evidence of student learning as the measures of the goal. As part of developing individual SMART goals, teachers will 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.

## Staff Evaluation

The BMV Head of School will be responsible for evaluating all teachers and support staff in year one and two; in year three and beyond, the Director of Curriculum and Instruction will evaluate all teachers.

BMV will establish clearly defined criteria for performance reviews that may include:

- Demonstrated commitment to BMV’s mission and goals
- Successful implementation of the curriculum and educational philosophy
- Student academic progress
- Contribution to school community
- High level of professionalism
- High level of accomplishment
- Effective participation in the Charter School’s staff and team

BMV will use evaluation tools to support teacher development and evaluation, which may include but not be limited to TeachBoost, a customizable instructional platform for providing quality feedback, developing educator capacity, and supporting coherence between teacher professional goals, coaching, and evaluation.

## Organizational Structure

An overview of the key school roles is included below, detailing when each role will go into effect. Job descriptions are included below along with a summary of the organizational structure. For full detail on certified and non-certified staff, refer to the budget and budget narrative in Appendices 20 and 21.

| <b>Role</b>                            | <b>Timing of Implementation</b> | <b>Brief Description</b>  |
|--|---------------------------------|---|
| Board of Directors                     | Year 1                          | Strategy, fiscal oversight, hiring of the Head of School  |
| Head of School                         | Year 1                          | Instructional & cultural leader of BMV, operations, adult leadership, strategic planning<br>Reports to the Board of Directors |
| Director of Special Education          | Year 1                          | IEP management, 504s, SSTs, manages contractors<br>Reports to the Head of School  |
| Director of Curriculum and Instruction | Year 3                          | Curriculum design & professional development<br>Reports to the Head of School   |
| Director of Community Engagement       | Year 3                          | Communications, admissions, student supports and parent communication<br>Reports into the Head of School                      |
| Teachers                               | Year 1                          | Responsible for core academic subjects<br>Report into Director of Curriculum & Instruction<br>(Head of School in Years 1 & 2) |

|                    |        |  |
|--------------------|--------|--|
| Instructional Aids | Year 1 | Assist teachers, provide small group, individualized instruction and support with assigned duties<br>Report into Director of Curriculum & Instruction<br>(Head of School in Years 1 & 2)                               |
| Associate Teachers | Year 2 | Support teachers, provide small group & individualized instruction, plan and deliver core content, support with assigned duties<br>Report into Director of Curriculum & Instruction<br>(Head of School in Years 1 & 2) |
| Office Manager     | Year 1 | Implement policies and procedures to ensure the smooth operation of the office, maintain student records, communicate with parents, staff and community<br>Report to Head of School                                    |

## Job Qualifications for Key School Positions

### Head of School

BMV's Head of School is responsible for setting vision and leading the school towards meaningful progress against the vision. Selection of the Head of School by the Board of Directors will be based on proven experience in educational leadership, educational vision and relevant experience with our diverse student population, demonstrated ability in program design and/or development, and interest and commitment to educational reform.

### Responsibilities

#### *Instructional and Cultural Leader*

- Understands and supports project-based learning
- Proven ability to develop and deliver personalized learning and differentiated instruction, across a school site
- Strong knowledge of high-quality instructional practices in a TK-5 school
- Deep knowledge of pedagogy and a proven track record of using data to drive results
- Holds self personally responsible for ensuring high academic achievement of all students
- 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
- Sets the tone and leads the staff, students, and parents in setting the school culture

#### *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 BMV forward
- Demonstrates excellent execution and project management skills under tight deadlines
- 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
- 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 finds ways to engage the parent community

### *Qualifications:*

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

## **Director of Special Education**

The Director of Special Education will be a full-time teacher on special assignment who, along with the Head of School will be the primary individual overseeing and ensuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at BMV will also be involved in ensuring that all IEPs and 504 Plans are properly implemented.

### *Responsibilities*

#### *Instructional Expertise*

- Support teachers to provide consultation for specific teaching and learning strategies to support students with an IEP or in the SST process.
- Participate as a member of the instructional team, setting the vision for our service for diverse learners.
- Provide professional development for staff including special education teachers and classroom teachers

#### *Effective Execution*

- Ensure that all aspects of the IEP are followed
- Arrange for the teacher of the student to attend the team meetings
- Communicate with parents about progress made toward attaining the goals state on the student's IEP, and inform them of the due process procedures and rights
- Consult quarterly with the Head of School to ensure that the objectives and goals of students with IEPs are being met
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP

- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines
- Provide a report of student progress on the same schedule as students in general education
- Provide support for SSTs, requested observations of students, and 504 plans as needed

### *Communication*

- Exhibits strong written and verbal communication skills
- Actively listens to others and effectively interprets others' motivations and perceptions
- Open and honest communicator who is visible and accessible

### *Adult Leadership*

- Adult management experience (highly preferred)
- Collaborates, motivates and inspires other adults to action to achieve ambitious goals

### *Qualifications*

- Minimum of 3 years classroom teaching experience required (5 or more years preferred)
- Bachelor's degree (required)
- California Special Education teaching credential or as issued by the California Commission on Teacher Credentialing
- Experience leading teams highly preferred
- Advanced degree or master's degree in a related field highly preferred
- Experience working with students of diverse backgrounds and socioeconomic status
- Demonstrated experience leading teams and/or providing instructional coaching

## **Director Curriculum and Instruction (Beginning in Year 3)**

The Director of Curriculum and Instruction is will continue to develop and support a school culture that empowers students to develop the knowledge, skills, and deeper learning traits necessary to thrive in the 21st century. As the school's instructional coach, and through the direct management of all teachers, the Director of Curriculum and Instruction will focus on maximizing school-wide academic growth and social-emotional development for all students as well as professional development for all teachers. She/he will report to the Head of School and work to advance the school's mission and culture.

### *Responsibilities*

#### *Instructional Expertise and Curriculum Design*

- Experience teaching and/or coaching teachers in inquiry-based instruction or project-based learning, design thinking, and/or personalized learning (required)
- Strong knowledge of high-quality instructional practices in a TK-5 school
- Strong curriculum development skills especially for integrated curriculum, PBL, STEAM, competency-based or personalized learning
- Deep knowledge of pedagogy and a proven track record of using data to drive results
- Design and implement robust professional learning for all teachers
- Ability to serve as a coach and mentor to lead others in high-quality instructional practices
- Document and share lessons related to the mission and programs of BMV

#### *Effective Execution*

- An strong work ethic and a passion for being part of a team-oriented, mission-driven school culture
- Belief in the mission and values of BMV

- Holds self personally responsible for ensuring high academic achievement of all students
- Comfortable working in fluid environments and quickly adaptable to change
- Commitment to equity and desire to make a difference in the lives of children in Mountain View.

### *Communication*

- Exhibits strong written and verbal communication skills
- Actively listens to others and effectively interprets others' motivations and perceptions
- Open and honest communicator who is visible and accessible
- Collaborates with partnering schools and other organizations to enrich our curriculum and professional development plan

### *Adult Leadership and Professional Development*

- Adult management experience (highly preferred)
- Collaborates, motivates and inspires other adults to action to achieve ambitious goals
- Lead professional development training for all teachers that are aligned to the School's mission, curriculum, programs, and yearly goals (LCAP, Strategic plan, etc.)
- Work with each teacher to develop his/her professional goals
- Coach and support all teachers to reach individualized goals for his/her growth and student growth

### *Qualifications:*

- Minimum of 3 years classroom teaching experience required (5 or more years preferred)
- Bachelor's degree (required)
- California teaching credential as issued by the California Commission on Teacher Credentialing
- Administrative credential strongly preferred (current California Tier I or Tier II or proof of eligibility for either)
- Master's degree in education or related field required

## **Director of Community Engagement (Beginning in Year 3)**

BMV will hire a Director of Community Engagement to hold the vision for how we create, sustain, and expand a vibrant, inclusive, and empowered school community. He/she will be responsible for building strong relationships with and between the school, its staff and families, and local community members and organizations. He/she will develop the school's ability to support all families and embrace the opportunities and challenges of being a truly diverse school; ensure parents have a strong voice in their child's education and the school's success; and co-create a school culture that is joyful, equitable, supportive, respectful, reflective, and open. The Director of Community Engagement will report into the Head of School.

### *Responsibilities*

#### *Communication*

- Provide regular, relevant, and accessible communications between school and home, as well as community partners
- Exhibits strong written and verbal communication skills
- Actively listens to others and effectively interprets others' motivations and perceptions
- Open and honest communicator who is visible and accessible

#### *Admissions*

- Oversee the open enrollment, admissions, and registration processes



### *Student and Parent Communication*

- Develop and execute a strong plan for school community development, family involvement, parent advocacy and student recruitment and support
- Build a broad network of community partnerships that support the school's recruitment, student welfare, family support, and parent advocacy efforts
- Ensure opportunities for meaningful, inclusive, and supported family involvement in the school
- Establish and cultivate the leadership of parents to meaningfully participate in BMV
- Adjust and administer the School Climate Survey – reflect on outcomes and work with stakeholders to develop strategies for school improvement

### *Qualifications*

- Hold at least Associate's degree with bachelor's degree highly preferred
- Experience working with students of diverse backgrounds and socioeconomic status
- Experience working with families of diverse backgrounds and diverse socioeconomic status
- Knowledge of Mountain View public schools and related community-based organizations
- Community and/or parent organizing experience (preferred)
- Capacity-building, training, or coaching work with families or educators
- Strong communications and interpersonal skills; preferably bilingual
- Ability to work with and across multiple cultures and groups
- Belief in the mission and values of BMV
- An incredible work ethic and a passion for being part of a team-oriented, mission-driven school culture

### *Teaching Faculty*

*BMV shall comply with Education Code Section 47605(l): 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.*

BMV 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 Every Student Succeeds Act ("ESSA"). All teachers who teach EL students 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 qualifications for noncore teachers: BMV 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 BMV's personnel policies.

## *Responsibilities*

### *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
- Plans for integrated and designated ELD

### *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
- Differentiates lessons to meet students' needs
- Implements integrated and designated ELD

### *Logistics and Facilities Management:*

- Articulates maintenance/facility needs
- Takes care of all areas and shared resources/materials (close classrooms appropriately: put chairs up, turn lights off, etc.)
- Follows school procedures for attendance, field trips, employee absences, etc.
- Adheres to emergency action plans
- Maintains safety on campus: keep students safe (yard duty, traffic monitor, clear pathways & ramps, etc.)

### *Communication:*

- Adheres to School policies regarding communication
- Maintains regular communication with staff members & parents
- Responds to communication within a timely manner
- Collaborates with faculty on lesson plans and objectives
- Keeps individual contact with parents
- Communicates with students in an effective and appropriate manner
- Builds positive relationships with parents
- Handles confidential information in a responsible and professional manner

### *Collaboration/Mentoring:*

- Supports and advises new staff members
- Collaborates at grade level, with specialist, associate teachers, instructional aids and school-wide
- Collaborates as needed with colleagues for the planning of the learning lab instruction

### *Offers programs that extend beyond the general curriculum*

- Develops courses which align with standards in the area of focus
- Shares an area of teacher passion and/or supports others who do so

### *Continuous Inquiry and Improvement:*

- Uses formative assessment to analyze progress toward student goals
- Seeks feedback about one's teaching practice and uses as formative assessment when designing instruction
- Takes risks and seizes 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
- Self-assesses one's teaching practice

### *School Leadership:*

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

### *Qualifications:*

- A bachelor's degree
- A California teaching certificate, permit, or other document as required for a teacher in a public school (Education Code 47605(1)).
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or BCLAD.
- Previous teaching and/or relevant work experience

### *TK additional qualifications include:*

- By August 1, 2020, have one of the following:
- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph
- A child development permit issued by the CTC.
- BMV will comply with all applicable requirements regarding transitional kindergarten.

## **Instructional Aid:**

### *Responsibilities*

#### *Assist Teachers*

- Assist the classroom teacher in planning and implementing a rigorous mission-aligned curriculum
- Assist the classroom teacher in monitoring the continual assessment of student progress and maintain records

- Assist the classroom teacher in documenting the evaluation of classroom performance to meet needs of students
- Assist the classroom teacher in providing an effective classroom environment that supports academic learning

### *Provide Small Group and Individualized Instruction*

- Teach targeted small group and individual instruction throughout the day.

### *Communication*

- Provide effective communication with all members of the school community

### *Support with Assigned Duties*

- Provide supervision and assigned duties for recess, lunch supervision, before and after school as assigned.

### *Qualifications*

- Hold an associate's degree or have completed two years of college in an undergraduate college or in a teacher prep program.
- Experience working with students and parents of diverse backgrounds and socioeconomic status

## **Associate Teacher**

Associate Teachers (ATs) work alongside homeroom teachers to provide differentiated learning, small group and personalized instruction and extra support. ATs benefit from mentorship and coaching from experienced teachers and administrators.

### *Responsibilities*

#### *Provide Small Group and Individualized Instruction*

- Teach targeted small group and individual instruction throughout the day.

#### *Plan and Deliver Core Content*

- Develops rigorous lesson plans that are driven by student assessment
- Plan and deliver core content
- Implements IEPs and 504 plans
- Manages a physical space that includes effective classroom management

#### *Communication*

- Maintains regular communication with staff members & parents
- Collaborate with grade level team

#### *Support with Assigned Duties*

- Sub as assigned
- Supervision as assigned (recess, lunch, before school or after school)
- Maintains safety on campus: keep students safe (yard duty, traffic monitor, clear pathways & ramps, etc.)

### *Qualifications*

- A bachelor's degree

- A California teaching certificate, permit, or other document as required for a teacher in a public school (Education Code 47605(1)).
- Bilingual and/or CLAD credential or coursework leading up to the CLAD or BCLAD.
- Previous teaching and/or relevant work experience

## Office Manager

### *Responsibilities*

- Implement policies and procedures to ensure the smooth operation of the office
- Maintain student records
- Work collaboratively with teaching and administrative staff
- Maintain an accurate and up to date internal assessment tracking system
- Provide open communication with all members of the school community

### *Qualifications*

- Experience with office technical procedures or a desire and willingness to learn
- Experience working with students and parents of diverse backgrounds and socioeconomic status
- Perform specific duties as described by the job description
- Fluency in Spanish preferable

## Compensation

BMV provides an overall compensation package to employees that is competitive with other public and independent schools in the region based on qualifications and efficacy. BMV utilizes a unique base salary and stipend structure, which incentivizes both inputs and outputs in teacher's practice that are positively correlated to student academic and social-emotional development. BMV will utilize this mix of base salaries, stipends, and professional development opportunities to attract and retain exceptional teachers and staff. This includes but is not limited to:

- A base salary competitive with local, traditional school district, charter, and independent schools.
- Extensive professional development and coaching, to accelerate development of craft.
- Distributed leadership opportunities, to advance professional experience and investment in the school and its mission.
- Salary stipends to acknowledge highly effective practice, leadership roles, and highly desired proficiencies (bi-lingual, BCLAD credential, credential within STEM disciplines, National Board certified, etc.).

BMV is confident that this combination will enable the school to recruit and retain a highly-qualified staff.

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## ELEMENT F: HEALTH AND SAFETY PROCEDURES

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*Governing Law: 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 the charter school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).*

BMV will adopt and implement health and safety policies to ensure the safety of pupils and staff. These policies will 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 will be incorporated into BMV Student and Parent Handbook (see Appendix 23 for an example of the handbook, which will be updated), Employee Handbook (see Appendix 24 for an example), and School Site Safety Plan (see Appendix 25 for an example, to be updated with an established site for BMV) and will be reviewed on an ongoing basis. A full draft will be provided to the district for review at least 30 days prior to opening. BMV will ensure that staff are trained annually on the health and safety policies. BMV may revise and create additional policies and procedures as needed and to stay in compliance with changes to local, state and federal laws and regulations.

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

### Employees

#### Procedures for Background Checks

BMV 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 BMV will 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 Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Head of School of the school will monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair will monitor the fingerprinting and background clearance of the Head of School. 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 Head of School in a confidential secured file separate from personnel files, as required under the law
- Documents for U.S. employment authorization
- 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 risk assessment or examination

## **Role of Staff as Mandated Child Abuse Reporters**

All BMV employees, including non-certificated and certificated staff, will be mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

## **Tuberculosis Risk Assessment and Examination**

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

## **Drug-, Alcohol-, and Smoke-Free Environment**

BMV shall function as a drug-, alcohol-, and smoke-free environment.

## **Students**

### **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.

### **Medication in School**

BMV shall adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours will be accommodated.

### **Vision, Hearing, and Scoliosis**

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

### **Blood-borne Pathogens**

BMV shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. BMV 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”).



Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

## **Emergency Preparedness**

BMV shall adhere to a comprehensive School Safety Plan (SB 187), which will be referenced in the Employee Handbook and drafted specifically to the needs of the school. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, active shooter, and hostage situations. The School Safety Plan will also address Mandated Child Abuse Reporting, Sexual Harassment policy and procedure, seismic safety (structural integrity and earthquake preparedness), fires, floods, earthquakes, terrorist threats, hostage situations, and blood borne pathogens.

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.

## **Facility Safety**

BMV 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. BMV 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. BMV shall conduct fire drills as required under Education Code Section 32001.

In the event that BMV, for any reason, operates wholly or partially in facilities other than those provided by the District, the Charter School will not be hampered in meeting the goals and objectives set forth in this charter. Prior to the commencement of operations in any District-owned facilities, BMV and the District shall enter into a Facilities Use Agreement or similar contract, which shall define the parties' respective rights, duties, and liabilities related to the facilities, including, but not limited to, compliance with local building and zoning ordinances and annual testing of sprinkler systems, fire extinguishers, and fire alarms.

BMV will carry Insurance to cover but not limited to the following areas: Commercial general liability, including Fire Legal Liability, Workers' Comp, Commercial Auto, E & O, Fidelity Bond, Sexual Molestation & Abuse, Employment Practices.

## **Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. 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.

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## **ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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*Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).*

BMV shall strive, through recruitment and admission practices, to achieve a racial and ethnic balance among its students that is reflective of the students and families of the MVWSD.

### **Recruitment Strategy**

BMV has a strategy that includes, but is not necessarily limited to, the following elements or strategies which will welcome all families and 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 District, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and enrollment process.
- Recruit families and leverage relationships established in the Bullis Summer Camp
- Bring diverse staff on recruiting visits, including those fluent in the native languages of families
- Partner with local community-based organizations to recruit a diverse population of students
- Visit and speak at local community-based organizations serving families and youth in the Mountain View Whisman School District community
- Develop marketing materials in multiple languages and with appropriate cultural context
- Post materials and notices in community hubs, including local supermarkets, restaurants, businesses, churches, community centers, local library, and apartment complexes in low-income neighborhoods
- Seek opportunities to visit prospective students and families at home to better understand the home context for individual students and to share the mission of BMV
- Conduct public parent information sessions scheduled at times to allow most parents to attend to elaborate on the experience of being part of BMV community
- Place advertisements in local newspapers and community association newsletters in both English and Spanish
- Meetings with and presentations to local pre-schools, parent groups, neighborhood groups, community organizations, churches, and youth service organizations.
- Promote the school at community events and festivals
- Continuous outreach activities throughout the community.
- School Tours when available.
- Website with translation into Spanish.
- Interpreters available at Parent Information Night for Spanish and Mandarin
- Utilize social media to advertise informational nights and school opening
- Enrollment/Registration package in English and Spanish
- School staff members fluent in a variety of languages are available daily to assist with parent inquiries
- A social media presence including a Facebook Page and Twitter account, and will continue to stay up to date with social media platforms.
- Sessions to provide 1:1 support to complete online enrollment form at school
- Encourage referrals from students and families at Bullis Charter School, Los Altos

In the first two years, the Office Manager will play a key role in fielding calls about enrollment, coordinating open houses and presentations, and assisting individual families to fill out the Interest Form. In year three, the Director of Community Engagement will fill this role.

See Appendix 26 for the community outreach and recruitment plan and Appendix 27 for example community outreach fliers.

Following the first year of enrollment, BMV will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of: marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. BMV will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school and will use this information to determine where additional outreach efforts are needed. The BMV budget includes financial resources allocated to outreach efforts. BMV will furnish the District annual documentation of ongoing recruitment and outreach efforts upon request.

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## ELEMENT H: ADMISSIONS POLICIES AND PROCEDURES

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*Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H)*

BMV will be nonsectarian in its programs, admission policies, and all other operations. BMV does not charge tuition and the school does not discriminate against any pupil based upon any characteristic listed in Education Code Section 220.

BMV shall admit all pupils who wish to attend BMV. No test or assessment shall be administered to students prior to acceptance and enrollment into BMV. BMV shall comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

### Application Packet

BMV shall require students who wish to attend BMV to complete an application form. Application forms are available online on the Charter School's website, or in hard copy form in both English and Spanish. The application form will ask parents for basic information including the parent/guardian information including name, contact information including address, and identifying information for the student they wish to enroll including full name and date of birth.

### Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. The open enrollment period will occur each year and it will be well-publicized and not be open to confusion, misrepresentation nor manipulation. 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, BMV will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year.

Returning students must timely affirm their intent to return. All parents of students who completed an application 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.

### Enrollment Preferences

Enrollment preferences in the case of a public random drawing, and the Charter School's rationale for the preference, shall be as follows:

1. Siblings of students admitted to or attending BMV that reside within the MVWSD boundaries: to keep families together<sup>41</sup>

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<sup>41</sup> A sibling is a person with at least one parent or step-parent in common.

2. Children of founding board members: to honor commitment to public education<sup>42</sup>
3. Children of BMV teachers and staff not to exceed 10% of the total Charter School enrollment: to honor those committed to public education<sup>43</sup>
4. Students who are eligible for Free and Reduced-Price Meals (“FRPM”) and who reside within the Mountain View Whisman School District: to provide an equitable, high-quality public school option to MVWSD students and families<sup>44</sup>
5. Students who reside within the Mountain View Whisman School District
6. Siblings of students admitted to or attending BMV who reside outside of the MVWSD boundaries: to keep families together<sup>45</sup>
7. Students who are eligible for FRPM and who reside outside of the Mountain View Whisman School District
8. All other students in California

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors of the Charter School will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Head of School). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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.

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<sup>42</sup> Founding board members shall be any board member who serves for a least two years within the first three years of the establishment of BPCS

<sup>43</sup> We define “staff” as: Any person working for BMV more than 20 hours per week and who receives their paycheck directly from BMV. Any person working for BMV more than 20 hours per week and who receives their paycheck from a company contracted by BMV, AND who has worked for BMV through this contractor for at least one full school year at more than 20 hours per week.

<sup>44</sup> This information will be self-reported by families entering into the lottery process. Following the admission, BMV will conduct an audit of the records of students who utilize this preference. Any student who utilizes this preference but is not eligible to receive free or reduced price meals will forfeit admission and be placed at the end of the waitlist.

<sup>45</sup> A sibling is a person with at least one parent or step-parent in common.

The public random drawing process will be open to the public, transparent, and fair. It will be held in a public space large enough to accommodate all interested in attending the drawing and an objective third party will conduct the drawing process. Parents and guardians do not have to be present to participate in the drawing. Parents and guardians will be informed at least two weeks prior to the drawing about the process for the drawing prior and will be notified about the results of the drawing within one week of the drawing.

Pursuant to the stated lottery preferences, families will self-report the applicant's qualification for FRPM on the application and no other demographic or socio-economic information will be required on the application.

Application forms are accepted year-round. Application forms received prior to the open enrollment period will be held for the upcoming open enrollment period. Application 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 application form will be held in abeyance for a subsequent lottery, if needed.

Pursuant to federal and state guidelines, BMV reserves the right to modify the admission and public random drawing procedures to comply with the requirements of the Public Charter Schools Grant Program ("PCSGP") or Charter Schools Program ("CSP") grant in any year in which the Charter School receives such funds. Such changes to comply with PCSGP or CSP shall not be deemed a material revision of the charter and BMV is authorized to pledge compliance with PCSGP and/or CSP admissions requirements as a condition of receipt of these funds.

## **Enrollment Packet**

After admission, students will be required to submit an enrollment/registration packet, which shall include the following:

- Student registration form
- Proof of immunization
- Home language survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of prior school records, if applicable



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## **ELEMENT I: FINANCIAL AUDIT**

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

An annual independent financial audit of the books and records of the Charter School will be conducted an annual independent audit of the Charter 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 Charter School's financial statements, attendance and enrollment accounting practices, appropriateness of accounting policies used, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting procedures applicable to the Charter School. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy the School's financial statements, attendance and enrollment accounting practices, and internal controls that may include ADA/attendance, instructional minutes, credentials, instructional time on site, and non-classroom based policies and student agreements. 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 Charter School's Board of Directors 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 Charter School's Board of Directors. The budget allocates funds for the cost of the audit.

The annual audit report will be completed and forwarded to the District, the State Controller's Office, and to the California Department of Education by December 15th of each year. The Head of School, along with the finance committee, will review any audit exceptions or deficiencies and report to the Charter School's Board of Directors with recommendations on how to resolve them. If exceptions or deficiencies are identified in the audit report, the Charter School's Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in Element N of this Charter, or by such other manner preferred by the District. 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 maintain financial data and generate financial statements. If the Charter School determines that it would be better served by moving the financial tracking and financial reporting in house, the Head of School 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 will be public record. A copy will be maintained in the Charter School's office. A copy will be provided to the public upon request.

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## ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

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*Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- i. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.*
- ii. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
  - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- iii. Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).*

BMV will strive to create a safe and inclusive environment using restorative practices and social-emotional learning in order to build a community of mutual respect where students and staff can reach their full potential and to reduce discipline referrals. In cases where suspension or expulsion are necessary, BMV will follow a comprehensive set of suspension and expulsion policies and will ensure that the due process rights of students are met.

### Restorative Justice

BMV will implement practices to serve the whole child by building a caring culture that includes restorative justice practices where all students are known. Restorative practices seek to repair the harm that has been done for all involved and engages students in designing and implementing disciplinary processes that account for what's best for the student and the community. There is growing research demonstrating the benefits of restorative practices, including but not limited to:<sup>46</sup>

- Ownership of the process
- Improved relationships
- Meaningful dialogue

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<sup>46</sup> Ortega, Lyubansky, Nettles, and Espelage, "Outcomes of Restorative Circles in a High School Setting," 2016

- Academic and social achievements
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As much as possible, BMV staff will seek to utilize restorative practices in response to any violations of school values. Furthermore, BMV is focused on minimizing suspensions and protecting student learning. Even if suspension is deemed the most appropriate disciplinary action, we aim to keep students in school with a teacher to ensure instructional minutes are not lost. We will also work to restore students to the school community even after strong disciplinary actions such as suspensions.

## Suspension and Expulsion

*Assurances: For suspensions of fewer than 10 days, BMV will provide written notice of the charges against the student. If the student denies the charges BMV will provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.*

*For suspensions of 10 days or more, BMV will provide timely written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.*

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, BMV has reviewed Education Code Section 48900 *et seq.* that describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language closely mirrors the language of Education Code Section 48900 *et seq.* BMV 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.

If necessary, students will be suspended from class while remaining on campus. Suspensions where a child is required to stay home will be used in cases when the safety of the child or others is in question.

Students who present an immediate threat to the health and safety of others may also be suspended and later expelled by the Charter School's Board of Directors upon recommendation of the Head of School. The school's policies clarify specifically for what infractions students may be suspended and/or expelled. All students accused of any such infractions will be provided their due process rights as mandated by law and in accordance with District and county policies. This will involve a collection and analysis of facts, a meeting with the students involved and their families around the facts, and a fair and appropriate conclusion and consequence. All policies will be developed to conform to applicable federal law regarding student due process rights and students with exceptional needs.

When the policy is violated, it may be necessary to suspend or expel a student from general classroom instruction. This policy shall serve as BMV's policy and procedures for student suspension and expulsion, and it 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 23) 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 Head of School 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 Head of School'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.

## **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

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 Charter 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.

### ***Notification to SELPA***

**Services During Suspension:** Students suspended for more than ten (10) school days in a school year shall continue to receive services.

**Outlines Procedural Safeguards/Manifestation Determination:** Within ten (10) school days of a recommendation for expulsion, Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; 2) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If either is applicable, the conduct shall be determined to be a manifestation of the child's disability.

If determined that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: assess, implement a behavioral intervention plan, OR review the existing behavioral intervention plan and modify it, If determined 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 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### ***Due Process Appeals***

Request an expedited administrative hearing or by utilizing the dispute provisions of the 504 Policy and Procedures during which the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or forty-five days, whichever occurs first, unless agreed otherwise

### ***Special Circumstances***

A student can be moved to an interim alternative educational setting (but not more than forty-five days) without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team

## **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

- The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.
- The parent/guardian has requested a special education evaluation of the child.
- The student is in the process of being assessed for special education.
- The student has a section 504 plan.
- The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

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

No student shall be involuntarily removed by BMV for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until BMV issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

## A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

## B. Enumerated Offense

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 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, which includes but is not limited to, electronic files and databases. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases. Committed an obscene act or engaged in habitual profanity or vulgarity.
  - g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - h) 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.
  - i) 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.
  - j) 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.
  - k) 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.
  - l) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of



this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- m) 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.
- n) 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.
- o) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- p) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. “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:
    1. 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.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. 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.
- ii. “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:
    1. A message, text, sound, video, or image.
      - a. A post on a social network Internet Web site including, but not limited to:
      - b. 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.
      - c. 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.
      - d. 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.
    2. An act of cyber sexual bullying.
      - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
      - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. 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.

2. 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)(a)-(b).
3. 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 Head of School or designee's concurrence.
4. Non-Discretionary Suspension Offenses: Students must be suspended 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 student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.
5. 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) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - g) 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.
  - h) 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.
  - i) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal,

unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- j) 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.
- k) 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.
- l) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- m) 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:
    - a. iPlacing 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.
    - b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - d. 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:

- a. A message, text, sound, video, or image.
  - b. A post on a social network Internet Web site including, but not limited to:
    - i. 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.
    - ii. 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.
    - iii. 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.
3. An act of cyber sexual bullying.
- a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - c. 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.

m) 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 (3)(a)-(b).

- n) 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 Head of School or designee's concurrence.
- o) 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 student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm 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 may 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.

## **C. 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 Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the 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, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) 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 Charter 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, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

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 Head of School or Head of School's designee, the pupil and the pupil's parent/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 Head of School or designee upon either of the following: 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.

## **D. Authority to Expel**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

## **E. Expulsion Procedures**



Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the pupil has committed an expellable offense.

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 the 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 Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. 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 a non-attorney advisor;
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.

## **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the 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 Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion 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 entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity 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 entity 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 Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

#### **G. 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.

#### **H. 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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 written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

### **I. Written Notice to Expel**

The Head of School or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### **J. Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

### **K. No Right to Appeal**

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

### **L. 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. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### **M. Rehabilitation Plans**

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Head of School or designee 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 Head of School or designee shall make a recommendation to the Board of Directors 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 Charter School's capacity at the time the student seeks readmission.

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

#### **1. Notification of SELPA**

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

#### **2. Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

#### **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

## 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## 7. Procedures for Students Not Yet Eligible for Special Education Services

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

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

The notice requirements listed here comply with new Ed Code, and it is also consistent with EC 48918, the expulsion procedures applicable to school districts.

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## **ELEMENT K: RETIREMENT SYSTEM**

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

### **Retirement**

All applicants for positions within BMV shall be informed of the retirement system options for employees of the Charter School. This information shall specifically include that the Charter School makes available to its employees a 403(b) retirement plan option along with an employer match, and that accepting employment in the Charter School may exclude the applicant from further coverage in the applicant's current retirement system. All employees shall also participate in federal social security. The Charter School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. The Head of School will be responsible for ensuring that appropriate arrangements for coverage have been made for each employee. BMV reserves the right to offer other retirement plans to employees, including by not limited to the State Teachers' Retirement System and the Public Employees' Retirement System, pursuant to policies that may be adopted by the Board of Directors.

In accordance with the EERA, employees of BMV have the sole discretion to determine their relationship with the District or County bargaining unit.



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## **ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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*Governing Law: The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).*

No student may be required to attend BMV. Students who opt not to attend the Charter 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 on admissions forms that enrollment in BMV does not generate a right to admission to any other school of the District unless such student is a District resident or is otherwise approved for District admission.

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## **ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS**

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*Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).*

No public school district employee shall be required to work at BMV. Employees of the District who choose to leave the employment of the District to work at BMV shall have no automatic rights of return to the District after employment by BMV unless specifically granted by the District through a leave of absence or other agreement. BMV employees shall have any right upon leaving the District to work in BMV that the District may specify, any rights of return to employment in a school district after employment in BMV that the District may specify, and any other rights upon leaving employment to work in BMV 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 BMV. All employees of BMV shall be considered the exclusive employees of BMV and not of the District, unless otherwise mutually agreed in writing. Employment by BMV provides no rights of employment at any other entity, including any rights in the case of closure of BMV.

BMV 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 Head of School. BMV 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 Sample BMV Employee Handbook, attached as Appendix 24.

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## **ELEMENT N: DISPUTE RESOLUTION PROCEDURES**

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*Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).*

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between BMV and the District pursuant to their policies and; (b) ensuring the high operational standards of BMV while minimizing the oversight burdens on the District.

BMV will provide the District a copy of its Uniform Complaint Procedures in accordance with Title 5-Education, California Code of Regulations, 4600-4671. Should any section of this element pertaining to resolving disputes be in conflict with District policies or desired protocols, then BMV is amenable to altering said areas through a Memorandum of Understanding or similar process to be mutually agreed upon.

### **Disputes between BMV and the MVWSD**

BMV and the District shall be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between BMV and the District, BMV staff, employees and Board members and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and the Head of School of BMV, or their respective designees. In the event that the District 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, BMV requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The District Superintendent and BMV Head of School, 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 District Superintendent and BMV Head of School, 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 District Superintendent and BMV Head of School 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 District Superintendent and BMV Head of School, 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 District and BMV. 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 District and BMV. Mediation can be binding if both parties agree.

## **Internal Disputes**

Disputes arising from within BMV, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and BMV Board members, shall be resolved pursuant to policies and processes developed by BMV. BMV shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at BMV shall be provided with a copy of the Charter School's policies and internal dispute resolution process. Disputes received by the District shall be promptly forwarded to BMV for resolution in accordance with such policies and processes. Internal complaint procedures are detailed in the Sample BMV Employee Handbook, attached as Appendix 24.

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## ELEMENT O: SCHOOL CLOSURE PROCEDURES

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*Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).*

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure and shall be updated as necessary to align with applicable law.

Closure of the Charter School will be documented by official action of the BPCS 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 District, 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), any service providers, the Santa Clara County Office of Education 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 BPCS Board will ensure notification to the parents and students of the Charter School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the BPCS Board's decision to close the Charter 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 Charter School will provide parents, students and the District 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 District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the District 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 Charter School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation, 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 District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the School.

As the Charter School is organized as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the BPCS 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.

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## ADDITIONAL ELEMENTS: BUSINESS OPERATIONS

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### Financial Plan and District Impact Statement

Bullis Mountain View will operate with a sound financial model. The operation of the Charter School is designed to be self-sufficient. However, Bullis Mountain View may contract with the District for various operational services such as leasing of facilities and food service.

#### Financial Position

Due to a focus on a fiscally sound business and management structure, BMV will strive for unqualified audit opinions, maintain a fund balance in excess of annual expenditures, and hold cash reserves totaling in excess of annual expenses.

BMV funding sources will be diverse. The per-pupil payments from local and state sources and federal school funding programs will be combined with other grants and donations. BMV may supplement public funding through philanthropic efforts in order to provide for the BMV educational program. As the school grows into full enrollment at full scale, the school will work to build a fund balance to provide a cushion for the school's operations and adjustments to its operating model, should financial goals fall short.

BMV will maintain a relatively lean administrative staff and low overhead in order to allocate more funds to direct instructional materials and teaching staff. In the event that BMV will benefit from shared services and supports from Bullis Charter School, BMV will pay BCS a management and service fee. This fee may support the shared services provided by BCS for the operations and school model development of BMV, capturing efficiencies and economies of scale so that the administration at BMV can focus on instructional leadership. Services provided by BCS, should this arrangement take place, may include compliance, reporting, food service administration, facilities management, human resources, technology support, accounting, payroll, benefits administration, financial management, audit preparation, teacher professional development, academic oversight and support, special education, blended learning support, fundraising, outreach, strategy, and alumni support.

#### Budgeting

***Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

The Head of School of BMV will submit an annual budget for BMV to the Board of BMV during the spring of each year. BMV's annual fiscal period runs from July 1 through June 30. The BMV Board of Directors must approve the annual budget by June 30 of each fiscal year.

The financial plan for BMV will be based on BCS's experiences to date. Historical experience provides an amount of certainty in the budget development process. BMV makes the following assumptions:

- The Charter School will maintain enrollment of approximately 320 students at full scale.
- At full enrollment, the Charter School will employ approximately 25 team members on staff, which may include teachers, associate teachers, a Head of School, and operations staff.

- The Charter School will receive revenue principally from the following sources: Local Control Funding Formula and state lottery funds.
- The Charter School will apply directly for federal entitlement funds.
- The Charter School will make conservative inflation assumptions of approximately 0% for revenues and 3% for expenditures.

As required by Education Code Section 47605(g), please refer to Appendices 20 through 22 for more detailed assumptions, multi-year financial projections, including a budget and cash flow for the first three years of operation. These documents are based upon the best data available to the petitioners at this time.

## **Financial Reporting:**

Bullis Mountain View shall provide reports to the District as follows as required by Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the school's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, and California Department of Education.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the school's receipts and expenditures for the preceding fiscal year.

## **Audits**

Bullis Mountain View will conduct yearly independent financial audits, to be completed by December 15 of each year. An auditor with knowledge and experience in auditing publicly funded schools will be engaged. The school will also keep records of what other information has been requested by the various ad-hoc audits it undergoes throughout the year so that it can prepare for them in advance from year to year.

## **Potential Users of Financial Information**

Financial statements such as a Balance Sheet, Income Statement, and Statement of Cash Flow will be prepared by BMV with possible support from an experienced back-office support organization for charter schools, such as EdTec. Financial statements will be used by the independent auditors hired each year. BMV also expects the financial statements to be requested by such institutional sources of financing as BMV may require, including commercial banks and issuers of bonds. The financial statements will also be available for review as desired by any of the Charter School's administration, managers, or Board Members who want to assess the Charter School's financial condition. In addition, Board Members will use the financial statements to confirm existing policies or to create new policies. Finally, BMV will submit its annual audited financial statement to the appropriate authorities within the California Department of Education, Department of Finance, and the District.



The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

## **Administrative Services**

***Governing Law:** The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).*

BMV will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor, and is responsible for producing monthly financial reports and designing a policy of internal controls to ensure fiscal responsibility. The Head of School, Superintendent, and the BMV Board will also develop other policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, and student information systems.

As needed, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

## **Systems for Managing Cash Flow, Purchasing, Payroll and Audits**

BMV will establish strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management and procurement. BMV will have a check signing policy in place to ensure multiple levels of internal controls involving the Head of School, finance and accounting staff, and executive team.

## **Tools Used for Tracking and Reporting Financial Matters**

BMV will work with EdTec, a charter school business operations support organization, for tracking and reporting on financial matters. BMV, with the support of EdTec, will prepare regular financial reports according to GAAP and will submit them to the District on a regular basis.

## **Attendance Accounting**

The Charter School will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law. BMV will report attendance

requirements directly to the District in a format acceptable to the District. Required reports regarding daily attendance will be completed and submitted to the requesting agencies.

## Payroll

Payroll expenses will represent approximately two-thirds of BMV's total expenses. BMV may choose to either contract with a private vendor for full payroll services – including tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees – or may provide payroll services in-house.

## Vendor Selection and Purchasing

The BMV Board of Directors will be responsible for approving BMV's annual budget, with substantial input from the Head of School and Superintendent. The Head of School will develop the budget proposal in coordination with the finance and executive teams, and will have the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors will be responsible for long-range financial and facilities planning.

## Food Services

BMV may contract for food services with the District. Eligible students will be provided meals for free or at a reduced rate in accordance with federal and state nutritional guidelines. We expect that the proportion of students who will be eligible for this program will be similar to the proportion eligible within the District, and all eligible students will be included in the District's reported student counts.

## Facilities

*Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).*

Bullis Mountain View will seek to operate in District facilities, as it is important for the Charter School to be located in an area that is easily accessible for our target student population. In partnership with the District, BMV will be interested in securing a long-term lease on District facilities to provide a stable, safe learning environment for students and families. BMV may exercise its rights under Proposition 39 to secure affordable, quality facilities.

To ensure that BMV is able to provide its entire academic program and extra-curricular activities necessary for a transitional kindergarten through fifth grade program, the facility will require access to the following:

- Classrooms: A minimum of 16 classrooms of at least 960 square feet per classroom
- Multipurpose room, gymnasium and cafeteria with adequate space to safely prepare and serve breakfast and lunch to the entire student body
- Special education resource room
- Sufficient number of bathrooms for students and staff
- Sufficient office space for administrative staff (including and not limited to: Head of School, Director of Curriculum and Instructor, Director of Community Engagement, Operations Manager, Office Manager, and Counselors)
- Routine access to fields large enough for physical education and after school sports programs

## **Transportation**

The Charter School will not provide transportation to and from school, except as required by law.

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## SUPPLEMENTAL INFORMATION

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*Governing Law: Potential civil liability effects, if any, upon the school and upon the school district. Education Code Section 47605(g).*

### **Insurance Requirements, Liability, and Indemnity**

The Board of Directors of Bullis Mountain View, the Charter School's administrative staff, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of BMV, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability insurance, and the like.

Bullis Mountain View shall be operated by Bullis Public Charter School II, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Bullis Mountain View shall work diligently to assist Mountain View Whisman School District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

BMV anticipates that it shall enter into a MOU with the District to outline the agreement of BMV and the District governing the parties' respective fiscal and administrative responsibilities, legal relationship, and operation of BMV.

The MOU shall include an indemnification provision to cover the actions of BMV under this Charter. As BMV recognizes that it cannot bind the District to an indemnification clause to which the District does not agree, the following language is intended as a starting point and may be amended per the MOU between the parties:

With respect to its operations under this Charter, the District and the Corporation shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend each other, their officers, their trustees, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs arising under this Charter including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to their willful misconduct, negligent acts, errors or omissions of their directors, trustees, officers, employees, agents and consultants under this Charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population.

The District shall be named an additional insured on the general liability insurance of the Charter School.

BMV Board of Directors will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **Insurance**

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

## **Oversight, Reporting, Revocation, and Renewal**

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent-free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

MVWSD may inspect or observe any part of BMV at any time, but the charter requests reasonable notice of at least three (3) working days to the Charter School prior to doing so. In the event that MVWSD believes a cause exists to revoke this charter, it shall follow the requirements of Education Code Section 47607 and all applicable regulations.

In the event that MVWSD does not believe that BMV is making satisfactory progress towards achievement of the goals set forth in this charter, it shall notify BMV in writing, within two months of the receipt of the performance review, of the specific basis for its conclusions. No later than 120 days prior to the expiration of this charter, BMV will present MVWSD with a request for renewal (as well as for any amendments), in response to which the District will render a decision pursuant to the processes set forth in Education Code sections 47605 and 47607, and all applicable regulations. The BMV charter may be renewed by MVWSD for additional five-year terms in accordance with Education Code Section 47607(a)(1).

## **Term of Charter**

The term of this charter shall be for five years beginning July 1, 2019 and expiring on June 30, 2024.

## **Scope of Charter**

BMV shall not operate under the BMV name, satellite schools, campuses, sites, resource centers or meeting spaces not identified in this charter without the prior written approval of the Superintendent of MVWSD.

## **Material Revisions**

This petition may be materially revised only by mutual agreement of BMV and MVWSD. Material revisions will be made pursuant to the standards, criteria, and timelines in California Education Code sections 47605 and 47607.

- Information about insurance requirements, liability, and indemnity
- Oversight, reporting, revocation, renewal of the charter: Term of charter, scope of charter, and what constitutes material revisions
- Ability of BMV to apply for renewal and Ed Code governing renewals

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# Bullis Mountain View School Calendar, 2019-2020

4 [Independence Day](#)

| JULY 2019 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | Th | F  | S  |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 | 31 |    |    |    |

| JANUARY 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

20 [M.L. King Day](#)

Teacher Development Day:  
1/6  
Holidays: 1/20

School Days: 18

Staff Development Days and  
Teacher Work Days: 8/5-13  
First Day of School: August 14  
Back To School Night: 8/29

School Days: 13

| AUGUST 2019 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    |    |    | 1  | 2  | 3  |
| 4           | 5  | 6  | 7  | 8  | 9  | 10 |
| 11          | 12 | 13 | 14 | 15 | 16 | 17 |
| 18          | 19 | 20 | 21 | 22 | 23 | 24 |
| 25          | 26 | 27 | 28 | 29 | 30 | 31 |

| FEBRUARY 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |

17 [Presidents' Day](#)

Exhibition Night: 2/28  
Holidays: 2/17-2/22

School Days: 15

2 [Labor Day](#) (Holiday)

School Days: 20

| SEPTEMBER 2019 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | Th | F  | S  |
| 1              | 2  | 3  | 4  | 5  | 6  | 7  |
| 8              | 9  | 10 | 11 | 12 | 13 | 14 |
| 15             | 16 | 17 | 18 | 19 | 20 | 21 |
| 22             | 23 | 24 | 25 | 26 | 27 | 28 |
| 29             | 30 |    |    |    |    |    |

| MARCH 2020 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |

Teacher Development Days:  
3/16

School Days: 21

October Holidays: 10/7-12  
October Conference Days  
(No School) 10/14 & 10/15

School Days 16

| OCTOBER 2019 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | Th | F  | S  |
|              |    | 1  | 2  | 3  | 4  | 5  |
| 6            | 7  | 8  | 9  | 10 | 11 | 12 |
| 13           | 14 | 15 | 16 | 17 | 18 | 19 |
| 20           | 21 | 22 | 23 | 24 | 25 | 26 |
| 27           | 28 | 29 | 30 | 31 |    |    |

| APRIL 2020 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |

\*April Holidays: 4/6-4/11;  
Teacher Development Day  
4/13

Minimum Day (Staff  
Development): 4/25

School Days: 16

11 [Veterans Day](#)  
28 [Thanksgiving Day](#)

Holidays: Nov 25-Nov 30

School Days: 16

| NOVEMBER 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
|               |    |    |    |    | 1  | 2  |
| 3             | 4  | 5  | 6  | 7  | 8  | 9  |
| 10            | 11 | 12 | 13 | 14 | 15 | 16 |
| 17            | 18 | 19 | 20 | 21 | 22 | 23 |
| 24            | 25 | 26 | 27 | 28 | 29 | 30 |

| MAY 2019 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    |    | 1  | 2  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 | 28 | 30 |
| 31       |    |    |    |    |    |    |

25 [Memorial's Day](#)

Exhibition Night - 5/21  
Holidays 5/25

School Days: 20



# Bullis Mountain View School Calendar, 2019-2020

Holidays: Dec 23-Jan 6

School Days: 15

| DECEMBER 2019 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | Th | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 | 31 |    |    |    |    |
|               |    |    |    |    |    |    |

## JUNE 2019

| S  | M  | T  | W  | Th | F  | S  |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |
|    |    |    |    |    |    |    |

Last Day of School: 6/12  
 Teacher Work Day: 6/13  
 Teacher Development: 6/15-6/20

School Days: 10

Total Pupil Days: 180

# Bullis Mountain View Sample Bell Schedule 2019 – 2020

Grades TK-5<sup>th</sup>

Start Time: 8:15 am

End Time: 3:15 pm

\*Extra Curriculars: 3:30-4:15pm

## Kindergarten – Sample Weekly Schedule

| Day/Time    | Monday   | Tuesday   | Wednesday   | Thursday  | Friday   | (once a month Fridays/early release Fridays)  |                          |
|-------------|--|---|---|---|--|---|--------------------------|
| 8:15-8:45   | Assembly (8:15-8:30)   | Social Emotional Learning (8:15-8:45)   | Social Emotional Learning (8:15-8:45)   | Social Emotional Learning (8:15-8:45)   | Assembly (8:15-8:45)   | Assembly (8:15-9:15)  |                          |
| 8:45-9:15   | Number Talks/Math Problems (POM)   | Reading Workshop (8:45-9:9:15)  | Reading Workshop (8:45-9:9:15)  | Reading Workshop (8:45-9:9:15)  | Number Talks/Math Problems (POM)   | Assembly (8:15-9:15)  |                          |
| 9:20-9:50   | Phonics, Making Words, Literacy  | Phonics, Making Words, Literacy   | Phonics, Making Words, Literacy   | Phonics, Making Words, Literacy   | Phonics, Making Words, Literacy  | Families (9:30-10:30)   |                          |
| 9:55-10:25  | Writing Workshop   | Writing Workshop  | Writing Workshop  | Writing Workshop  | Reading Workshop   | Families (9:30-10:30)   |                          |
| 10:25-10:45 | <b>Recess</b>  | <b>Recess</b>   | <b>Recess</b>   | <b>Recess</b>   | <b>Recess</b>  | Recess  |                          |
| 10:45-12:45 | PBL/Science/Social Studies   | PBL/Science/Social Studies  | PBL/Science/Social Studies  | PBL/Science/Social Studies  | *PE Kinder Class A (30 minutes) - 11:45-12:15<br>*PE Kinder Class B (30 minutes) - 12:15-12:45 | Co-curriculars (2 - half hour rotations: 10:45-11:15 & 11:15-11:45)<br><br>*PE Kinder Class A (30 minutes) - 11:45-12:15<br>*PE Kinder Class B (30 minutes) - 12:15-12:45 |                          |
| 12:45-1:25  | <b>Lunch</b>   | <b>Lunch</b>  | <b>Lunch</b>  | <b>Lunch</b>  | <b>Lunch</b>   | Lunch   |                          |
| 1:25-2:15   | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science<br>*PE Kinder Class A (30 minutes) - 1:25-1:55<br>*Art Kinder B (45 minutes) - 1:25 - 2:10 | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science<br><br>* PE Kinder Class B (30 minutes) - 1:25-1:55<br>*Art Kinder A (45 minutes) - 1:25-2:10 | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science |  | Co-curriculars (2 - half hour rotations)  | FLGs                     |
| 2:15-3:05   | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science  | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science   | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science | Centers within own room BOY-Mid Year/Learning Lab with integrated reading, writing, math, science |  | Passion Projects/Me time/Buddies  | Passion Projects/Me time |
| 3:05-3:15   | **   | **  | **  | **  |  |   |                          |

## Grades 1-5 – Sample Weekly Schedule

| Day/Time    | Monday  | Tuesday   | Wednesday                             | Thursday                              | Friday  | (once a month Fridays - Principal Awards & Families)            |
|-------------|---|---|---------------------------------------|---------------------------------------|---|---|
| 8:15        | Assembly (8:15-8:30)                                | Social Emotional Learning (8:15-8:45)                     | Social Emotional Learning (8:15-8:45) | Social Emotional Learning (8:15-8:45) | Assembly (8:15-8:45)  | Assembly (8:15-9:15)  |
| 8:30        | Writing Workshop (8:30-9:40)                        | Reading Workshop (8:45-9:40)                              | Reading Workshop (8:45-9:40)          | Reading Workshop (8:30-9:40)          | Reading Workshop (8:30-9:40)                                    | Assembly (8:15-9:15)  |
| 9:00 - 9:40 | Writing Workshop (8:30-9:40)                        | Reading Workshop (8:45-9:40)<br><i>*1A PE (8:55-9:45)</i> | Reading Workshop (8:45-9:40)          | Reading Workshop (9:20-10:35)         | Reading Workshop (9:20-10:35)<br><i>*2A PE (8:55-9:45)</i>      | Families (9:30-10:30)   |
| 9:40-10:35  | Math<br><i>*1A PE (9:45-10:35)</i>                  | Writing Workshop (9:40-10:35)<br><i>*2A PE</i>            | Writing Workshop (9:40-10:35)         | Writing Workshop (9:40-10:35)         | Math<br><i>*2B PE (9:45-10:35)</i>                              | Families (9:30-10:30)   |
| 10:35-10:55 | <b>Recess</b>                                       | <b>Recess</b>   | <b>Recess</b>                         | <b>Recess</b>                         | <b>Recess</b>   | Recess  |
| 10:55-11:50 | Learning lab Rotation #1                            | Learning lab Rotation #1                                  | Learning lab Rotation #1              | Learning lab Rotation #1              | Co-Curriculars  | Co-Curriculars  |
| 11:50-12:45 | Learning lab Rotation #2                            | Learning lab Rotation #2                                  | Learning lab Rotation #2              | Learning lab Rotation #2              | Co-Curriculars  | Co-Curriculars  |
| 12:45-1:25  | <b>Lunch</b>  | <b>Lunch</b>  | <b>Lunch</b>                          | <b>Lunch</b>                          | <b>Lunch</b>  | <b>Lunch</b>  |
| 1:25-2:15   | Math Workshop (1:25-2:15)                           | Math Workshop (1:25-2:15)                                 | Math Workshop (1:25-2:15)             | Math Workshop (1:25-2:15)             | <i>*1B PE</i><br>Goals (FLGs)                                   | <i>*1B PE</i><br>Goals (FLGs)                                   |
| 2:15-3:05   | PBL/Science/Social Studies<br><i>* 1A Art/1B PE</i> | PBL/Science/Social Studies<br><i>* 2A Art/ 2B PE</i>      | PBL/Science/Social Studies            | PBL/Science/Social Studies            | <i>*1A PE</i><br>PBL/Science/Social Studies/Passion Projects/CS | <i>*1A PE</i><br>PBL/Science/Social Studies/Passion Projects/CS |
| 3:05-3:15   | **  | **  | **                                    | **                                    | **  | **  |



# 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.

| ✓ <b>STEAM Strands</b> | <i>Specific Standard Covered</i>   | <i>Explanation of how students will demonstrate the standard addressed</i>   |
|------------------------|--|--|
| ✓ Science              | NGSS: 1LS1 From Molecules to Organisms: Structures and Processes<br><br>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.<br><br>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 and animals are like, but not exactly like, their parents  | 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?”  |
| ✓ Technology  |  | <p>ISTE 2b: Communicate information and ideas effectively to multiple audiences using a variety of media and formats</p> <p>ISTE 4a. Identify &amp; 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 &amp; 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 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> <p>CCSS.MATH.CONTENT.1.OA.A.2 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</p> | <p>Students will be given and will create word problems in which they must add and subtract animal weights.</p> <p>Students will be given and will create word problems in which they must add and subtract animal weights.</p>  |

|  |  |  |
|--|--|--|
|  | unknown number to represent the problem. |  |
|--|--|--|

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/<br>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<br>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<br>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"> <li>1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics</li> <li>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</li> <li>3. Offering and supporting opinions and negotiating with others in communicative exchanges</li> <li>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</li> </ol> |

|   |                              |               |  |
|---|------------------------------|---------------|--|
| ✓ | English Language Development | C. Productive | <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>12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</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(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 |
|---|----------------|---|
|---|----------------|---|

|   |                                   |  |
|---|-----------------------------------|--|
|   |                                   | <i>addressed</i>   |
| ✓ | Collaboration                     | <p>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)</p> <p>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.</p> |
| ✓ | Communication                     | <p>Students will communicate through:</p> <ul style="list-style-type: none"> <li>● drawings (still life)</li> <li>● diagrams</li> <li>● Informational writing</li> <li>● in-class participation</li> <li>● small group participation</li> <li>● written responses / exit slips</li> <li>● questioning (of experts)</li> </ul>  |
| ✓ | 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)  |
| ✓ | <b>21st Century Skills</b>        | Explanation of how students will demonstrate the skill area addressed  |
| ✓ | Creativity/Innovation             | <ul style="list-style-type: none"> <li>● They will use what they have learned about animal and plant protection to create a design that helps protect a human baby</li> <li>● They will create a still life of their design.</li> <li>● They will write informational pieces</li> </ul>  |
| ✓ | Global Competency                 | <ul style="list-style-type: none"> <li>● Students can work with other students on global projects.</li> <li>● Students can discuss about what they are learning and incorporate different opinions in their discussions.</li> <li>● Students can discuss and listen to classmates even when they don't agree.</li> </ul>   |

## Sustained Inquiry

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

| <b>Students will....</b> | <i>Explanation of how students will demonstrate the skill area addressed</i>   |
|--------------------------|--|
| Pose questions           | <ul style="list-style-type: none"> <li>● Students pose questions: <ul style="list-style-type: none"> <li>○ of experts</li> <li>○ in class discussion</li> <li>○ through reading responses</li> <li>○ of each other to work collaboratively</li> </ul> </li> <li>● Students ask the question - How are we going to protect a human baby?</li> </ul> |



|  |  |
|--|--|
| Gather & interpret data                                    | Students will gather data through: <ul style="list-style-type: none"> <li>• class discussions</li> <li>• interviews with experts</li> <li>• readings</li> <li>• presentations from other groups</li> </ul> |
| <b>Students will....</b>                                   | <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:

|  |               |   |               |   |
|--|---------------|---|---------------|---|
| <b>Rubric(s) I will use:</b><br><br>(Check all that apply) | Collaboration | X | STEAM Content | X |
|  |               |   | Knowledge     |   |

|  |                                     |   |                         |   |
|--|-------------------------------------|---|-------------------------|---|
|  | Critical Thinking & Problem Solving | X | Content Knowledge       | X |
|  | Communication/Presentation          |   | Creativity & Innovation | X |
| <b>Other classroom assessments for learning:</b><br>(Check all that apply) | Quizzes/ tests                      | X | Practice presentations  |   |
|  | Self-evaluation                     |   | Notes                   | X |
|  | Peer evaluation                     |   | Checklists/observations | X |
| <b>Student Reflections:</b><br>(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:

| <b>Product</b>                    | <b>Type of Feedback/Reflection Opportunity Provided</b>  | <b>Type of Assessment Used</b>            |
|-----------------------------------|--|---|
| 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 and how they protect themselves                       | First Grade Informational Writing rubric  |
| 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:

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>X To other students, same grade level</li><li>X To other students other grade levels</li><li>X To adult guests</li><li>X To the local community</li><li><input type="checkbox"/> To the national community</li><li><input type="checkbox"/> To the international community</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> On campus</li><li><input type="checkbox"/> Off campus</li><li><input type="checkbox"/> Online</li></ul> |
|--|--|

**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.



# STEAM PBL Unit: Kidtown

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

Project Title: KidTown

Grade Level(s): 1st Topic(s) Covered: Social Studies, ELA, Math, Mandarin, Engineering, Visual Arts, Music

## 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 & Engineering Practices | Asking Questions and Defining Problems  | Students will use questioning and interviewing in order to determine product and to help them create a needs statement  |
|   |                                 | Analyzing and Interpreting Data   | Student will collect data on how effective their product is (and how successful their store is)   |
| ✓ | Technology                      | File Management - Saving Documents  | Teachers observe if documents have been saved appropriately.  |
|   |                                 | Insert and size a graphic in a document   | Teachers observe if graphics have been inserted and adjusted.   |
|   |                                 | ISTE 3: Knowledge Constructor<br>3d: Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.     | Students learn about why some businesses succeed and why some fail; they make products and run a store front<br><br>Students discuss prototypes to determine if they can be built ( budget, materials cost) |
|   |                                 | ISTE 4: Innovative Designer<br>4a: Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. | Students use the design thinking process to create prototypes.<br>Students contribute to project team to produce items for their store.   |

|   |                       |   |  |
|---|-----------------------|---|--|
|   |                       | 4c: Students develop, test and refine prototypes as part of a cyclical design process.  |  |
|   |                       | ISTE 6: Creative Communicator<br>Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.  | Students use data (“I like” and “I wonder” statements) collected in fishbowl to redesign items based on feedback.<br><br>Students use low res prototypes to communicate and/or test ideas, incorporating feedback into their designs |
| ✓ | Science & Engineering | NGSS EngD K-2-ETS1-1 Defining and delimiting engineering problems<br>Practice 1: Asking Questions and Defining Problems   | Students create a needs statement  |
|   |                       | NGSS EngD K-2-ETS1-2. Designing solutions to engineering problems<br>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<br>Practice 4: Analyzing and Interpreting Data   | Students redesign prototypes based on feedback.  |
| ✓ | Art(s): Visual        | VA:Cr2.1.2<br>Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.  | Working in groups, students will explore Photo Booth, google draw, & google docs to create flyers to advertise their store.  |
|   |                       | VA:Cr1.1.1<br>Engage collaboratively in exploration and imaginative play with materials.  | Students will engage collaboratively in exploration and imaginative play with materials to create products for Kidtown.  |
| ✓ | Art(s): Music         | M: 2.0<br>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate. | Students create and perform jingles to advertise their products or company.  |
| ✓ | Mathematics           | 1.OA<br>Use addition and subtraction within 20 to solve word problems involving situations of adding to,  | Student need to keep track of the cost of materials, how much it “costs” to make a their product, and how much change to give their customers.   |

|  |  |  |
|--|--|--|
|  | 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.   |  |
|  | 1.NBT<br>Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral & Understand that the two digits of a two-digit number represent amounts of tens and ones | Student need to keep track of the cost of materials, how much it “costs” to make a their product, and how much change to give their customers. |

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/<br>Language Arts | W.1<br>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.                   | Students write opinion pieces about the products that they create and are graded on the school-wide rubric. |
| ✓ | Social Science/History    | 1.6.1<br>Students understand basic economic concepts and the role of individual choice in a free-market economy.<br><br>Understand the concept of exchange and the use of money to purchase goods and services | In class observations, participation, discussions   |
|   |                           | 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home  | In class observations, participation, discussions   |
| ✓ | Other<br>(Mandarin)       | Learning Mandarin about how to count money, how to sell and buy what they have created.  | Students can tell the price in Mandarin. Students can sell and buy what they created using Mandarin.        |

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
- Other: Students choose a type of business that interests them and then are grouped based on similar interests.

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   |
|-----------------------------|---------------------|---|
| Whole Foods                 | (650) 559-0300      | Students tour a successful business   |
| Parent or Office Staff      | Varies              | Volunteers act as “Investors” to give the students seed money early in the project. Students must explain why their business will be successful and a product they will create. |
| Local Small Business        | Varies              | Students speak to a local small business owner and ask questions about how they run the business, what makes their business successful, etc.                                    |

## 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 teams of 2-3. They must work together to decide on where they will set up their business, how to create their signs and flyers, and what is the the name of their company.  |
|   | Communication                     | Students communicate through flyers, written opinion pieces, writing and performing jingles, and by orally communicating with classmates and teachers. Demonstration of output comes from various products created (ex. opinion pieces, printed flyer, jingle), and ability to “get along” with peers. |
|   | Critical Thinking/Problem Solving | Students have to decide how much to charge for their product based on a variety of factors   |
| ✓ | <b>21st Century Skills</b>        | <i>Explanation of how students will demonstrate the skill area addressed</i>   |
|   | Creativity/Innovation             | Students demonstrate creativity through the products that they create for their business.  |
|   | Other: Global Competency          | Students buy and sell in 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   | Formulate needs statement   |
| Gather & interpret data                                    | Redesign items based on feedback (I likes and I wonders)              |
| Students will....  | Explanation of how students will demonstrate the skill area addressed |
| Ask further questions                                      | Students will ask questions during the fish bowl portion              |
| Develop & evaluate solutions or build evidence for answers | Brainstorm, design and create prototypes and final products           |

# 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:** Why do some businesses succeed while other fail?

**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:** Can students explain what makes a business successful to the mayor in their letter at the end of the unit (those who find writing difficult can verbally explain)?

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

Students will write an opinion piece in the form of a letter to the mayor, telling her what makes a business successful or unsuccessful.

They use their own businesses for examples.

# 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 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 live in an area where “Start-up” businesses are very common. They also live in a world where businesses open and close regularly. Students also see what it is like to make money and purchase things.

*How do you know that the problem or question is meaningful to students?*

Students are very enthusiastic about the unit. It is very memorable for them and they speak about it after they have left the grade level saying things like “I had a successful pet shop.”

*The entry event will include:*

For the entry event, a letter is delivered to the classroom from the mayor of Kidtown asking for some help. The mayor says that businesses are closing in the town and she needs some advice about why this is happening. She wants to know why some businesses are successful while others fail. Then at the end the students write a letter to tell her how to make businesses successful and whether their business was successful.

# 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
- Other students create products to sell.
- Other \_\_\_\_\_

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

- Students are given the choice of
- What type business they will open
- What it will be called
- What kind of products they will create and what materials they will use
- Where they will situate their business within the classroom (different amounts of “rent” are paid for different areas
- The value of the different spots within the classroom
- The laws and fines of the town (classroom
- How much they want to spend on advertising for their business
- Whether or not their business was successful
- What success means to them

# 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:

|  |                                     |   |                         |   |
|--|-------------------------------------|---|-------------------------|---|
| <b>Rubric(s) I will use:</b><br><br>(Check all that apply.)                    | Collaboration                       |   | STEAM Content Knowledge | X |
|  | Critical Thinking & Problem Solving | X | Content Knowledge       |   |
|  | Communication/Presentation          |   | Other: Writing          | X |
| <b>Other classroom assessments for learning:</b><br><br>(Check all that apply) | Quizzes/ tests                      | X | Practice presentations  |   |
|  | Self-evaluation                     |   | Notes                   | X |
|  | Peer evaluation X                   |   | Checklists/observations | X |
|  | Online tests and exams              |   | Concept maps            |   |
| <b>Student Reflections:</b><br><br>(Check all that apply)                      | Survey                              |   | Focus Group             |   |
|  | Whole Group Discussion              | X | 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            |
|-----------------|---|------------------------------------|
| Flyer           | In-class teacher feedback   | Art Rubric                         |
| Sign            | In-class teacher feedback   | Art Rubric                         |
| Products        | In-class teacher feedback, student based fishbowl, time to recreate |                                    |
| Opinion Writing | Student edit, teacher edit.   | School-wide opinion writing rubric |
| Letter to mayor | none  |                                    |

## 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<br><input type="checkbox"/> To other students other grade levels<br><input type="checkbox"/> To adult guests<br><input type="checkbox"/> To the local community<br><input type="checkbox"/> To the national community<br><input type="checkbox"/> To the international community | <input type="checkbox"/> On campus<br><input type="checkbox"/> Off campus<br><input type="checkbox"/> Online |
|---|--|

### Students will present or exhibit their work(s) in the following way(s):

Students present their work by purchasing advertising space for their flyers to be put up around the classroom.

Their written work is displayed in the classroom as are the signs that they have created.

Then they sell the products that they made to visiting adults and students who are given a stipend to shop for items at the various businesses.



# PBL Unit: Ancestor Adventure

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

Project Title: Ancestor Adventure

Grade Level: 2nd Grade

Driving Question: “How are my ancestors like me?”

## Significant Content

The project is focused on teaching students important knowledge & 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   |
|-----------------|---|---|
| ✓ Technology    | ISTE 3  | Students research daily life and technology of the past using online and digital resources.   |
| ✓ Engineering   | NGSS LS4.D: Biodiversity and Humans:  | Students conduct research and interviews to provide a unique answer to the question, “How are my ancestors like me?”<br>This research leads students to a fundamental understanding of basic human needs that have not changed over time and the different ways technology has changed to address these same human needs. |
|                 | NGSS -2-ETS1-1-2-ETS1-1. Ask questions, make observations, and gather information | Students ask their own question during the course of this project that are based on; the driving question, insights gained from interviews, and content presented in class about the past. Further research is done individually with help from the teacher and at home with family members.                              |
| ✓ Art(s)        | VA:Cn11.1.2   | Using venn diagrams, students identify, compare and contrast works of art from different cultures, which represent the students' countries of origin. Students  |

|   |       |   |   |
|---|-------|---|---|
|   |       |   | answer the essential question “How does art help us understand the lives of people of different times, places, and cultures?” with a written response. (see Ancestor Adventure Art Assessment)  |
|   |       | VA:Cn10.1.2<br>VA:Cr3.1.2   | Students create family portraits showing an event that represents their cultures. Students present their family portraits during a class critique. (see Art Presentation Rubric)  |
| √ | Music | CA Music Content Standards:<br>Historical and Cultural Context 3.1; 3.2;<br>3.3 | Students interview their grandparents, parents and other relatives about their ancestral music. They will describe the music from their ancestral musical culture and other musical cultures shared by other students. They identify the uses of specific music from different cultures in daily or special events. Students sing songs and play singing games from various cultures. |

List any other **academic standards** students will apply & exhibit through the duration of this project & 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/<br>Language Arts | CCSSW<br>Research to Build and Present Knowledge<br>Standard 7 | Students make poster presentations using information gained from reading done during PBL centers, teacher created experiences in class, and interviews conducted as homework.   |
|   |                           | CCSS 2.W Standard 3. Write narratives                          | Students write narratives about their own lives during the beginning of this project.   |
|   | Social<br>Science/History | 1997HSSGrade2 2.1:<br>1,2,3                                    | Students learn about the past and artifacts through reading, videos, and conducting interviews. They create a storyboard of important life events and a presentation to compare and contrast life today with that of a family ancestor. Artifacts, daily life, and basic human needs are the foundation of this presentation. |

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

- √ 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  |
|-----------------------------|---------------------|--|
| Teacher's Grandparents      | N/A                 | The kickoff for this project involves a guided interview of the teacher's grandparents to get the student excited about connecting with the past, learning about their teacher, and getting an authentic look into the past by asking their own questions of a pre WWII era ancestor.  |
| Students' Family            | N/A                 | Students are expected to find someone in their family to ask about the past. The goal of these interviews is to get an idea of what daily life was like and what artifacts were common that we do not use anymore. This is also a necessary piece of the PBL in order to build student empathy around the past and what it was like to live decades ago. |

Additional assistance will be provided to students to create connections for collaboration in the following way(s)

The teacher is responsible for setting up and facilitating the initial interview that is done during the PBL kickoff.

It is also necessary for the teacher to help document learning that comes out while students are asking questions of the grandparents.

### 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  | The collaboration that happens during this project is the partnership between the student and the chosen family member that is being interviewed. They must ask the family member if they can be interviewed for a school |



|   |                                   |   |
|---|-----------------------------------|---|
| √ |                                   | <p>project and convey the purpose of the project. They must also independently develop the questions to ask that they think will answer the above driving question. This process of interview and documentation can be done over the course of three or four interviews where students are meeting up with or calling to ask follow-up questions.</p> <p>These follow-up questions come from collaboration done during class with other students in an effort to see similarities in responses. Students who are not working on a project together meet and compare notes during the project in order to gain a better understanding of basic human needs and the daily life of their subjects.</p> |
| √ | Communication                     | <p>Students are expected to communicate with many different groups during this project. They are expected to work and meet with other students, the family members that they have chosen, and present to groups of visitors that come to view PBL presentation during the culmination week.</p>   |
| √ | Critical Thinking/Problem Solving | <p>Students use critical thinking skills when analyzing the results from interviews, comparing this data with research done online and in books, and when deciding if further questioning is needed in order to take the next step with the project.</p> <p>Students also use critical thinking skills when determining the big ideas that they learned during this project. Because not everyone will have the same questions that they are trying to answer or find the same information while doing research, they are expected to present some big ideas that came out of this project for them.</p>  |
| ✓ | <b>21st Century Skills</b>        | <b>Explanation of how students will demonstrate the skill area addressed</b>  |
| ✓ | Creativity/Innovation             | <p>The students get an opportunity to display their creativity with a choice of presentation formats. They also work with other students to show what they learned about their ancestors during this project. They answer the driving question, “how are my ancestors like me?” but they also get a chance to see the similarities and differences amongst groups of students.</p>  |
| ✓ | Other: Public Speaking Skills     | 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   | <p>The driving question, “How are my ancestors like me?” was developed after years of doing this project and highlighting differences between students and ancestors. This focus on similarities allows us to guide students to pose questions about both similarities <i>and</i> differences, while maintaining a focus on the ways human needs are unchanging despite advances in technology. Some of the questions that students pose during the first phase of this project are naturally, “How are my ancestors <i>different</i> than me?” “What was daily life for my ancestors like? (school, home vacation, etc.)”</p>   |
| Gather & interpret data                                    | <p>The first phase of gathering data happens in the form of in-class research about what life was like in the past. The areas that students research are: communication, transportation, recreation &amp; hobbies, school experience, fashion, identity &amp; culture, food and traditions. This research has often led students to two realizations: “Wow, I do that too!” or “They didn’t have iphones?”</p> <p>All of these big takeaways are interpreted as a class by comparing findings that were new learning about the past.</p> <p>We also get together as a class to compare the findings with personal experiences with artifacts from the past. because this first phase of research does not involve talking to people so the findings will mostly be about changes in technology and some social structures.</p> |
| Students will....  | Explanation of how students will demonstrate the skill area addressed  |
| Ask further questions                                      | <p>The last three categories of this project (identity, culture, and traditions) always makes students feel like they did not get the information they need from the nonfiction resources provided in class and the digital research done independently.</p> <p>Further questions at this phase of the project usually include things like: “What traditions do I do that are the same as my ancestors?” “What food did they eat?” “What was school like 100 years ago?”</p>   |
| Develop & evaluate solutions or build evidence for answers | <p>Common questions for ancestors are put together as a class in preparation for the interview with older family or community members. We make a set of interview questions that students can at to for their initial and follow-up interviews to fit their needs.</p> <p>The notes from this series of interviews is documented and made into an oral presentation that is delivered to the class with the support of a poster that helps the students illustrate the most important learning that answers the driving question.</p>  |

## Challenging Problem or Question

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

**The driving question addressed by this project is “How are my ancestors like me?”**

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: Evidence of learning includes students notes and further questions during the research phase, students follow-up questions for interview subjects, interview notes, answer(s) to the driving question during the oral presentation, poster that shows both similarities and differences, and written reflection about the driving question and their own experience with this project.

**After completing the STEAM PBL Project, student will answer the driving question with one or more of the following end product(s)** Students will answer the driving question in the form of an oral presentation delivered to students, parents, school staff, and relevant community members. They will also answer the driving question in the form of a written 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 & 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 students get exposure how life has changed over time and work to make meaning of the basic human needs of people. This allows them to get perspective on where they fit in the community and relate to other despite differences in culture or generation.

**How do you know that the problem or question is meaningful to students?**

This problem is meaningful to students because they are very interested in technology and innovation and are able to get an insight into the history of many of the things they use all of the time. This project also gives students a chance to connect with family and community members that they may not know or do not regularly get a chance to know.

**The entry event will include** an interview of the teacher's grandparents (who were 88 when this process started) and come back every year to give students a chance to see what it is like to interview someone from a different generation. The students get very excited to know what life was like before their parents were 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

- √ Creating a symbolic representation (model building, map making)
- √ Discussion

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

Students choose interview questions that fit the things they are interested in learning about the past.

Students choose who they interview.

Students choose the format of the visual aide that is used to assist their oral presentation.

## 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:

|   |                                     |   |                               |   |
|---|-------------------------------------|---|-------------------------------|---|
| <b>Rubric(s) I will use</b>                     | Collaboration                       | √ | STEAM Content Knowledge       |   |
|   | Critical Thinking & Problem Solving |   | Content Knowledge             | √ |
|   | Communication/Presentation          | √ | Other: Writing                | √ |
| <b>Other classroom assessments for learning</b> | Quizzes/ tests                      | √ | Practice presentations        |   |
|   | Self-evaluation                     | √ | Notes                         |   |
| <b>Student Reflections</b>                      | Whole Group Discussion              | √ | Journal Writing/ Learning Log | √ |

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

| <b>Product</b>                                   | <b>Type of Feedback/Reflection Opportunity Provided</b>   | <b>Type of Assessment Used</b>  |
|--|---|---|
| Research notes and further questions in writing. | Feedback and resources from teacher with the aim of guiding students to find the answers to their own questions. Student reflection at this phase is done separately. | Notes are graded on content, neatness, and use of available resources. Student reflections must include answers to initial questions that were found during research and further questions. These reflections |

|  |  |   |
|--|--|---|
|  |  | are checked for completeness and depth of knowledge by the classroom teacher in order to get an idea of the resources that must be provided for further research.                             |
| Interview questions generated by students. | Students get peer feedback on the interview questions that they generate in preparation for both initial and follow-up interviews.                   | All interview notes are formatively assessed by the teacher in order to determine further assistance needed from each student and possible areas of creative deviation for the final product. |
| Oral presentations and visual aides        | .Feedback on presentations is given by teacher, peers, and family in attendance. Final student reflections are done following the oral presentation. | Presentations are graded by the homeroom teacher using rubrics for both presentation skills, grade-level content, and addressing the driving question   |

## 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"> <li>√ To other students, same grade level</li> <li>√ To other students other grade levels</li> <li>√ To adult guests</li> </ul> | √ On campus |
|--|-------------|

### **Students will present or exhibit their work(s) in the following way(s)**

Students may show their work during the week of culmination projects when visitors are invited to see the learning that has happened about the past and our community.



# 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.

| ✓ <b>STEAM Strands</b>         | <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<br>ISTE Standards | <p><b>1. Creativity and innovation:</b><br/>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><b>2. Communication and collaboration:</b><br/>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>  | 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><b>3. Research and information fluency:</b><br/>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>   | 3. Research chosen events and people in American History through online resources and classroom resources to create final product and museum exhibit.   |
|               | <p><b>4. Critical thinking, problem solving, and decision making:</b><br/>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> | 4. Design thinking process with multiple age groups and rapid prototyping to design overall museum exhibit  |
| ✓ Engineering | <p><b>3-5-ETS1-2</b><br/>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>   | 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.  |
| ✓ Art(s)      | <p><b>Music</b></p> <p>1.1 Read, write, and perform simple melodic notation in treble clef in major and minor keys.</p> <p>1.3 Read, write, and perform rhythmic notation, including</p>   | Class composition   |

|  |  |  |
|--|--|--|
|  | <p>quarter-note triplets and tied syncopation.<br/> (1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.)<br/> 2.3 Compose, improvise, and perform basic rhythmic, melodic, and chordal patterns independently on classroom instruments.<br/> 4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.</p>  |  |
|  | <p><b>Visual Art</b><br/> (national core standards)<br/> Cr1.2.5: Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.<br/> Pr5.1.5: Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.<br/> 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.<br/> 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.<br/> 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><b>Drama</b><br/> 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.<br/> 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.<br/> 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.<br/> 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.<br/> 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.<br/> 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.

| ✓ | <b>Academic Subject Areas</b> | <i>Specific Standard Covered</i>   | <i>Explanation of how students will demonstrate the standard addressed</i>  |
|---|-------------------------------|--|---|
| ✓ | English/<br>Language Arts     | <p><b>Reading</b></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><b>Writing</b></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 (<b>including multiple-paragraph texts</b>) in which the development</p>  | <p>See the attached <a href="#">Historical Fiction lesson plans, standards and resources</a></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>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>5. Students receive periodic feedback from teachers - both homeroom and associate - on their progress.</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><b>Speaking and Listening</b></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><b>5.5</b> Students explain the causes of the American Revolution (all sub-strands of this standard)</p> <p><b>5.6</b> 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><b>A. Collaborative</b></p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of</p>   | Collaborate in groups to create museum exhibits that connect the experiences of characters during the American Revolution with the experience of museum visitors   |

|  |  |  |
|--|--|--|
|  | social and academic topics<br>2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)<br>3. Offering and supporting opinions and negotiating with others in communicative exchanges<br>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, |
|--|--|--|

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          | pvscan@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"> <li>Students will work in small groups (2-5 students) to put together a portion of a museum experience for our visitors</li> </ul>   |
| ✓ | Communication                     | <ul style="list-style-type: none"> <li>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</li> </ul>  |
| ✓ | Critical Thinking/Problem Solving | <ul style="list-style-type: none"> <li>Students will have to empathize with younger people and older people to gauge what kind of a museum design will best meet their needs</li> <li>Students will have to refine their designs for the museum experience based on feedback and their successes/failures during the design process</li> <li>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</li> <li>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</li> </ul> |
| ✓ | <b>21st Century Skills</b>        | Explanation of how students will demonstrate the skill area addressed   |
| ✓ | Creativity/Innovation             | <ul style="list-style-type: none"> <li>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</li> <li>Students will use digital and MakerSpace materials within museum experiences (Scratch, Google Sketch-up, etc.)</li> <li>Students will show their understanding of the people, events, and perspectives of the revolution through a music composition, art piece, and historical narrative piece</li> </ul>   |
| ✓ | 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.... | <i>Explanation of how students will demonstrate the skill area addressed</i>  |
|-------------------|---|
| Pose questions    | <ul style="list-style-type: none"> <li>Students interview younger and older members of our community to build interpretations of their needs in a museum experience</li> <li>Students ask themselves what makes an <b>effective</b> museum exhibit and use their answers to make design choices</li> <li>Students ask themselves what American Revolution events and people are important to showcase in our museum</li> <li>Students ask themselves what different people (Patriots, Loyalists, merchants, slaves, Native Americans, women, etc.) in the revolution might have felt, said, done, etc.</li> </ul> |

|  |   |
|--|---|
| Gather & interpret data                                    | Students interview younger and older members of our community to build interpretations of their needs in a museum experience (Design Thinking/Empathy Building Process) |
| <b>Students will....</b>                                   | <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:

|   |                                     |  |                            |  |
|---|-------------------------------------|--|----------------------------|--|
| <b>Rubric(s) I will use:</b><br><br>(Check all that apply.) | Collaboration                       |  | Creativity & Innovation    |  |
|   | Critical Thinking & Problem Solving |  | Communication/Presentation |  |
| <b>Other classroom assessments for learning:</b>            | Quizzes/ tests                      |  | Practice presentations     |  |
|   | Self-evaluation                     |  | Notes                      |  |
|   | Online tests and exams              |  | Concept maps               |  |
| <b>Student Reflections:</b>                                 | 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 -<br>Initial Prototypes - designed for K/1, 3rd, 5th, 8th grades and adult | Feedback from individuals interviewed (Design Thinking Process) |                          |
| Mar. 3 -<br>Mid-unit Historical Fiction Writing Sample                                    | Teacher feedback based on rubric                                | Narrative Writing Rubric |

|   |  |  |
|---|--|--|
| April 1 -<br>Final Historical Fiction Writing<br>Sample | Teacher and peer feedback and<br>self-assessment based on rubric throughout<br>drafting/revising process | Narrative Writing Rubric                         |
| April 5 -<br>Museum Exhibit (open to public)            | Teacher and peer feedback and<br>self-assessment throughout planning and<br>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<br><input type="checkbox"/> To adult guests<br><input type="checkbox"/> To the local community | <input type="checkbox"/> On campus<br><input type="checkbox"/> Off campus<br><input type="checkbox"/> Online |
|--|--|

### 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.



# Bullis Charter School: K-5 Homeroom

## Focused Learning Goals



Grade 2

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### Charter 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.

### Strategic Objectives

- 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 inter-connectedness of people and their environment.

### Scoring Rubric

- 5 - The student consistently performs at a level that exceeds the specified goal outlined within the student's FLGs.
- 4 - The student consistently performs at a level that meets the specified goal outlined within the student's FLGs.
- 3 - The student occasionally performs at a level that meets the specified goal outlined within the student's FLGs.
- 2 - The student rarely performs at a level that meets the specified goal outlined within the student's FLGs.
- 1 - The student never performs at a level that meets the specified goal outlined within the student's FLGs.

### Explanation of Markings

Strengths: Qualities, attributes, affinities that may be leveraged to the student's advantage.

Areas of Improvement: Qualities, attributes or characteristics that reduce the student's chances of educational success or effectiveness; these are not necessarily deficits.

Data: Facts, statistics, anecdotes, observations, student work, etc. that were considered for this document.

Focused Learning Goals: Student outcomes/targets in specific areas. The party(ies) responsible for implementing, monitoring, and evaluating each of the FLGs will be clearly delineated. The timeline for each goal will also be

determined. Please note - it may be appropriate for some FLGs to span over several years.

Means of Evaluation: Means (e.g. data, facts, statistics, anecdotes, observation, student work, portfolios, etc.) by which the FLGs will be assessed in order to determine whether they have been met. This will include delineating the parties (parents, teacher, student) who would be responsible for evaluating the FLGs.

## Explanation of Areas

Reading: considers the Reading, Speaking, and Listening strands from the CA English Language Arts Common Core State Standards.

Writing: considers the Writing, Spelling, and Handwriting strands from the CA English-Language Arts Common Core State Standards

Math: considers the Math strands from the CA Mathematics Common Core Standards (e.g. Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability, etc.)

Content: considers the Next Generation Science Standards and History-Social Science strands from the CA Content Standards.

Behavioral: considers work & study habits, social & emotional development, behaviors, attitude, effort, etc.

## Reading Focused Learning Goals

Strengths:

- \*oral reading, including accuracy and expression
- \*positive attitude about reading, desire to learn

Areas of Improvement:

- \*making personal connections with the text
- \*summarizing including important ideas/facts from the text

Data:

DRA Reading Assessment, informal assessments, fluency assessments, student observations, guided reading groups, discussions with student.

Goal:

██████████ will retell a text referring to most characters by name and include some important details without misinterpretation.

Responsibilities:

██████████ and ██████████ parents will provide independent reading books at ██████████ level and opportunities for sustained reading time. ██████████ will also provide guided reading lessons at ██████████ instructional reading level. Guided reading lessons will include comprehension strategies and fluency practice that will meet the above goals. At home, ██████████ will spend at least 20 minutes reading Monday-Thursday, as well as practice the strategies taught in class. ██████████ parents will enhance her reading comprehension by asking questions about what ██████████ is reading.

## Means of Evaluation:

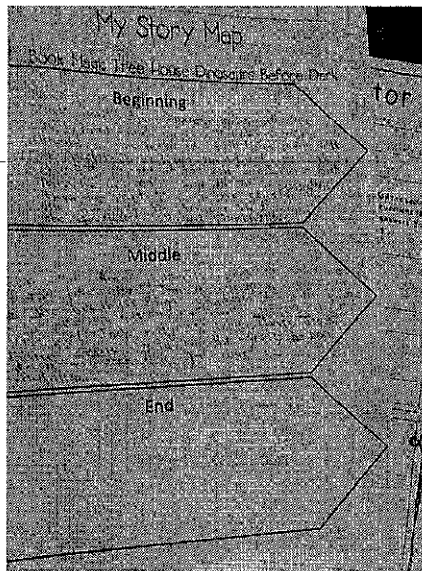
██████████ will score in the independent section on the scaffolded summary and literary comprehension of a DRA level 28.

Tri 2 Summative Report: ██████████ has shown that she is working on her reading FLG by giving an accurate response after reading a text, and including a summary in her own language. To meet her reading goal she will need to score at the independent level of the scaffolded summary and literary comprehension sections of a DRA level 28. She has been reading a variety of texts in class with her guided reading groups in preparation for meeting her goal. She is currently reading at a level 20 which is slightly below grade level. I would like to meet during the March 15th FLG conferences to talk about ways we can support ██████████ with her reading goal.

EOY RESULTS: ██████████ met her goal by retelling a text referring to most characters by name and including some important details without misinterpretation as demonstrated in her end of the year DRA assessment. She successfully participated in weekly guided reading sessions to improve her reading skills. She is currently reading at a DRA level 28 which meets the end of the year benchmark.

SCORE:4

|   | 9-10  | 11-12  | 13-14 | 15-16 |
|---|---|--|-------|-------|
| 1. Retelling related  | 3. Makes at least 2 reasonable predictions that become the page's read aloud                | 4. Makes at least 3 thoughtful predictions that go beyond the page's read aloud                    |       |       |
| 2. Text's events, form or order                               | 3. Includes most of the important events from the beginning, middle, and end in sequence    | 4. Includes all important events from the beginning, middle, and end in sequence                   |       |       |
| 3. Characters using who, what, when, where, why, how, or when | 3. Refers to most characters by name and includes some important details                    | 4. Refers to all characters by name and includes all important details                             |       |       |
| 4. Key  | 3. Uses key words/vocabulary from the text to show understanding of most key words/concepts | 4. Uses important language/vocabulary from the text to show understanding of key words/concepts    |       |       |
| 5. Questions or prompts                                       | 3. Retells with 1 or 2 questions or prompts   | 4. Retells with no questions or prompts  |       |       |
| 6. Text implications  | 3. Understands important text implications; may include supporting details                  | 4. In insightful understanding of important text implications with supporting details or rationale |       |       |
| 7. Significant event and gives relevant reason(s) for opinion | 3. Identifies a significant event and gives relevant reason(s) for opinion                  | 4. Identifies a significant event and gives reason(s) for opinion that relates to the text         |       |       |



|   | 9-10  | 11-12  | 13-14 | 15-16 |
|---|---|--|-------|-------|
| 1. Retelling related  | 3. Makes at least 2 reasonable predictions that become the page's read aloud                | 4. Makes at least 3 thoughtful predictions that go beyond the page's read aloud                    |       |       |
| 2. Text's events, form or order                               | 3. Includes most of the important events from the beginning, middle, and end in sequence    | 4. Includes all important events from the beginning, middle, and end in sequence                   |       |       |
| 3. Characters using who, what, when, where, why, how, or when | 3. Refers to most characters by name and includes some important details                    | 4. Refers to all characters by name and includes all important details                             |       |       |
| 4. Key  | 3. Uses key words/vocabulary from the text to show understanding of most key words/concepts | 4. Uses important language/vocabulary from the text to show understanding of key words/concepts    |       |       |
| 5. Questions or prompts                                       | 3. Retells with 1 or 2 questions or prompts   | 4. Retells with no questions or prompts  |       |       |
| 6. Text implications  | 3. Understands important text implications; may include supporting details                  | 4. In insightful understanding of important text implications with supporting details or rationale |       |       |
| 7. Significant event and gives relevant reason(s) for opinion | 3. Identifies a significant event and gives relevant reason(s) for opinion                  | 4. Identifies a significant event and gives reason(s) for opinion that relates to the text         |       |       |

## Writing Focused Learning Goals

### Strengths:

- \*provides a sense of closure in writing pieces
- \*consistently uses capital letters at the beginning of sentences and correct end-punctuation.

### Areas of Improvement:

- \*including details that describe actions, thoughts and feelings
- \*using transition words in writing

### Data:

Beginning of Year Writing Assessment, Writer's Workshop written pieces, formal grammar practice assessments.

**Goal:**

██████████ will produce written pieces that include supporting details or facts.

**Responsibilities:**

██████████ will provide engaging lessons and writing opportunities so ██████████ will be able to practice the above goals. ██████████ parents will help support ██████████ by encouraging her to include a beginning, middle and an end, as well as details to each written piece. ██████████ will practice the writing strategies taught in class and make efforts to edit and revise to her writing using these strategies.

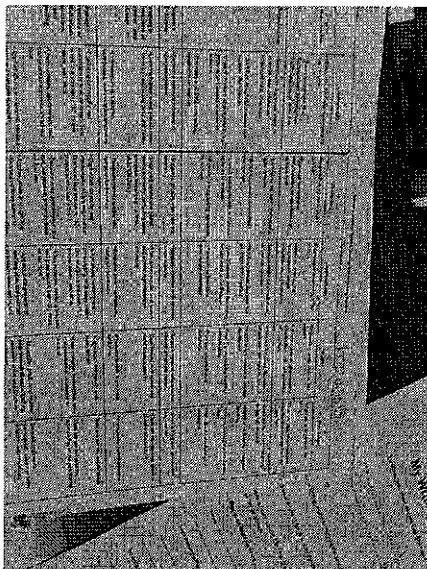
**Means of Evaluation:**

██████████ will score in the proficient (4) level for narrative techniques on the 2nd grade opinion, informational and narrative writing rubrics.

Tri 2 Summative Report: ██████████ has shown that she is working on her writing FLG by starting to add some details and facts in her writing, In order to meet her FLG she will need to include strong details and facts that describe actions, thoughts or feelings for all three genres. She is on track to meet this goal by the end of the year.

EOY RESULTS: ██████████ was able to meet her Writing FLG by scoring in the proficient (4) level for narrative techniques section on the 2nd grade opinion, informational and narrative writing rubrics. She also published a variety of pieces throughout the year that showed overall growth in her writing.

SCORE: 4



|  |               |
|--|---------------|
| Responds skillfully to all parts of the prompt   | Respo<br>prom |
| Establishes a situation in a well-elaborated recount of an event or short series of events | Reco<br>or sh |
| Uses 4 or more temporal words and phrases to signal event order                            | Uses<br>even  |
| Provides clear closure.  | Prov          |
| Includes vivid details that describe actions, thoughts, and feelings                       | Inch<br>acti  |
| Uses a variety of adjectives and adverbs strategically                                     | Use<br>app    |
| Uses a variety of prior and current  | Use           |

## Math Focused Learning Goals

**Strengths:**

- \*estimating the lengths of an object using inches, feet, centimeters, and meters, and then measuring the length of that object twice, using different units of measurement
- \*explaining mathematical thinking clearly in writing

**Areas of Improvement:**

\*model 1- or 2-step word problems involving addition or subtraction using number sentences

\*represent data on a line plot and answer questions using information from the line plot

Data:

Beginning of Year Math Assessment, Everyday Math Unit Assessments,, student observations and discussions.

Goal:

██████████ will be able to represent data on a line plot and answer questions using information from the line plot.

Responsibilities:

██████████ will provide engaging math lessons and activities (both whole class and small group based) that will foster ██████████ development of the skills listed in the above goals. ██████████ parents will provide support at home on the above goals by checking in on math homework and by engaging ██████████ in discussions about her mathematical reasoning. ██████████ will practice these mathematical skills at school and home.

Means of Evaluation

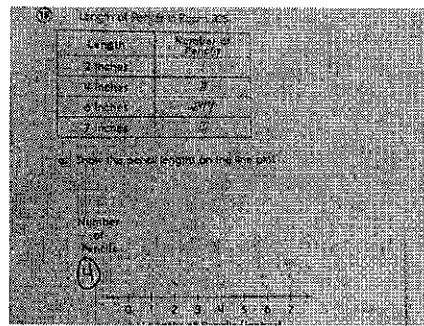
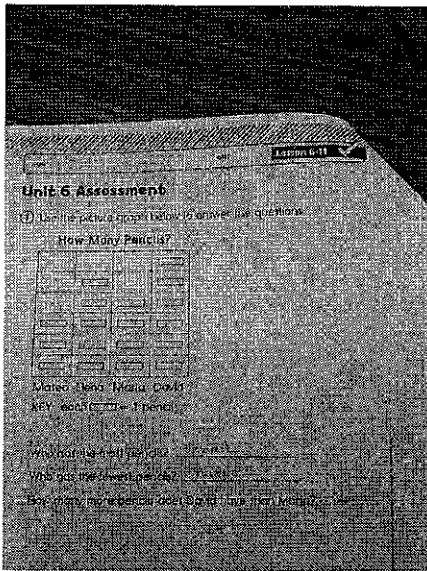
██████████ will score 3/3 correct on the line plot questions on the End of the Year Math Assessment, will score 80% on Everyday Math Assessment Unit 7.

Tri-2 Summative Report: ██████████ is working towards meeting her math FLG by interpreting data to solve problems. This is helping to support her thinking, so when line plots are introduced in the third trimester, she already has an understanding of how to read and transfer data. In order to meet her Math FLG she will need to score 3/3 correct on the line plot questions on the End of the Year Math Assessment and score 80% or higher on Everyday Math Assessment Unit 7.

EOY RESULTS: ██████████ was able to meet her goal of representing data on a line plot and using this data to answer questions. She was able to correctly answer 3/3 of the line plot questions on the End of the Year Math Assessment as well as #% on her Unit 7 Everyday Math Assessment.

She has successfully met her Math FLG.

SCORE: 4



## Content Focused Learning Goals

Strengths:

\*shows curiosity about STEAM activities and enjoys engaging in hands-on activities.

Data:

Class discussions in Social Studies and Science; Individual projects during PBL (project based learning) units.

Goal:

██████████ will be able use and develop models (ie diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events and multiple design solutions.

Responsibilities:

In Makerspace ██████████ will provide tasks that allow ██████████ to collaborate with classmates developing models for science and engineering problems. ██████████ will stay on task when working with their assigned groups.

Means of Evaluation:

Score in the capable range on at least 70% on the Using and Developing Models Rubric.

Tri 2 Summative Report: Please see FreshGrade photos as evidence that Pristine is working towards her content FLG.

EOY RESULTS: successfully used and developed several models including-

Drawing and Diagraming a LEGO WeDo Robot

Building physical replicas by building and programming and LEGO WeDo Robots

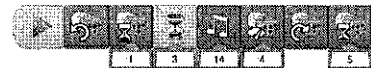
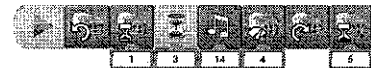
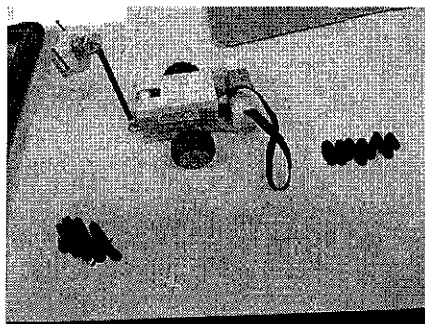
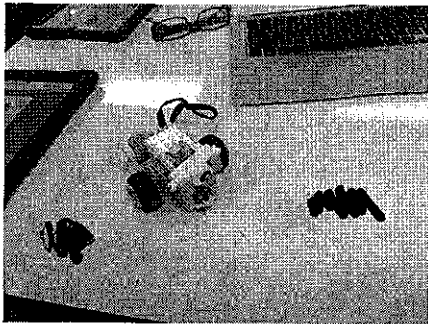
Creating a diorama in the Leatherback Sea Turtle and GeoCities PBLs

Creating dramatizations of concrete events by programming WeDo Robots and by creating a stop motion animation for the Leatherback SeaTurtle PBL

Creating a storyboard in the Leatherback Sea Turtle PBL

Please see that attached photos for examples of their work.

RESULT:4



## Behavioral Focused Learning Goals

### Strengths:

- \*takes responsibility for class jobs
- \*enjoys working with a partner

### Areas of Improvement:

- \*engaging peers with needs and/or wants
- \*speaking up when they have a question and/or concern

### Data:

Informal Observations in regular classroom, on the playground and in Mandarin and specialist classes.

### Goal:

██████████ will ask for help from the teacher by raising his/her hand whenever needed 75% of time.

### Responsibilities:

██████████ will work hard towards this goal. ██████████ will provide clear directions and expectations in the classroom. ██████████ will also teach ██████████ about the Bullis Character Pillars and will foster class discussions about what these are and what they look like in the classroom, at home and in the world. ██████████ parents will check in with ██████████ about her behavior on a daily basis. ██████████ will strive to meet these goals throughout the

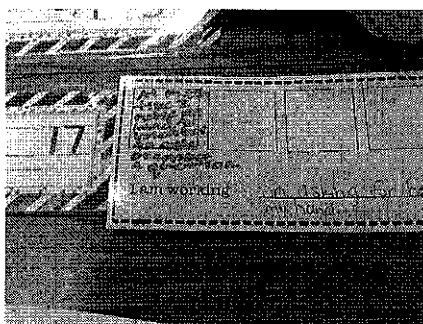
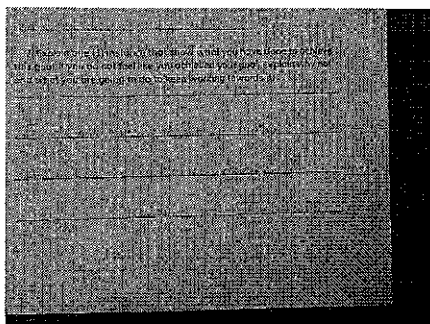
school day.

**Means of Evaluation:**

██████████ will keep track of progress on a behavior tracker to show 75% success rate.

Tri 2 Summative Report ██████████ has shown that she is working on her behavior FLG by keeping track of her successes on a behavior chart. Please see photos as evidence that she is making progress towards her goal. She is on track to meet her goal by the end of the year.

**EOY RESULTS:** ██████████ has done a great job in meeting her behavior goal this year. She has met her goal of INSERT GOAL as documented by her updates on FreshGrade. She is should be proud of her progress this year.  
**SCORE: 4**



## Personal Focused Learning Goal

**Data:**

previous personal experience

**Goal:**

██████████ will read 10 chapter books and summarize one whole chapter of each book by end of the school year.

**Responsibilities:**

██████████ will check in w ██████████ about her progress towards meeting the goal by responding to FreshGrade updates. ██████████ parents will provide opportunities for ██████████ to pursue personal interests and work on the above goal. ██████████ will make a concerted effort on working on this goal and meeting this goal.

**Means of Evaluation:**

Regular FreshGrade updates from ██████████ By June 2018 ██████████ will show through FreshGrade or an oral presentation that she either met her personal goal or has plans to meet it at a future date.

Tri 2 Summative Report: I am looking forward to seeing evidence posted that ██████████ is making progress towards her personal FLG.

**EOY RESULTS:** Although ██████████ did not meet her personal goal I know that she worked hard throughout the year. She wrote 2/10 of the summaries for her personal FLG. Please consider continuing this goal in 3rd grade.

**SCORE: 3**





# Bullis Charter School: K-5 Focused

## Learning Goals



Grade 1

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### Charter 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.

### Strategic Objectives

- 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 inter-connectedness of people and their environment.

### Scoring Rubric

- 5 - The student consistently performs at a level that exceeds the specified goal outlined within the student's FLGs.
- 4 - The student consistently performs at a level that meets the specified goal outlined within the student's FLGs.
- 3 - The student occasionally performs at a level that meets the specified goal outlined within the student's FLGs.
- 2 - The student rarely performs at a level that meets the specified goal outlined within the student's FLGs.
- 1 - The student never performs at a level that meets the specified goal outlined within the student's FLGs.

### Explanation of Markings

**Strengths:** Qualities, attributes, affinities that may be leveraged to the student's advantage.

**Areas of Improvement:** Qualities, attributes or characteristics that reduce the student's chances of educational success or effectiveness; these are not necessarily deficits.

Data: Facts, statistics, anecdotes, observations, student work, etc. that were considered for this document.

Focused Learning Goals: Student outcomes/targets in specific areas. The party(ies) responsible for implementing, monitoring, and evaluating each of the FLGs will be clearly delineated. The timeline for each goal will also be determined. Please note - it may be appropriate for some FLGs to span over several years.

Means of Evaluation: Means (e.g. data, facts, statistics, anecdotes, observation, student work, portfolios, etc.) by which the FLGs will be assessed in order to determine whether they have been met. This will include delineating the parties (parents, teacher, student) who would be responsible for evaluating the FLGs.

## Explanation of Areas

Reading: considers the Reading, Speaking, and Listening strands from the CA English Language Arts Common Core State Standards.

Writing: considers the Writing, Spelling, and Handwriting strands from the CA English-Language Arts Common Core State Standards

Math: considers the Math strands from the CA Mathematics Common Core Standards (e.g. Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability, etc.)

Content: considers the Next Generation Science Standards and History-Social Science strands from the CA Content Standards. Students may have goals in the following Specialists areas: Music, Drama, PE, Art, World Languages, MakerSpace, FabLab. Students may not have a goal for each area for every year.

Behavioral: considers work & study habits, social & emotional development, behaviors, attitude, effort, etc.

Personal: considers passions, talents, interests, desires

## Reading Focused Learning Goal

Strengths:

- \* Enthusiasm for reading with others
- \* Knows all letter names and consonant sounds

Area for Improvement:

- \* Blending letter sounds
- \* Identifying and long vowel sounds
- \* Reading fluently

Data:

- \* Developmental Reading Assessment-- DRA2 (BOY: Independent 3)
- \* Basic Phonics Skills Test—BPST (BOY Score: 23/91 points)
- \* Fluency Assessment (BOY Score: 22 words correct per minute)
- \* Sight Words Assessment (14/200 words correct)

Goal:

██████████ will read fluently and accurately (correcting miscues, problem solving unknown words, using a variety of reading strategies, ect.) in longer phrases with expression.

#### Means of Evaluation:

██████████ will increase her BPST score by 40 points. ██████████ will increase the number of Fry's sight words read by 50 words. ██████████ will score in (at least) the independent range of the Oral Reading Fluency section on a DRA 18.

#### Responsibilities:

- ██████████ will read at least 20 minutes each night at home. ██████████ will be an active participant during reading groups. ██████████ will provide independent reading books and guided reading lessons at ██████████ instructional reading level. Guided reading lessons will include reading strategies as well as comprehension of literature. ██████████ parents will enhance ██████████ reading comprehension by asking questions about books she is reading and having her make predictions and connections.

#### Trimester 2 Summative Report:

██████████ has greatly improved in her reading fluency and accuracy by correcting her miscues and using a variety of work problem solving strategies, such as check the picture, look at all parts of a word, say a vowel 2 ways, get a running start, and double check. She is able to read in shorter phrases most of the time with some expression in her tone of voice. ██████████ is reading at a DRA 10 (meeting mid-year benchmark expectations) and is progressing towards an 18. She is currently scoring in the independent range of the Oral Reading Fluency section on a DRA 10. ██████████ increased her BPST score by 39 points (from 23 to 62 points) and has almost met her goal. ██████████ also increased her number of Fry's sight words read by 140 words (from 14 to 154 words read) completely surpassing that part of her goal! Great job ██████████! For the remainder of the year, I would like to see ██████████ continue to use word solving strategies and reread tricky sections to continue to improve her reading accuracy and fluency. I would also like to see ██████████ read in longer phrases by heeding punctuation without odd pauses and changing her tone to express the mood of the story. Please continue to make reading at home a priority. Please see photo or video evidence of Arwen's progress on her FreshGrade portfolio.

#### End of Year Summative Report 2017-2018:

RESULTS: ██████████ surpassed parts of her goal by increasing her BPST score by 55 points (from 23 to 78 points)! She also increased the number of Fry's words she knows by 186 words (from 14 to 200 words). She scored in the "independent" range of the Oral Reading Fluency section on a DRA 18 by reading accurately in longer phrases, with expression, while heeding punctuation. ██████████ grew so much as a reader this year and I am so proud of her!

SCORE: 4

| LEVEL                | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|----------------------|---------|---------|---------|---------|
| Reading              | 1.1     | 2.1     | 3.1     | 4.1     |
| Writing              | 1.2     | 2.2     | 3.2     | 4.2     |
| Speaking             | 1.3     | 2.3     | 3.3     | 4.3     |
| Listening            | 1.4     | 2.4     | 3.4     | 4.4     |
| Language Conventions | 1.5     | 2.5     | 3.5     | 4.5     |

Score: 230 / 520 = 44%

Grade: 2/15/2018

Score: 230 / 520 = 44%

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

Boy's First 100 Words

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

The Second Hundred

|   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|

## Writing Focused Learning Goal

### Strengths:

- \* Writing matches illustrations
- \* Responds with all statements related to the prompt/ topic

### Area for Improvement:

- \* Writing lowercase letters
- \* Use of capitals

### Data:

- \* End-of-year Writing Assessments (BOY Narrative Score: 1; BOY Opinion Score: 2; BOY Informational Score: 2)

### Goal:

will write simple and compound sentences with correct and consistent capitalization (of the first word of a sentence, the word "I," and proper nouns) as well as correct end punctuation.

### Means of Evaluation:

will score 4s on Language Conventions of Capitalization and Punctuation on the end-of-year writing assessments.

### Responsibilities:

██████████ will write purposefully during our writing workshops.

██████████ will provide mini-lessons targeted at craft and conventions. ██████████ will conference with ██████████ individually and in small groups.

██████████ parents will provide support by listening to and giving ██████████ positive feedback on her writing.

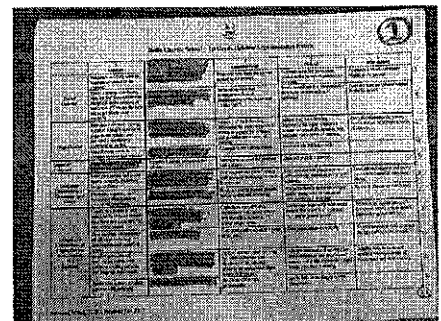
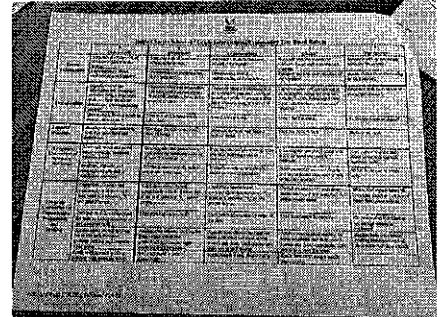
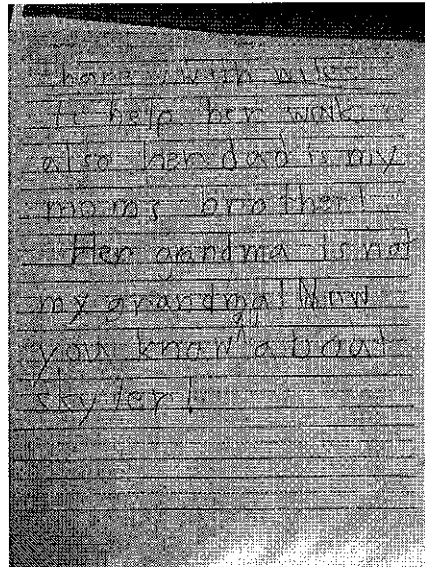
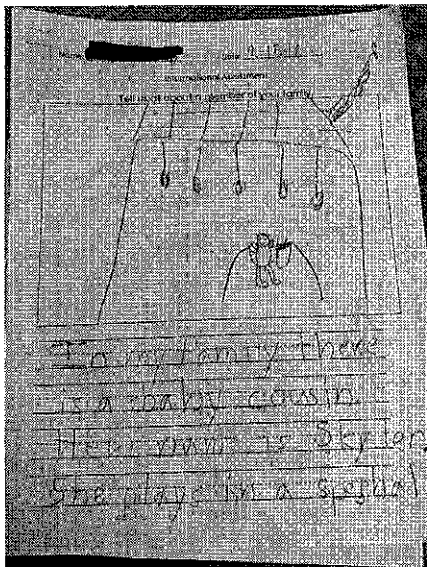
### Trimester 2 Summative Report:

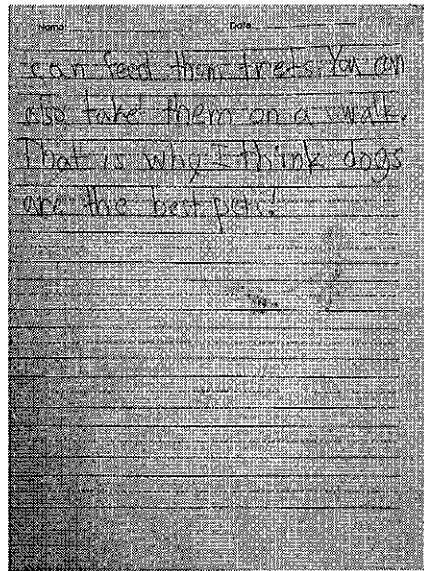
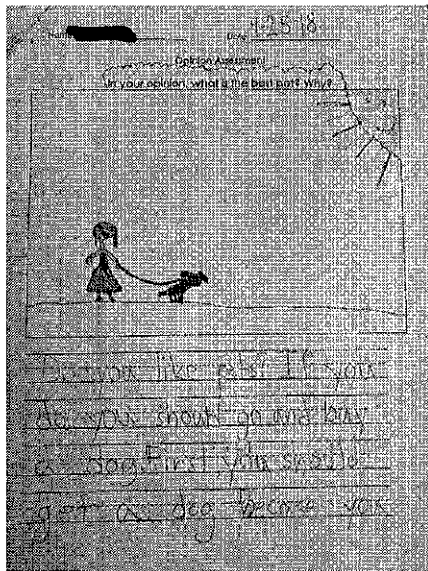
██████████ is improving in writing complete sentences by capitalizing the first word of a sentence, the word "I," and names of people in her writing and ends her sentences with punctuation marks most of the time. ██████████ still struggles with using capital letters throughout her writing in the middle of words and sentences. ██████████ is beginning to understand that a simple sentence needs a noun and verb and that two sentences can be combined by the word "and" to create a compound sentence. ██████████ scored a 3 on her informational writing piece and a 4 on her personal narrative writing. ██████████ is currently scoring 3s and 4s on the Language Conventions of Capitalization and Punctuation on her mid year assessments. During the month of March, ██████████ will learn to write opinion pieces. For the remainder of the year, I would like to see ██████████ review her work for correct capitalization of the first word in a sentence, the word "I," and proper nouns (names of people, days of the week, and months of the year) so that her capitalization is consistent. At school, she uses a writing checklist to help her be sure she has all parts of each genre of writing. ██████████ also traces her capital letters in green marker and her punctuation marks in red marker during the editing process to be sure she fixes any errors. At home, please help ██████████ proof read her writing homework for correct capitalization and punctuation. Please see photo evidence of her progress below.

### End of Year Summative Report 2017-2018:

RESULTS: ██████████ met her goal by scoring 4s on the Language Conventions of Capitalization and Punctuation section of the end of the year writing assessments in all three genres. Arwen consistently remembers to capitalize the first word of a sentence, the word "I", and proper nouns in all of her writing. She consistently writes in complete sentences with correct end punctuation.

SCORE: 4





## Math Focused Learning Goal

### Strengths:

- \* Understands the meaning of the equal sign
- \* Counting and writing numbers to 120

### Area for Improvement:

- \* Showing mathematical thinking
- \* Telling time to the hour and half hour

### Data:

- \* End-of-year Math Assessment (BOY Score: 31/92= 34%)
- \* Unit assessments
- \* Informal Observations

### Goal:

██████████ will be able to solve simple addition (with 2 or 3 addends) and subtraction word problems with an answer, math picture, matching equation, and written explanation.

### Means of Evaluation:

██████████ will correctly solve and show her thinking on at least 3/4 problems on the end-of-year math assessment.

### Responsibilities:

- ██████████ will work purposefully and be an active participant during math centers in order to learn the above skills.
- ██████████ will provide engaging math activities (whole class, small group, partner, and independent) that will foster ██████████'s development with the skills listed in the above goal.
- ██████████'s parents will provide opportunities for ██████████ to use math during real world activities such as counting money, telling time with an analog clock, and adding and subtracting while at the grocery store.

### Trimester 2 Summative Report:

██████████ is progressing in this goal by explaining her thinking using simple math pictures and matching equations most

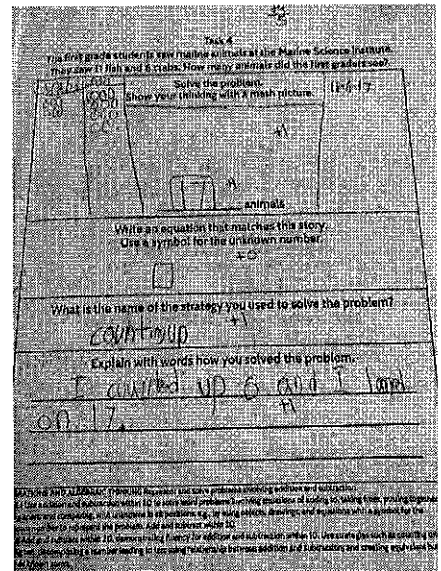
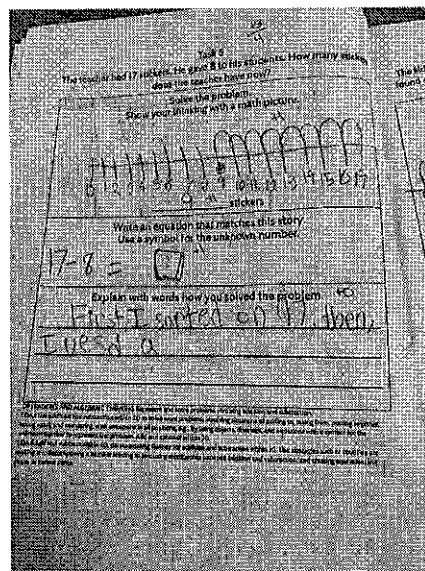
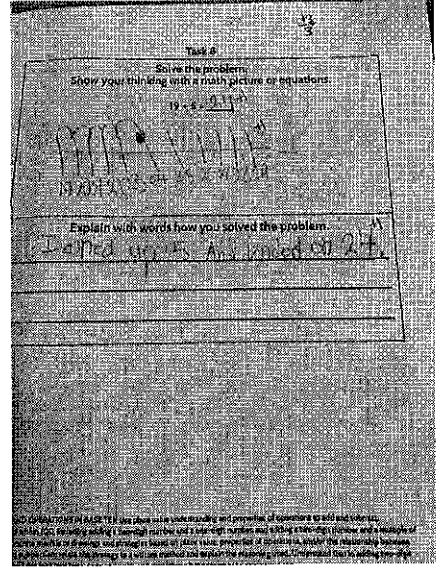
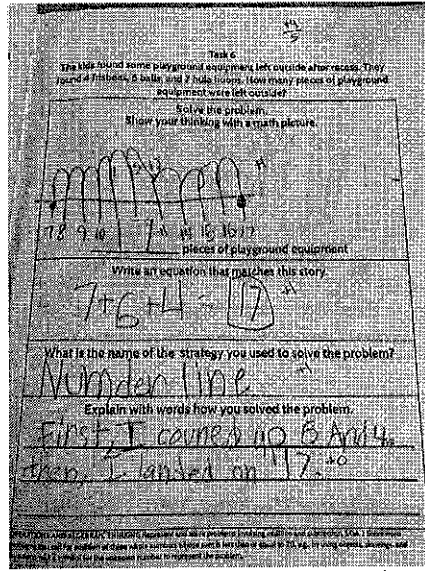
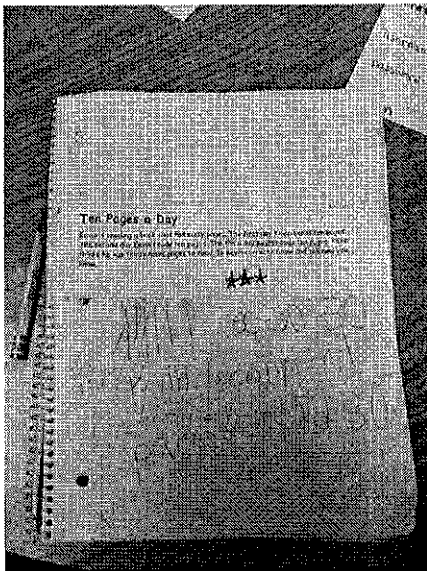


of the time, however she is still working to consistently explain her problem solving process clearly in writing. [REDACTED] scored 73% on the mid-year math assessment. She was able to show her thinking using math pictures and matching equations on 4/4 problems on the mid-year math assessment, but was NOT able to clearly explain her mathematical thinking in writing on these problems. For the remainder of the year I would like to see [REDACTED] make an effort to add labels and numbers to her pictures to clearly show how she counted. I would also like to see her precisely write out the detailed steps she uses to solve each problem in complete sentences as if she were explaining her thinking process orally. Please see photo evidence of her progress on her FreshGrade portfolio.

End of Year Summative Report 2017-2018:

RESULTS: [REDACTED] met her goal She scored 92% on the end of the year math assessment. She correctly answered and showed her thinking on 3/4 problems requiring work on the end-of-year math assessment with math pictures, written explanations, and equations. She organized her work in a way that was clear and easy to understand.

SCORE: 4



Content Focused Learning Goal



**Strengths:**

- ██████████ is new to Bullis and she shows strong interest to learn Mandarin.  
\* She actively participates in Mandarin class.

**Area for Improvement:**

- \* Listening, speaking, and reading skills

**Data:**

██████████ test scores are low at the beginning of the school year.

**Goal:** ██████████ will improve in Mandarin listening, speaking, and reading skills by consistently scoring at a minimum of 75% on all assessments.

**Means of Evaluation:**

Informal observation notes, weekly homework report, Mandarin assessments.

**Responsibilities:**

- ██████████ will do her weekly Mandarin homework assignments, and try her best during Mandarin class.  
-Teacher will modify activities/tasks when necessary.  
-Parents will support classroom skills and concepts at home by making sure ██████████ does homework weekly.

**Trimester 2 Summative Report:**

██████████ is working on improving her listening, speaking and reading skills.  
Her testing scores are above 75% mostly but not consistently.

**End of Year Summative Report 2017-2018**

**RESULTS:** ██████████ has improved and she occasionally performs well in her Mandarin listening, speaking and reading tests.  
**SCORE:** 3

## **Behavioral Focused Learning Goal**

**Strengths:**

- \* Listens attentively  
\* Helpful and caring towards peers and teachers

**Areas for Improvement:**

- \* Working collaboratively with others

**Data:**

- \* Informal observations  
\* Parent Survey  
\* Written Self-assessment

**Goal:**

██████████ will work collaboratively in groups by taking turns, giving and receiving thoughtful feedback, and participating

actively.

**Means of Evaluation:**

Informal observations; Student reflection

**Responsibilities:**

██████████ will develop a self-awareness of her behavior during class activities.

██████████ will provide clear directions, expectations and opportunities for ██████████ to reflect on her progress.

-Both ██████████ and ██████████ parents will encourage her to display the six character pillars at home and school.

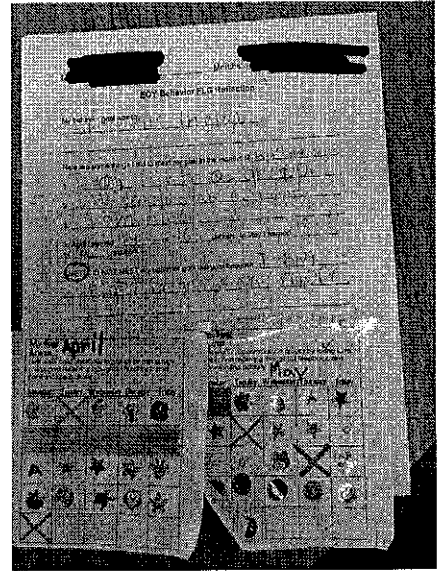
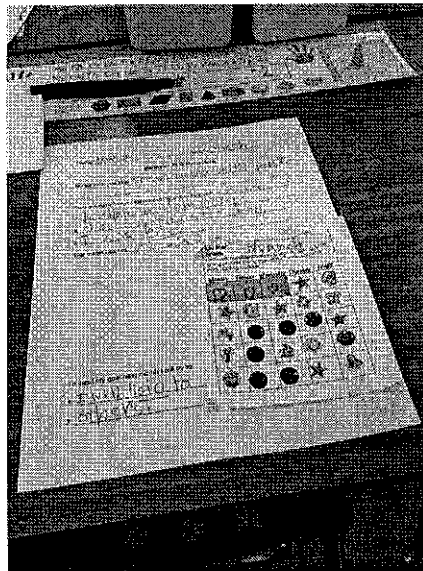
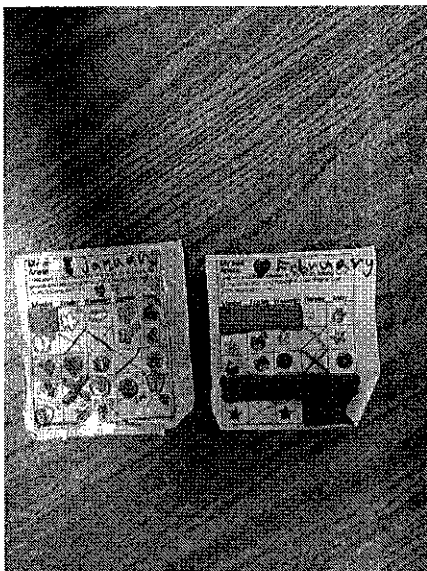
**Trimester 2 Summative Report:**

██████████ is making progress collaborating in groups with others by taking turns with her group mates and actively participating on group work and in group discussions. ██████████ has improved in respectfully listening to the thoughts of her group mates and giving others thoughtful feedback on their ideas. For the remainder of the year, I would like to see ██████████ continue to build her collaboration skills by respectfully accepting the feedback of others without being overly defensive and letting others finish their thoughts before interrupting. Please see ██████████ goal tracking charts of her progress.

**End of Year Summative Report 2017-2018:**

**RESULTS:** ██████████ met this goal by working collaboratively in groups and showing consistent group participation. She has learned to take turns with her group members in participating and speaking. She is not able to give and receive feedback on group work as well. Please see her sticker charts and reflection sheets on her FreshGrade portfolio.

**SCORE: 4**



**Personal Focused Learning Goal**

**Goal:**

██████████ will sleep well for 10 hours each night.

**Means of Evaluation:**

Presentation and/or personal stories

Responsibilities:

- [redacted] will consistently work toward meeting her goal throughout the school year.
- [redacted] will provide opportunities for [redacted] to reflect on her progress toward meeting her personal goal.
- [redacted] parents will provide opportunities for [redacted] to work toward her goal outside of school.
- [redacted] parents will help [redacted] post evidence (pictures, video, or comments) of progress towards her goal monthly on FreshGrade.

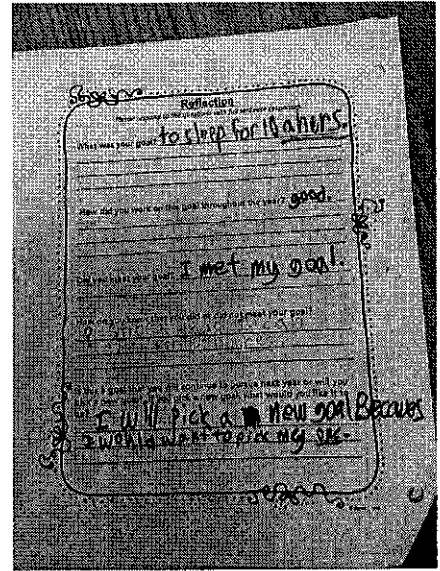
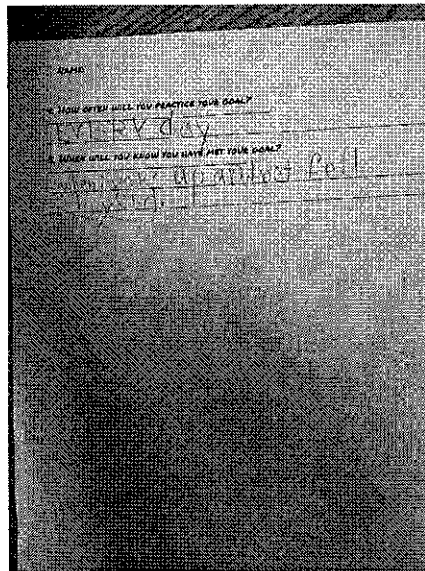
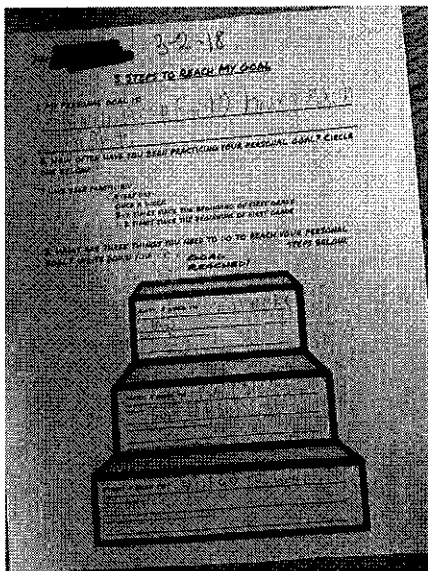
Trimester 2 Summative Report:

[redacted] is progressing in her goal. Please see her goal reflection sheet on her progress. Please help [redacted] post photo or video evidence of her goal practice at home or in other extracurricular activities outside of school to her FreshGrade portfolio each month.

End of Year Summative Report 2017-2018:

RESULTS: [redacted] met this goal by consistently sleeping for 10 hours on most nights with the help of her parents! She reported feeling more rested than at the beginning of the year. Please see the photo and video evidence of her success on her FreshGrade portfolio.

SCORE: 4



# Bullis Charter School: K-5 Focused Learning Goals



Grade K

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## Charter 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.

## Strategic Objectives

- 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 inter-connectedness of people and their environment.

Content Fields: none

## Scoring Rubric

- 5 - The student consistently performs at a level that exceeds the specified goal outlined within the student's FLGs.
- 4 - The student consistently performs at a level that meets the specified goal outlined within the student's FLGs.
- 3 - The student occasionally performs at a level that meets the specified goal outlined within the student's FLGs.
- 2 - The student rarely performs at a level that meets the specified goal outlined within the student's FLGs.
- 1 - The student never performs at a level that meets the specified goal outlined within the student's FLGs.

## Explanation of Markings

**Strengths:** Qualities, attributes, affinities that may be leveraged to the student's advantage.

**Areas of Improvement:** Qualities, attributes or characteristics that reduce the student's chances of educational success or effectiveness; these are not necessarily deficits.

**Data:** Facts, statistics, anecdotes, observations, student work, etc. that were considered for this document.

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## Explanation of Areas

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Writing: considers the Writing, Spelling, and Handwriting strands from the CA English-Language Arts Common Core State Standards

Math: considers the Math strands from the CA Mathematics Common Core Standards (e.g. Number & Quantity, Algebra, Functions, Modeling, Geometry, Statistics & Probability, etc.)

Content: considers the Next Generation Science Standards and History-Social Science strands from the CA Content Standards.

Behavioral: considers work & study habits, social & emotional development, behaviors, attitude, effort, etc.

Personal: considers passions, talents, interests, desires

## Reading Focused Learning Goals

Strengths:

[REDACTED] can name all uppercase letters, consistently tracks words from left to right, identify and produce all 26 letter sounds.

Areas for Improvement:

[REDACTED] does not yet read common high frequency words, read consonant-vowel-consonant words, retell a story with a clear beginning, middle, and end.

Data:

DRA 2 Reading Assessment, BPST Reading Assessment, Fry's Sight Word Assessment

Goal:

[REDACTED] will increase score on the DRA to a level 4 (proficient for end of year Kindergarten) by decoding the text independently, retelling the story, and making a meaningful connection.

Responsibilities:

[REDACTED] and [REDACTED] parents will provide independent reading books at his level and opportunities for sustained reading time. [REDACTED] will also provide guided reading lessons at [REDACTED] instructional reading level. Guided reading lessons will include strategies to problem solve unknown words, practice oral reading fluency (expression, phrasing, rate & accuracy), and comprehension of the story. At home, [REDACTED] will spend at least ten minutes each day reading aloud with a parent. [REDACTED] parents will actively share the book with their child and model reading interest engagement. Also, parents will enhance his reading comprehension by asking questions as guided in each week's homework packet.

Means of Evaluation:

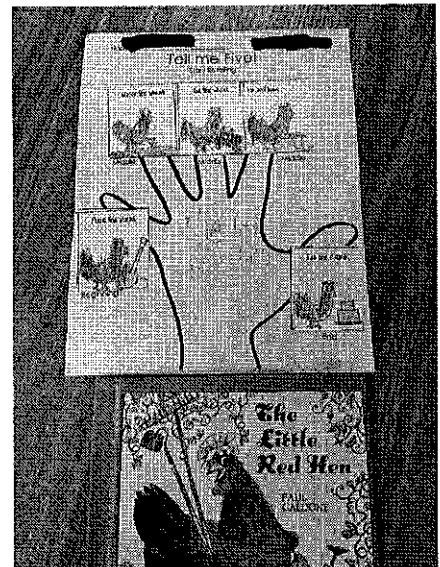
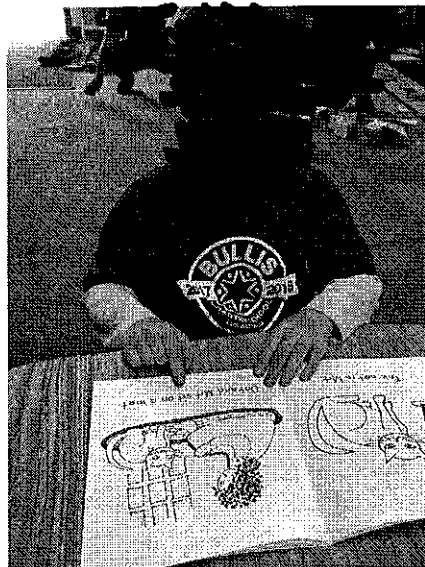
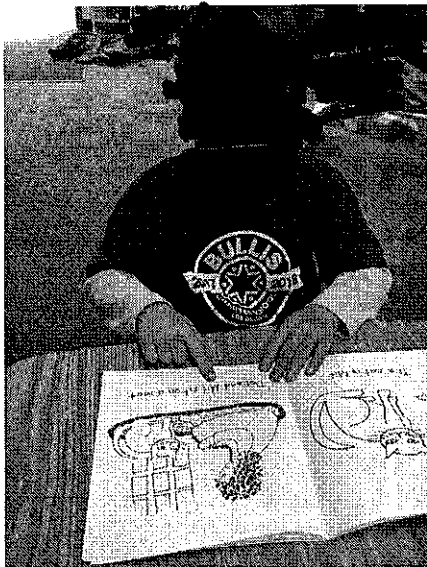
Score an independent 4 on the Developmental Reading Assessment

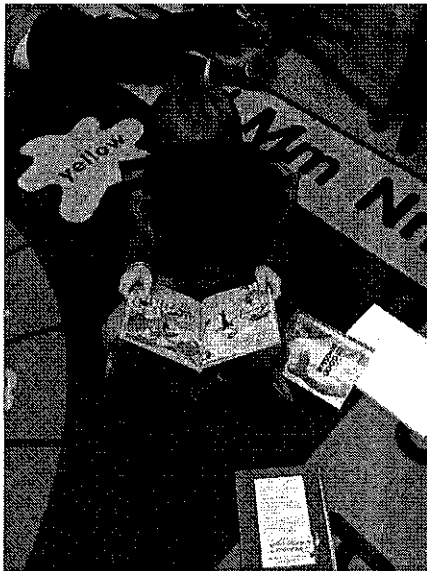
Trimester 2 Summative Report: On the mid-year assessments, ██████ has demonstrated he can independently read at a DRA level 3. ██████ is still working towards his goal of reading at a DRA level 4. He continues to show progress in his reading fluency, specifically his ability to read accurately, monitor his reading and make self-corrections. Moving forward, for ██████ to be independent at a DRA level 4, we will focus on retelling most of the important events from the beginning, middle and end in sequence. Likewise, we will work on developing his ability to make a thoughtful reflection to the text as well as make literal connections. After reading with ██████ it would be very beneficial to ask him questions like, "What part of the story did you like best and why?" as well as, "What did this story make you think of?" or "What connections did you make while reading this story?". Additionally, continued practice with sight words will prepare Henrik for grade-level texts and beyond. Please see the examples below from Trimester 2.

End of Year Summative Report 2017-2018

RESULTS: ██████ has met and exceeded his reading goal of independently reading at a DRA level 4. He is currently reading a DRA level 6! ██████ is able to read short stories, can recall information about what he has read and can retell events from a story in sequence.

SCORE: 5

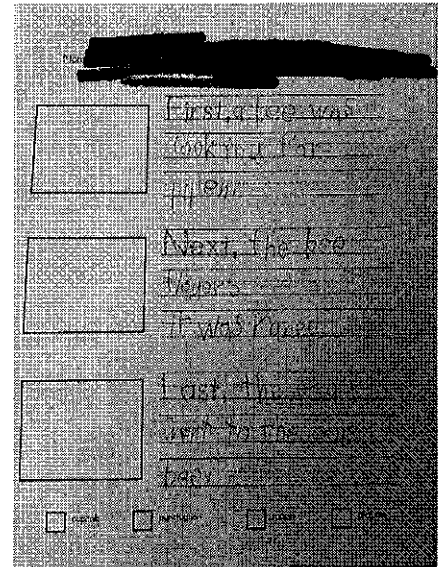




| DRS Levels A-40                     | Student Read This Book |
|-------------------------------------|------------------------|
| Level 1: I can copy                 | 100-1000               |
| Level 2: I can copy                 | 100-1000               |
| Level 3: The Little Red Riding Hood | 100-1000               |
| Level 4: Where is My Hat?           | 100-1000               |
| Level 5: I can copy                 | 100-1000               |
| Level 6: Why Am I Stopping?         | 100-1000               |
| Level 7: The Little Red Riding Hood | 100-1000               |
| Level 8: Grandma's Surprise         | 100-1000               |
| Level 9: Alice's Adventures         | 100-1000               |
| Level 10: Alice's Adventures        | 100-1000               |
| Level 11: Alice's Adventures        | 100-1000               |
| Level 12: Alice's Adventures        | 100-1000               |
| Level 13: Alice's Adventures        | 100-1000               |
| Level 14: Alice's Adventures        | 100-1000               |

| DRS/K-1 Action Data | DRS | K-1 | DRS | K-1 | DRS | K-1 |
|---------------------|-----|-----|-----|-----|-----|-----|
| DRS                 | 4   | 4   | 4   | 4   | 4   | 4   |
| K-1                 | 4   | 4   | 4   | 4   | 4   | 4   |
| DRS                 | 4   | 4   | 4   | 4   | 4   | 4   |
| K-1                 | 4   | 4   | 4   | 4   | 4   | 4   |



## Writing Focused Learning Goals

### Strengths:

██████████ can spell simple words phonetically, hold a pencil correctly, express interest in writing.

### Areas for Improvement:

██████████ does not yet write all uppercase letters clearly, write all lowercase letters clearly, spell simple consonant-vowel-consonant words, spell simple words phonetically, space words appropriately.

### Data:

Fall Writing Assessment and in-class writing assignments

### Goal:

██████████ will reach a score of 4 on the Kindergarten Writing Rubric (across all genres) by writing at least one correct sentence or several pattern sentences.

### Responsibilities:

██████████ will continue to use good handwriting habits, form letters correctly with proper spacing, and continue to develop awareness of letter-sound correspondence in writing. In class, we will work on the components of writing (focus, organization & conventions) as well as enriching writing by adding details. Parents will allow their student to freely practice writing with multiple types of media.

### Means of Evaluation:

Score an overall 4 on the opinion, informative, and narrative writing assessments at the end of the year

Trimester 2 Summative Report: On the mid-year assessments, ██████████ continues to show progress towards his goal of scoring a "4", a proficient level, on all writing genres. As of the end of trimester two, students have learned how to write an opinion and an informational writing piece. Next trimester, students will learn how to write a narrative piece. At home, helping your child with the following conventions will be beneficial to their success in scoring proficient across all genres; proper spacing between words and word placement on the lines, capitalizing correctly and consistently, using punctuation correctly, and spelling high-frequency words correctly. Please see the examples

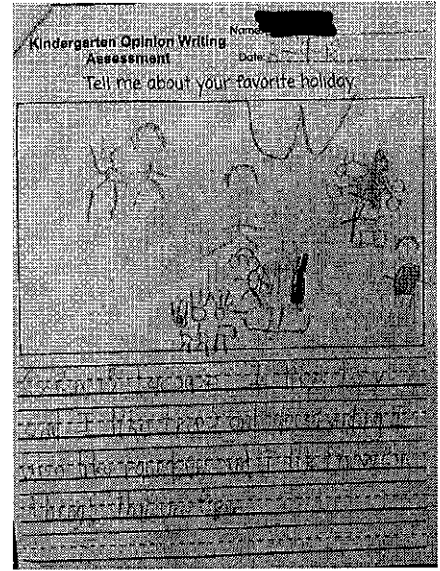
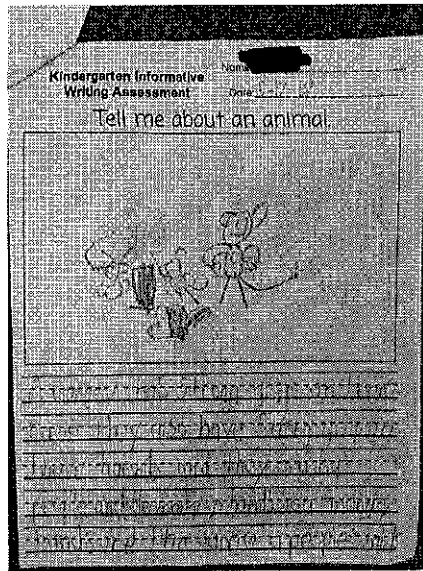
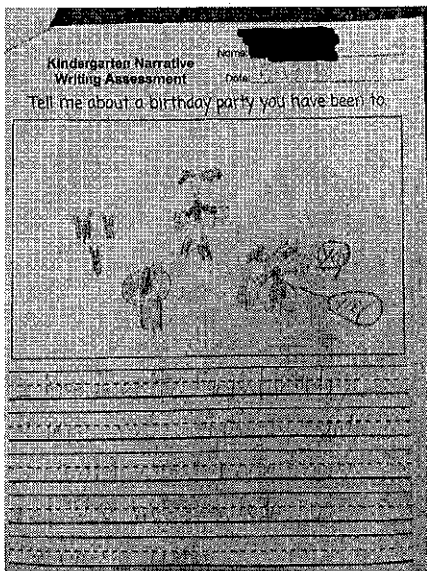
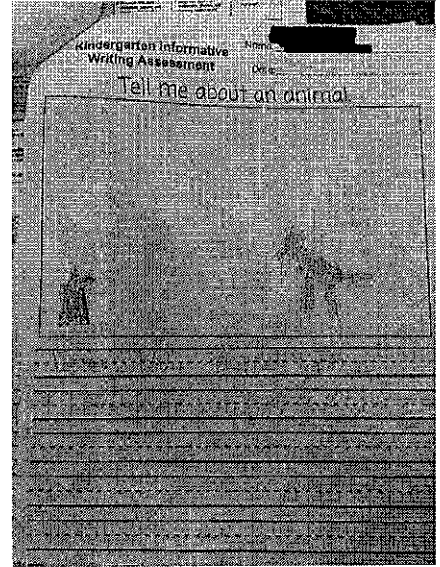
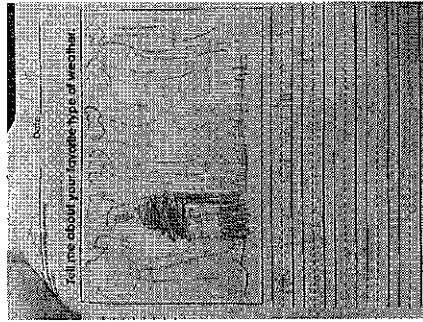
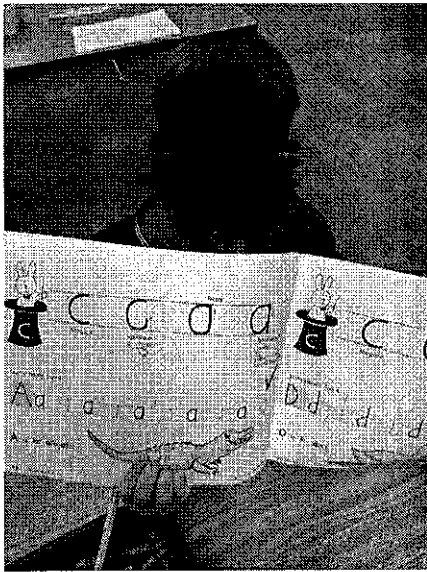


below from Trimester 2.

### End of Year Summative Report 2017-2018

**RESULTS:** ██████ has significantly improved in his independent writing abilities over the year. He has met his goal of scoring a "4", a proficient level, on all writing genres, including opinion, informational, and narrative. ██████ has demonstrated proficiency in spelling grade level sight words correctly and he can recall phonics skills to help aid in writing/spelling of unknown words. Likewise, he can write multiple sentences independently! Great job!

**SCORE: 4**



### Math Focused Learning Goals

#### Strengths:

██████ can count to 100 by 10's, count on from a given number, count with one-to-one correspondence.

#### Areas for Improvement:

██████ does not yet count to 100 by 1s, write the numbers from 0-20, represent addition & subtraction in different



ways.

Data:

Beginning of Year Math Assessments

Goal:

██████████ will be able to count to 100 by ones and represent addition and subtraction using objects, diagrams, and number sentences and will be able to explain their thinking.

Responsibilities:

██████████ will provide engaging math activities (both whole class and small group based) that will foster ██████████ development of the Kindergarten math skills. ██████████ parents will provide opportunities at home to see math applied in the "real world," such as counting objects, identifying patterns, measuring, basic addition and subtraction, and using a calendar to manage family/school events.

Means of Evaluation:

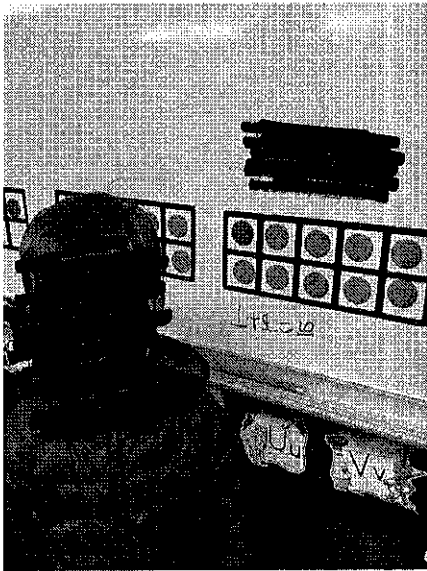
Count by 100 by ones and score 19/24 points on the addition and subtraction portions of the end of the year math assessment

Trimester 2 Summative Report: On the mid-year assessment, ██████████ has met his goal of counting to 100 by ones and tens! He is also working on representing addition and subtraction in different ways, for example using objects, fingers, drawings, writing, or equations for numbers 0 – 20. ██████████ is still working on independently being able to draw a correct addition and subtraction diagram to represent a number sentence as well as writing a correct addition or subtraction number sentence to match a given diagram. At home, continue to practice and review these skills. Please see the examples below from Trimester 2.

End of Year Summative Report 2017-2018

RESULTS: ██████████ has shown great progress in his mathematical skills. On the End of Year Math Assessment, he scored 97/100. He has met his goal of being able to represent addition and subtraction in different ways! Continue to play math games and practice addition and subtraction problems over the summer, making sure your child can show multiple ways to solve addition and subtraction problems. Likewise, continued practice with math fluency facts will help to prepare him for first grade.

SCORE: 4



## Content Focused Learning Goals

### Strengths:

██████ shows interest in topics of Science and Social Studies.

### Areas for Improvement:

██████ does not yet communicate observations about content areas in a variety of ways.

### Data:

Class discussions in Social Studies and Science; Individual projects during PBL (project based learning) units.

### Goal:

In our Project Based Learning units, ██████ will communicate content knowledge orally, in writing, or with drawings.

### Responsibilities:

██████████ will be responsible for providing engaging activities and inquiry based project experiences in the areas of Social Studies and Science.

### Means of Evaluation:

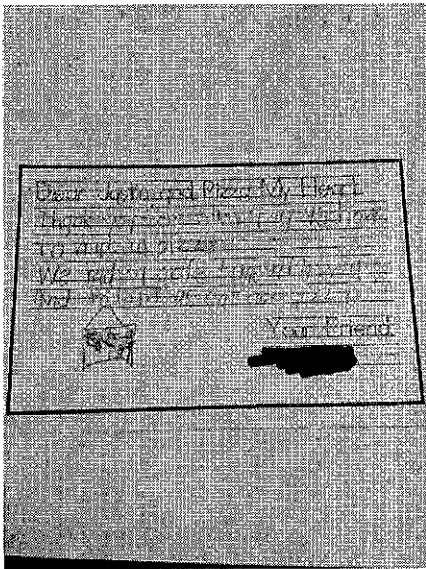
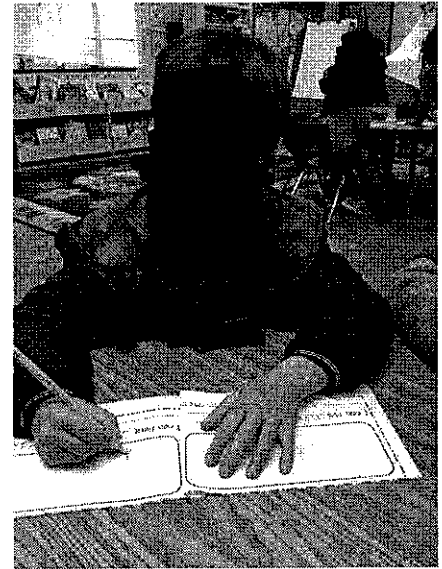
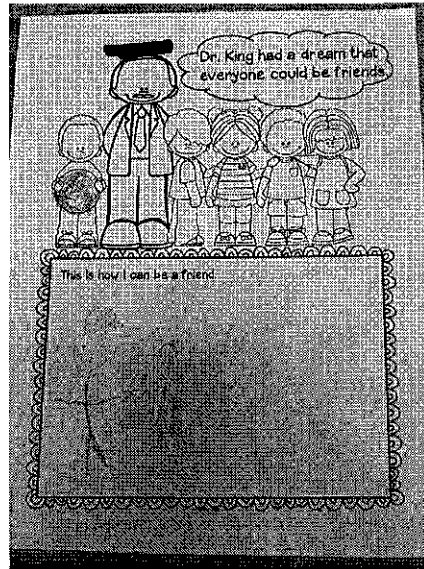
Class discussions in Social Studies and Science; Individual projects during PBL (project based learning) units.

Trimester 2 Summative Report: ██████ continues to show progress towards communicating observations orally, in writing and/or drawings. Please see the examples below.

### End of Year Summative Report 2017-2018

RESULTS: ██████ met his goal of communicating observations orally, in writing and with drawings. This year, he successfully conducted experiments, created designs, built prototypes, and wrote detailed observations throughout our Community Helper Unit, Habitat PBL, and Shade Structure PBL. Way to go!

SCORE: 4



## Behavior Focused Learning Goals

### Strengths:

[redacted] works, share, and play cooperatively with others, follows playground rules and directions, works independently, shows responsibility for belongings.

### Areas for Improvement:

[redacted] sometimes does not use time appropriately, participate in class discussions and assignments by sharing orally with confidence, ask a variety of classmates to play at recess.

### Data:

Informal observations in regular classroom, on the playground, and in specialists' classes

### Goal:

[redacted] will participate in class discussions and assignments by sharing orally with confidence.

**Responsibilities:**

██████████ will work hard towards each goal. ██████████ will provide clear directions and expectations in the classroom. ██████████ will also teach about the Bullis Character Pillars and will foster class discussions about what these are and what they look like in the classroom, at home and in the world.

**Means of Evaluation:**

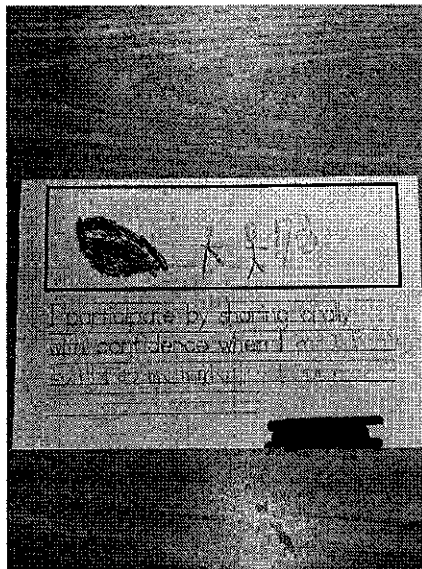
Informal observations in regular classroom, on the playground, and in all specialists' classes

Trimester 2 Summative Report: ██████████ continues to show progress towards participating in class discussions with confidence. ██████████ raises his hand to offer ideas and answers, participates in small group conversation, whole class lessons, and partner talk. I look forward to seeing even more improvement in the coming months.

**End of Year Summative Report 2017-2018**

RESULTS: ██████████ is making progress towards participating in class discussions. ██████████ rarely raises his hand voluntarily to offer ideas and/or answers, but he participates in small group conversation, one-on-one, and partner talk. I would like ██████████ to push himself to share more frequently.

SCORE: 3



**Personal Focused Learning Goals**

**Strengths:**

██████████ plays actively at recess, engages within the classroom at Me Time, and participates in Art, Music, Drama, and PE.

**Data:**

Informal observations in regular classroom, at recess, and in specialists' classes

**Goal:**

██████████ will develop extra-curricular interests outside of school such as sports, music, art, and other personal interests.

██████████ said, "I want to get better at soccer and zigzagging and kicking goals."

Responsibilities:

██████ parents will arrange opportunities for ██████ to develop interests outside of school.



Means of Evaluation:

Observations by extra-curricular teachers, coaches, or parents

End of Year Summative Report 2017-2018

RESULTS: ██████ is working towards his personal goal. His classmates enjoyed hearing even more about ██████ growth and watch his video when he presented. Please see the examples below from End of Year.

SCORE: 4

 **Personal FLG Check-In** 

What is your personal FLG? Or what is something new that you've been working on this year? (For example: learning a sport, learning how to read, playing an instrument, etc.)

My goal is to learn how to play the guitar.

What have you been doing to help reach your goal? (For example: go to music lessons, practice showing with my music, taking art class on Thursdays, read to my brother, etc.)

I have been taking guitar lessons every week and practicing every day. I also read to my brother every night.

Has it been an easy or difficult goal to work on? Explain.

It was a hard goal because I had to practice every day and I had to go to lessons every week.

Is this something you would like to continue to improve at? Why or why not?

Yes, because I love to play guitar and I want to be a professional.

### Example Project Based Learning and Design Challenges Scope and Sequence

| Grade Level | What is the name of your PBL / Design Challenge Unit? | Is it a PBL Unit or Design Challenge? | If a PBL, what is the challenging problem or question the students are solving?                               | If a Design Challenge, what is the design frame? | What is the entry event/hook?  | What is the main activity/public product?   | What subject areas does it intentionally cover?   | Which, if any, specialists do you collaborate with for the unit? And if you are a specialist, which, if any, other teachers are you collaborating with? | Which, if any, do you assess during the unit?  | When is the PBL Unit / Design Challenge? | What field trips, if any, do you tie to this unit?                                   | What experts do you utilize?   | What makes this unit authentic?  | What makes this PBL unit worthwhile?   |
|-------------|---|---------------------------------------|---|--|--|---|---|---|--|--|--|--|--|--|
| 0 Kinder    | Hank's Habitat's                                      | Project-Based Learning Unit           | How can we as scientists understand why animals live where they live?   |  | A video from Dr. Hank explaining a problem: animals that have been at his "wildlife hospital" need to be returned to their natural habitat but he doesn't know where they should go. Possibly a visit from real Happy Hollow zoologist doing a habitat presentation. | Students created 3D habitat models (in a group) and an animal models (individually) and create videos to submit back to Happy Hollow zoologist. | Reading, Writing, Speaking, Listening, Biological/Life Science, Earth Science, Engineering, Environmental Science/BCS's Costa Rica/China strand | Potentially MakerSpace, PE, Music, Drama, and Mandarin  | Presenting/Public Speaking, Collaboration, Critical Thinking, Problem-Solving, Creative Thinking, Reflection | Early Fall (August, September, October)  | CA Academy of Sciences   | Fictional Dr. Hank, hoping to do a Skype in the Classroom session                              | video or visit from zoologist, real images, field trip, creation of models with real materials, responses to his questions are sent and responses come back from him, videos possibly submitted to Happy Hollow zoologist  | It is the very first PBL they do. They learn collaborative group work, engineering/ fine motor skills, they are excited about animals! They learn the PBL protocols through a familiar subject area in the beginning of the year.  |
| 0 Kinder    | Weather Watchers                                      | Project-Based Learning Unit           | How can we, as data scientists and engineers, help solve the most frequent problem caused by weather at BCS?  |  | A class set of popsicles "accidentally" melt in the sun  | Students create a structure that prevents their ice cube melting in the sun.  | Writing, Speaking, Listening, Math, Earth Science, Engineering  | MakerSpace, Mandarin  | Presenting/Public Speaking, Collaboration, Critical Thinking, Problem-Solving, Creative Thinking, Reflection | April and May                            | none   | Possibility to use parent experts in the field of engineering                                  | Letter from admin, analyzing/ tracking real weather data, experimenting with different surfaces on campus, popsicles really melted, built real solutions, test ice cubes in real time  | Covers many science standards, intro to design thinking, engineering standards covered, hands-on, solves a real-world problem that they "feel" every day   |
| 1st Grade   | KidTown   | Project-Based Learning Unit           | What makes some businesses succeed while others fail?   |  | Letter from the Mayor of KidTown   | To build and maintain a successful business   | Reading, Speaking, Listening, Math  | Art, music, drama, maker space, Mandarin  | Collaboration skills, Reflection based on Driving Question (Letter to Mayor)                                 | Early Fall (August, September, October)  | Linden Tree Books, Area 151, other local businesses                                  | Skype with a real business owner   | Context- solving a real world problem  | By experiencing this unit, they are more likely to invest to this unit- from asking questions to their parents, local businesses, and others within the community.   |
| 1st Grade   | Biomimicry  | Project-Based Learning Unit           | How can we use what we know about plant and animal parts to protect someone from the rain?                    |  | Time spent in the rain   | Students are creating a prototype to protect someone from the rain  | Reading, Writing, Speaking, Listening, Biological/Life Science  | Maker space, drama, art   | Presenting/Public Speaking, Creative Thinking  | Later Winter (January, February, March)  | Marine Science Institute   | A parent   | Students have to address a real world problem  | This PBL unit is worthwhile because the prototypes that the students design could have the potential to really become designs to protect a human baby or child. This unit ignites the students to start thinking about ways to protect community members around them.  |
| 2nd Grade   | Remember Me   | Project-Based Learning Unit           | How can we share our family history   |  | Learning about ancestors and important people in history and/or interviewing a teacher's grandparent   | Interview of one-generation-gap family member, student-driven product and presentation  | Reading, Writing, Speaking, Listening, Engineering, Social Studies, Music   | Art, Music, Mandarin, MakerSpace  | Presenting/Public Speaking, Collaboration, Critical Thinking, Reflection                                     | Early Fall (August, September, October)  | Parent drivers: Heritage Rengstorff House? Old Folks Home?                           |  | We teach authentic skills: interviewing, presentation, making a product to share. We also teach authentic and transferable knowledge: innovations of the past and timeline skills.   | Students learn about themselves, their history, family and school culture. They introduce themselves to the class. They learn about innovations of the past. The make a connection to how people's needs have stayed the same over time. This is an introduction to the design thinking process.   |
| 2nd Grade   | GeoState  | Project-Based Learning Unit           | What makes a state desirable to live in?  | NA   | Whole-grade level video and "call to action"   | Physical GeoState and Google Slide presentation to go with it   | Writing, Speaking, Listening, Math, Earth Science, Visual Arts, Social Studies  | Amy Felder  | Presenting/Public Speaking, Collaboration, Problem-Solving   | Spring (March, April, May, or June)      | NA   | Mayor of Los Altos Hills, city planner   | Students develop needs statements about what a state needs in order to be a desirable place. Students work collaboratively and have choice in how they form their state. Students present across grade levels at school and for their parents. This PBL covers many different subjects (cross-curricular).       | Students develop a deep understanding of what a community needs. They learn about earth science (landforms), math (3D shapes), and social studies (local governments). Students have the opportunity to work collaboratively and present to a varied audience.   |
| 2nd Grade   | BCS's Garden  | Project-Based Learning Unit           | How can we, as garden designers, design an ecoscious and drought-friendly plan to help the BCS garden thrive? | NA   | Walk around the BCS garden to talk about what we notice, what we want to see more of, etc.   | Students will present garden plans to Ms. Hersey and the community to propose drought-resistant and California friendly ideas.                  | STEAM, Speaking and Listening, and Opinion Writing  | MakerSpace, Mandarin, Art   | Science, Math, Collaboration, Teamwork, Opinion Writing  | Spring (March, April, May)               | Parent drivers: We would like to go to a garden or nursery and are planning for such | Parent drivers: environmental scientists, garden/nursery professionals, garden designers, etc. | Students will learn about the very relevant CA drought, how it affects us as citizens of CA, and use their collaboration skills to come up with a plan for our gardens at BCS. They will present these plans to administration and the community to encourage water conservation and the use of CA native plants | Standards for 2nd grade about how to describe CA, as well as most of the NGSS standards: 2-LS2 Ecosystems: Interactions, Energy, and Dynamics; 2-LS4 Biological Evolution: Unity and Diversity; 2-ESS1 Earth's Place in the Universe; and the K-2 Engineering Design standard. Other standards covered: Math - Operations and Algebraic Thinking (all), Measurement and Data (all), Geometry (some); Speaking and Listening: Comprehension and Collaboration (all), Presentation of Knowledge; Writing: Opinion, Informative, and Production and Distribution of Writing. It will also connect to the GeoState Project that will be done after this PBL Unit, and has potential to connect to the Remember Me PBL Unit from the beginning of the year. |

## Example Project Based Learning and Design Challenges Scope and Sequence

| Grade Level | What is the name of your PBL / Design Challenge Unit? | Is it a PBL Unit or Design Challenge? | If a PBL, what is the challenging problem or question the students are solving?  | If a Design Challenge, what is the design frame? | What is the entry event/hook?   | What is the main activity/public product?   | What subject areas does it intentionally cover?  | Which, if any, specialists do you collaborate with for the unit? And if you are a specialist, which, if any, other teachers are you collaborating with? | Which, if any, do you assess during the unit?  | When is the PBL Unit / Design Challenge? | What field trips, if any, do you tie to this unit?  | What experts do you utilize?   | What makes this unit authentic?   | What makes this PBL unit worthwhile?  |
|-------------|---|---------------------------------------|--|--|---|---|--|---|--|--|---|--|---|---|
| 2nd Grade   | 2nd Grade Leatherback Sea Turtle PBL                  | Project-Based Learning Unit           | How can I, as an environmental scientist, design a way to protect the leatherback sea turtles from the threats it faces throughout its life cycle? |  | Empathy for the leatherback sea turtle continues from the migration work done in first grade. We begin this project by adding the threats, and life cycle into the students' turtle knowledge. We craft the driving question together after clearly identifying the problems that the turtles face. | Students create a book with accompanying audio voice recording, a stop motion video, a prototype, and written report.   | Reading, Writing, Speaking, Listening, Biological/Life Science, Earth Science, Engineering, Environmental Science/BCS's Costa Rica/China strand, Visual Arts, Physical Education | Art, makerspace, PE, mandarin   | Presenting/Public Speaking, Collaboration, Critical Thinking, Problem-Solving  | Fall/Winter (November, December)         | In the past we have gone to Half Moon Bay; this year we are making plans to go to an Aquarium that has sea turtles and other marine animals to avoid the weather difficulties we had last year. | 7th graders that have taken the trip, Leatherback trust, teachers who have been studying the turtle, parent scientists | The prototypes are made for a real problem and they are able to be replicated. The audiences for feedback and culmination are authentic and apply to the project directly. The skills and knowledge targeted are applicable outside of this project and beyond 2nd grade. | Students learn to collaborate with each other: it addresses over half of the NGSS standards for our grade-level, we integrate our grade level science content with the design standards and art class. It is a favorite project based on end of year students surveys done as a grade-level.  |
| 3rd Grade   | Election 2016   | Project-Based Learning Unit           | How might we design the ideal presidential candidate using what we know about the characteristics of American heroes.                              |  | Political figure giving students the mission of learning about American heroes and apply this knowledge to create the ideal presidential candidate.   | An expo in which students represent their individual hero and groups present their design for the ideal candidate that embodies select characteristics from the individual heroes in the group. | Reading, Writing, Speaking, Listening, Math, Visual Arts, Drama, Music, Social Studies   | music (maybe), drama (speeches)   | Presenting/Public Speaking, Collaboration, Critical Thinking, Creative Thinking, Multiple Points of View, Reflection | Early Fall (August, September, October)  | City Hall (looking into it)   | Looking for political figures, city officials, anyone who has worked on a campaign.                                    | It connects directly to the current presidential election, current events, role play, forming own opinions, research current and historical, political awareness, civic duty, its a topic that they can take home to talk about with family                               | It is an actual experience of building political awareness and civic duty, practicing democracy, democracy relies on an informed populace, in the past it has been a well-loved PBL (the kids will remember acting out the voting polls simulation).  |
| 3rd Grade   | Bay Lands   | Project-Based Learning Unit           | How might we as environmental consultants, advise local industries on way to mitigate their negative impact on the Bay Lands' ecosystem.           |  | Field trip to Lucy Evans Center at the Bay Lands  | To be Determined: Last Year, groups presented their prototypes created in Makerspace along with posters to show the impact their industries had on the bay.                                     | Science, Writing, Reading  |   |  |  |   |  |   |   |
| 3rd Grade   | 3rd Grade Community Helping Robot                     | Design Challenge                      | Design a robot to help solve a community problem   | prototyping robot in Makerspace                  | Field trip to The Terraces to meet with Senior Citizens to ask what challenges they have in their daily lives. Follow by empathy mapping.   | Design a robot - film the robot in action - present to the seniors  | Writing, Speaking, Listening, Math, Physical Science, Engineering, Environmental Science/BCS's Costa Rica/China strand, Social Studies   | classroom teachers, Lynn Reed   | Collaboration, Critical Thinking, Problem-Solving, Creative Thinking   | Late Fall (November, December, January)  |   | Senior citizens  |   | Students learn content that address several NGSS standards and including engineering and coding. Every student learns to build and works individual to make a robot. It address citizenship and social studies standards  |
| 4th Grade   | Energy and Me   | Project-Based Learning Unit           | How can we, as Californians, use energy in a more sustainable way?   | N/A  | In progress   | Infographics (public) and presentations of solutions (school-wide)  | Physical Science, Engineering, Environmental Science/BCS's Costa Rica/China strand   | none  | Presenting/Public Speaking, Collaboration, Problem-Solving, Reflection   | Spring (March, April, May, or June)      | In progress   | Energy Experts   | Real problem, real solutions  | The topic is controversial, so in order for students to understand our new standard around how humans impact the environment, we wanted students to deeply understand different types of energy and critically assess the current usage and possible changes we could make so that we (humans) can continue to live on this planet. |
| 4th Grade   | Baby Animal Survival                                  | Design Challenge                      | What could you create (experience or invention) that would help a baby animal learn to use their senses so they can survive in the wild?           |  | Observe birds outside and think about what senses they might be using   | An experience or invention that helps baby animals learn how to survive in the wild   | Reading, Speaking, Math, Biological/Life Science, Engineering, Environmental Science/BCS's Costa Rica/China strand   |   | Presenting/Public Speaking, Collaboration, Problem-Solving, Creative Thinking  | Fall/Winter (November, December)         | None  | Possibly invite a zookeeper from Oakland Zoo to come in and speak or give feedback                                     | Impact: Can help rehabilitate animals to the wild. Tools and tasks: Use line plot to assist in research, do field research by observing actual wild animals; Personal: Baby animals are cute and kids love them   | Connected to 4th grade NGSS standard; Have a real-world application for line plots; Teach about wildlife conservation and rehabilitation; Teach about methods that biologists, zookeepers, and wildlife rehabbers use; Encourage environmental stewardship  |
| 4th Grade   | Hydraulic Mining and the Environment                  | Design Challenge                      | How might we get gold out of the ground without polluting the runoff water   |  | Hydraulic mining simulation in Maker Space  | Creating prototypes to help clean and filter runoff   | Earth Science, Engineering, Social Studies   | Lynn  | Collaboration, Critical Thinking, Problem-Solving  | Later Winter (January, February, March)  | None  | Lynn Reed  | The effect that hydraulic mining had on CA are still present today and caused the first environmental laws in our country.  | It's not a PBL  |
| 4th Grade   | Zoo Design PBL  | PBL Unit                              | How can we create an ethical habitat for two given animals?  |  | Field trip to the Oakland Zoo   | Zoo habitat, drawn to scale, trifold with Makey/Makey features  | science, writing, art, engineering   | Lynn/Mick, Andrew   | Collaboration, Critical Thinking, Problem-Solving  | October/November                         | Oakland Zoo   | Oakland Zoo Docents  | Potential real problem, real solutions  | Students learn about ethics and empathy, along with CCSS for writing, math, and science.  |
| 4th Grade   | Narrative Writing PBL                                 | PBL Unit                              | What makes a story meaningful?   |  | Speaking with a real author (still working out details)   | Compose a meaningful narrative that impacts people in a positive way  | Writing, Global Citizenship  |   | Writing, presenting, collaboration   | March/April                              | None  | Parent who is publishing a series of books, Participant Media contact, perhaps other authors                           | Real stories of real people dealing with real issues  | Students learn that their experiences, and the experiences of those around them, are meaningful and important and can impact others who read or hear about them in positive ways.   |

### Example Project Based Learning and Design Challenges Scope and Sequence

| Grade Level | What is the name of your PBL / Design Challenge Unit? | Is it a PBL Unit or Design Challenge? | If a PBL, what is the challenging problem or question the students are solving?  | If a Design Challenge, what is the design frame?   | What is the entry event/hook?  | What is the main activity/public product?   | What subject areas does it intentionally cover?                                   | Which, if any, specialists do you collaborate with for the unit? And if you are a specialist, which, if any, other teachers are you collaborating with? | Which, if any, do you assess during the unit?  | When is the PBL Unit / Design Challenge? | What field trips, if any, do you tie to this unit? | What experts do you utilize?   | What makes this unit authentic?  | What makes this PBL unit worthwhile?   |
|-------------|---|---------------------------------------|--|--|--|---|---|---|--|--|--|--|--|--|
| 4th Grade   | Circle of Pong  | Design Challenge                      |  | Students are challenged to devise a way to deposit a ping pong ball into a paper cup that is located in the middle of a 6 ft. diameter circle. | Imagine you have to deposit a small piece of equipment onto an island in the middle of a lava pit. How would you safely accomplish this? | Students are given a limited variety of supplies (i.e. cup, rubber bands, a piece of tape, string etc.) that they can use to get their ping pong ball into the paper cup in the circle. In the end each group gets to test their device in front of the other groups to see if they can beat the challenge. | Speaking, Listening, Engineering  |   |  | Early Fall (August, September, October)  |  |  |  | Students are given limited tools to get them to use their resources wisely and creatively. They must work together in thinking critically about their problem in order to solve it. These are skills that have real world application and will benefit them going forward. This Design Challenge is completed at the beginning of the year to set the tone for future challenges/PBL's as well as help our classroom community grow. |
| 5th Grade   | Transfer of Energy                                    | Design Challenge                      |  | Students are asked to create an animation that depicts the transfer of energy from the sun to an animal organism.                              |  |   |   |   |  |  |  |  |  |  |
| 5th Grade   | American Revolution PBL                               | Project-Based Learning Unit           | How do we, as artists, create a museum experience that connects our community with the people of the American Revolution?  |  | A video (poses the problem facing our world today, delivers the challenge and Driving Question)  | Museum experience (Ss choose aspect of art/design to fold into their chosen exhibits or contributions)  | Reading, Writing, Speaking, Listening, Visual Arts, Drama, Music, Social Studies  | Andrew Lipson, Joe Farrand, Katelyn Miller, Lynn Reed, Mick Coleman   | Collaboration, Reflection  | Later Winter (January, February, March)  | Trips to museums (DC Trip and local museum)        | Michael Scandalios (historical fiction author), Kristin Morris (Los Altos History Museum curator), Alex Ho (Museum of Chinese in America docent) | using real-world tools and techniques of artists and museum curators, doing empathy building with a wide variety of real people in our community                                     | Social Studies can be really boring and irrelevant when not tied to student experience and project-based learning, goes deeper so students get more critical thinking experiences, plenty of room for cross-curricular connections (Esp. with specialists!), having to empathize with real people from our nation's past helps them understand a wide variety of perspectives and cause/effect of different choices                  |
| 5th Grade   | Environmental Entrepreneurs hip                       | Project-Based Learning Unit           | How do we, as environmental entrepreneurs, design a plan to grow the most food in the most efficient way for people living in different biomes around the world? |  | Walker Creek - naturalists pose question to students while in the garden   | Shark Tank Pitch to Experts   | Math, Physical Science/Life Science, Engineering, Writing, Speaking and Listening | Lynn Reed, Mick Coleman   | Presenting/Public Speaking, Collaboration, Critical Thinking, Creative Thinking, Reflection, Problem-Solving | Fall (October, November)                 | Virtual tour of Epcot and Walker Creek             | Mayor of Los Altos, Parents, Businessmen, Grad Students, Environmentalists   | Sustainable agriculture is a growing concern in our world, especially as water scarcity increases. Students can make an impact on local populations that experience food insecurity. | Empathy building, global awareness, public speaking, interaction with experts from multiple fields.  |



|                   | <b>Assembly Info (Slides<br/>Linked)</b> | <b>Teacher/Cla<br/>ss Assigned</b> | <b>Focus/Word of the<br/>Week</b> |
|-------------------|--|------------------------------------|-----------------------------------|
| 18.08.22          | No First Day Assembly                    | N/A                                | Strength of Heart,                |
| 18.08.24          |  | N/A                                | Strength of Mind                  |
| 18.08.31          |  | 2nd (A)                            | Creativity                        |
| 18.09.07          | No Bully                                 | 2nd (B)                            | Curiosity                         |
| 18.09.14          |  | 1st (A)                            | Love of Learning                  |
| 18.09.21          |  | 1st (B)                            | Perspective                       |
| 18.09.28          | Strength of Mind:<br>Awards              | N/A                                | Wisdom                            |
| 18.10.05          |  | K (B)                              | Forgiveness                       |
| 18.10.12          |  | K (A)                              | Humility                          |
| 18.10.19<br>South |  | 1st (A)                            | Prudence                          |
| 18.10.26<br>North |  | 1st (B)                            | Self-Control                      |
| 18.11.02          |  | 1st (B)                            | Temperance                        |
| 18.11.09          |  | K (A)                              | Teamwork                          |
| 18.11.16          | Strength of Mind:<br>Awards              | N/A                                | Leadership                        |
| 18.11.23**N       | **No School**                            |                                    |                                   |
| 18.11.30          |  | K (B)                              | Fairness                          |
| 18.12.07          |  | 2nd (A)                            | Social<br>Responsibility          |

|                       |                              |                   |                     |
|-----------------------|------------------------------|-------------------|---------------------|
| 18.12.14              |                              | 2nd (B)           | Justice             |
| 18.12.21              |                              | 1st (A)           | Bravery             |
| 18.12.28              | <b>**No School**</b>         |                   |                     |
| 19.01.04              | <b>**No School**</b>         |                   |                     |
| 19.01.11              |                              | 1st (B)           | Perserverance       |
| 19.01.18              |                              | K (A)             | Honesty             |
| 19.01.25              | Strength of Heart:<br>Awards | K (B)             | Enthusiasm          |
| 19.02.01              |                              | Early<br>Learners | Courage             |
| 19.02.08              |                              | 2nd (A)           | Strength of Heart   |
| 19.02.15              |                              | 2nd (B)           | Strength of Will    |
| 19.02.22              | <b>**No School**</b>         |                   |                     |
| 19.03.01              |                              | 1st (A)           | Love                |
| 19.03.08              |                              | 1st (B)           | Kindness            |
| 19.03.15              | Strength of Heart:           | N/A               | Social Intelligence |
| 19.03.22              |                              | K (A)             | Empathy             |
| 19.03.29              |                              | K (B)             | Humanity            |
| 19.04.05              |                              | Early Learners    | Gratitude           |
| 19.04.12              |                              | 2nd (A)           | Optimism            |
| 19.04.19**No School** | <b>**No School**</b>         |                   |                     |
| 19.04.26              |                              | 2nd (B)           | Humor               |
| 19.05.03              | Strength of Will: Awards     | 1st (A)           | Purpose             |

|          |                          |         |                       |
|----------|--------------------------|---------|-----------------------|
| 19.05.10 |                          | 1st (B) | Grit                  |
| 19.05.17 |                          | K (A)   | Growth Mindset        |
| 19.05.24 |                          | K (B)   | Zest                  |
| 19.05.31 |                          | 2nd (A) | Strength of Character |
| 19.06.07 | Strength of Will: Awards | 2nd (B) | Strength of Character |
| 19.06.13 | Last Day Assembly        |         |                       |

## Example Scope and Sequence for Digital Citizenship for Grades K - 5

| Concept                           | Lesson   | Source of Lesson               | Common Sense Media K-12 digit curriculum scope and sequence | Grade Level | Date             |
|-----------------------------------|--|--------------------------------|---|-------------|------------------|
| Using a computer                  | Basic Rules:<br>Unplug, carry, open, log on, log off, turn off, carry, plug in to charge, troubleshooting, beginning discussions on citizenship. | Kinder Teachers                | NA  | Kinder      | February/April   |
| Parts of a computers              | The names of parts and how to use them   | Brain Pop Jr                   | NA  | Kinder      | February/April   |
| Technology at Home vs. Technology | What to click on? In-app purchases   |                                | NA  | Kinder      |                  |
| Internet Safety                   | Going Places safely on the computer  | Common Sense Media--Unit 1     | K-2 Unit 1, lesson 1  | Kinder      | March/ May       |
| Privacy and Security              | Privacy- Is this your account?<br>Logging in and logging off   | Common Sense Education--Unit 1 | K-2 Unit 1, Lesson 3  | Kinder      | March/ May       |
| Staying Safe Online               | What kinds of information should you keep to yourself when you use the Internet?   | Common Sense Education--Unit 2 | K-2 Unit 2, Lesson 1  | Kinder      | March/ May       |
| Internet Safety                   | Going Places Safely  | Common Sense Education-Unit 1  | K-2 Unit 1, lesson 1  | 1st Grade   | September        |
| Using Photo Booth and Pages       | Students learn how to create flyers for Kidtown in art class.  | Kidtown                        | NA  | 1st Grade   | September        |
| Privacy and Security              | Keep It Private  | Common Sense Education--Unit 1 | K-2 Unit 1, Lesson 3  | 1st Grade   | October          |
| FreshGrade: Appropriate Comments  | Learning how to write appropriate comments   | Common Sense Education--Unit 3 | K-2 Unit 3, Lesson 4  | 1st Grade   | October/November |
| Information Literacy              | Using Keywords   | Common Sense Education--Unit 2 | K-2 Unit 2, Lesson 4  | 1st Grade   | January          |
| Information literacy              | Students use online resources to research animal and plant adaptations in art class.   | Biomimicry                     | NA  | 1st Grade   | February         |
| Information Literacy              | Quality Sites (Evaluating sites and their usefulness)  | Biomimicry                     | NA  | 1st Grade   | February         |
| Internet Safety                   | Staying Safe Online  | Common Sense Media--Unit 1     | K-2 Unit 2, Lesson 1  | 1st Grade   | March/April      |
| Using the Macbooks and ipads      | carrying the computer, logging in, connectivity, charging  | 2nd Grade Teachers             | NA  | 2nd Grade   | September        |
| Safe Internet Use                 | Going Places Safely  | Common Sense Education         | K-2, Unit 1, 1  | 2nd Grade   | October          |

## Example Scope and Sequence for Digital Citizenship for Grades K - 5

| Concept   | Lesson  | Source of Lesson       | Common Sense Media K-12 digit curriculum scope and sequence | Grade Level | Date             |
|---|---|------------------------|---|-------------|------------------|
| Website Credibility Analysis                                      | Sites I Like                                  | Common Sense Education | K-2, Unit 2, 5  | 2nd Grade   | November         |
| Digital Communication   | My online community                           | Common Sense Education | K-2, Unit 3, 2  | 2nd Grade   | December         |
| Avoid Ads   | Things For Sale                               | Common Sense Education | K-2, Unit 3, 3  | 2nd Grade   | January          |
| Anti Cyber bullying   | Show Respect Online                           | Common Sense Education | K-2, Unit 3, 4  | 2nd Grade   | March            |
| Online Collaroration  | Effective use of google suite for PBLs        | 2nd Grade Teachers     | NA  | 2nd Grade   | April            |
| Publishing Online   | Using the cloud to share and publish work     | 2nd Grade Teachers     | NA  | 2nd Grade   | May              |
| Self Image & Identity   | Digital Citizenship Pledge                    | Common Sense Education | 3-5, Unit 2, lesson 2                                       | 3rd         | September        |
| Self Image & Identity   | Super Digital Citizenship                     | Common Sense Education | 3-5, Unit 3, lesson 2                                       | 3rd         | October          |
| Information Literacy  | The Key to Keywords                           | Common Sense Education | 3-5, Unit 1, lesson 4                                       | 3rd         | November         |
| Information Literacy  | How to Cite a Site                            | Common Sense Education | 3-5, Unit 2, lesson 2                                       | 3rd         | December         |
| Privacy & Security  | Strong Passwords                              | Common Sense Education | 3-5, Unit 2, lesson 1                                       | 3rd         | January          |
| Privacy & Security  | Private and Personal Information              | Common Sense Education | 3-5, Unit 1, lesson 2                                       | 3rd         | February         |
| Relationships & Communication                                     | Rings of Responsibility                       | Common Sense Education | 3-5, Unit 1, lesson 1                                       | 3rd         | March            |
| Cyberbullying & Digital Drama                                     | The Power of Words                            | Common Sense Education | 3-5, Unit 1, lesson 1                                       | 3rd         | April            |
| Cyberbullying & Digital Drama                                     | What's Cyberbullying?                         | Common Sense Education | 3-5, Unit 3, lesson 3                                       | 3rd         | May              |
| Behavior online (passwords, conversations, email etiquette, etc.) | Common Sense Media, all of Unit 1, grades 3-5 | Common Sense Education | 3-5, all of unit 1  | 4th Grade   | August-September |
| Passwords   | Unit 2, Lessons 1+2                           | Common Sense Education | 3-5, Unit 2, lessons 1 & 2                                  | 4th Grade   | September        |
| <a href="#">Tech Bootcamp</a>                                     | Google Drive, Gmail, Presentations            | Staff                  | NA  | 4th Grade   | October          |
| Citing Sources  | Unit 3, Lessons 1+2                           | Common Sense Education | 3-5, Unit 3, lessons 1 & 2                                  | 4th Grade   | November         |

## Example Scope and Sequence for Digital Citizenship for Grades K - 5

| Concept                          | Lesson                                   | Source of Lesson  | Common Sense Media K-12 digit curriculum scope and sequence | Grade Level | Date      |
|----------------------------------|--|---|---|-------------|-----------|
| Phishing                         | Unit 2, Lessons 3 4                      | Common Sense Education  | 3-5, Unit 2, lessons 3 & 4                                  | 4th Grade   | December  |
| Beware of Photoshop              | Unit 2, Lesson 5 + Unit 3, Lesson 1      | Common Sense Education  | 3-5, Unit 2, lesson 5<br>3-5, Unit 3, lesson 1              | 4th Grade   | January   |
| Safety: Discussion Forums Online | Unit 3, Lessons 3+4                      | Common Sense Education  | 3-5, Unit 3, lessons 3 & 4                                  | 4th Grade   | March     |
| Cyberbullying and Stereotypes    | Unit 3, Lesson 5                         | Common Sense Education  | 3-5, Unit 3, lesson 5                                       | 4th Grade   | April     |
| All                              | Cummulative Assessment and Re-Engagement | Common Sense Education  |   | 4th Grade   | May       |
| Digital Life 101                 | Unit 1, Lesson 1                         | <a href="#">Common Sense Media</a>  | 6th-8th, Unit 1, 1  | 5th Grade   | September |
| Cyberbullying: Be Upstanding     | Unit 1, Lesson 4                         | <a href="https://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8">https://www.commonsensemedia.org/educators/lesson/cyberbullying-be-upstanding-6-8</a> | 6th-8th, Unit 1, 4  | 5th Grade   | September |
| Strategic Searching              | Unit 1, Lesson 2                         | <a href="#">Common Sense Media</a>  | 6th-8th, Unit 1, 2  | 5th Grade   | January   |
| A Creator's Rights               | Unit 1, Lesson 5                         | <a href="#">Common Sense Media</a>  | 6th-8th, Unit 1, 5  | 5th Grade   | January   |
| Scams and Schemes                | Unit 1, Lesson 3                         | <a href="#">Common Sense Media</a>  | 6th-8th, Unit 1, 3  | 5th Grade   | April     |

# Example Long-Term Curriculum Plan for 4th Grade

| Tri 1<br>8/16-                    | Reading   | Writing  | Math  | Social Studies   | Science  | PBL/<br>Design<br>Thinking                                | Technology   | Field Trips  |
|-----------------------------------|---|--|---|--|--|---|--|--|
| August & September<br>(6.5 weeks) | DRA<br><br>Unit 1:<br>Interpreting<br>Characters -<br>Bend 1 - IOTBD<br>(16 days)                           | Unit 1: Launch<br>(start on day 1;<br>6 periods)<br><br><u>Writing<br/>benchmarks (2<br/>periods)</u><br><br>Unit 2:<br>Personal and<br>Persuasive<br>Essays<br>(21 periods<br>total: Bend 1- 7<br>periods, Bend<br>2- 8 periods,<br>Bend 3- 6<br>periods) | YouCubed<br><br>Number Talks<br>(multiplication<br>& MPs)<br><br>Structure of<br>Whole<br>Numbers<br>(10 periods) | Unit 1, ch. 1:<br>California<br>Regions/Maps<br><br>Relief maps<br><br>Unit 1, ch.2:<br>Native Americans |  |   | <a href="#">Digital<br/>Citizenship:</a><br>My Media<br>Choices<br><br><a href="#">Tech Bootcamp:</a><br>BCS emails<br>Google Drive<br>Google Doc<br>Google Slides<br>(2 periods)<br><br>Keyboarding,<br>BOY<br>assessment<br>(1 period) |  |
| October<br>(4.5 weeks)            | Unit 1:<br>Interpreting<br>Characters -<br>Bend 2 - Tiger<br>Rising<br>(15 days)<br><i>*ties to Zoo PBL</i> | Unit 2:<br>Personal and<br>Persuasive<br>Essays<br>Continued<br>(21 periods<br>total: Bend 1- 7<br>periods, Bend<br>2- 8 periods,<br>Bend 3- 6<br>periods)<br><i>*ties to Zoo PBL</i>  | Decimal<br>Numbers<br>(10 periods)  |  | Environment<br>s<br><i>*assess<br/>content before<br/>starting PBL<br/>(for T1 RCs)</i><br><br><i>*ties to Zoo<br/>PBL</i> | Zoo PBL<br><i>*Art and<br/>Makerspace<br/>integration</i> | Web-based<br>research<br>(kidrex.org)<br><br>Keyboarding<br><br><a href="#">Digital<br/>Citizenship:</a><br>Private and<br>Personal<br>Relationships   | Zoo PBL Field<br>Trips<br>(1st week:<br>Oakland Zoo) |

| Tri 2<br>11/6           | Reading   | Writing  | Math  | Social Studies   | Science                                | PBL/<br>Design<br>Thinking   | Technology  | Field Trips   |
|-------------------------|---|--|---|--|--|--|---|---|
| November<br>(3.5 weeks) | <p><b>Unit 1:<br/>Interpreting<br/>Characters -<br/>Bend 3 - One<br/>and Only Ivan</b><br/>(11 days)<br/><i>*ties to Zoo PBL</i></p>                                | <p><b>Unit 2:<br/>Personal and<br/>Persuasive<br/>Essays</b><br/><b>Continued</b><br/><i>*finish with PBL</i></p> <p><b>Unit 3:<br/>Bringing<br/>History to Life<br/>- Bend 1 + 2</b><br/>(Bend 1- 7<br/>periods, Bend<br/>2- 11 periods)<br/><i>*about missions</i></p> | <p><b>Whole Number<br/>Multiplication</b><br/>(20 periods)</p>                        | <p><b>Unit 2, Chapter 3:<br/>Explorers</b><br/>(4 periods)</p> |  | <p><b>Finish Zoo<br/>PBL (by<br/>Thanksgiving<br/>break)</b><br/><i>*Art and<br/>Makerspace<br/>integration</i></p> <p><i>* Mandarin<br/>integration</i></p> | <p><b>Keyboarding</b></p> <p><a href="#">Digital<br/>Citizenship:</a><br/><b>Our Online<br/>Tracks</b></p>                  | <p><b>Mission<br/>San Juan Bautista</b><br/>(end of Nov?)</p> |
| December<br>(2 weeks)   | <p><b>Unit 2: Reading<br/>Weather,<br/>Reading the<br/>World</b><br/>(Bend 1 - 16<br/>periods, Bend 2 -<br/>8 periods, Bend<br/>3- 16 periods)</p>                  | <p><b>Unit 3:<br/>Bringing<br/>History to Life<br/>- Bend 2</b><br/>(11 periods)</p>   | <p><b>Factors and<br/>Multiples (11<br/>periods)</b></p>                              | <p><b>Interact Unit: CA<br/>Missions</b></p>                   |  |  | <p><b>Keyboarding</b></p> <p><a href="#">Digital<br/>Citizenship:</a><br/><b>Keeping<br/>Games Fun<br/>and Friendly</b></p> |   |
| January<br>(4.5 weeks)  | <p><b>Unit 2: Reading<br/>Weather,<br/>Reading the<br/>World</b><br/>(Bend 1 - 16<br/>periods, Bend 2 -<br/>8 periods, Bend<br/>3- 16 periods)</p> <p><b>DR</b></p> | <p><b>Unit 3:<br/>Bringing<br/>History to Life<br/>- Bend 3</b><br/>(8 periods)</p>  | <p><b>Whole Number<br/>Division</b><br/>(14 periods<br/>total;<br/>1 week in Jan)</p> |  | <p><b>Energy</b><br/>(3 Mysteries)</p> | <p><b>Maker<br/>Space:<br/>Week 3<br/>Roominate<br/>&amp; Little Bits<br/>Circuits</b></p>   | <p><b>Keyboarding</b></p> <p><a href="#">Digital<br/>Citizenship:</a><br/><b>Super Digital<br/>Citizen</b></p>              | <p><b>Grassroots<br/>Ecology</b></p>                          |



| Tri 3<br>3/                                | Reading   | Writing  | Math  | Social Studies   | Science   | PBL/<br>Design<br>Thinking  | Technology   | Field Trips    |
|--|---|--|---|--|---|---|--|----------------|
| February<br>(3 weeks)                      | <b>Unit 2: Reading Weather, Reading the World</b><br>(Bend 1 - 16 periods, Bend 2 - 8 periods, Bend 3- 16 periods)<br><br><b>Take Action: Contribute to Relief Campaign</b> | <b>Unit 4: Narrative PBL</b><br>1 week (launch 2/26)<br><br><b>Figurative Language</b><br>(within PBL) | <b>Whole Number Division</b><br>(14 periods total; 2 weeks in Feb)<br><br><b>Fractions</b><br>(20 periods; 1 week in Feb) | <b>Unit 2, Chapter 4: Mexican Rule in California (Ranchos)</b>   |   | <b>Narrative Writing PBL</b><br><b>*Drama Integration Week 4</b><br>Design Thinking with Reading                          | <b>Keyboarding</b><br><br><a href="#">Digital Citizenship: A Creator's Rights and Responsibilities</a> |                |
| March<br>(4.5 weeks)                       | <b>Unit 4: Historical fiction book clubs - OITS &amp; BTGHS</b><br>(Bend 1- 8 periods, Bend 2- 8 periods)   | <b>Unit 4: Narrative PBL</b><br>4 weeks  | <b>Fractions</b><br>(20 periods; 3 weeks in March)<br><br><b>Measurement</b><br>(10 periods; 1 week)                      | <b>Gold Rush- Interact Unit (3 weeks)</b>  | <b>Soils, Rocks, and Landforms (Frontload: Mystery Science: Mysteries 1&amp;2; start Hydraulic Mining in MakerSpace week of March 19th)</b> | <b>Narrative Writing PBL</b><br><b>*Drama Integration</b><br><br><b>Hydraulic Mining Engineering Project (13 periods)</b> | <b>Keyboarding; Mid-year Assessment</b>  |                |
| April<br>(3 weeks)<br><br>Third Assessment | <b>Unit 4: Historical Fiction Book Clubs - Esperanza</b><br>(Bend 3- 8 periods)   | <b>Unit 4: Narrative PBL</b><br>1 week (present 4/5)   | <b>Measurement</b><br>(10 periods; 2 weeks)<br><br><b>Lines and angles</b><br>(10 periods; 1 week)                        | <b>Unit 4: Road to Statehood (7 lessons) (After Hydraulic Mining)</b><br><br><b>Mandarin Integration: Immigrant Experience</b> | <b>Soils, Rocks, and Landforms (Hydraulic Mining- in MakerSpace- Last week: 4/16)</b>   | <b>Hydraulic Mining Engineering Project (13 periods)</b><br><br><b>Earth Day-</b>   | <b>Keyboarding</b>   | <b>Acterra</b> |

|   |  |                            |  |  |  |                                       |   |   |
|---|--|----------------------------|--|--|--|---------------------------------------|---|---|
| <i>Window Begins<br/>April 27</i>                         |  |                            |  | <b>then &amp; now,<br/>Illegal<br/>Immigration</b><br><i>* Mandarin<br/>Integration</i>  |  | <b>Lorax,<br/>Design<br/>Thinking</b> |   |   |
| <b>May<br/>(5 weeks)</b><br><br><i>SBAC May<br/>21-25</i> | <b>DRA</b><br><br><b>Unit 3: Reading<br/>History</b><br>(Bend 1- 9<br>periods, Bend 2-<br>4 periods, Bend 3<br>[?]- 8 periods) | <b>Poetry</b><br>(2 weeks) | <b>Lines and<br/>angles</b><br>(10 periods;<br>2 week)<br><br><b>Unit Reviews:<br/>mini-CCSS<br/>units</b> | <b>Unit 4:<br/>Road to<br/>Statehood<br/>(7 lessons)</b><br><br><b>Mandarin<br/>Integration:<br/>Immigrant<br/>Experience<br/>then &amp; now,<br/>Illegal<br/>Immigration</b><br><i>* Mandarin<br/>Integration</i> | Waves and<br>Technology<br>(Mystery<br>Science - 8<br>periods) |                                       | <b>Keyboarding<br/>&amp;<br/>EOY<br/>assessment</b> | <b>Field Trip:<br/>Overnight<br/>Gold Country<br/>(May 3-4 both<br/>campuses)</b> |
| <b>June<br/>(1 week)</b>                                  | (Flex Time)  | (Flex Time)                | TBD  | <b>Unit 5:<br/>Levels of<br/>Government</b>  |  |                                       |   |   |



# Bullis ELA Grade 2 - CA (YLC)

State: California > 2018-2019 > Grade 2 > English Language Arts > Bullis ELA Grade 2 - CA (YLC) > Alcock, Marie ; Admin and 2<sup>nd</sup> grade teachers

Monday, September 24, 2018, 4:18PM



| Unit  | Standards   | Big Ideas / Enduring Understandings  | Essential Questions  | Content  | Skills   | Key Terms / Vocabulary | Assessments   | Strategies / Modifications | Learning Activities | Resources |
|---|---|--|--|--|--|------------------------|---|----------------------------|---------------------|-----------|
| <b>August/September/October</b><br><i>(Week 1, 8 Weeks)</i> | <b>CA: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5 (2013)</b><br><b>CA: Grade 2</b><br><b>Reading: Literature</b><br><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b><br>3. Describe how characters in a story respond to major events and challenges.<br><b>5. Analyze the structure</b> | <b>Reading: Literature</b><br>is vital for sustaining a community.<br><b>Reading: Informational Text</b><br>Knowledge is spread through reading.<br>Writing: Writing is the process of communicating in print for a variety of audiences and purposes. | <b>Reading: Literature</b><br>Why do I read?<br><b>Reading: Informational Text</b><br>Why do I read?<br>Writing: Why do I write?<br><b>Speaking and Listening:</b><br>Why is listening important to me?<br><b>Language:</b><br>Why | <b>A. Reading: Literature</b><br><b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>characters</li> <li>story</li> <li>major events</li> <li>challenges</li> </ul> <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>overall structure of a story,</li> <li>the beginning</li> <li>the ending</li> <li>the action.</li> <li>points of view of characters</li> <li>dialogue</li> </ul> <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>characters</li> <li>setting</li> </ul> | <b>A. Reading: Literature</b><br><b>Key Ideas and Details</b><br><b>A1. Describe</b> how characters in a story respond to major events and challenges.<br><b>Craft and Structure</b><br><b>A2. Describe</b> the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.<br><b>A3. Show</b> differences in the points of view of |                        | A1/Generic Character Map Formative DOK 2: Performance: Skill Demonstration<br><a href="#">character-reactions.pdf</a><br>A2 Craft and Structure Formative DOK 2: Performance: Skill Demonstration<br><a href="#">story-roadmap.pdf</a><br>A3/Craft and Structure Formative DOK 2: Performance Task: Oral Assessment |                            |                     |           |

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|      | <p>of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> | <p>and Listening : Listening provides the opportunity to learn, reflect, and respond.</p> <p>Language: Communities use written words to document history, rules and ideas.</p> | <p>are words important to me?</p> | <ul style="list-style-type: none"> <li>plot</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>read</li> <li>comprehend</li> </ul> <p><b>Reading: Informational Text</b></p> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>main purpose of a text</li> <li>what the author wants</li> </ul> <p><b>Reading: Foundational Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>long and short vowels</li> <li>one-syllable words.</li> <li>spelling-sound correspondences</li> <li>common</li> </ul> | <p>characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>A4. Describe</b> the characters using information gained from the illustrations</p> <p><b>A5. Describe</b> the setting using information gained from the illustrations</p> <p><b>A6. Describe</b> the plot using information gained from the illustrations.</p> <p><b>A7. Describe</b> the characters, setting, or</p> |                        | <p>nt Guided Reading/Reading Aloud</p> <p><b>A4-A7/ Integration of Knowledge and Ideas</b></p> <p><b>Diagnostic: Performance: Skill Demonstration</b></p> <p>DRA Prediction tri 1- 20 (independent)</p> <p>tri 2- 24 (independent)</p> <p>tri 3- 28 (independent)</p> <p><b>A8/Range of Reading and Level of Text Complexity</b></p> <p><b>Diagnostic: Test: Common</b></p> <p>DRA tri 1-20 tri 2- 24 tri 3- 28</p> <p><b>A9/Craft and</b></p> |                            |                    |

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|      | <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>7. Use information gained from the illustrations and words in a print or</p> |  | <ul style="list-style-type: none"> <li>• vowel teams.</li> <li>• Decode</li> <li>• two-syllable words</li> <li>• common prefixes</li> <li>• common suffixes.</li> <li>• Recognize</li> <li>• Read</li> <li>• grade-appropriate irregularly spelled words</li> </ul> <p><b>B. Writing Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Write</li> <li>• narratives</li> <li>• describe</li> <li>• temporal words</li> <li>• closure.</li> </ul> <p><b>Production and Distribution of Writing</b></p> <ul style="list-style-type: none"> <li>• strengthen</li> <li>• revising</li> <li>• editing.</li> </ul> | <p>plot using words in a print or digital text</p> <p><b>Range of Reading and Level of Text Complexity A8. Comprehend</b> literature at the EOY grade level (by the end of the year)</p> <p><b>Reading: Informational Text</b></p> <p><b>Craft and Structure A9. Identify</b> the main purpose of a text (what the author wants to answer, explain, or describe)</p> <p><b>Reading: Foundational Skills</b></p> <p><b>Phonics and Word Recognition</b></p> | <p>Structure Formative</p> <p><b>DOK 2: Performance: Skill Demonstration</b></p> <p><a href="#">authors-purpose.pdf</a></p> <p>A10-A15/Phonics and Word Recognition</p> <p><b>Diagnostic: Test: Common</b></p> <p><a href="#">spelling inventory elementary.pdf</a></p> <p>B1-B4/Text Types and Purposes</p> <p><b>Diagnostic: Written: Narrative</b></p> <p><a href="#">Grade 2 Narrative.docx</a></p> <p>C1-C4/Comprehension and Collaboration</p> <p>Formative</p> <p><b>DOK 2: Performance</b></p> |                           |             |                                     |           |

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|      | <p>digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>Range of Reading and Level of Text Complexity</b><br/> <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of</p> |  | <p><b>C. Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• collaborative conversations</li> <li>• listening to others with care</li> <li>• speaking one at a time</li> <li>• Build on others' talk</li> <li>• linking their comments to the remarks of others.</li> <li>• Ask for clarification and further explanation</li> </ul> <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Produce complete sentences</li> </ul> <p><b>Conventions of</b></p> | <p><b>A10. Distinguish</b> long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>A11 Know</b> spelling-sound correspondences for additional common vowel teams.</p> <p><b>A12. Decode</b> regularly spelled two-syllable words with long vowels.</p> <p><b>A13. Decode</b> words with common prefixes and suffixes.</p> <p><b>A14. Identify</b> words with inconsistent but common spelling-sound correspondences.</p> <p><b>A15. Recognize</b> and read</p> |                           | <p>ce:<br/> <b>Teacher Observation</b><br/> Speaking and Listening rubric coming.<br/> <b>C5/Comprehension and Collaboration</b><br/> <b>Formative DOK 2: Performance Task: Oral Assessment</b><br/> <a href="#">presentation rubric.docx</a></p> |  |

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|      | <p>the range.</p> <p><b>Reading:<br/>Informational Text</b></p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Reading:<br/>Foundational Skills</b></p> <p><b>Phonics and Word Recognition</b></p> <p><b>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</b></p> |  | <p><b>Standard English</b></p> <ul style="list-style-type: none"> <li>capitalization</li> <li>punctuation</li> <li>spelling</li> <li>commas</li> <li>apostrophe</li> <li>contractions</li> <li>possessives.</li> <li>reference materials</li> </ul> <p><b>Knowledge of Language</b></p> <ul style="list-style-type: none"> <li>conventions</li> <li>formal and informal uses of English</li> </ul> | <p>grade-appropriate irregularly spelled words.</p> <p><b>B. Writing Text Types and Purposes</b></p> <p><b>B1. Write</b> narratives in which they recount a well-elaborated event or short sequence of events</p> <p><b>B2. Include</b> details to describe actions, thoughts, and feelings,</p> <p><b>B3 Use</b> temporal words to signal event order,</p> <p><b>B4 Provide</b> a sense of closure.</p> <p><b>Production and Distribution of Writing</b></p> <p><b>B5 Focus</b> on</p> |                           |             |  |

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|      | <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> |  |                                | <p>a topic</p> <p><b>B6</b><br/><b>Strengthen</b> writing as needed by revising and editing (with guidance and support from adults and peers)</p> <p><b>C. Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>C1.</b><br/><b>Participate</b> in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>C2. Follow</b> agreed-upon rules for discussions</p> <p><b>C3. Build</b> on others' talk in</p> |                           |             |                               |                                  |



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|      | <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>Writing</b></p> <p><b>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal</p> |  |                                | <p>conversations by linking their comments to the remarks of others.</p> <p><b>C4. Ask</b> for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>C5. Produce</b> complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>D. Language Conventions of Standard English</b></p> <p><b>D1. Demonstrate</b></p> |                           |             |                               |                    |

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|      | <p>words to signal event order, and provide a sense of closure.</p> <p><b>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>1. Prepare for and participate</b></p> |  |                                | <p>command of the conventions of standard English capitalization,</p> <p><b>D2 Demonstrate</b> the command of the conventions of punctuation,</p> <p><b>D3 Demonstrate</b> the command of conventions of the spelling when writing.</p> <p><b>D4. Capitalize</b> holidays, product names, and geographic names.</p> <p><b>D5. Use</b> commas in greetings and closings of letters.</p> <p><b>D6. Use</b> an apostrophe to form contractions</p> <p><b>D7. Use</b> an apostrophe to form</p> |                           |             |  |

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|      | <p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with</p> |  |                                | <p>frequently occurring possessives.</p> <p><b>D8. Demonstrate</b> learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>D9. Consult</b> reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>Knowledge of Language</b></p> <p><b>D9. Use</b> knowledge of language and its conventions when writing</p> <p><b>D10 Use</b> knowledge of language and its conventions when speaking</p> |  |  |

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|      | <p>care, speaking one at a time about the topics and texts under discussion).</p> <p>1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> |  |                                | <p><b>D11 Use</b> knowledge of language and its conventions when reading</p> <p><b>D12 Use</b> knowledge of language and its conventions when listening</p> <p><b>D13. Compare</b> formal and informal uses of English.</p> |                           |             |  |





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|------|---|--|--------------------------------|--------|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p>including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>Knowledge of Language</b><br/> <b>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or</p> |  |                                |        |                           |             |                               |                                  |

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|   | <p>listening.</p> <p>3a. Compare formal and informal uses of English.</p> <p>© California Department of Education</p>   |  |   |   |   |                        |             |                            |                                 |
| <p><b>November/December</b><br/>(Week 9, 9 Weeks)</p> | <p><b>CA: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5 (2013)</b><br/><b>CA: Grade 2</b></p> <p><b>Reading: Informational Text</b></p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>3. Describe the connection between a series of</p> | <p><b>Reading: Informational Text: Knowledge in communities is passed through texts.</b></p> <p><b>Reading: Foundational Skills: Effective communication requires an awareness of word design.</b></p> <p><b>Writing: Society uses the</b></p> | <p><b>Reading: Informational Text: How do I learn more a topic that I care about? Why are some texts more important to me than others?</b></p> <p><b>Reading: Foundational Skills: What</b></p> | <p><b>A. Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• connection</li> <li>• series</li> <li>• historical events</li> <li>• scientific ideas or concepts</li> <li>• steps</li> <li>• technical procedures</li> <li>• text</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• text features</li> <li>• locate</li> <li>• key facts</li> <li>• information</li> </ul> | <p><b>A. Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <p><b>A1. Describe</b> the connection between a series of historical events,</p> <p><b>A2. Describe</b> the connection between a series of scientific ideas or concepts or steps in technical procedures in a text.</p> <p><b>Craft and Structure</b></p> <p><b>A2. Locate</b></p> |                        |             |                            |                                 |



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|------|--|---|---|--|---|------------------------|-------------|----------------------------|---------------------------------|
|      | <p>historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons)</p> | <p>written language to share information.</p> <p>Speaking and Listening : Information needs to be shared to be effective in a society.</p> <p>Language: Society uses the written language to share information.</p> | <p>do I do when I do not understand everything in the text?</p> <p>Writing: Why do I write informational text?</p> <p>Speaking and Listening: How do I express what I want to express?</p> <p>Language: How do I figure out a word I do not know?</p> | <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>images</li> <li>contribute</li> <li>clarify</li> <li>text.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>read</li> <li>comprehend</li> <li>informational texts</li> </ul> <p><b>Reading: Foundational Skills</b></p> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read</li> <li>purpose</li> <li>understanding.</li> <li>orally</li> <li>accuracy</li> <li>appropriate rate</li> <li>expression</li> <li>self-correct</li> <li>word</li> </ul> | <p>key facts or information using text features.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>A3. Explain</b> how specific images contribute to and clarify a text.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>A4. Identify</b> informational texts( by the end of the year)</p> <p><b>A5. Demonstrate</b> comprehension of informational text (by end of the year).</p> <p><b>Reading: Foundational Skills</b></p> <p><b>Fluency</b></p> <p><b>A6. Identify</b></p> |                        |             |                            |                                 |

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|------|---|--|---|--|---------------------------|-------------|-------------------------------|------------------------|-----------|
|      | <p>to locate key facts or information in a text efficiently.</p> <p><b>Integration of Knowledge and Ideas</b><br/>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>Range of Reading and Level of Text Complexity</b><br/>10. Read and comprehend</p> |  | <ul style="list-style-type: none"> <li>• recognition</li> <li>• rereading</li> </ul> <p><b>B. Writing</b></p> <p><b>Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Write</li> <li>• informative/explanatory texts</li> <li>• introduce facts and definitions</li> <li>• concluding statement or section.</li> </ul> <p><b>Research to Build and Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• shared research</li> <li>• writing projects</li> <li>• Recall information</li> <li>• gather information</li> <li>• answer a question.</li> </ul> <p><b>C. Speaking and</b></p> | <p>the purpose of on-level text</p> <p><b>A7. Demonstrate</b> an understanding of on-level text</p> <p><b>A8. Demonstrate</b> accuracy of on-level text,</p> <p><b>A9. Demonstrate</b> fluency of on-level text.</p> <p><b>A10. Demonstrate</b> expression of on-level text.</p> <p><b>A11. Demonstrate</b> growth through successive readings</p> <p><b>A8. Use</b> context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>B. Writing</b></p> |                           |             |                               |                        |           |

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|------|--|--|--|---|---------------------------|-------------|--|
|      | <p>complex literary and informational texts independently and proficiently.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, and science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b></p> <p><b>Fluency</b></p> <p><b>4. Read with sufficient accuracy and fluency to support</b></p> |  | <p><b>Listening</b></p> <p><b>Presentation of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Plan</li> <li>• deliver</li> <li>• narrative presentation well-elaborated event</li> <li>• details</li> <li>• logical sequence</li> <li>• conclusion.</li> <li>• audio recordings</li> <li>• drawings</li> <li>• visual displays</li> <li>• clarify ideas, thoughts, and feelings.</li> </ul> <p><b>D. Language</b></p> <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• collective nouns</li> <li>• frequently occurring irregular plural nouns</li> </ul> | <p><b>Text Types and Purposes</b></p> <p><b>B1. Write</b> informative/explanatory texts in which they introduce a topic</p> <p><b>B2. Write</b> informative/explanatory texts in which they use facts and definitions to develop points</p> <p><b>B3. Write</b> informative/explanatory texts in which they provide a concluding statement or section</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>B4. Participate</b> in shared research and writing projects</p> |                           |             |  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content  | Skills  | Key Terms /<br>Vocabulary<br>Assessments | Strategies /<br>Learning Activities<br>Resources |
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|      | <p><b>comprehension.</b></p> <p>a. Read on-level text with purpose and understanding .</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding , rereading as necessary.</p> <p><b>Writing</b><br/> <b>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately</b></p> |  | <p>(e.g., feet, children, teeth, mice, fish).</p> <ul style="list-style-type: none"> <li>• reflexive pronouns (e.g., myself, ourselves).</li> <li>• past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>• adjectives and adverbs,</li> <li>• Produce,</li> <li>• expand,</li> <li>• rearrange</li> <li>• complete simple and compound sentences</li> <li>• Create</li> <li>• readable documents</li> <li>• legible print.</li> </ul> <p><b>Vocabulary and Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• words</li> <li>• phrases</li> <li>• conversations</li> </ul> | <p><b>B5. Recall</b> information from experiences or gather information from provided sources to answer a question.</p> <p><b>C. Speaking and Listening</b></p> <p><b>Presentation of Knowledge and Ideas</b><br/> <b>C1. Plan</b> and deliver a narrative presentation that recounts a well-elaborated event,<br/> <b>C2. Plan</b> and deliver a narrative presentation that includes details,<br/> <b>C3. Plan</b> and deliver a narrative presentation that reflects a</p> |  |  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions  | Content | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategic Learning<br>Activities /<br>Modifications | Resources |
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|      | <p>through the effective selection, organization, and analysis of content.</p> <p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject</b></p> |  | <ul style="list-style-type: none"> <li>• reading</li> <li>• being read to</li> <li>• responding to texts</li> <li>• adjectives</li> <li>• adverbs</li> </ul> |         | <p>logical sequence</p> <p><b>C4. Plan and deliver a narrative presentation that provides a conclusion</b></p> <p><b>C5. Create audio recordings of stories or poems</b></p> <p><b>C6. Create audio recording of stories or poems with drawings or other visual displays</b></p> <p><b>C7. Create audio recording of stories or poems or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</b></p> <p><b>D. Language Conventions of Standard</b></p> |                           |             |   |           |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|------|---|--|--------------------------------|--|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p>under investigation</p> <p>.</p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>8. Recall information from</p> |  |                                | <p><b>English</b></p> <p><b>D1. Use</b> collective nouns</p> <p><b>D2. Form</b> frequently occurring irregular plural nouns</p> <p><b>D3. Use</b> frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p><b>D4. Use</b> reflexive pronouns (e.g., myself, ourselves).</p> <p><b>D5. Form</b> the past tense of frequently occurring irregular verbs</p> <p><b>D6. Use</b> the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>D7. Use</b> adjectives</p> <p><b>D8. Use</b></p> |                           |             |                               |                                  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies Learning<br>Resources /<br>Modifications<br>Activities |
|------|--|--|--------------------------------|--|---------------------------|-------------|---|
|      | <p>experiences or gather information from provided sources to answer a question.</p> <p><b>Speaking and Listening</b></p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>4. Tell a story or recount an experience with appropriate facts and</p> |  |                                | <p>adverbs and adverbs, and</p> <p><b>D9. Choose</b> between adjectives and adverbs depending on what is to be modified.</p> <p><b>D10. Produce</b> complete simple and compound sentences</p> <p><b>D11. Expand</b> simple and compound sentences</p> <p><b>D12. Rearrange</b> simple and compound sentences.</p> <p><b>D13. Create</b> readable documents with legible print.</p> <p><b>Vocabulary and Acquisition and Use</b></p> <p><b>D14. Use</b> words and phrases acquired through</p> |                           |             |   |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities<br>Resources |
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|      | <p>relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>5. Create</p> |  |                                | <p>conversations , including adjectives and adverbs</p> <p><b>D15. Use</b> words and phrases acquired through reading, including using adjectives and adverbs</p> <p><b>D16. Use</b> words and phrases acquired through being read to, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> |                           |             |  |





| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
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|      | <p>usage when writing or speaking.</p> <p>1a. Use collective nouns (e.g., group).</p> <p>1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>1c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>1e. Use adjectives and adverbs, and choose between them depending on what is to be</p> |  |                                |        |                           |             |                               |                                  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
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|      | <p>modified.</p> <p>1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>1g. Create readable documents with legible print.</p> <p><b>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking,</b></p> |  |                                |        |                           |             |                               |                                  |



| Unit   | Standards  | Big Ideas /<br>Enduring Understandings   | Essential Questions   | Content   | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Resources |
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|  | happy).<br>© California Department of Education  |  |   |   |  |                           |             |                               |                    |
| <b>January/February</b><br><i>(Week 18, 9 Weeks)</i> | <b>CA: CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5 (2013)</b><br><b>CA: Grade 2</b><br><b>Reading: Literature Key Ideas and Details</b><br><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b> | <b>Reading: Literature</b><br>People analyze, synthesize, and reflect to learn.<br><br><b>Reading: Informational Text</b><br>People analyze, synthesize, and reflect to learn.<br><br>Writing: Society examines opinions in order to make better decisions.<br><br><b>Speaking and Listening</b> | <b>Reading: Literature</b><br>Why do I respond to a text?<br><br><b>Reading: Informational Text:</b><br>Why do I reflect?<br><br>Writing: Why do I write opinion pieces?<br><br><b>Speaking and Listening:</b><br>Why are questions | <b>A. Reading: Literature</b><br><br><b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>• Ask</li> <li>• answer</li> <li>• questions as who, what, where, when, why</li> <li>• key details</li> <li>• Compare</li> <li>• contrast</li> </ul> <b>Reading: Informational Text</b><br><br><b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>• Ask</li> <li>• answer</li> <li>• questions as who, what, where, when, why, and how</li> <li>• key details</li> <li>• Identify</li> <li>• main idea</li> </ul> | <b>A. Reading: Literature</b><br><b>Key Ideas and Details</b><br><b>A1 Ask</b><br>questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text<br><b>A2 Answer</b><br>such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.<br><b>A3 Analyze</b><br>how two or more texts address similar themes or |                           |             |                               |                    |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings   | Essential Questions   | Content  | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities /<br>Modifications /<br>Resources |
|------|---|--|---|--|---|---------------------------|-------------|---|
|      | <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different</p> | <p>: People use questions to expand their understanding and knowledge.</p> <p>Language: Communities need language to document their knowledge and culture.</p> | <p>helpful to me?</p> <p>Language: Why is language important to me?</p> | <ul style="list-style-type: none"> <li>• multi paragraph</li> <li>• Compare</li> <li>• contrast</li> </ul> <p><b>B. Writing Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>• Write opinion pieces</li> <li>• introduce the topic or book</li> <li>• supply reasons</li> <li>• linking words</li> <li>• provide a concluding statement or section.</li> <li>• digital tools</li> <li>• produce writing</li> <li>• collaboration</li> </ul> <p><b>C. Speaking and Listening Comprehension and Collaboration</b></p> <ul style="list-style-type: none"> <li>• Evaluate reasoning, evidence</li> </ul> | <p>topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>A4 Compare and Contrast</b> two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b>Reading: Informational Text Key Ideas and Details</b></p> <p><b>A5 Ask</b> such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>A6 Answer</b> such</p> |                           |             |   |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content   | Skills   | Key Terms /<br>Vocabulary<br>Assessments | Strategies /<br>Learning<br>Modifications<br>Activities<br>Resources |
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|      | <p>cultures.</p> <p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>2. Determine</b></p> |  | <ul style="list-style-type: none"> <li>• rhetoric.</li> <li>• Ask</li> <li>• answer questions</li> <li>• clarify comprehension</li> <li>• gather additional information</li> <li>• deeper understanding of a topic or issue.</li> </ul> <p><b>D. Language Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• unknown and multiple-meaning words and phrases</li> <li>• context clues</li> <li>• analyzing meaningful word parts,</li> <li>• consulting general and specialized reference materials</li> <li>• sentence-level context</li> <li>• prefix</li> </ul> | <p>questions as who, what, where, when, why, and how to</p> <p>demonstrate understanding of key details in a text.</p> <p><b>A7 Identify</b> the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>A8 Compare and contrast</b> the most important points presented by two texts on the same topic.</p> <p><b>B. Writing Text Types and Purposes</b></p> <p><b>B1 Write</b> opinion pieces in which they</p> |  |  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content  | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities<br>Resources |
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|      | <p>central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>9. Compare and contrast</p> |  | <ul style="list-style-type: none"> <li>• root word</li> <li>• predict</li> <li>• compound words</li> <li>• glossaries</li> <li>• beginning dictionaries</li> <li>• clarify</li> </ul> | <p>introduce the topic or book they are writing about, state an opinion,</p> <p><b>B2 Supply</b> reasons that support that opinion,</p> <p><b>B3 Use</b> linking words (e.g., because, and, also) to connect opinion and reasons,</p> <p><b>B4 Provide</b> a concluding statement or section.</p> <p><b>B5 Use</b> a variety of digital tools to produce and publish writing, including in collaboration with peers (with guidance and support from adults)</p> <p><b>C. Speaking and Listening</b></p> |                           |             |  |



| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities<br>Resources |
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|      | <p>the most important points presented by two texts on the same topic.</p> <p><b>Writing</b><br/><b>Text Types and Purposes</b><br/><b>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the</p> |  |                                | <p><b>Comprehension and Collaboration</b><br/><b>C1 Ask</b> questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.<br/><b>C2 Answer</b> questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>D. Language Vocabulary Acquisition and Use</b><br/><b>D1 Determine</b></p> |                           |             |  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities<br>Resources |
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|      | <p>opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><b>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Speaking and Listening</b></p> |  |                                | <p>the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>D2 Clarify</b> the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>D3 Use</b> sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>D4 Determine</b> the meaning</p> |                           |             |  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Resources |
|------|---|--|--------------------------------|---|---------------------------|-------------|-------------------------------|--------------------|
|      | <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>Language Vocabulary Acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,</p> |  |                                | <p>of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p><b>D5 Use</b> a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>D6 Use</b> knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><b>D7 Use</b> glossaries and beginning</p> |                           |             |                               |                    |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
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|      | <p><b>analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>4b. Determine the meaning of the new word formed</p> |  |                                | <p>dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas.</p> |                           |             |                               |                                  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
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|      | <p>when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>4e. Use glossaries and beginning dictionaries, both print and</p> |  |                                |        |                           |             |                               |                                  |

| Unit   | Standards  | Big Ideas /<br>Enduring Understandings   | Essential Questions  | Content  | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|--|--|--|--|--|--|---------------------------|-------------|-------------------------------|----------------------------------|
|  | <p>digital, to determine or clarify the meaning of words and phrases in all content areas.</p> <p>© California Department of Education</p>   |  |  |  |  |                           |             |                               |                                  |
| <p><b>March/April</b><br/>(Week 27, 8 Weeks)</p> | <p><b>CA: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5 (2013)</b></p> <p><b>CA: Grade 2</b></p> <p><b>Reading: Literature</b></p> <p><b>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</b></p> <p>2. Recount stories, including</p> | <p><b>Reading: Literature :</b></p> <p><b>Societies pass on knowledge through stories.</b></p> <p><b>Reading: Informational Text:</b></p> <p><b>People analyze, synthesize, and reflect to learn.</b></p> <p><b>Writing: Society</b></p> <p><b>examine opinions in order</b></p> | <p><b>Reading: Literature:</b></p> <p><b>How do I learn more about myself by reading stories?</b></p> <p><b>Reading: Informational Text:</b></p> <p><b>How do I respond to a text?</b></p> <p><b>Writing:</b></p> <p><b>Why do I write</b></p> | <p><b>A. Reading: Literature Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Recount stories</li> <li>• fables and folktales from diverse cultures</li> <li>• determine their central message, lesson, or moral.</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• rhythm in a story, poem, or song</li> <li>• meaning in a story, poem,</li> </ul> | <p><b>A. Reading: Literature Key Ideas and Details</b></p> <p><b>A1 Retell</b> stories, including fables and folktales from diverse cultures</p> <p><b>A2 Determine</b> their central message, lesson, or moral.</p> <p><b>Craft and Structure</b></p> <p><b>A3 Describe</b> how words and phrases (e.g., regular beats, alliteration, rhymes,</p> |                           |             |                               |                                  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings  | Essential Questions   | Content   | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications<br>Learning Activities<br>Resources |
|------|---|---|---|---|--|---------------------------|-------------|---|
|      | <p>fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>Craft and Structure</b><br/>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes,</p> | <p>to make better decisions</p> <p>Speaking and Listening:<br/>To be successful in life people need to be able to communicate effectively.</p> <p>Language:<br/>To be successful in life people need to be able to communicate effectively.</p> | <p>opinion pieces?</p> <p>Speaking and Listening:<br/>Who is my audience?</p> <p>Language:<br/>Why are words important to me?</p> | <p>or song</p> <p><b>A. Reading: Informational Text Craft and Structure</b></p> <ul style="list-style-type: none"> <li>meaning of words and phrases</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>reasons</li> <li>support</li> <li>specific points the author makes in a text.</li> </ul> <p><b>B. Writing Text Types and Purposes</b></p> <ul style="list-style-type: none"> <li>Write opinion pieces</li> <li>introduce the topic or book they are writing about</li> <li>state an</li> </ul> | <p>repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>A. Reading: Informational Text Craft and Structure A4</b><br/>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>Integration of Knowledge and Ideas A5</b><br/>Describe how reasons support specific points the author makes in a text.</p> <p><b>B. Writing Text Types and Purposes B1</b><br/>Write</p> |                           |             |   |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content   | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications<br>Learning Activities<br>Resources |
|------|---|--|--|---|---------------------------|-------------|---|
|      | <p>repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA</p> <p><b>Reading: Informational Text</b></p> <p><b>Craft and Structure</b></p> <p><b>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>4. Determine</p> |  | <ul style="list-style-type: none"> <li>• opinion</li> <li>• supply reasons that support the opinion</li> <li>• use linking words (e.g., because, and, also) to connect opinion and reasons</li> <li>• provide a concluding statement or section.</li> </ul> <p><b>Range of Writing</b></p> <ul style="list-style-type: none"> <li>• Write routinely over extended time frames</li> <li>• shorter time frames</li> <li>• discipline-specific tasks</li> <li>• purposes</li> <li>• audiences.</li> </ul> <p><b>C. Speaking and Listening Comprehension and Collaboration</b></p> | <p>opinion pieces in which they introduce the topic or book they are writing about</p> <p><b>B2 State</b> an opinion</p> <p><b>B3 Supply</b> reasons that support the opinion, u</p> <p><b>B4 Use</b> linking words (e.g., because, and, also) to connect opinion and reasons</p> <p><b>B5 Provide</b> a concluding statement or section.</p> <p><b>Range of Writing</b></p> <p><b>B6 Write</b> routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p> |                           |             |   |



| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content  | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities<br>Resources |
|------|--|--|---|---|---------------------------|-------------|--|
|      | <p>the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations. CA</p> <p><b>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>8. Describe how reasons support specific points the author makes in a text.</p> |  | <ul style="list-style-type: none"> <li>• Recount</li> <li>• describe</li> <li>• key ideas</li> <li>• details from a text read aloud</li> <li>• information presented orally</li> <li>• media.</li> <li>• Give three and four step oral directions</li> <li>• follow three- and four-step oral directions.</li> </ul> <p><b>D. Language Vocabulary Acquisition and Use</b></p> <ul style="list-style-type: none"> <li>• word relationships</li> <li>• nuances</li> <li>• word meanings.</li> <li>• real-life connections</li> <li>• words and their use</li> <li>• related verbs</li> <li>• closely related</li> </ul> | <p>sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>C. Speaking and Listening Comprehension and Collaboration</b></p> <p><b>C1 Recount</b> key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>C2 Describe</b> key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>C3 Give</b> three- and four-step oral</p> |                           |             |  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions | Content           | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|------|---|--|---------------------|-------------------|--|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p><b>Writing Text Types and Purposes</b><br/> <b>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and</p> |  |                     | <p>adjectives</p> | <p>directions.<br/> <b>C4 Follow</b> three- and four-step oral directions.</p> <p><b>D. Language Vocabulary Acquisition and Use</b><br/> <b>D1 Use</b> word relationships and nuances in word meanings.<br/> <b>D2 Identify</b> real-life connections between words and their use (e.g., describe foods that are spicy or juicy).<br/> <b>D3 Use</b> different meanings among closely related verbs (e.g., toss, throw, hurl)<br/> <b>D4 Use</b> closely related adjectives (e.g., thin,</p> |                           |             |                               |                                  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills                    | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|------|---|--|--------------------------------|---------------------------|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p>reasons, and provide a concluding statement or section.</p> <p><b>Range of Writing</b><br/> <b>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p> |  |                                | slender, skinny, scrawny) |                           |             |                               |                                  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|------|--|--|--------------------------------|--------|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p>range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b></p> <p><b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>a. Give and follow three- and four-step oral directions.</p> <p><b>Language</b></p> <p><b>5.</b></p> |  |                                |        |                           |             |                               |                                  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|------|--|--|--------------------------------|--------|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p><b>Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>5.<br/>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>5b.<br/>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin,</p> |  |                                |        |                           |             |                               |                                  |

| Unit  | Standards   | Big Ideas /<br>Enduring Understandings   | Essential Questions   | Content   | Skills  | Key Terms / Vocabulary | Assessments | Strategies / Modifications | Learning Activities / Resources |
|---|---|--|---|---|---|------------------------|-------------|----------------------------|---------------------------------|
|   | <p>slender, skinny, scrawny).</p> <p>© California Department of Education</p>   |  |   |   |   |                        |             |                            |                                 |
| <p><b>May/June</b><br/>(Week 35, 9 Weeks)</p> | <p><b>CA: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5 (2013)</b><br/><b>CA: Grade 2</b></p> <p><b>Reading: Literature</b></p> <p><b>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</b></p> <p>10. By the end of the year, read and comprehend</p> | <p><b>Reading: Literature</b></p> <p>People analyze, synthesize, and reflect to learn</p> <p><b>Reading: Foundational Skills:</b></p> <p>People analyze, synthesize, and reflect to learn.</p> <p>Writing: Professional society expects writing to be formal, precise, and accurate.</p> | <p><b>Reading: Literature</b></p> <p>How do I learn new information?</p> <p><b>Reading: Foundational Skills:</b></p> <p>How do I learn new information?</p> <p>Writing: Why is it important to improve my writing?</p> <p><b>Speaking and</b></p> | <p><b>A. Reading: Literature Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>read</li> <li>comprehend literature</li> </ul> <p><b>A. Reading: Foundational Skills Phonics and Word Recognition</b></p> <ul style="list-style-type: none"> <li>one-syllable words.</li> <li>spelling-sound correspondences</li> <li>common vowel teams.</li> <li>Decode</li> <li>two-syllable words</li> <li>long vowels.</li> <li>prefixes</li> <li>suffixes.</li> </ul> | <p><b>A. Reading: Literature Range of Reading and Level of Text Complexity</b></p> <p><b>A1 Decode</b></p> <p>literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (By the end of the year)</p> <p><b>A2 Comprehend</b></p> <p>literature, including stories and poetry, in the grades 2–3 text</p> |                        |             |                            |                                 |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings   | Essential Questions  | Content   | Skills   | Key Terms / Vocabulary | Assessments | Strategies / Modifications | Learning Activities / Resources |
|------|---|--|--|---|--|------------------------|-------------|----------------------------|---------------------------------|
|      | <p>literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Reading: Foundational Skills</b><br/><b>Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable</p> | <p>Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p><b>Speaking and Listening:</b> Effective speaking and listening are essential for productive communication.</p> <p><b>Language:</b> Communities use written words to document history and rules.</p> | <p><b>Listening:</b> How can I effectively communicate my thoughts and ideas?</p> <p><b>Language:</b> Why are words important to me?</p> | <ul style="list-style-type: none"> <li>inconsistent but common spelling-sound correspondences.</li> <li>Recognize</li> <li>read</li> <li>irregularly spelled words.</li> </ul> <p><b>Fluency</b></p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>B. Writing Text Types and Purposes</b></p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events,</p> | <p>complexity band proficiently, with scaffolding as needed at the high end of the range (By the end of the year)</p> <p><b>A. Reading: Foundational Skills</b><br/><b>Phonics and Word Recognition A3</b><br/><b>Distinguish</b> long and short vowels when reading regularly spelled one-syllable words.<br/><b>A4 Know</b> spelling-sound correspondences for additional common vowel teams.<br/><b>A5 Decode</b> regularly spelled two-syllable words with</p> |                        |             |                            |                                 |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content   | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning<br>Activities<br>Resources |
|------|--|--|--|--|---------------------------|-------------|-------------------------------|-------------------------------------|
|      | <p>words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> |  | <p>include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Range of Writing</b><br/>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>C. Speaking and Listening<br/>Presentation of Knowledge and Ideas</b><br/>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.<br/>a. Plan and deliver a narrative presentation that:</p> | <p>long vowels.</p> <p><b>A6 Decode</b> words with common prefixes and suffixes.<br/><b>A7 Identify</b> words with inconsistent but common spelling-sound correspondences.<br/><b>A8 Recognize</b> grade-appropriate irregularly spelled words.<br/><b>A9 Identify</b> grade-appropriate irregularly spelled words.</p> <p><b>Fluency</b><br/><b>A10 Identify</b> the purpose of on-level text with purpose.<br/><b>A11 Demonstrate</b> an understanding of on-level</p> |                           |             |                               |                                     |



| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content  | Skills  | Key Terms /<br>Vocabulary | Assessments<br>Strategies /<br>Learning<br>Modifications<br>Activities<br>Resources |
|------|--|--|---|---|---------------------------|---|
|      | <p><b>Fluency</b></p> <p><b>4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read on-level text with purpose and understanding .</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding , rereading as necessary.</p> <p><b>Writing</b></p> <p><b>3. Write narratives to develop real or imagined experiences</b></p> |  | <p>recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p><b>D. Language Conventions of Standard English</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Capitalize holidays, product names, and geographic names.</p> <p>2b. Use commas in greetings and closings of letters.</p> <p>2c. Use an</p> | <p>text.</p> <p><b>A12 Decode</b> accurately on-level text orally appropriate rate, and expression on successive readings<br/>A13 .</p> <p><b>A12 Use</b> context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>B. Writing Text Types and Purposes</b></p> <p><b>B1 Write</b> narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions,</p> |                           |   |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content   | Skills  | Key Terms /<br>Vocabulary<br>Assessments | Strategies /<br>Learning<br>Modifications<br>Activities<br>Resources |
|------|--|--|--|---|--|--|
|      | <p>or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>Range of Writing</b><br/><b>10. Write routinely over extended time frames</b></p> |  | <p>apostrophe to form contractions and frequently occurring possessives.<br/>2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).<br/>2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> | <p>thoughts, and feelings,<br/><b>B2 Use</b> temporal words to signal event order<br/><b>B3 Provide</b> a sense of closure.</p> <p><b>Range of Writing</b><br/><b>B4 Write</b> routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>C. Speaking and Listening</b><br/><b>Presentation of Knowledge</b></p> |  |  |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills  | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications | Learning Activities<br>Resources |
|------|---|--|--------------------------------|---|---------------------------|-------------|-------------------------------|----------------------------------|
|      | <p>(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>Speaking and Listening</b><br/><b>Presentation of Knowledge and Ideas</b><br/><b>4. Present</b></p> |  |                                | <p><b>and Ideas</b><br/><b>C1 Tell</b> a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.<br/><b>C2 Plan</b> a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion.<br/><b>C3 Deliver</b> a narrative presentation that: recounts a well-elaborated event, includes details, reflects a</p> |                           |             |                               |                                  |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications<br>Learning Activities<br>Resources |
|------|--|--|--------------------------------|--|---------------------------|-------------|---|
|      | <p>information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>a. Plan and deliver a narrative presentation that: recounts a well-elaborated</p> |  |                                | <p>logical sequence, and provides a conclusion.</p> <p><b>C4 Produce</b> complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p><b>D. Language Conventions of Standard English</b></p> <p>D1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>D2 Capitalize</b> holidays, product names, and geographic names.</p> <p><b>D3 Use</b></p> |                           |             |   |

| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategic Learning<br>s /<br>Modifications<br>Activities<br>Resources |
|------|--|--|--------------------------------|--|---------------------------|-------------|---|
|      | <p>event, includes details, reflects a logical sequence, and provides a conclusion.</p> <p><b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific</p> |  |                                | <p>commas in greetings and closings of letters.</p> <p><b>D4 Use</b> an apostrophe to form contractions.</p> <p><b>D5 Use</b> an apostrophe to form frequently occurring possessives,.</p> <p><b>D6 Use</b> learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>D7 Consult</b> reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>Vocabulary Acquisition and Use</b></p> <p><b>D8 Use</b> words and</p> |                           |             |   |

| Unit | Standards   | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills   | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Modifications<br>Learning Activities<br>Resources |
|------|---|--|--------------------------------|--|---------------------------|-------------|---|
|      | <p>expectations.)</p> <p><b>Language</b></p> <p><b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2a. Capitalize holidays, product names, and geographic names.</p> <p>2b. Use commas in greetings and closings of</p> |  |                                | <p>phrases acquired through conversations, reading and being read to.</p> <p><b>D9 Respond</b> to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> |                           |             |   |







| Unit | Standards  | Big Ideas /<br>Enduring Understandings | Essential Questions<br>Content | Skills | Key Terms /<br>Vocabulary | Assessments | Strategies /<br>Learning Activities<br>Resources |
|------|--|--|--------------------------------|--------|---------------------------|-------------|--|
|      | (e.g., When other kids are happy that makes me happy).<br><br>© California Department of Education |  |                                |        |                           |             |  |



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**Math: Unit 2 Plan**

**Unit Name:** Attributes of 2D & 3D Shapes

**Unit Duration:** 17 school days (October 3rd- October 26th)

| Standards Covered   |
|---|
| <p><u>Linked:</u><br/> <a href="#">1.G.1- Distinguish between defining attributes (e.g., triangles are closed and 3-sided) vs. non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</a></p> <p><a href="#">1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</a><sup>42</sup></p> |

| # of Days | Concept(s)   | Corresponding Lessons | Center Ideas   | Support                                   | Extend |
|-----------|--|-----------------------|--|---|--------|
| 1         | Review 2D shape names<br><a href="#">"What Does the Shape Say?" Poster</a><br><br><a href="#">2D Anchor Chart Idea</a> |                       | <p><b>Math by Myself:</b> EDM Activity Card 11<br/> <b>Math w/ Technology:</b> V.1, V.2<br/> <b>Math w/a Partner:</b> <a href="#">2D Shapes Concentration</a>- Match pictures to words or picture to picture<br/> <b>Math w/Teacher:</b> <a href="#">I Have, Who Has</a></p> | <a href="#">2D Shapes Emergent Reader</a> |        |
| 2         | Polygons Vs.   | Eureka 5-1            | <b>Math by Myself:</b> Problem Set 5-1;  |   |        |

|   |  |                              |   |  |  |
|---|--|------------------------------|---|--|--|
|   | Non-Polygons (Open Shapes vs. Closed Shapes) |                              | <a href="#">My Book of Polygons</a><br><b>Math w/Technology:</b> V.5<br><b>Math w/a Partner:</b> EDM Activity Card 92- Growing Polygons<br><b>Math w/Teacher:</b> Polygon Sort ( <a href="#">GSE pg. 23-24</a> ); EDM 8-1, Constructing Straw Polygons (Record Sheet <a href="#">GSE pg. 33</a> )   |  |  |
| 2 | 2D Shape Attributes                          | EDM 7-5, EDM 7-6, Eureka 5-2 | <b>Math by Myself:</b> Problem Set 5-2; <a href="#">2D Shape Must Haves</a><br><b>Math w/Technology:</b> V.3, V.4<br><b>Math w/a Partner:</b> <a href="#">2D Shapes Concentration</a> - match attributes to shapes; EDM Activity Card 90- Attribute-Train Puzzles; EDM Activity Card 91- Comparing Attributes<br><b>Math w/Teacher:</b> Sorting Attribute Blocks; EDM Math Masters 199 (Attributes of Shapes) | EDM Activity Card 94- Comparing 2-Dimensional Shapes |  |
| 2 | Defining Vs. Non-Defining Attributes         | EDM 7-7, EDM 8-1             | <b>Math by Myself:</b> Which One Doesn't Belong? <a href="#">GSE pg. 29</a> ; EDM Activity Card 74-Geoboard Shapes with Non-defining Attributes<br><b>Math w/Technology:</b> T.2<br><b>Math w/a Partner:</b> EDM Activity Card 86- What's My Attribute Rule?<br><b>Math w/Teacher:</b> Defining/ Non-defining shape sort <a href="#">GSE pg. 22</a> ; Start Which One Doesn't Belong (GSE pg. 28)             |  |  |
| 1 | Review 3D Shape Names                        | EDM 8-1; Eureka 5-3          | <b>Math by Myself:</b> Problem Set 5-3; <a href="#">3D Shape Sort (Color and Draw)</a> ;<br><b>Math w/Technology:</b> W.2, W.3  |  |  |

|   |                                |                     |   |  |  |
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|   |                                |                     | <p><b>Math w/a Partner:</b> Walk around the room and write down 3D shapes. Record them on the <a href="#">3D Shape Hunt</a>.</p> <p><b>Math w/Teacher:</b> <a href="#">I Have Who Has (3D Shapes)</a></p>   |  |  |
| 1 | 3D Shape Attributes            | Eureka 5-3          | <p><b>Math by Myself:</b> <a href="#">My 3D Shape Book</a>; <a href="#">3D Shape Attribute Table</a></p> <p><b>Math w/Technology:</b> W.4, W.5</p> <p><b>Math w/a Partner:</b> Make poster with shape name for each 3D shape (cube, sphere, rectangular prism, pyramid, cylinder, cone). Students draw a real-life object and labels it. Their partner tapes it onto the poster.</p> <p><b>Math w/Teacher:</b> Sort 3D shapes by attributes. Have students explain their reasoning.</p> | EDM Activity Card 100-Comparing 3-Dimensional Shapes | <p><a href="#">Cutting A Cube</a> (POM)--primary version level A (password: sweet16)</p> |
| 1 | Creating 2D Composite Shapes   | EDM 8-5; Eureka 5-4 | <p><b>Math by Myself:</b> Problem Set 5-4; <a href="#">Composite Shapes</a></p> <p><b>Math w/Technology:</b> <a href="#">Illuminations Shape Tool</a></p> <p><b>Math w/a Partner:</b> EDM Activity Card 103 My New Shape</p> <p><b>Math w/Teacher:</b> <a href="#">Exemplar-Granny's Quilt</a> (Low: Accessible Version; Med: Overhead Version; High: Challenge Version)</p>  |  |  |
| 1 | Describing 2D Composite Shapes | Eureka 5-5          | <p><b>Math by Myself:</b> Problem Set 5-5</p> <p><b>Math w/Technology:</b> <a href="#">Illuminations Shape Tool</a> (Practice describing the shape to yourself)</p> <p><b>Math w/a Partner:</b> EDM Activity Card 99-Shape Challenge with Triangles (have</p>   |  |  |

|   |   |            |  |  |   |
|---|---|------------|--|--|---|
|   |   |            | <p>partners practice describing the new shape to their partner.</p> <p><b>Math w/Teacher:</b> Teacher creates a composite shape. Students must describe it by telling how many sides and corners it has. Students create their own composite shape by tracing pattern blocks, then label the sides and vertices/ corners.</p>      |  |   |
| 2 | Creating and Describing 3D Composite Shapes | Eureka 5-6 | <p><b>Math by Myself:</b> <a href="#">Composing 3D shapes Task Cards</a>; Problem Set 5-6</p> <p><b>Math w/Technology:</b></p> <p><b>Math w/a Partner:</b> EDM Activity Card 101- Building with 3-Dimensional Shapes</p> <p><b>Math w/Teacher:</b> Exit Ticket 5-6 (Then have students describe the attributes of their shape.</p> |  | EDM Activity Card 119- Constructing Regular Polyhedrons |
| 1 | Comparing 2D and 3D shapes                  |            | <p><b>Math by Myself:</b></p> <p><b>Math w/Technology:</b> W.1, W.7</p> <p><b>Math w/a Partner:</b></p> <p><b>Math w/Teacher:</b> Venn diagram: compare and contrast 2D with 2D shapes (In EDM Math Masters)</p>   | <p><a href="#">Sorting 2D and 3D Shapes</a></p> <p><a href="#">Shapes Songs and Chants</a></p> |   |
| 1 | POM   |            | <p>Use Primary Version Level A or Level A</p> <p><a href="#">The Shape of Things</a></p> <p><a href="#">William's Polygons</a></p> <p><a href="#">Infinite Windows</a></p> <p>(Password: sweet16)</p>  |  |   |
| 1 | Review                                      |            |  |  |   |
| 1 | Assessment                                  |            |  |  |   |

|                |  |  |  |
|----------------|--|--|--|
| Total days: 17 |  |  |  |
|----------------|--|--|--|

|   |
|---|
| <p style="text-align: center;"><b>Supplemental Lessons</b><br/>(Lessons to support math learning in unit)</p> |
| <p>-Attending to precision when drawing shapes<br/>-Explaining one's thinking in words and writing</p>        |

| Date         | Start | End Time | Type  | Comment   |  |  |  |
|--------------|-------|----------|---|---|--|--|--|
| January 10   | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| February 14  | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| May 9        | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| August 3     | 9:30  | 3:00     | Team Leader Workshop                        | Room 35   |  |  |  |
| August 6     | 8:30  | 3:30     | New Staff Professional Learning             | Room 35   |  |  |  |
| August 7     | 8:30  | 4:00     | New Staff Professional Learning             | Room 35   |  |  |  |
| August 8     | 8:30  | 4:00     | New Staff Professional Learning             | Room 35   |  |  |  |
| August 8     | 8:30  | 4:00     | AT Guides                                   | room to be decided  |  |  |  |
| August 9     | 8:30  | 4:30     | All Staff August PD                         | MPR   |  |  |  |
| August 10    | 8:30  | 3:30     | All Staff August PD                         | MPR   |  |  |  |
| August 13    | 8:00  | 4:30     | All Staff August PD                         | MPR   |  |  |  |
| August 14    | 8:00  | 4:30     | All Staff August PD                         | MPR   |  |  |  |
| August 15    | 8:00  | 4:30     | All Staff August PD                         | MPR   |  |  |  |
| August 16    | 8:00  | 4:30     | All Staff August PD                         | MPR   |  |  |  |
| August 17    | 8:00  | 4:30     | Staff Meeting & Team Meetings               | MPR Team Meeting: K-2 & 3-5 15 minute NWEA info (Martin)  |  |  |  |
| August 20    | 8:00  | 4:30     | Long Term Planning                          | Team Locations  |  |  |  |
| August 21    | 8:00  | 4:30     | Room Set Up                                 | Individual Locations  |  |  |  |
| August 30    | 3:35  | 5:00     | Staff Meeting                               | Online portfolios/Team Meeting (BTSN)   |  |  |  |
| October 4    | 3:35  | 4:30     | Team Meeting                                | Report Card Expectations & Content  |  |  |  |
| October 11   | 3:35  | 4:30     | Teaching & Learning Workshop                | Continuum   |  |  |  |
| October 17   | 3:35  | 4:30     | no meeting                                  |   |  |  |  |
| October 18   | 3:35  | 4:30     | Teaching & Learning Workshop                | Noth Continuum  |  |  |  |
| October 25   | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| November 1   | 3:35  | 4:30     | Teaching & Learning Workshop                | ELD   |  |  |  |
| November 8   | 3:35  | 4:30     | Teaching & Learning Workshop                |   |  |  |  |
| November 15  | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| November 29  | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| December 6   | 3:35  | 4:30     | no meeting                                  | BCS Winter Party  |  |  |  |
| December 13  | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| December 20  | 3:35  | 4:30     | Teaching & Learning Workshop                | PBL - Critical Friends  |  |  |  |
| January 17   | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| January 22   | 8:00  | 4:30     | Staff Development Day                       |   |  |  |  |
| January 24   | 3:35  | 4:30     | Teaching & Learning Workshop                | Math Focus  |  |  |  |
| January 31   | 3:35  | 4:30     | Teaching & Learning Workshop                | Math Focus  |  |  |  |
| February 7   | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| February 28  | 3:35  | 4:30     | Teaching & Learning Workshop                | Reading Workshop  |  |  |  |
| March 7      | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| March 14     | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| March 21     | 3:35  | 4:30     | Teaching & Learning Workshop                | Writing Workshop  |  |  |  |
| March 28     | 3:35  | 4:30     | Teaching & Learning Workshop                | d.thinking  |  |  |  |
| April 4      | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| April 11     | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| April 25     | 3:35  | 4:30     | Teaching & Learning Workshop                | FLG Workshop: End of Year & Data  |  |  |  |
| May 2        | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| May 16       | 3:35  | 4:30     | No Meeting                                  |   |  |  |  |
| May 23       | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| May 30       | 3:35  | 4:30     | Team Meeting                                |   |  |  |  |
| June 6       | 3:35  | 5:00     | Staff Meeting                               |   |  |  |  |
| Sept 12      | 3:35  | 4:30     | New Teacher Support                         | DRA Workshop: Mandatory for new K-5 homeroom teachers & ELA teachers; optional for others                                       |  |  |  |
| Sept 13      | 3:35  | 5:00     | Staff Meeting                               | NWEA Workshop (Data)  |  |  |  |
| Sept 17      | 3:35  | 4:30     | New Teacher Support                         | FLG Workshop: Mandatory for all new to BCS teachers   |  |  |  |
| Sept. 20     | 3:35  | 4:30     | Team Meeting                                | Focused Learning Goals & Conferences  |  |  |  |
| Sept. 25     | 3:35  | 4:30     | New Teacher Support                         | Mail Merge Workshop (optional), room 35; if you are at south, please talk to Billy about getting over to North for the workshop |  |  |  |
| Sept. 27     | 3:35  | 5:00     | Staff Meeting                               | Online portfolio training   |  |  |  |
| Sept. 6      | 3:35  | 4:30     | No Meeting                                  | BTSN  |  |  |  |
| August 6     | 8:30  | 3:30     | New Staff Professional Learning             | All new staff   |  |  |  |
| August 7     | 8:30  | 4:00     | New Staff Professional Learning             | All new staff   |  |  |  |
| August 8     | 8:30  | 4:00     | New Staff Professional Learning             | All new staff   |  |  |  |
| Sept. 10-17  | 3:30  | 4:30     | DRA Workshop                                | Mandatory for new K-5 homeroom teachers; optional for others  |  |  |  |
| September 17 | 3:35  | 4:30     | K-5 FLG Workshops & Specialists/MS Workshop | Mandatory for all new to BCS teachers   |  |  |  |
| September 18 | 3:30  | 4:30     | K-5 FLG Workshop                            | Mandatory for all new to BCS teachers   |  |  |  |
| September 25 | 3:35  | 4:30     | Mail Merge Workshop                         | Optional; used for FLG documentation & conferences South Campus: please talk to Billy about coverage                            |  |  |  |
| October 8    | 3:00  | 4:30     | FLG Troubleshooting & Drop-in               |   |  |  |  |

| <b>Date</b>  | <b>What</b>                     | <b>Time</b> |
|--------------|---------------------------------|-------------|
| August 6     | New Staff Professional Learning | 8:30-3:30   |
| August 7     | New Staff Professional Learning | 8:30-4:00   |
| August 8     | New Staff Professional Learning | 8:30-4:00   |
| Sept. 10-17  | DRA Workshop                    |             |
| September 17 | Workshop                        | 3:35-4:30   |
| September 18 | K-5 FLG Workshop                | 3:30-4:30   |
| September 25 | Mail Merge Workshop             | 3:35-4:30   |
| October 8    | FLG Troubleshooting & Drop-in   | 3:00-4:30   |



| <b>Comments</b>    |
|--------------------|
| All new staff      |
| All new staff      |
| All new staff      |
| homeroom teachers; |
| BCS teachers       |
| BCS teachers       |
| documentation &    |
|                    |

## Appendix 15: Sample Professional Development Module Agenda

July 31 – August 15, 2017

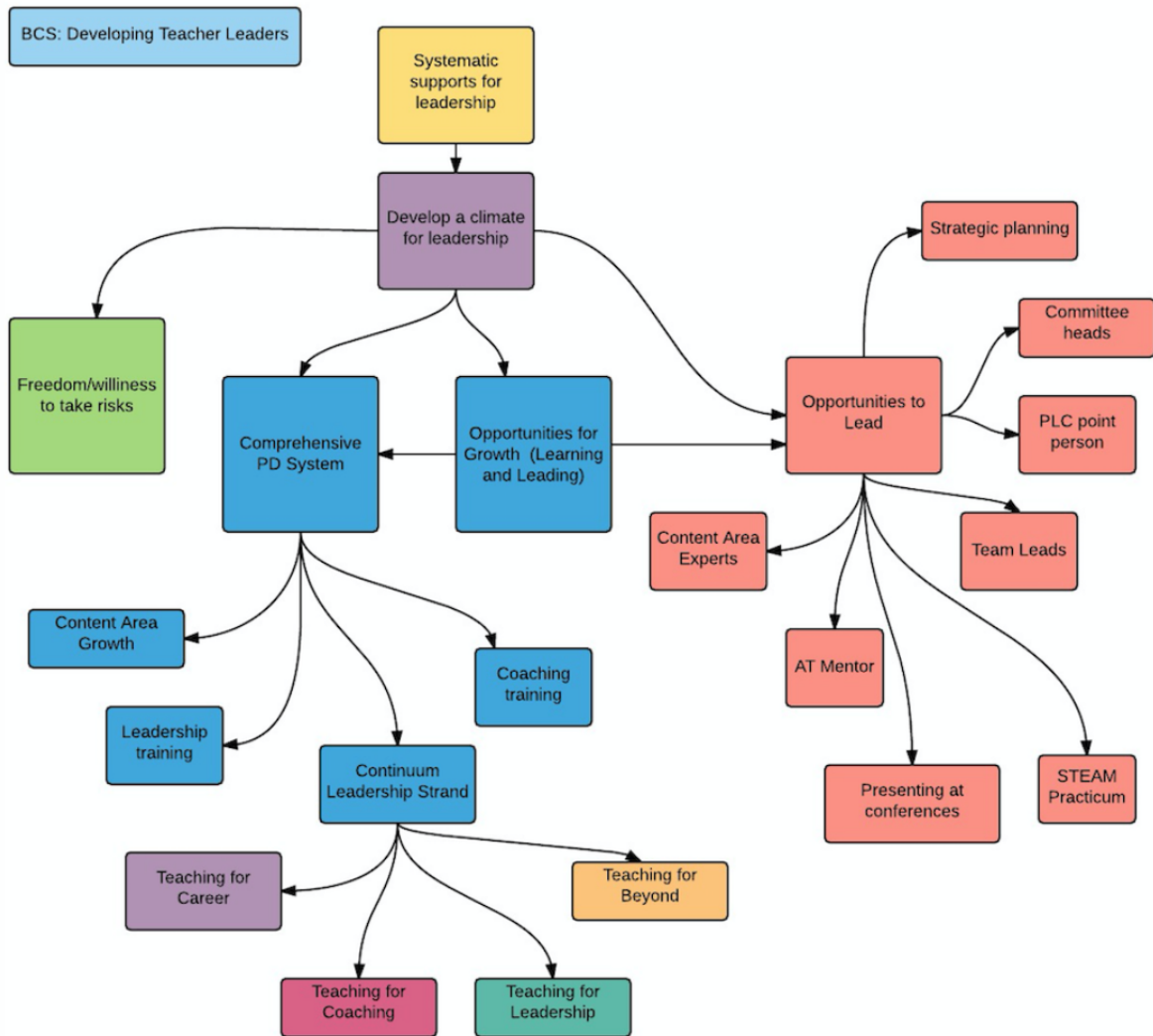
| Date  | Topic(s)  | New Staff | Returning Staff |
|---|---|-----------|-----------------|
| <b>Monday, 7/31</b><br>8:30 – 3:30<br>Room 35   | Welcome to BCS, Global citizenship, technology, & ES  | ✓         | ✓               |
| <b>Tuesday, 8/1</b><br>8:30 – 4:00<br>Room 35   | A.M. – Mission, Ground Rules, Strategic Plan, Continuum ( <i>Hersey</i> )<br>P.M. – Calendar, Schedules, Policies, Procedures, Handbooks, ( <i>Hersey</i> )<br><b>Returning Staff:</b> Team Leads' Workshop (room 34)   | ✓         | ✓               |
| <b>Wednesday, 8/2</b><br>8:30 – 4:00<br>Room 35 | A.M. – Field Trips, Extra- & Co-Curriculars, BCS events, Grade Level Picnics ( <i>Hersey</i> )<br><i>Health Benefits for new staff (Irene Hughes) 11:30 am</i><br>P.M – Preview & Purpose of FLGs & FreshGrade, Role of BCS Educator, Meeting student needs, SST, 504, Special Education (Hersey and Bricton)   | ✓         | ✓               |
| <b>Thursday, 8/3</b><br>8:30 – 4:30<br>Room 35  | <b>New Staff:</b> PBL 101<br><b>Returning Staff:</b> <a href="#">Riekes Center</a> (10:00 am - 3:00 pm) wear comfortable clothes; be ready to move!   | ✓         | ✓               |
| <b>Friday, 8/4</b><br>8:00 – 4:30<br><br>MPR    | 8:00-9:00 – Staff Photos ( <i>Note: See photo schedule below</i> )<br>9:00- 11:00 – Wel<br>11:00 - 12:30 – FOSS training (K-8 homeroom, ATs, Science, MakerSpace, FabLab) & Integrating NGSS into specialist content areas (Specialists, ELA, Math)<br>12:30-1:15 – Lunch<br>1:15- 4:30 – FOSS & Integrating NGSS into specialist content areas (Specialists, ELA, Math) Continued  | ✓         | ✓               |
| <b>Monday, 8/7</b><br>8:00 – 4:30               | 8:00 -12:45 – Every Child a Reader, Every Child a Writer<br>12:45-1:30 – Lunch<br>1.30-4:00 –<br><ul style="list-style-type: none"> <li>• NoRedInk (grades 4-8) --rm 34</li> <li>• Units of Study (Reading and Writing) (grades K-3) -- MPR</li> <li>• Assessment and documenting for performance (Specialists) -- rm 35</li> </ul> 4:00- 4:30 – Wrap-Up -- MPR   | ✓         | ✓               |
| <b>Tuesday, 8/8</b><br>8:00 – 4:30              | 8:00–10:00 – Academic Discourse & Raising Rigor<br>10:00-12:30<br><ul style="list-style-type: none"> <li>• K-5 - Units of Study ELA (Reading and Writing)</li> <li>• Middle School Team Meeting: (Stone &amp; Gross facilitation)</li> <li>• K-5 Specialists Team Meeting</li> </ul> <i>Health Benefits for returning staff (Irene Hughes) 12:30 pm</i><br>12:30-1:15 – Lunch<br>1:15-3:15 – PBL Vertical Articulation (Stone and Morgan)<br>3:15-4:00 – PBL Planning Time and Update of PBL Documentation<br>4:00-4:30 – Wrap-Up | ✓         | ✓               |
| <b>Wednesday, 8/9</b><br>8:00 – 4:30            | 8:00-12:45 – Global Competency<br>12:45-1:30 – Lunch<br>1:30 - 2:00 – Tech Slam (Grinewich-Yonashiro & staff)<br>2:00-3:00 – NGSS & Global Citizenship<br>3:00-4:00 – Computer Science (Thompson)<br>4:00-4:30 – Wrap-Up  | ✓         | ✓               |
| <b>Thursday, 8/10</b><br>8:00 – 4:30            | 8:00-8:20 – Community Building<br>8:20- 10:20 – Special Education (Hersey & Bricton)<br>10:20-12:00 – Planning Time as grade levels, specialist teams, Grade Levels Meet with Specialists<br>12:00-12:30 – Lunch<br>12:30-4:30 – Planning time continued  | ✓         | ✓               |

|   |   |   |   |
|---|---|---|---|
| <b>Friday, 8/11</b><br>8:30 – 4:30                | 8:30-4:30 – Staff Retreat   | ✓ | ✓ |
| <b>Monday, 8/14</b><br>8:00 – 4:30<br><br>7:00 pm | 8:00-1:00 – Staff Meeting<br>1:00-1:30 – Lunch<br>1:30-4:30 – Team Meeting (assessments & report cards)<br><br><b>Board Meeting</b> | ✓ | ✓ |
| <b>Tuesday, 8/15</b><br>8:00 – 4:30               | Teacher Workday – Set up Classrooms<br>10:30 – MS Orientation   | ✓ | ✓ |
| <b>Wednesday, 8/16</b><br>7:45 – 4:30             | First Day of School!  | ✓ | ✓ |

✓ = Voluntary Attendance

✓ = Mandatory Attendance

# Sample Bullis Mountain View Teacher Career Development Pathways Plan



4191958

**ARTICLES OF INCORPORATION  
OF  
BULLIS PUBLIC CHARTER SCHOOL II  
(A California Nonprofit Public Benefit Corporation)**

**FILED**  
Secretary of State  
State of California  
1cc SEP 12 2018

B  
H

**I.  
NAME**

The name of this corporation is Bullis Public Charter School II.

**II.  
PURPOSE**

A. 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 public and charitable purposes.

B. The specific purposes of this corporation are to operate, oversee, manage, advise, guide, direct, promote, support and hold charters or contracts for one or more public charter schools, and other schools and educational and community service and support activities as may be approved by the corporation's board of directors from time to time.

**III.  
AGENT FOR SERVICE OF PROCESS**

The name and address in the State of California of this corporation's initial agent for service of process are:

John C. Lemmo  
525 B Street, Suite 2200  
San Diego, CA 92101

**IV.  
CORPORATE ADDRESS**

The street and mailing address of this corporation is:

102 W. Portola Avenue  
Los Altos, CA 94022

**V.  
TAX-EXEMPT STATUS**

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in, any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.


C. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any other activities that do not further the purposes of this corporation, and this corporation shall not carry on any other activities not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, as amended; or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, as amended.

## VI. IRREVOCABLE DEDICATION OF PROPERTY

A. The property of this corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

B. Upon the dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to The Bullis-Purissima Elementary School, a California nonprofit public benefit corporation that operates public charter schools and is tax-exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and Section 23701d of the California Revenue and Taxation Code, as amended. If The Bullis-Purissima Elementary School no longer exists or is no longer tax exempt under such provisions of state and federal law, then the remaining assets shall be distributed to a California nonprofit entity that is organized for the purpose of establishing and operating one or more public charter schools and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and Section 23701d of the California Revenue and Taxation Code, as amended.

DATE: September 12, 2018

  
\_\_\_\_\_  
John C. Lemmo, Incorporator



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

SEP 13 2018

SH

Date: \_\_\_\_\_

*Alex Padilla*

ALEX PADILLA, Secretary of State

**BYLAWS  
OF  
BULLIS PUBLIC CHARTER SCHOOL II  
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I  
NAME**

Section 1.01 Corporate Name. The name of this corporation is Bullis Public Charter School II (hereinafter "corporation").

**ARTICLE II  
OFFICES**

Section 2.01 Principal Office. The corporation's principal office is located at 102 W. Portola Avenue, Los Altos, CA 94022. The Board of Directors ("Board") may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
PURPOSES**

Section 3.01 Description in Articles. The corporation's general and specific purposes are described in its Articles of Incorporation.

**ARTICLE IV  
DEDICATION OF ASSETS**

Section 4.01 Dedication of Assets. This corporation's assets are irrevocably dedicated to charitable and educational 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. Upon dissolution of the corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed as set forth in its Articles of Incorporation.

**ARTICLE V  
CORPORATE MEMBER**

Section 5.01 Membership. The Bullis-Purissima Elementary School, a California nonprofit public benefit corporation, shall be the corporate member of this corporation pursuant to Section 5056 of the Nonprofit Corporation Law of California, with the power to elect or remove Directors. The membership in this corporation is not transferable.



Section 5.02 Rights of the Member. The corporate member shall have the rights set forth in these bylaws to elect and remove Directors and pursuant to Section 5056 of the California Nonprofit Corporation Law to approve this corporation's elected Directors of the Board, the disposition of all or substantially all of this corporation's assets, any merger and its principal terms and any amendment of those terms, any election to dissolve this corporation, any amendment to these bylaws that would affect the corporate member's rights pursuant to or as required by these bylaws or the California Nonprofit Corporation law.

Section 5.03 Associates. The corporation may use the term "members" to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

## **ARTICLE VI BOARD OF DIRECTORS**

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the Articles of Incorporation or these Bylaws, the corporation's activities and affairs shall be conducted, 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 corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation (as provided herein, members of the Board are not compensated for service on the Board);

(b) To conduct, manage, and control the affairs and activities of the corporation and to make such rules and regulations therefor as are not inconsistent with law, the corporation's Articles of Incorporation, or these Bylaws;

(c) To 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 country; and conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To adopt, make, and use a corporate seal and alter the form of the seal from time to time as it may deem best;

(f) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

(g) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(h) To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(i) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes.

#### Section 6.03 Number and Election of Directors.

(a) The Board shall consist of a minimum of five (5) and no more than nine (9) Directors, with the exact number to be determined from time to time by a resolution of the Board, unless and until changed by amendment of these Bylaws. The initial Board shall be comprised of the five (5) Directors appointed by the Incorporator, subject to approval by the member. With the exception of the initial Board, Directors shall be elected by the vote of a majority of Directors then in office, subject to the approval by the member.

(b) The qualifications for Directors are generally the ability to attend board meetings, a willingness to actively support and promote the corporation, and a dedication to its charitable endeavors. The Board shall seek broad representation of the school and broader community by recruiting Directors from the parent base of the school who represent the local community, as well as non-parent Directors, each of whom should bring valuable skills, experiences, and networks that will benefit students and families. Directors may have expertise in technology, business, law, organizational leadership, community leadership, teaching and learning, charter leadership, strategy, or other areas of expertise deemed desirable by the Board.

(c) So long as the corporation is authorized to and operates a charter school pursuant to the Charter Schools Act of 1992, and to the extent practicable, at least one (1) seat on the Board shall be reserved for a parent of a child or children attending the school in the school year prior to the beginning of the board term (this criterion shall not apply to initial five Directors appointed by the Incorporator); and one (1) seat shall be reserved for a member of the school's geographic community as defined by the location of the school and its charter, who does not have either a child or children at the school. The corporation may also have one (1) Director appointed by the charter authorizer pursuant to Education Code Section 47604(b), in addition to the Directors described in section 6.03(a).

(d) All Directors shall have full voting rights, including any parent, community, or charter authorizer representative.

Section 6.04 Terms Of Office. Each Director shall hold office for three (3) years; except the initial Board members shall stagger their terms to establish continuity and sustainability on the Board by designating certain Directors to serve initial terms of only one (1) year or two (2) years. There shall be no limitation on the number of consecutive terms to which a Director may be reelected.

Section 6.05 Events Causing Vacancies On Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly qualified and elected.

Section 6.06 Removal. Other than the Director appointed by a charter authorizer pursuant to Education Code Section 47604(b), any Director may be removed at any time by a majority vote of the Board, with or without cause. A Director appointed by a charter authorizer may only be removed for cause, as provided in Section 6.05 of these Bylaws.

Section 6.07 Resignation. Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President/ CEO, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective. No Director may resign when the corporation would then be left without at least one (1) Director in charge of its affairs.

Section 6.08 Brown Act. At all times that the corporation has a valid charter to operate a charter school and the charter so requires, 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 the same may be modified from time to time (“Brown Act”), and shall occur within the jurisdictional boundaries of the charter school, which are defined as co-extensive with that of its authorizer.

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting.

Section 6.10 Regular Meetings. Regular meetings of the Board, including the annual meetings, shall be held at such times and places as may from time to time be fixed by the Board.

Regular meetings of the Board related to a charter held by the corporation will be called, held, and conducted in accordance with the Brown Act, and agendas for such meetings will be posted seventy-two (72) hours previous to the meeting in a location that is freely accessible to members of the public and on the school's website, if it has one. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Chairperson of the Board, if any, the President/ CEO, the Secretary, or any two Directors. Notice of the time and place of special meetings shall be delivered to each Director personally or by any other means. In compliance with the Brown Act, notice of special meetings shall be provided at least twenty-four (24) hours prior to the time of the holding of the meeting. Any oral notice given personally or by telephone may be communicated either to the Director or to the person at the office of the Director who the person giving the notice has reason to believe will promptly communicate it to the Director.

Section 6.12 Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 6.13 Participation in Meetings by Conference Telephone. Subject to the requirements of the California Nonprofit Public Benefit Corporation Law, members of the Board may participate in a meeting through the use of teleconference telephone or similar communications equipment, so long as all Directors participating in such meeting can communicate with one another. Such meeting must also be noticed and conducted in compliance with Section 54953(b) of the Brown Act, including without limitation the following:

- (a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the charter school's jurisdiction;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

(f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Action Without Meeting. Until the corporation has an approved charter to operate a charter school, any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board individually or collectively consent in writing to such action. Such consent(s) shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the proceedings of the Board.

Section 6.16 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 6.17 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the corporation's business. The corporation may carry liability insurance respecting the conduct of the corporation's business by the Directors.

## **ARTICLE VII OFFICERS**

Section 7.01 Required Officers. The officers of the corporation shall be a President (who may also be referred to as the Chief Executive Officer or Executive Director), a Secretary, and a Treasurer (who may also be referred to as the Chief Financial Officer).

Section 7.02 Permitted Officers. The corporation may also have, at the discretion of the Board, a Chairperson of the Board, one or more Vice Presidents, and such other officers as the business of the corporation may require, each of whom shall be elected or appointed to hold office for such period, have such authority and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Duplication of Office Holders. Any number of offices may be held by the

same person, except the Secretary and the Treasurer/Chief Financial Officer may not serve concurrently as the President/ CEO or Chairperson of the Board.

Section 7.04 Election of Officers. The corporation's officers shall be elected by the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board, and shall hold their respective offices until their resignation, removal, or other disqualification from service, until their respective successors shall be elected. Vacancies of officers may be filled by the Board at a regular or special meeting.

Section 7.05 Removal of Officers. Any officer may be removed, either with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.06 Resignation of Officers. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.07 Vacancies. 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 regular election or appointment to such office, provided that such vacancies shall be filled as they occur.

Section 7.08 President/ CEO. The corporation shall have a President. The President shall be the general manager and chief executive officer of the corporation, and, subject to the control of the Board and his or her contract of employment, shall generally supervise, direct, and control the activities, affairs, and officers of the corporation; shall see that all resolutions of the Board are carried into effect; and shall perform any and all other duties assigned by the Board.

Section 7.09 Board Chair. The Board may elect one Director to serve as Chair of the Board. He or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time, such as developing the meeting agenda in conjunction with the Executive Director, participating in the dispute resolution procedure and the complaint procedure set forth in the school's charter, as necessary, and also directing the Board's annual evaluation of the Principal. In the absence of the Chair, a Board designee shall conduct meetings.

Section 7.10 Secretary. The Secretary shall keep or cause to be kept, at the principal office of the corporation or such other place as the Board may direct, a book of minutes of all meetings and actions of Directors and any committees thereof, with the time and place of holding, whether annual or special, and, if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings. The Secretary shall keep, or cause to be kept, at the principal office in the State of California, the original or a copy of the corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing

the names of all Directors and their respective addresses. The Secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all Directors promptly after the meetings. The Secretary shall see that all reports, statements, and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer/Chief Financial Officer. The Secretary shall also have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.11 Treasurer/Chief Financial Officer. The Treasurer/Chief Financial Officer of the corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, and disbursements. The books of account shall at all times be open to inspection by any Director. The Treasurer/ Chief Financial Officer shall deposit, or cause to be deposited, all moneys and other valuables in the name and to the credit of the corporation with such depositaries as may be designated from time to time by the Board; disburse the funds of the corporation as may be ordered by the Board; and shall render to the President/CEO and Directors, upon request, an account of all transactions and of the corporation's financial condition. The Treasurer/Chief Financial Officer shall present to the Board at all regular meetings an operating statement and report since the last preceding regular meeting of the Board. The Treasurer/Chief Financial Officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7.12 Compensation of Officers. The salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case subordinate officers are appointed by the President/CEO, the President/CEO shall also have the authority to fix such officers' salaries, if any. In all cases, any salaries received by officers of the corporation shall be reasonable and given in return for services actually rendered for the corporation which relate to the performance of the charitable purposes of the corporation.

### **ARTICLE XIII COMMITTEES**

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

- (a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;
- (b) The filling of vacancies on the Board or on any committee which has the authority of the Board;
- (c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;

(d) The amendment or repeal of the corporation's Bylaws or the adoption of new Bylaws;

(e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

(f) The appointment of other committees having the authority of the Board; and

(g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; or

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, and held and taken in accordance with, the Brown Act and provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees shall be conducted in accordance with the Brown Act, if applicable. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

## **ARTICLE IX INDEMNIFICATION AND INSURANCE**

Section 9.01 Indemnification. To the fullest extent permitted by law, the 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" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors 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 of Directors shall authorize indemnification.

Section 9.02 Other Indemnification. No provision made by the corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of Directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Section 9.03 Insurance. The 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, employee's, or agent's status as such.

## **ARTICLE X RECORDS AND REPORTS**

Section 10.01 Maintenance of Corporate Records. The 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; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law. All such records shall be kept at the corporation's principal executive office, or if its principal executive office is outside the State of California, at its principal office in this state.

Section 10.02 Inspection. Every director shall have the absolute right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the corporation. Such inspection by a director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year.

(b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.

(c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year.

(d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

Section 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, 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 deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 Public Inspection and Disclosure. The corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

## **ARTICLE XI OTHER PROVISIONS**

Section 11.01 Validity of Instruments. Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance, or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when signed by the President/CEO, Vice President, Secretary or Treasurer/Chief Financial Officer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officers had no authority to execute the same. Any such instruments may be signed by any other person(s) and in such manner as from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

Section 11.02 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit 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, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.03 Fiscal Year. The fiscal year of the corporation shall end on the last day of June of each year.

## **ARTICLE XII AMENDMENT OF BYLAWS**

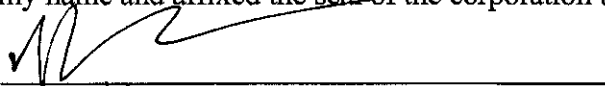
Section 12.01 Bylaw Amendments. Subject to Section 5.02 of these Bylaws, the Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the authorized number of Directors.

###

### CERTIFICATE OF ADOPTION OF BYLAWS

I certify that I am the elected and acting Secretary of Bullis Public Charter School II, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Directors on October 11, 2018.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on October 11, 2018.

  
\_\_\_\_\_  
10/11/18, Secretary  
Bullis Public Charter School II

**CONFLICT OF INTEREST POLICY  
OF  
BULLIS PUBLIC CHARTER SCHOOL II  
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I  
PURPOSE**

Section 1.01. Purpose. The purpose of this Conflict of Interest Policy (“Policy”) is to protect the interests of Bullis Public Charter School II, a California nonprofit public benefit corporation (the “Corporation”), when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or any other person in a position of authority within the Corporation or might result in a possible excess benefit transaction as defined by Internal Revenue Code Section 4958.

This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable corporations that operate California public charter schools and the Corporation’s Conflict of Interest Code adopted pursuant to the California Political Reform Act (Government Code Section 81000 *et seq.*). In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall prevail.

**ARTICLE II  
DEFINITIONS**

Section 2.01 Interested Person. Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person. An interested person also includes an employee of the Corporation with a direct or indirect financial interest identified as a “designated person” in the Corporation’s Conflict of Interest Code.

Section 2.01 Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest in any entity with which the Corporation has entered into or proposes to enter into any transaction or arrangement;
- (b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has entered into or proposes to enter into any transaction or arrangement; or
- (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation entered into or proposes to enter into any transaction or arrangement.

However, notwithstanding the above and consistent with California Corporations Code Section 5233 regarding self-dealing transactions, a financial interest shall not include: (1) the

compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation; (2) a transaction which is part of a public or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) 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 public or charitable program; or (3) a transaction, of which the interested director or directors have no actual knowledge, and which does not exceed the lesser of 1 percent (1%) of the gross receipts of the Corporation for the preceding fiscal year or one hundred thousand dollars (\$100,000).

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2.02, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

### **ARTICLE III PROCEDURES**

Section 3.01 Duty to Disclose. In connection with any transaction or arrangement to which the Corporation is a party where there is an actual or possible conflict of interest, the interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board-delegated powers who are considering the proposed transaction or arrangement.

Section 3.02 Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the potentially interested person, a determination must be made about whether an actual conflict of interest exists. The disinterested board or committee members shall determine on a case-by-case basis whether the disclosed interest constitutes an actual conflict of interest.

Section 3.03 Procedures for Addressing the Conflict of Interest.

(a) If it is determined that there is a conflict of interest, the interested person may make a presentation at the board or committee meeting and may answer questions regarding factual information related to the transaction or arrangement. The interest person shall abstain from otherwise participating in any discussions and votes concerning the transaction or arrangement.

(b) The chairperson of the board or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(c) After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

(d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for the Corporation's own benefit, and whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above determination, the board or committee shall make its decision as to whether to enter into the transaction or arrangement.

Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in California Corporations Code Section 5233 regarding self-dealing transactions shall constitute compliance with this Policy.

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A director with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

#### Section 3.04 Violations of the Conflict of Interest Policy.

(a) If the board or committee has reasonable cause to believe a director has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the director an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the director's response and after making further investigation as warranted by the circumstances, the board or committee determines that the director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **ARTICLE IV RECORDS OF PROCEEDINGS**

Section 4.01 The minutes of meetings of the board and all committees with board-delegated powers shall contain:

(a) The names of the person(s) who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any proposed alternatives, and a record of any votes taken in connection with the transaction or arrangement.

## **ARTICLE V COMPENSATION**

Section 5.01 A director who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that director's compensation, except for compensation of a director as a director or officer of the Corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

Section 5.02 A member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that director's compensation, except for compensation as a director as a director or officer of the Corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

Section 5.03 No director or any committee member whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

## **ARTICLE VI ANNUAL STATEMENTS**

Section 6.01 Each director, officer and member of a committee with board delegated powers shall annually or upon taking office sign a statement that affirms such person:

- (a) Has received a copy of the Policy;
- (b) Has read and understands the Policy;
- (c) Has agreed to comply with the Policy; and
- (d) Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

## **ARTICLE VII PERIODIC REVIEWS**

Section 7.01 To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining where applicable.
- (b) Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect

reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

**ARTICLE VIII  
USE OF OUTSIDE EXPERTS**

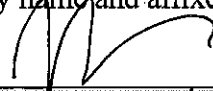
Section 8.01 When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

###

**CERTIFICATE OF ADOPTION OF BYLAWS**

I certify that I am the elected and acting Secretary of Bullis Public Charter School II, a California nonprofit public benefit corporation, and that the foregoing Bylaws constitute the Bylaws of such corporation that were duly adopted by the corporation's Board of Directors on October 11, 2018.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on October 11, 2018.

  
\_\_\_\_\_  
PATRICK WALSH, Secretary  
Bullis Public Charter School II

10/11/18



## Budget Narrative

The attached budget and cash flow projections are based on estimates of the actual revenue and costs to implement Bullis Mountain View Charter (BMV) as described in this petition. Bullis Charter School (BCS), BMV's sister school, has worked with EdTec for over ten years and engaged EdTec to consult in the development of accurately projected revenues, expenses, and cash flow for the new charter.

EdTec was founded to develop, support, and advance quality charter schools by delivering high-value support services and expertise. EdTec currently works with over 300 charter schools, offering support in charter school development, finance, operations, governance, and software. Back-office clients receive a CFO-level resource to advise school leadership and specialists in Payroll, Accounts Payable, Accounting, and Data, and EdTec offers a wide range of financial services, including but not limited to building annual projected budgets, managing monthly financial statements, managing payroll, identifying grant and funding opportunities beyond federal and state dollars, and other fiduciary services.

The narrative below lays out the conservative assumptions on which this budget is based. The budget reflects a positive operating income in each of the five years and results in an ending fund balance that is 15% of expenses in Year 1 and grows to 25% of expenses in Year 5, fully allowing BMV to responsibly match staffing to the growing school and the particular student needs as they present themselves through annual enrollment.

## Demographics

BMV plans to open with 168 students in grades TK-2 in the 2019-20 school year. Each subsequent year will see one added grade per year until full enrollment of 320 students in grades TK-5 is reached in the 2022-23 school year. TK-3 will have class sizes of 24, while grades 4-5 will have class sizes of 26. The attendance rate is assumed to be 95%. BMV is confident in its ability to reach its enrollment projections due to strong community support received during outreach in the planning phase of the school's development. Please see below for detailed enrollment assumptions:

| <b>Grade</b> | <b>2019-20</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> |
|--------------|----------------|----------------|----------------|----------------|----------------|
| TK           | 24             | 24             | 24             | 24             | 24             |
| K            | 48             | 48             | 48             | 48             | 48             |
| 1            | 48             | 48             | 48             | 48             | 48             |
| 2            | 48             | 48             | 48             | 48             | 48             |
| 3            | 0              | 48             | 48             | 48             | 48             |
| 4            | 0              | 0              | 52             | 52             | 52             |
| 5            | 0              | 0              | 0              | 52             | 52             |
| <b>Total</b> | <b>168</b>     | <b>216</b>     | <b>268</b>     | <b>320</b>     | <b>320</b>     |

Using the information available via CALPADS for the Mountain View Whisman School District, as well as BMV’s target student population with a lottery preference to in-district and FRL students, BMV is projecting the following student demographics:

- 32% English Language Learner
- 40% Free and Reduced Priced Meals
- 40% Unduplicated Pupil Percentage

## Revenue

### General Purpose Revenue

Local Control Funding has been calculated using the Fiscal Crisis and Management Assistance Team (FCMAT) calculator v19.2b released after the signing of the state’s FY 2018-19 budget. The calculator file is available on request. Major assumptions include:

Enrollment and ADA assumptions as outlined above. 40% unduplicated in all years is assumed for the Supplemental Grant, based on Mountain View Whisman demographics. Supplemental funding is therefore estimated at \$107,528 in Year 1.

The calculated LCFF rate for BMV’s first year is projected to be \$9,121, assuming 100% implementation of current LCFF target formula rates by FY 2019-20. A table of assumed LCFF rates per ADA are included below:

|                           | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---------------------------|---------|---------|---------|---------|---------|
| <b>COLA</b>               | 2.57%   | 2.67%   | 3.42%   | 3.26%   | 0.00%   |
| <b>Funding Rate / ADA</b> | \$9,121 | \$9,363 | \$9,533 | \$9,739 | \$9,739 |
| <b>Implementation %</b>   | 100.00% | N/A     | N/A     | N/A     | N/A     |

Of the above LCFF rate, 92.61% of the revenues would come from In-Lieu of Property Tax. BMV’s calculation is based on Mountain View Whisman Schools District’s In-Lieu of Property Tax per ADA rate. BMV would also receive \$200 per ADA of funding through the Education Protection Account and the remaining LCFF funds would come from State Aid.

### Other State Funding

The school has also budgeted for state lottery revenue. These monies do not begin to arrive until year two (year one funds are accrued). This has been budgeted at \$204/ADA.

### Federal Funding

BMV expects to receive Title I funding at a rate of \$600 per FRL student, and Title II funding at a rate of \$123 per FRL student based on estimates received from the CDE of a charter in a similar region.

## School Nutrition

BMV plans to offer a school food service program, subsidized by the National School Lunch Program and the State Prop 98 subsidy. The school has budgeted for Child Nutrition using the most recently available reimbursement rates. To be conservative, BMV is budgeting assuming a combination of bad debt (unpaid food expense by families who do not receive full subsidy) and over-ordering (food not claimed by an eligible student) will lead to a small operating loss of their nutrition program of about 18%.

## Special Education

The budget assumes BMV will apply and become an independent LEA member in a Special Education Local Plan Area (SELPA) and provide in-house special education services for its student population with Individualized Education Programs (IEPs), and thus will receive state and federal special education revenues. These are forecast at \$514 per ADA in state grant funding, \$16,800 in ERMHS Level 2 reimbursement, and \$125 per PY Enrollment in Federal grant funding starting in Year 2 (rates projected by the El Dorado Charter SELPA, as a benchmark).

## Grants/Fundraising

BMV has secured a commitment of \$250,000 from the Bullis-Purissima Elementary School Foundation, to be received in the spring of 2019 during the school's startup year. The school has also received a commitment of \$100,000 from the Silicon Schools Fund, to be received upon petition approval to fund many of the startup costs that BMV will incur. Documentation for both grants is included in this petition. BMV is evaluating further public and private grant opportunities, none of which are currently included in the budget. Should additional grants materialize, BMV would likely add additional expenses associated with the grants.

Additionally, BMV would qualify and apply for the Charter School Startup Grant program. However, this revenue is not included in the petition budget as the details are still unknown, and in order to ensure the charter's budget is sustainable even in the case that the grant does not materialize.

## **Expenses**

### Staffing

The table below details planned full-time starting salaries and FTE for positions in each year. The salary projections were set at the current rates in an effort to balance competitive compensation and affordability throughout the first five years of operations. Salary growth is projected at 2% per year.

| <b>Position</b>                      | <b>Starting Salary</b> | <b>FY 20</b> | <b>FY 21</b> | <b>FY 22</b> | <b>FY 23</b> | <b>FY 24</b> |
|--------------------------------------|------------------------|--------------|--------------|--------------|--------------|--------------|
| Classroom Teacher                    | \$64,850               | 7            | 9            | 11           | 13           | 13           |
| Elective Teacher                     | \$62,850               | 0.5          | 0.75         | 1            | 2            | 2            |
| Associate Teacher                    | \$51,000               | 0            | 2            | 3            | 3            | 3            |
| Director of Special Education        | \$80,000               | 1            | 1            | 1            | 1            | 1            |
| Head of School                       | \$135,000              | 1            | 1            | 1            | 1            | 1            |
| Director of Curriculum & Instruction | \$110,000              | 0            | 0            | 1            | 1            | 1            |
| Instructional Aide                   | \$40,000               | 1.5          | 1.5          | 1.5          | 2.5          | 2.5          |
| Office Staff                         | \$50,000               | 1            | 1            | 1            | 2            | 2            |

### Benefits

BMV is planning to opt out of membership to the California State Teachers' Retirement System (CalSTRS) and instead offer a 403(b) retirement plan for its staff. The school has budgeted to pay social security at 6.2% and an annual employer contribution of 3.5% of salary for all its employees.

BMV will offer health insurance to all employees with a budgeted health and wellness average cost of \$8,000 per employee in 2019-20, increasing by a COLA of 8% per year thereafter. This amount would include health, dental, and vision expenses. BMV has also included employer contributions for Medicare, State Unemployment Insurance and Workers' Compensation in its budget for employee benefits.

### Books and Supplies

Many of expenses and cost rates in the budget are estimated by EdTec based on its experience providing back office services for over 300 California charter schools. As much as possible, the rationale for the expenses is indicated in the assumptions column in the budget detail. Most expenses grow at 3% per year to account for inflation, while also increasing relative to the additional number of students and staff each year where appropriate as the school grows.

BMV's Year 1 budget includes \$14,000 for textbooks and core curricula (\$83 per new student), \$10,920 for books and other reference materials (\$65 per student), and an additional \$16,800 for instructional materials and supplies (\$100 per student). BMV's curriculum plan will make extensive use of cost-effective technology in the classroom to aid instruction. Educational software is budgeted at \$24 per student, with computers at \$30,210 in Year 1, decreasing to just over \$10,000 in subsequent years. Additional instructional material costs are budgeted in the Startup Year, detailed further below.

BMV has budgeted \$50 per new student in classroom furniture and equipment, and the same amount for non-classroom related furniture and equipment, with the assumption that the school will be located in a Prop 39 district facility. Further, \$40 per student is budgeted for office supplies. For nutrition, BMV would likely arrange for an outside vendor to provide food services, budget for which starts at \$51,854 in Year 1 and rises to \$107,662 in Year 5. These figures are based on benchmark data from a vendor such as Revolution Foods for a similarly sized school. The program operates at a small loss in all years due to reasons previously detailed.

### Services and Other Operating Expenses

For its facilities, BMV is budgeting at a rate consistent with a Prop 39 agreement, which the school plans to apply for. BMV bases its rent and utilities costs off its first site, Bullis Charter School, located in an area with similar property values in a Prop 39 arrangement. In Year 1, this would be a total cost of \$41,913. After Year 1, additional square feet will be added based on the number of additional students added annually. The facilities cost reaches \$87,237 in 2022-23 when the school reaches full capacity. Similarly, all utilities are budgeted together at \$179 per student, again based on 2017-18 BCS estimated costs. Janitorial supplies and services are budgeted separately at \$29,400 in Year 1, or \$175 per student, based on benchmark data for a similarly sized school in this region, such as the school's sister site, BCS. Finally, an additional \$5,880 is budgeted in Year 1 for security and building maintenance costs.

BMV will contract out with a back-office provider such as EdTec for support with budget development, financial management, accounting, payroll, accounts payable, student data and attendance, and board support. Fees are estimated based on a sliding scale percentage of revenue and are projected at \$49,173 in Year 1, gradually increasing to \$99,843 by Year 5. BMV has separately budgeted for its non-profit audit and tax filings at \$9,500, \$2,000 for banking fees, and \$175 per FTE in payroll fees in Year 1 based on benchmark data for a similarly sized school.

The school has budgeted just over \$400 per teacher for professional development and \$10,849 for substitute costs. In Year 1, marketing and student recruitment is budgeted at \$1,000, with staff recruiting at \$3,000 and legal fees and retainers estimated at \$8,400, with the assumption that the majority of the school startup costs associated with these items will occur during the Startup Year. BMV expects to spend \$25,200 for its technology services and support based on contract estimates from a technology services vendor such as Jones IT, as well as \$4,000 on equipment leases.

Based on benchmarking data, the services and operating budget includes \$2,700 in travel expenses, \$10 per student in dues & memberships for CCSA fees, \$15 per student in student health services, \$15 per student for printing and reproduction, \$50 per FTE for fingerprinting, and \$800 per FTE for annual communications costs, which includes internet, phone, and postage services. General liability insurance is budgeted at \$75 per student (based on similar charter data from a vendor such as CharterSAFE), and \$35 per student for its Student Information System.

The special education expense budget assumes that BMV will provide its students with special education services directly as an independent LEA member in a SELPA. Because special education services are based on the specific population of the school and the needs of students based on their IEPs, general expense categories have been budgeted and will be refined once

students enroll to appropriately address the specific needs of the charter's students. Along with personnel, this budget includes \$750 per ADA for a total of \$119,700 in special education contract instructors to service IEPs. The school has also budgeted for a SELPA admin fee of 6% of SpEd state and federal entitlement grant revenue in Year 1, 5% in Year 2, and 4% in Years 3 and beyond, modeled after the El Dorado Charter SELPA fee structure. In total, in Year 1 BMV expects to contribute \$123,878 (\$776 per ADA) from its general operating budget to special education expenses.

The Charter School has included the required 1% oversight payments to its charter authorizer, and the interest payments associated with the CSFA Revolving Loan. All in all, the school is confident these budgets will sufficiently support the educational program set forth in this petition.

### Start Up Expenses

BMV expects the Startup Year to incur personnel expense through the work of the Head of School and Office Staff prior to July 2019 in the areas of school design, curriculum development, and community engagement, as well as purchasing of supplies, equipment, marketing, and legal fees. Total compensation and benefits costs are budgeted at \$143,294.

BMV has budgeted for significant books and supplies expenses to be incurred in the Startup Year, as part of the summer curriculum development and in preparation for the school year. Included here is \$10,000 for textbooks and other core curricula materials, \$5,125 for books and other reference materials, \$6,000 for educational software, \$2,000 for instructional supplies, \$3,000 for office supplies, and \$1,500 for computers. The school is planning to spend \$10,000 for student recruiting, to include its website, online and physical advertisement, and community events which will be taking place prior to FY 2019-20. BMV is also budgeting \$10,000 for staff recruiting; \$20,000 for startup legal fees for incorporation, 501(c)(3) application, and further contract development; and \$1,500 in startup communications costs.

As previously mentioned, the \$250,000 grant secured from the Bullis-Purissima Elementary School Foundation and the \$100,000 grant from the Silicon School Fund together will cover these startup costs and support a healthy cash balance during the first few months of the school year. The estimated starting fund balance for Year 1 for the school, therefore, is \$137,581.

### Cash Flow

The cash flow projection assumes that Property Tax payments are paid each month by the district, aside from the first two payments which would come in October 2019 and January 2020 through the special advance apportionment. Education Protection Account payments are disbursed quarterly. The Special Advance Apportionment for schools growing by a grade level is also included.

Once authorized, BMV will apply for the California School Finance Authority Charter School Revolving Loan Fund in order to fund the initial purchasing of curriculum and equipment in order to manage cash flow. Based on strong financial management as well as EdTec's successful record in supporting startup charter schools with this application process, BMV is confident that

it will be a strong candidate for the loan. The school has forecasted receipt of \$250,000 in principal in July 2019 and assumes a five-year payback period, starting in FY 2020-21. Repayments of this principal consist of \$50,000 per year, in six equal portions in October through April of each year. BMV has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms. Should the CSFA loan not be available, the school will seek short term financing from selling its LCFF receivables (based upon PENSEC and 20-Day ADA data) to financing partners such as Charter Asset Management or Charter School Capital. EdTec has a strong history of successfully securing financing through these firms and will be able to support in this application process as well.

Expenses have been forecasted based on historical trends and experience of new charter schools. Spending for books and supplies is heavier in July, August, and September as the school purchases curriculum, technology and furniture in advance of the school year. In general, cash flow timings are realistically conservative and support that the school will maintain a healthy cash balance throughout its growth.

**Bullis Mountain View**  
**Multi-year Projection**

|   | Start-up Year  | Year 1<br>2019-20 | Year 2<br>2020-21 | Year 3<br>2021-22 | Year 4<br>2022-23 | Year 5<br>2023-24 | Assumptions |
|---|----------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------|
| <b>SUMMARY</b>                            |                |                   |                   |                   |                   |                   |             |
| <b>Revenue</b>                            |                |                   |                   |                   |                   |                   |             |
| LCFF Entitlement                          | -              | 1,455,670         | 1,921,284         | 2,427,074         | 2,960,587         | 2,960,587         |             |
| Federal Revenue                           | -              | 82,686            | 127,336           | 165,112           | 198,582           | 205,082           |             |
| Other State Revenues                      | -              | 133,229           | 173,896           | 215,936           | 257,990           | 258,796           |             |
| Local Revenues                            | -              | 6,070             | 8,889             | 12,231            | 14,604            | 14,604            |             |
| Fundraising and Grants                    | 350,000        | -                 | -                 | -                 | -                 | -                 |             |
| <b>Total Revenue</b>                      | <b>350,000</b> | <b>1,677,656</b>  | <b>2,231,406</b>  | <b>2,820,352</b>  | <b>3,431,763</b>  | <b>3,439,068</b>  |             |
| <b>Expenses</b>                           |                |                   |                   |                   |                   |                   |             |
| Compensation and Benefits                 | 143,294        | 1,027,750         | 1,369,903         | 1,796,586         | 2,229,446         | 2,290,061         |             |
| Books and Supplies                        | 27,625         | 151,304           | 138,921           | 173,755           | 206,024           | 207,352           |             |
| Services and Other Operating Expenditures | 41,500         | 403,312           | 533,330           | 675,412           | 827,209           | 848,201           |             |
| Depreciation                              | -              | -                 | -                 | -                 | -                 | -                 |             |
| Other Outflows                            | -              | -                 | 8,472             | 3,722             | 2,722             | 1,722             |             |
| <b>Total Expenses</b>                     | <b>212,419</b> | <b>1,582,366</b>  | <b>2,050,627</b>  | <b>2,649,475</b>  | <b>3,265,401</b>  | <b>3,347,337</b>  |             |
| <b>Operating Income</b>                   | <b>137,581</b> | <b>95,290</b>     | <b>180,779</b>    | <b>170,877</b>    | <b>166,362</b>    | <b>91,732</b>     |             |
| <b>Fund Balance</b>                       |                |                   |                   |                   |                   |                   |             |
| Beginning Balance (Unaudited)             | -              | 137,581           | 232,871           | 413,650           | 584,527           | 750,889           |             |
| Audit Adjustment                          | -              | -                 | -                 | -                 | -                 | -                 |             |
| Beginning Balance (Audited)               | -              | 137,581           | 232,871           | 413,650           | 584,527           | 750,889           |             |
| Operating Income                          | 137,581        | 95,290            | 180,779           | 170,877           | 166,362           | 91,732            |             |
| <b>Ending Fund Balance</b>                | <b>137,581</b> | <b>232,871</b>    | <b>413,650</b>    | <b>584,527</b>    | <b>750,889</b>    | <b>842,621</b>    |             |
| <b>Total Revenue Per ADA</b>              |                | 10,512            | 10,874            | 11,078            | 11,289            | 11,313            |             |
| <b>Total Expenses Per ADA</b>             |                | 9,915             | 9,993             | 10,406            | 10,741            | 11,011            |             |
| <b>Operating Income Per ADA</b>           |                | 597               | 881               | 671               | 547               | 302               |             |
| <b>Fund Balance as a % of Expenses</b>    | 65%            | 15%               | 20%               | 22%               | 23%               | 25%               |             |



**Bullis Mountain View**  
**Multi-year Projection**

|  | Start-up Year | Year 1<br>2019-20 | Year 2<br>2020-21 | Year 3<br>2021-22 | Year 4<br>2022-23 | Year 5<br>2023-24 | Assumptions |
|--|---------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------|
| <b>Key Assumptions</b>                       |               |                   |                   |                   |                   |                   |             |
| <b>Enrollment Summary</b>                    |               |                   |                   |                   |                   |                   |             |
| K-3  |               | 168               | 216               | 216               | 216               | 216               |             |
| 4-6  |               | -                 | -                 | 52                | 104               | 104               |             |
| <b>Total Enrolled</b>                        |               | <b>168</b>        | <b>216</b>        | <b>268</b>        | <b>320</b>        | <b>320</b>        |             |
| <b>ADA %</b>                                 |               |                   |                   |                   |                   |                   |             |
| K-3  |               | 95.0%             | 95.0%             | 95.0%             | 95.0%             | 95.0%             |             |
| 4-6  |               |                   |                   | 95.0%             | 95.0%             | 95.0%             |             |
| <b>Average ADA %</b>                         |               | <b>95.0%</b>      | <b>95.0%</b>      | <b>95.0%</b>      | <b>95.0%</b>      | <b>95.0%</b>      |             |
| <b>ADA</b>                                   |               |                   |                   |                   |                   |                   |             |
| K-3  | 0             | 159.6             | 205.2             | 205.2             | 205.2             | 205.2             |             |
| 4-6  | 0             | -                 | -                 | 49.4              | 98.8              | 98.8              |             |
| <b>Total ADA</b>                             | <b>0</b>      | <b>159.6</b>      | <b>205.2</b>      | <b>254.6</b>      | <b>304.0</b>      | <b>304.0</b>      |             |
| <b>Demographic Information</b>               |               |                   |                   |                   |                   |                   |             |
| CALPADS Enrollment (for unduplicated % calc) | 0             | 168               | 216               | 268               | 320               | 320               |             |
| # Unduplicated (CALPADS)                     | 0             | 67                | 86                | 107               | 128               | 128               |             |
| # Free & Reduced Lunch (CALPADS)             | 0             | 67                | 86                | 107               | 128               | 128               |             |
| # ELL (CALPADS)                              | 0             | 54                | 69                | 86                | 103               | 103               |             |
| New Students                                 | 0             | 168               | 48                | 52                | 52                | 52                |             |
| <b>School Information</b>                    |               |                   |                   |                   |                   |                   |             |
| FTE's  | 0             | 12                | 16                | 21                | 26                | 26                |             |
| Teachers                                     | 0             | 9                 | 13                | 16                | 19                | 19                |             |
| Certificated Pay Increases                   | 0             | 0%                | 2%                | 2%                | 2%                | 2%                |             |
| Classified Pay Increases                     | 0             | 0%                | 2%                | 2%                | 2%                | 2%                |             |
| # of school days                             | 0             | 180               | 180               | 180               | 180               | 180               |             |
| Default Expense Inflation Rate               |               |                   | 3%                | 3%                | 0%                | 0%                |             |

**Bullis Mountain View**  
**Multi-year Projection**

|                               | Start-up Year   | Year 1<br>2019-20 | Year 2<br>2020-21 | Year 3<br>2021-22 | Year 4<br>2022-23 | Year 5<br>2023-24 | Assumptions      |
|-------------------------------|---|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| <b>REVENUE</b>                |   |                   |                   |                   |                   |                   |                  |
| <b>LCFF Entitlement</b>       |   |                   |                   |                   |                   |                   |                  |
| 8011                          | Charter Schools General Purpose Entitlement - State Aid | -                 | 75,654            | 100,750           | 128,363           | 158,148           | 115,378          |
| 8012                          | Education Protection Account Entitlement                | -                 | 31,920            | 41,040            | 50,920            | 60,800            | 60,800           |
| 8096                          | Charter Schools in Lieu of Property Taxes               | -                 | 1,348,096         | 1,779,494         | 2,247,791         | 2,741,639         | 2,784,409        |
|                               | <b>SUBTOTAL - LCFF Entitlement</b>                      | -                 | <b>1,455,670</b>  | <b>1,921,284</b>  | <b>2,427,074</b>  | <b>2,960,587</b>  | <b>2,960,587</b> |
| <b>Federal Revenue</b>        |   |                   |                   |                   |                   |                   |                  |
| 8181                          | Special Education - Entitlement                         | -                 | -                 | 21,000            | 27,000            | 33,500            | 40,000           |
| 8220                          | Child Nutrition Programs                                | -                 | 34,245            | 44,158            | 60,751            | 72,538            | 72,538           |
| 8291                          | Title I   | -                 | 40,200            | 51,600            | 64,200            | 76,800            | 76,800           |
| 8292                          | Title II  | -                 | 8,241             | 10,578            | 13,161            | 15,744            | 15,744           |
|                               | <b>SUBTOTAL - Federal Revenue</b>                       | -                 | <b>82,686</b>     | <b>127,336</b>    | <b>165,112</b>    | <b>198,582</b>    | <b>205,082</b>   |
| <b>Other State Revenue</b>    |   |                   |                   |                   |                   |                   |                  |
| 8381                          | Special Education - Entitlement (State)                 | -                 | 82,034            | 105,473           | 130,864           | 156,256           | 156,256          |
| 8382                          | Special Education Reimbursement (State)                 | -                 | 16,800            | 21,600            | 26,800            | 32,000            | 32,000           |
| 8520                          | Child Nutrition - State                                 | -                 | 1,837             | 2,361             | 2,988             | 3,568             | 3,568            |
| 8550                          | Mandated Cost Reimbursements                            | -                 | -                 | 2,601             | 3,345             | 4,150             | 4,955            |
| 8560                          | State Lottery Revenue                                   | -                 | 32,558            | 41,861            | 51,938            | 62,016            | 62,016           |
|                               | <b>SUBTOTAL - Other State Revenue</b>                   | -                 | <b>133,229</b>    | <b>173,896</b>    | <b>215,936</b>    | <b>257,990</b>    | <b>258,796</b>   |
| <b>Local Revenue</b>          |   |                   |                   |                   |                   |                   |                  |
| 8634                          | Food Service Sales                                      | -                 | 6,070             | 8,889             | 12,231            | 14,604            | 14,604           |
|                               | <b>SUBTOTAL - Local Revenue</b>                         | -                 | <b>6,070</b>      | <b>8,889</b>      | <b>12,231</b>     | <b>14,604</b>     | <b>14,604</b>    |
| <b>Fundraising and Grants</b> |   |                   |                   |                   |                   |                   |                  |
| 8816                          | Grants / Donations                                      | 350,000           | -                 | -                 | -                 | -                 | -                |
|                               | <b>SUBTOTAL - Fundraising and Grants</b>                | <b>350,000</b>    | -                 | -                 | -                 | -                 | -                |
| <b>TOTAL REVENUE</b>          |   |                   |                   |                   |                   |                   |                  |
|                               |   | <b>350,000</b>    | <b>1,677,656</b>  | <b>2,231,406</b>  | <b>2,820,352</b>  | <b>3,431,763</b>  | <b>3,439,068</b> |

**Bullis Mountain View  
Multi-year Projection**

|  | Start-up Year   | Year 1<br>2019-20 | Year 2<br>2020-21 | Year 3<br>2021-22 | Year 4<br>2022-23 | Year 5<br>2023-24 | Assumptions   |
|--|---|-------------------|-------------------|-------------------|-------------------|-------------------|---|
| <b>EXPENSES</b>                                |   |                   |                   |                   |                   |                   |   |
| <b>Compensation &amp; Benefits</b>             |   |                   |                   |                   |                   |                   |   |
| <b>Certificated Salaries</b>                   |   |                   |                   |                   |                   |                   |   |
| 1100   | Teachers Salaries                                     | -                 | 453,950           | 595,323           | 742,169           | 894,651           | 912,544 2% increase; \$65K avg                      |
| 1111   | Teacher - Elective                                    | -                 | 31,425            | 48,080            | 65,389            | 133,394           | 136,062 0.5 FTE in Year 1                           |
| 1148   | Teacher - Special Ed                                  | -                 | 80,000            | 81,600            | 83,232            | 84,897            | 86,595  |
| 1150   | Associate Teacher Salaries                            | -                 | -                 | 102,000           | 156,060           | 159,181           | 162,365   |
| 1300   | Certificated Supervisor & Administrator Salaries      | 108,800           | 135,000           | 137,700           | 250,454           | 255,463           | 260,572   |
|  | <b>SUBTOTAL - Certificated Salaries</b>               | <b>108,800</b>    | <b>700,375</b>    | <b>964,703</b>    | <b>1,297,304</b>  | <b>1,527,586</b>  | <b>1,558,138</b>                                    |
| <b>Classified Salaries</b>                     |   |                   |                   |                   |                   |                   |   |
| 2100   | Classified Instructional Aide Salaries                | -                 | 60,000            | 61,200            | 62,424            | 106,121           | 108,243 1.5 FTE at \$40K avg                        |
| 2200   | Classified Support Salaries                           | 10,000            | 50,000            | 51,000            | 52,020            | 103,060           | 105,122 Office manager (\$50K)                      |
|  | <b>SUBTOTAL - Classified Salaries</b>                 | <b>10,000</b>     | <b>110,000</b>    | <b>112,200</b>    | <b>114,444</b>    | <b>209,181</b>    | <b>213,365</b>                                      |
| <b>Employee Benefits</b>                       |   |                   |                   |                   |                   |                   |   |
| 3300   | OASDI-Medicare-Alternative                            | 9,029             | 61,603            | 81,825            | 107,270           | 131,960           | 134,439 No STRS                                     |
| 3400   | Health & Welfare Benefits                             | 9,600             | 112,000           | 155,520           | 205,286           | 272,098           | 293,866 \$8K per eligible FTE; 8% COLA              |
| 3500   | Unemployment Insurance                                | 282               | 5,684             | 5,040             | 5,929             | 6,993             | 6,993   |
| 3600   | Workers Comp Insurance                                | 1,426             | 9,725             | 12,923            | 16,941            | 20,841            | 21,258 1.2% of payroll                              |
| 3900   | Other Employee Benefits                               | 4,158             | 28,363            | 37,692            | 49,411            | 60,787            | 62,003 3.5% contribution                            |
|  | <b>SUBTOTAL - Employee Benefits</b>                   | <b>24,494</b>     | <b>217,375</b>    | <b>293,000</b>    | <b>384,838</b>    | <b>492,679</b>    | <b>518,559</b>                                      |
| <b>Books &amp; Supplies</b>                    |   |                   |                   |                   |                   |                   |   |
| 4100   | Approved Textbooks & Core Curricula Materials         | 10,000            | 14,000            | 4,944             | 5,517             | 5,682             | 1,000 \$83/new student                              |
| 4200   | Books & Other Reference Materials                     | 5,125             | 10,920            | 14,461            | 18,481            | 22,729            | 23,411 \$65/enroll                                  |
| 4320   | Educational Software                                  | 6,000             | 4,000             | 5,297             | 6,770             | 8,326             | 8,575 \$24/enroll                                   |
| 4325   | Instructional Materials & Supplies                    | 2,000             | 16,800            | 22,248            | 28,432            | 34,967            | 36,016 \$100/enroll                                 |
| 4330   | Office Supplies                                       | 3,000             | 6,720             | 8,899             | 11,373            | 13,987            | 14,407 \$40/enroll                                  |
| 4410   | Classroom Furniture, Equipment & Supplies             | -                 | 8,400             | 2,472             | 2,758             | 2,841             | 2,926 \$50/new student                              |
| 4420   | Computers (individual items less than \$5k)           | 1,500             | 30,210            | 10,125            | 10,125            | 10,125            | 10,429  |
| 4430   | Non Classroom Related Furniture, Equipment & Supplies | -                 | 8,400             | 2,472             | 2,758             | 2,841             | 2,926 \$50/new student                              |
| 4710   | Student Food Services                                 | -                 | 51,854            | 68,003            | 87,541            | 104,526           | 107,662 Based on market rates                       |
|  | <b>SUBTOTAL - Books and Supplies</b>                  | <b>27,625</b>     | <b>151,304</b>    | <b>138,921</b>    | <b>173,755</b>    | <b>206,024</b>    | <b>207,352</b>                                      |
| <b>Services &amp; Other Operating Expenses</b> |   |                   |                   |                   |                   |                   |   |
| 5200   | Travel & Conferences                                  | -                 | 2,700             | 3,766             | 4,893             | 6,270             | 6,458 \$225/FTE                                     |
| 5300   | Dues & Memberships                                    | -                 | 1,680             | 2,225             | 2,843             | 3,497             | 3,602 \$10/ADA                                      |
| 5400   | Insurance   | -                 | 12,600            | 16,686            | 21,324            | 26,225            | 27,012 \$75/Enrolled                                |
| 5515   | Janitorial, Gardening Services & Supplies             | -                 | 29,400            | 38,934            | 49,756            | 61,193            | 63,028 \$175/enrolled                               |
| 5520   | Security  | -                 | 840               | 1,112             | 1,422             | 1,748             | 1,801 \$5/enrolled                                  |
| 5535   | Utilities - All Utilities                             | -                 | 30,012            | 39,745            | 50,793            | 62,467            | 64,341 17-18 BCS per student rate of \$179/enrolled |
| 5605   | Equipment Leases                                      | -                 | 4,000             | 5,297             | 6,770             | 8,326             | 8,575   |
| 5610   | Rent  | -                 | 41,913            | 55,504            | 70,933            | 87,237            | 89,854 17-18 BCS per student rate of \$249/enrolled |
| 5615   | Repairs and Maintenance - Building                    | -                 | 5,040             | 6,674             | 8,530             | 10,490            | 10,805 \$30/enrolled                                |
| 5803   | Accounting Fees                                       | -                 | 9,500             | 9,785             | 10,079            | 10,381            | 10,692  |
| 5809   | Banking Fees  | -                 | 2,000             | 2,060             | 2,122             | 2,185             | 2,251   |
| 5812   | Business Services                                     | -                 | 49,173            | 64,894            | 81,911            | 99,818            | 99,843 3.2% of state/fed rev                        |
| 5824   | District Oversight Fees                               | -                 | 14,557            | 19,213            | 24,271            | 29,606            | 29,606 1% of LCFF                                   |
| 5836   | Fingerprinting  | -                 | 600               | 837               | 1,087             | 1,393             | 1,435 \$50/FTE                                      |
| 5845   | Legal Fees  | 20,000            | 8,400             | 11,124            | 14,216            | 17,484            | 18,008 \$50/enrolled                                |
| 5851   | Marketing and Student Recruiting                      | 10,000            | 1,000             | 1,152             | 1,285             | 1,324             | 1,364 \$6/new student                               |
| 5857   | Payroll Fees  | -                 | 2,100             | 2,929             | 3,806             | 4,876             | 5,023 \$175/FTE                                     |
| 5860   | Printing and Reproduction                             | -                 | 2,520             | 3,337             | 4,265             | 5,245             | 5,402 \$15/enroll                                   |

**Bullis Mountain View**  
**Multi-year Projection**

|   | <b>Start-up Year</b> | <b>Year 1</b>    | <b>Year 2</b>    | <b>Year 3</b>    | <b>Year 4</b>    | <b>Year 5</b>    | <b>Assumptions</b>                |
|---|----------------------|------------------|------------------|------------------|------------------|------------------|-----------------------------------|
|   |                      | <b>2019-20</b>   | <b>2020-21</b>   | <b>2021-22</b>   | <b>2022-23</b>   | <b>2023-24</b>   |                                   |
| 5863 Professional Development                         | -                    | 3,579            | 5,529            | 7,147            | 8,742            | 9,004            | \$421/teacher FTE                 |
| 5869 Special Education Contract Instructors           | -                    | 119,700          | 158,517          | 202,579          | 249,142          | 256,616          | \$750/ADA                         |
| 5872 SELPA Admin Fee                                  | -                    | 4,922            | 6,324            | 6,315            | 7,590            | 7,850            | SELPA Admin Fee @ 6% SPED Revenue |
| 5875 Staff Recruiting                                 | 10,000               | 3,000            | 3,000            | 3,090            | 3,183            | 3,278            |                                   |
| 5880 Student Health Services                          | -                    | 2,520            | 3,337            | 4,265            | 5,245            | 5,402            | \$15/enroll                       |
| 5881 Student Information System                       | -                    | 5,880            | 7,787            | 9,951            | 12,239           | 12,606           | \$35/enroll                       |
| 5884 Substitutes                                      | -                    | 10,849           | 16,761           | 21,665           | 26,499           | 27,294           | \$1276/teacher FTE                |
| 5887 Technology Services                              | -                    | 25,200           | 33,372           | 42,648           | 52,451           | 54,024           | \$150/enroll                      |
| 5900 Communications                                   | 1,500                | 7,614            | 10,620           | 13,799           | 17,680           | 18,210           | \$634/FTE                         |
| 5915 Postage and Delivery                             | -                    | 2,014            | 2,808            | 3,649            | 4,675            | 4,816            | \$168/FTE                         |
| <b>SUBTOTAL - Services &amp; Other Operating Exp.</b> | <b>41,500</b>        | <b>403,312</b>   | <b>533,330</b>   | <b>675,412</b>   | <b>827,209</b>   | <b>848,201</b>   |                                   |
| <b>Depreciation Expense</b>                           |                      |                  |                  |                  |                  |                  |                                   |
| <b>SUBTOTAL - Depreciation Expense</b>                | <b>-</b>             | <b>-</b>         | <b>-</b>         | <b>-</b>         | <b>-</b>         | <b>-</b>         |                                   |
| <b>Other Outflows</b>                                 |                      |                  |                  |                  |                  |                  |                                   |
| 7438 Long term debt - Interest                        | -                    | -                | 8,472            | 3,722            | 2,722            | 1,722            | \$250K revolving loan             |
| <b>SUBTOTAL - Other Outflows</b>                      | <b>-</b>             | <b>-</b>         | <b>8,472</b>     | <b>3,722</b>     | <b>2,722</b>     | <b>1,722</b>     |                                   |
| <b>TOTAL EXPENSES</b>                                 | <b>212,419</b>       | <b>1,582,366</b> | <b>2,050,627</b> | <b>2,649,475</b> | <b>3,265,401</b> | <b>3,347,337</b> |                                   |

**Bullis Mountain View**  
**Monthly Cash Forecast**

|  | 2019-20            |                 |                  |                |                  |                  |                |                  |                |                |                |                | Forecast         | Remaining Balance |
|--|--------------------|-----------------|------------------|----------------|------------------|------------------|----------------|------------------|----------------|----------------|----------------|----------------|------------------|-------------------|
|  | Actuals & Forecast |                 |                  |                |                  |                  |                |                  |                |                |                |                |                  |                   |
|  | Jul Forecast       | Aug Forecast    | Sep Forecast     | Oct Forecast   | Nov Forecast     | Dec Forecast     | Jan Forecast   | Feb Forecast     | Mar Forecast   | Apr Forecast   | May Forecast   | Jun Forecast   |                  |                   |
| <b>Beginning Cash</b>                  | <b>137,581</b>     | <b>317,424</b>  | <b>250,113</b>   | <b>129,994</b> | <b>385,293</b>   | <b>263,410</b>   | <b>136,635</b> | <b>252,956</b>   | <b>151,824</b> | <b>282,118</b> | <b>304,693</b> | <b>327,267</b> |                  |                   |
| <b>REVENUE</b>                         |                    |                 |                  |                |                  |                  |                |                  |                |                |                |                |                  |                   |
| LCFF Entitlement                       | -                  | -               | 35,972           | 377,467        | -                | 21,598           | 242,657        | 6,809            | 257,446        | 128,138        | 128,138        | 136,118        | 1,455,670        | 121,329           |
| Federal Revenue                        | -                  | -               | 2,854            | 2,854          | 2,854            | 2,854            | 2,854          | 2,854            | 2,854          | 2,854          | 2,854          | 2,854          | 82,686           | 54,149            |
| Other State Revenue                    | -                  | -               | 153              | 153            | 153              | 153              | 153            | 16,560           | 16,560         | 16,560         | 16,560         | 16,560         | 133,229          | 49,665            |
| Other Local Revenue                    | -                  | -               | 607              | 607            | 607              | 607              | 607            | 607              | 607            | 607            | 607            | 607            | 6,070            | -                 |
| Fundraising & Grants                   | -                  | -               | -                | -              | -                | -                | -              | -                | -              | -              | -              | -              | -                | -                 |
| <b>TOTAL REVENUE</b>                   | <b>-</b>           | <b>-</b>        | <b>39,586</b>    | <b>381,081</b> | <b>3,614</b>     | <b>25,212</b>    | <b>246,271</b> | <b>26,830</b>    | <b>277,467</b> | <b>148,158</b> | <b>148,158</b> | <b>156,138</b> | <b>1,677,656</b> | <b>225,142</b>    |
| <b>EXPENSES</b>                        |                    |                 |                  |                |                  |                  |                |                  |                |                |                |                |                  |                   |
| Certificated Salaries                  | 11,250             | 11,250          | 67,788           | 67,788         | 67,788           | 67,788           | 67,788         | 67,788           | 67,788         | 67,788         | 67,788         | 67,788         | 700,375          | -                 |
| Classified Salaries                    | 4,167              | 4,167           | 10,167           | 10,167         | 10,167           | 10,167           | 10,167         | 10,167           | 10,167         | 10,167         | 10,167         | 10,167         | 110,000          | -                 |
| Employee Benefits                      | 23,095             | 12,242          | 20,888           | 19,183         | 18,899           | 18,899           | 21,173         | 19,183           | 19,183         | 17,987         | 17,987         | 8,654          | 217,375          | -                 |
| Books & Supplies                       | 17,933             | 17,933          | 23,118           | 10,258         | 10,258           | 10,258           | 10,258         | 10,258           | 10,258         | 10,258         | 10,258         | 10,258         | 151,304          | -                 |
| Services & Other Operating Expenses    | 13,713             | 21,720          | 45,040           | 25,682         | 25,682           | 52,172           | 27,862         | 27,862           | 47,073         | 26,680         | 26,680         | 53,171         | 403,312          | 9,975             |
| Capital Outlay & Depreciation          | -                  | -               | -                | -              | -                | -                | -              | -                | -              | -              | -              | -              | -                | -                 |
| Other Outflows                         | -                  | -               | -                | -              | -                | -                | -              | -                | -              | -              | -              | -              | -                | -                 |
| <b>TOTAL EXPENSES</b>                  | <b>70,157</b>      | <b>67,311</b>   | <b>167,001</b>   | <b>133,077</b> | <b>132,793</b>   | <b>159,283</b>   | <b>137,246</b> | <b>135,257</b>   | <b>154,469</b> | <b>132,880</b> | <b>132,880</b> | <b>150,037</b> | <b>1,582,366</b> | <b>9,975</b>      |
| <b>Operating Cash Inflow (Outflow)</b> | <b>(70,157)</b>    | <b>(67,311)</b> | <b>(127,415)</b> | <b>248,004</b> | <b>(129,179)</b> | <b>(134,071)</b> | <b>109,025</b> | <b>(108,427)</b> | <b>122,998</b> | <b>15,278</b>  | <b>15,278</b>  | <b>6,102</b>   | <b>95,290</b>    | <b>215,167</b>    |
| Revenues - Prior Year Accruals         | -                  | -               | -                | -              | -                | -                | -              | -                | -              | -              | -              | -              | -                | -                 |
| Expenses - Prior Year Accruals         | -                  | -               | -                | -              | -                | -                | -              | -                | -              | -              | -              | -              | -                | -                 |
| Summerholdback for Teachers            | -                  | -               | 7,296            | 7,296          | 7,296            | 7,296            | 7,296          | 7,296            | 7,296          | 7,296          | 7,296          | 7,296          | -                | -                 |
| Loans Payable (Long Term)              | 250,000            | -               | -                | -              | -                | -                | -              | -                | -              | -              | -              | -              | -                | -                 |
| <b>Ending Cash</b>                     | <b>317,424</b>     | <b>250,113</b>  | <b>129,994</b>   | <b>385,293</b> | <b>263,410</b>   | <b>136,635</b>   | <b>252,956</b> | <b>151,824</b>   | <b>282,118</b> | <b>304,693</b> | <b>327,267</b> | <b>340,665</b> |                  |                   |

**Bullis Mountain View**  
**Monthly Cash Forecast**

|  | 2020-21            |                |                 |                |                 |                 |                |                 |                |                |                |                 | Forecast         | Remaining Balance |
|--|--------------------|----------------|-----------------|----------------|-----------------|-----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|------------------|-------------------|
|  | Actuals & Forecast |                |                 |                |                 |                 |                |                 |                |                |                |                 |                  |                   |
|  | Jul Forecast       | Aug Forecast   | Sep Forecast    | Oct Forecast   | Nov Forecast    | Dec Forecast    | Jan Forecast   | Feb Forecast    | Mar Forecast   | Apr Forecast   | May Forecast   | Jun Forecast    |                  |                   |
| <b>Beginning Cash</b>                  | <b>340,665</b>     | <b>264,222</b> | <b>387,546</b>  | <b>435,807</b> | <b>492,977</b>  | <b>463,669</b>  | <b>393,239</b> | <b>412,424</b>  | <b>392,594</b> | <b>511,251</b> | <b>509,033</b> | <b>529,026</b>  |                  |                   |
| <b>REVENUE</b>                         |                    |                |                 |                |                 |                 |                |                 |                |                |                |                 |                  |                   |
| LCFF Entitlement                       | 3,918              | 84,804         | 185,088         | 225,624        | 114,900         | 126,910         | 186,080        | 116,915         | 295,786        | 145,017        | 145,017        | 155,276         | 1,921,284        | 135,950           |
| Federal Revenue                        | -                  | -              | 3,680           | 3,680          | 19,224          | 3,680           | 3,680          | 19,224          | 3,680          | 14,180         | 19,224         | 3,680           | 127,336          | 33,404            |
| Other State Revenue                    | 4,102              | 4,102          | 7,580           | 7,580          | 10,181          | 7,580           | 7,580          | 20,407          | 12,268         | 12,268         | 20,407         | 12,268          | 173,896          | 47,575            |
| Other Local Revenue                    | -                  | -              | 889             | 889            | 889             | 889             | 889            | 889             | 889            | 889            | 889            | 889             | 8,889            | -                 |
| Fundraising & Grants                   | -                  | -              | -               | -              | -               | -               | -              | -               | -              | -              | -              | -               | -                | -                 |
| <b>TOTAL REVENUE</b>                   | <b>8,020</b>       | <b>88,906</b>  | <b>197,237</b>  | <b>237,773</b> | <b>145,195</b>  | <b>139,059</b>  | <b>198,229</b> | <b>157,436</b>  | <b>312,622</b> | <b>172,353</b> | <b>185,537</b> | <b>172,112</b>  | <b>2,231,406</b> | <b>216,929</b>    |
| <b>EXPENSES</b>                        |                    |                |                 |                |                 |                 |                |                 |                |                |                |                 |                  |                   |
| Certificated Salaries                  | 11,475             | 11,475         | 94,175          | 94,175         | 94,175          | 94,175          | 94,175         | 94,175          | 94,175         | 94,175         | 94,175         | 94,175          | 964,703          | -                 |
| Classified Salaries                    | 4,250              | 4,250          | 10,370          | 10,370         | 10,370          | 10,370          | 10,370         | 10,370          | 10,370         | 10,370         | 10,370         | 10,370          | 112,200          | -                 |
| Employee Benefits                      | 31,149             | 16,170         | 27,538          | 26,026         | 25,774          | 25,774          | 27,790         | 26,026          | 26,026         | 24,562         | 24,562         | 11,602          | 293,000          | -                 |
| Books & Supplies                       | 9,126              | 9,126          | 15,926          | 11,638         | 11,638          | 11,638          | 11,638         | 11,638          | 11,638         | 11,638         | 11,638         | 11,638          | 138,921          | -                 |
| Services & Other Operating Expenses    | 18,093             | 28,696         | 59,770          | 34,172         | 34,172          | 69,172          | 36,724         | 36,724          | 62,118         | 35,160         | 35,160         | 70,160          | 533,330          | 13,210            |
| Capital Outlay & Depreciation          | -                  | -              | -               | -              | -               | -               | -              | -               | -              | -              | -              | -               | -                | -                 |
| Other Outflows                         | -                  | -              | -               | 6,250          | 403             | 389             | 375            | 361             | -              | 694            | -              | -               | 8,472            | -                 |
| <b>TOTAL EXPENSES</b>                  | <b>74,093</b>      | <b>69,717</b>  | <b>207,779</b>  | <b>182,631</b> | <b>176,532</b>  | <b>211,518</b>  | <b>181,073</b> | <b>179,295</b>  | <b>204,327</b> | <b>176,600</b> | <b>175,906</b> | <b>197,946</b>  | <b>2,050,627</b> | <b>13,210</b>     |
| <b>Operating Cash Inflow (Outflow)</b> | <b>(66,074)</b>    | <b>19,189</b>  | <b>(10,542)</b> | <b>55,142</b>  | <b>(31,337)</b> | <b>(72,459)</b> | <b>17,156</b>  | <b>(21,859)</b> | <b>108,295</b> | <b>(4,247)</b> | <b>9,631</b>   | <b>(25,833)</b> | <b>180,779</b>   | <b>203,719</b>    |
| Revenues - Prior Year Accruals         | 36,086             | 140,615        | 48,441          | -              | -               | -               | -              | -               | -              | -              | -              | -               | -                | -                 |
| Expenses - Prior Year Accruals         | (9,975)            | -              | -               | -              | -               | -               | -              | -               | -              | -              | -              | -               | -                | -                 |
| Summerholdback for Teachers            | (36,480)           | (36,480)       | 10,362          | 10,362         | 10,362          | 10,362          | 10,362         | 10,362          | 10,362         | 10,362         | 10,362         | 10,362          | -                | -                 |
| Loans Payable (Long Term)              | -                  | -              | -               | (8,333)        | (8,333)         | (8,333)         | (8,333)        | (8,333)         | -              | (8,333)        | -              | -               | -                | -                 |
| <b>Ending Cash</b>                     | <b>264,222</b>     | <b>387,546</b> | <b>435,807</b>  | <b>492,977</b> | <b>463,669</b>  | <b>393,239</b>  | <b>412,424</b> | <b>392,594</b>  | <b>511,251</b> | <b>509,033</b> | <b>529,026</b> | <b>513,555</b>  |                  |                   |

**Bullis Mountain View**  
**Monthly Cash Forecast**

|  | 2021-22            |                |                |                |                 |                 |                |                 |                |                 |                |                 | Forecast         | Remaining Balance |
|--|--------------------|----------------|----------------|----------------|-----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|------------------|-------------------|
|  | Actuals & Forecast |                |                |                |                 |                 |                |                 |                |                 |                |                 |                  |                   |
|  | Jul Forecast       | Aug Forecast   | Sep Forecast   | Oct Forecast   | Nov Forecast    | Dec Forecast    | Jan Forecast   | Feb Forecast    | Mar Forecast   | Apr Forecast    | May Forecast   | Jun Forecast    |                  |                   |
| <b>Beginning Cash</b>                  | <b>513,555</b>     | <b>407,481</b> | <b>531,440</b> | <b>551,158</b> | <b>615,005</b>  | <b>581,399</b>  | <b>495,722</b> | <b>512,719</b>  | <b>490,441</b> | <b>628,600</b>  | <b>620,456</b> | <b>637,479</b>  |                  |                   |
| <b>REVENUE</b>                         |                    |                |                |                |                 |                 |                |                 |                |                 |                |                 |                  |                   |
| LCFF Entitlement                       | 5,173              | 111,942        | 242,331        | 273,785        | 151,671         | 166,416         | 230,173        | 153,926         | 367,567        | 180,732         | 180,732        | 193,384         | 2,427,074        | 169,243           |
| Federal Revenue                        | -                  | -              | 5,063          | 5,063          | 24,403          | 5,063           | 5,063          | 24,403          | 5,063          | 18,563          | 24,403         | 5,063           | 165,112          | 42,965            |
| Other State Revenue                    | 5,274              | 5,274          | 9,742          | 9,742          | 13,086          | 9,742           | 9,742          | 25,285          | 14,820         | 14,820          | 25,285         | 14,820          | 215,936          | 58,306            |
| Other Local Revenue                    | -                  | -              | 1,223          | 1,223          | 1,223           | 1,223           | 1,223          | 1,223           | 1,223          | 1,223           | 1,223          | 1,223           | 12,231           | -                 |
| Fundraising & Grants                   | -                  | -              | -              | -              | -               | -               | -              | -               | -              | -               | -              | -               | -                | -                 |
| <b>TOTAL REVENUE</b>                   | <b>10,446</b>      | <b>117,216</b> | <b>258,359</b> | <b>289,812</b> | <b>190,383</b>  | <b>182,444</b>  | <b>246,200</b> | <b>204,837</b>  | <b>388,672</b> | <b>215,337</b>  | <b>231,643</b> | <b>214,489</b>  | <b>2,820,352</b> | <b>270,514</b>    |
| <b>EXPENSES</b>                        |                    |                |                |                |                 |                 |                |                 |                |                 |                |                 |                  |                   |
| Certificated Salaries                  | 20,871             | 20,871         | 125,556        | 125,556        | 125,556         | 125,556         | 125,556        | 125,556         | 125,556        | 125,556         | 125,556        | 125,556         | 1,297,304        | -                 |
| Classified Salaries                    | 4,335              | 4,335          | 10,577         | 10,577         | 10,577          | 10,577          | 10,577         | 10,577          | 10,577         | 10,577          | 10,577         | 10,577          | 114,444          | -                 |
| Employee Benefits                      | 41,545             | 21,791         | 35,879         | 34,100         | 33,804          | 33,804          | 36,175         | 34,100          | 34,100         | 32,216          | 32,216         | 15,108          | 384,838          | -                 |
| Books & Supplies                       | 10,558             | 10,558         | 19,312         | 14,814         | 14,814          | 14,814          | 14,814         | 14,814          | 14,814         | 14,814          | 14,814         | 14,814          | 173,755          | -                 |
| Services & Other Operating Expenses    | 22,958             | 36,508         | 75,802         | 43,526         | 43,526          | 87,671          | 46,397         | 46,397          | 78,407         | 44,398          | 44,398         | 88,543          | 675,412          | 16,882            |
| Capital Outlay & Depreciation          | -                  | -              | -              | -              | -               | -               | -              | -               | -              | -               | -              | -               | -                | -                 |
| Other Outflows                         | -                  | -              | -              | 2,000          | 319             | 306             | 292            | 278             | -              | 528             | -              | -               | 3,722            | -                 |
| <b>TOTAL EXPENSES</b>                  | <b>100,267</b>     | <b>94,062</b>  | <b>267,126</b> | <b>230,574</b> | <b>228,597</b>  | <b>272,728</b>  | <b>233,812</b> | <b>231,723</b>  | <b>263,455</b> | <b>228,089</b>  | <b>227,561</b> | <b>254,599</b>  | <b>2,649,475</b> | <b>16,882</b>     |
| <b>Operating Cash Inflow (Outflow)</b> | <b>(89,820)</b>    | <b>23,154</b>  | <b>(8,768)</b> | <b>59,238</b>  | <b>(38,214)</b> | <b>(90,285)</b> | <b>12,388</b>  | <b>(26,886)</b> | <b>125,217</b> | <b>(12,752)</b> | <b>4,081</b>   | <b>(40,110)</b> | <b>170,877</b>   | <b>253,633</b>    |
| Revenues - Prior Year Accruals         | 48,767             | 152,617        | 15,545         | -              | -               | -               | -              | -               | -              | -               | -              | -               | -                | -                 |
| Expenses - Prior Year Accruals         | (13,210)           | -              | -              | -              | -               | -               | -              | -               | -              | -               | -              | -               | -                | -                 |
| Summerholdback for Teachers            | (51,812)           | (51,812)       | 12,942         | 12,942         | 12,942          | 12,942          | 12,942         | 12,942          | 12,942         | 12,942          | 12,942         | 12,942          | -                | -                 |
| Loans Payable (Long Term)              | -                  | -              | -              | (8,333)        | (8,333)         | (8,333)         | (8,333)        | (8,333)         | -              | (8,333)         | -              | -               | -                | -                 |
| <b>Ending Cash</b>                     | <b>407,481</b>     | <b>531,440</b> | <b>551,158</b> | <b>615,005</b> | <b>581,399</b>  | <b>495,722</b>  | <b>512,719</b> | <b>490,441</b>  | <b>628,600</b> | <b>620,456</b>  | <b>637,479</b> | <b>610,310</b>  |                  |                   |

**Bullis Mountain View**  
**Monthly Cash Forecast**

|  | 2022-23            |                |                |                |                 |                  |                |                 |                |                 |                |                 | Forecast         | Remaining Balance |
|--|--------------------|----------------|----------------|----------------|-----------------|------------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|------------------|-------------------|
|  | Actuals & Forecast |                |                |                |                 |                  |                |                 |                |                 |                |                 |                  |                   |
|  | Jul Forecast       | Aug Forecast   | Sep Forecast   | Oct Forecast   | Nov Forecast    | Dec Forecast     | Jan Forecast   | Feb Forecast    | Mar Forecast   | Apr Forecast    | May Forecast   | Jun Forecast    |                  |                   |
| <b>Beginning Cash</b>                  | <b>610,310</b>     | <b>478,844</b> | <b>637,336</b> | <b>667,411</b> | <b>727,214</b>  | <b>691,178</b>   | <b>591,103</b> | <b>602,013</b>  | <b>578,732</b> | <b>739,804</b>  | <b>727,401</b> | <b>743,063</b>  |                  |                   |
| <b>REVENUE</b>                         |                    |                |                |                |                 |                  |                |                 |                |                 |                |                 |                  |                   |
| LCFF Entitlement                       | 6,622              | 141,490        | 303,902        | 316,482        | 191,744         | 209,103          | 271,933        | 194,081         | 445,350        | 219,734         | 219,734        | 234,799         | 2,960,587        | 205,612           |
| Federal Revenue                        | -                  | -              | 6,045          | 6,045          | 29,181          | 6,045            | 6,045          | 29,181          | 6,045          | 22,795          | 29,181         | 6,045           | 198,582          | 51,976            |
| Other State Revenue                    | 6,543              | 6,543          | 12,075         | 12,075         | 16,225          | 12,075           | 12,075         | 30,138          | 17,153         | 17,153          | 30,138         | 17,153          | 257,990          | 68,642            |
| Other Local Revenue                    | -                  | -              | 1,460          | 1,460          | 1,460           | 1,460            | 1,460          | 1,460           | 1,460          | 1,460           | 1,460          | 1,460           | 14,604           | -                 |
| Fundraising & Grants                   | -                  | -              | -              | -              | -               | -                | -              | -               | -              | -               | -              | -               | -                | -                 |
| <b>TOTAL REVENUE</b>                   | <b>13,166</b>      | <b>148,033</b> | <b>323,482</b> | <b>336,062</b> | <b>238,610</b>  | <b>228,684</b>   | <b>291,513</b> | <b>254,861</b>  | <b>470,009</b> | <b>261,143</b>  | <b>280,514</b> | <b>259,457</b>  | <b>3,431,763</b> | <b>326,229</b>    |
| <b>EXPENSES</b>                        |                    |                |                |                |                 |                  |                |                 |                |                 |                |                 |                  |                   |
| Certificated Salaries                  | 21,289             | 21,289         | 148,501        | 148,501        | 148,501         | 148,501          | 148,501        | 148,501         | 148,501        | 148,501         | 148,501        | 148,501         | 1,527,586        | -                 |
| Classified Salaries                    | 8,588              | 8,588          | 19,200         | 19,200         | 19,200          | 19,200           | 19,200         | 19,200          | 19,200         | 19,200          | 19,200         | 19,200          | 209,181          | -                 |
| Employee Benefits                      | 54,228             | 28,297         | 45,687         | 43,589         | 43,240          | 43,240           | 46,037         | 43,589          | 43,589         | 41,286          | 41,286         | 18,611          | 492,679          | -                 |
| Books & Supplies                       | 11,877             | 11,877         | 22,330         | 17,771         | 17,771          | 17,771           | 17,771         | 17,771          | 17,771         | 17,771          | 17,771         | 17,771          | 206,024          | -                 |
| Services & Other Operating Expenses    | 28,177             | 44,841         | 93,108         | 53,444         | 53,444          | 107,571          | 56,631         | 56,631          | 95,955         | 54,173          | 54,173         | 108,299         | 827,209          | 20,762            |
| Capital Outlay & Depreciation          | -                  | -              | -              | -              | -               | -                | -              | -               | -              | -               | -              | -               | -                | -                 |
| Other Outflows                         | -                  | -              | -              | 1,500          | 236             | 222              | 208            | 194             | -              | 361             | -              | -               | 2,722            | -                 |
| <b>TOTAL EXPENSES</b>                  | <b>124,159</b>     | <b>114,892</b> | <b>328,826</b> | <b>284,006</b> | <b>282,392</b>  | <b>336,505</b>   | <b>288,349</b> | <b>285,888</b>  | <b>325,017</b> | <b>281,292</b>  | <b>280,931</b> | <b>312,383</b>  | <b>3,265,401</b> | <b>20,762</b>     |
| <b>Operating Cash Inflow (Outflow)</b> | <b>(110,993)</b>   | <b>33,141</b>  | <b>(5,344)</b> | <b>52,056</b>  | <b>(43,782)</b> | <b>(107,821)</b> | <b>3,164</b>   | <b>(31,027)</b> | <b>144,993</b> | <b>(20,149)</b> | <b>(417)</b>   | <b>(52,925)</b> | <b>166,362</b>   | <b>305,467</b>    |
| Revenues - Prior Year Accruals         | 61,116             | 190,058        | 19,340         | -              | -               | -                | -              | -               | -              | -               | -              | -               | -                | -                 |
| Expenses - Prior Year Accruals         | (16,882)           | -              | -              | -              | -               | -                | -              | -               | -              | -               | -              | -               | -                | -                 |
| Summerholdback for Teachers            | (64,708)           | (64,708)       | 16,080         | 16,080         | 16,080          | 16,080           | 16,080         | 16,080          | 16,080         | 16,080          | 16,080         | 16,080          | -                | -                 |
| Loans Payable (Long Term)              | -                  | -              | -              | (8,333)        | (8,333)         | (8,333)          | (8,333)        | (8,333)         | -              | (8,333)         | -              | -               | -                | -                 |
| <b>Ending Cash</b>                     | <b>478,844</b>     | <b>637,336</b> | <b>667,411</b> | <b>727,214</b> | <b>691,178</b>  | <b>591,103</b>   | <b>602,013</b> | <b>578,732</b>  | <b>739,804</b> | <b>727,401</b>  | <b>743,063</b> | <b>706,218</b>  |                  |                   |



**Bullis Mountain View**  
**Monthly Cash Forecast**

|  | 2023-24            |                |                |                 |                |                 |                 |                |                |                 |                |                  | Forecast         | Remaining Balance |
|--|--------------------|----------------|----------------|-----------------|----------------|-----------------|-----------------|----------------|----------------|-----------------|----------------|------------------|------------------|-------------------|
|  | Actuals & Forecast |                |                |                 |                |                 |                 |                |                |                 |                |                  |                  |                   |
|  | Jul Forecast       | Aug Forecast   | Sep Forecast   | Oct Forecast    | Nov Forecast   | Dec Forecast    | Jan Forecast    | Feb Forecast   | Mar Forecast   | Apr Forecast    | May Forecast   | Jun Forecast     |                  |                   |
| <b>Beginning Cash</b>                  | <b>706,218</b>     | <b>563,543</b> | <b>773,636</b> | <b>853,299</b>  | <b>822,097</b> | <b>820,182</b>  | <b>750,076</b>  | <b>714,018</b> | <b>728,355</b> | <b>865,939</b>  | <b>846,139</b> | <b>853,507</b>   |                  |                   |
| <b>REVENUE</b>                         |                    |                |                |                 |                |                 |                 |                |                |                 |                |                  |                  |                   |
| LCFF Entitlement                       | 5,769              | 170,267        | 354,581        | 229,715         | 229,715        | 244,915         | 229,715         | 239,008        | 432,963        | 218,720         | 218,720        | 187,457          | 2,960,587        | 199,043           |
| Federal Revenue                        | -                  | -              | 6,045          | 6,045           | 29,181         | 6,045           | 6,045           | 29,181         | 6,045          | 26,045          | 29,181         | 6,045            | 205,082          | 55,226            |
| Other State Revenue                    | 7,813              | 7,813          | 14,360         | 14,360          | 19,316         | 14,360          | 14,360          | 29,864         | 14,360         | 14,360          | 29,864         | 14,360           | 258,796          | 63,603            |
| Other Local Revenue                    | -                  | -              | 1,460          | 1,460           | 1,460          | 1,460           | 1,460           | 1,460          | 1,460          | 1,460           | 1,460          | 1,460            | 14,604           | -                 |
| Fundraising & Grants                   | -                  | -              | -              | -               | -              | -               | -               | -              | -              | -               | -              | -                | -                | -                 |
| <b>TOTAL REVENUE</b>                   | <b>13,582</b>      | <b>178,080</b> | <b>376,446</b> | <b>251,581</b>  | <b>279,672</b> | <b>266,781</b>  | <b>251,581</b>  | <b>299,513</b> | <b>454,828</b> | <b>260,585</b>  | <b>279,225</b> | <b>209,322</b>   | <b>3,439,068</b> | <b>317,872</b>    |
| <b>EXPENSES</b>                        |                    |                |                |                 |                |                 |                 |                |                |                 |                |                  |                  |                   |
| Certificated Salaries                  | 21,714             | 21,714         | 151,471        | 151,471         | 151,471        | 151,471         | 151,471         | 151,471        | 151,471        | 151,471         | 151,471        | 151,471          | 1,558,138        | -                 |
| Classified Salaries                    | 8,760              | 8,760          | 19,584         | 19,584          | 19,584         | 19,584          | 19,584          | 19,584         | 19,584         | 19,584          | 19,584         | 19,584           | 213,365          | -                 |
| Employee Benefits                      | 58,025             | 30,214         | 47,897         | 45,799          | 45,449         | 45,449          | 48,247          | 45,799         | 45,799         | 43,456          | 43,456         | 18,968           | 518,559          | -                 |
| Books & Supplies                       | 10,939             | 10,939         | 21,705         | 18,196          | 18,196         | 18,196          | 18,196          | 18,196         | 18,196         | 18,196          | 18,196         | 18,196           | 207,352          | -                 |
| Services & Other Operating Expenses    | 28,775             | 45,939         | 95,662         | 54,800          | 54,800         | 110,114         | 58,083          | 58,083         | 98,594         | 55,551          | 55,551         | 110,865          | 848,201          | 21,385            |
| Capital Outlay & Depreciation          | -                  | -              | -              | -               | -              | -               | -               | -              | -              | -               | -              | -                | -                | -                 |
| Other Outflows                         | -                  | -              | -              | 1,000           | 153            | 139             | 125             | 111            | -              | 194             | -              | -                | 1,722            | -                 |
| <b>TOTAL EXPENSES</b>                  | <b>128,213</b>     | <b>117,567</b> | <b>336,320</b> | <b>290,851</b>  | <b>289,654</b> | <b>344,955</b>  | <b>295,706</b>  | <b>293,245</b> | <b>333,645</b> | <b>288,453</b>  | <b>288,259</b> | <b>319,084</b>   | <b>3,347,337</b> | <b>21,385</b>     |
| <b>Operating Cash Inflow (Outflow)</b> | <b>(114,631)</b>   | <b>60,513</b>  | <b>40,126</b>  | <b>(39,270)</b> | <b>(9,982)</b> | <b>(78,174)</b> | <b>(44,126)</b> | <b>6,268</b>   | <b>121,183</b> | <b>(27,868)</b> | <b>(9,033)</b> | <b>(109,762)</b> | <b>91,732</b>    | <b>296,487</b>    |
| Revenues - Prior Year Accruals         | 73,116             | 229,977        | 23,136         | -               | -              | -               | -               | -              | -              | -               | -              | -                | -                | -                 |
| Expenses - Prior Year Accruals         | (20,762)           | -              | -              | -               | -              | -               | -               | -              | -              | -               | -              | -                | -                | -                 |
| Summerholdback for Teachers            | (80,398)           | (80,398)       | 16,401         | 16,401          | 16,401         | 16,401          | 16,401          | 16,401         | 16,401         | 16,401          | 16,401         | 16,401           | -                | -                 |
| Loans Payable (Long Term)              | -                  | -              | -              | (8,333)         | (8,333)        | (8,333)         | (8,333)         | (8,333)        | -              | (8,333)         | -              | -                | -                | -                 |
| <b>Ending Cash</b>                     | <b>563,543</b>     | <b>773,636</b> | <b>853,299</b> | <b>822,097</b>  | <b>820,182</b> | <b>750,076</b>  | <b>714,018</b>  | <b>728,355</b> | <b>865,939</b> | <b>846,139</b>  | <b>853,507</b> | <b>760,146</b>   |                  |                   |

# **BULLIS CHARTER SCHOOL**

## **Parent/Student Handbook**



**BULLIS**  
charter school

A CALIFORNIA  
K - 8 PUBLIC SCHOOL

**2018-2019 School Year**



# BULLIS charter school

A CALIFORNIA K - 8 PUBLIC SCHOOL

Founding Superintendent  
Principal/Director of Instructor Services  
Assistant Principal - North  
Assistant Principal - South  
Administrator  
Director, Strategic Initiatives & Partnerships  
Director, Communications & Technology  
Director, Technology Operations  
Director, Communications  
Executive Assistant  
Finance Admin. Assistant  
Office Manager/Admin. Assistant  
Registrar  
Nurse

Wanny Hersey  
Cynthia Bricton  
Melissa Christie  
Dr. Billy Martin  
Jennifer Anderson--Rosse  
Jessica Lura  
Charles Morgan  
Mauricio Romero  
Sarah Beck  
Aumi Rohm--Wesley  
Kitty Chiu  
Linda Lukas  
Martha Gutierrez  
Julie Gutierrez-Muegge

Dear Parents and Students,

*We are incredibly excited to welcome you to the 2018--2019 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,

Cynthia Bricton  
Principal/Director of Instructional Services

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**DAILY SCHEDULE**  
**Kindergarten:**

Morning: 8:15 am – 12:00 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 are from 3:30 - 4:15 pm on Mondays, Tuesdays, Wednesdays (north campus);  
Mondays, Tuesdays, Thursdays (south campus)

Play rehearsals (M--F) are from 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. Kindergarten parents should park and walk their child(ren) to and from their classroom. Please do not exit your vehicle while in the pickup/dropoff drive through lane. Parking is only allowed in designated parking spaces.
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" through the PowerSchool 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 [attendance@bullischarterschool.com](mailto:attendance@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

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. Illnesses, medical appointments, religious holidays/celebrations will be considered excused absences. When your child returns to school, please send a written excuse as to the reason for their absence.

### 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. *1<sup>st</sup> and 2<sup>nd</sup> unexcused tardy within a trimester – Student will receive a verbal warning.*
2. *3<sup>rd</sup> unexcused tardy – Student will receive a letter from his/her teacher.*
3. *4<sup>th</sup> unexcused tardy – Student will receive a letter from the assistant principal/principal.*
4. *5<sup>th</sup> unexcused tardy – Parent will receive a call from the assistant principal/principal.*
5. *6<sup>th</sup> and each subsequent unexcused tardy – A meeting with the parent or guardian may be scheduled.*

Students who have excessive unexcused absences and are chronically tardy may be declared 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. You must 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**

Purpose: To create an environment conducive to learning in which everyone feels safe.

### *Clothing Must Fit*

- Pants, shorts, or skirts must fit at the waistband without a belt.
- Shirts must come down to at least the waistband of skirts, shorts, or pants, even when arms are raised.
- Underwear must never show, whether standing, sitting, bending down, or bending forward.
- Shoes must be comfortable enough that you should be able to walk anywhere on campus at any time.

### *Clothing Cannot Be Inappropriate on School Grounds*

- There must be no sexual or racist remarks on any article of clothing.
- No sunglasses may be worn inside the classroom.
- No hats or hoods may be worn inside the classroom.
- No images of or images related to drugs, weapons, alcohol, or tobacco may be on any article of clothing.

### Dress Code Violations:

- 1st Violation - record violation in detention spreadsheet; student has to modify behavior (changing into PE uniform, call parents, getting a t-shirt from the office).
- 2nd Violation - record violation in detention spreadsheet; student has to modify behavior; call parents so that they can help to modify behavior
- 3rd Violation - detention

## **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 may 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.), before and after school extra-curricular classes, and during school-sponsored events. Students may use their cell phones before and after school classes 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 any damage to or 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.” 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 / CHARACTER PILLARS**

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.

### **CARING**

*Be kind, helpful, and understanding.  
Be thankful.  
Forgive others.*

### **TRUSTWORTHINESS**

*Be honest.  
Never lie, cheat, or steal.  
Do what you say you will do.*

### **FAIRNESS**

*Play by the rules.  
Take turns.  
Share.  
Be a good listener.*

### **RESPECT**

*Treat other people like you would like them to treat you.  
Use good manners.  
Understand that all people are different and 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.*

### **CITIZENSHIP**

*Do what you can to make your school and neighborhood better.  
Cooperate with others.  
Be friendly.  
Protect the environment.  
Obey the laws.*

One component of the support network needed to maintain a caring school culture where all students feel they belong is developing individual and group responsibility. The goal of the behavior expectations at BCS is to teach children to be responsible citizens. Teachable moments within the classrooms and playground are utilized so students will learn to apply the concepts of the Six Pillars to everyday situations.

We value school/home 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.

## **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- to 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 Structures 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

## **HARASSMENT, DISCRIMINATION, INTIMIDATION & BULLYING PREVENTION POLICY**

It is the policy of Bullis Charter School (“School”) to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Bullis Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children’s immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

## **Definitions**

### *Discrimination*

Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

### *Harassment*

Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct may include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior directed at another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet
- Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

### *Sexual Harassment*

Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations
- Physical conduct: touching, assault, impeding or blocking movements

### *Intimidation*

Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action

by inducing fear.

### *Bullying*

Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group. Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that 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. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

### *Retaliation*

Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment, discrimination, intimidation or bullying.

### **Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation**

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:



- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

- By phone at (650) 947-4100
- By email at [principal@bullischarterschool.com](mailto:principal@bullischarterschool.com) or [superintendent@bullischarterschool.com](mailto:superintendent@bullischarterschool.com)
- By mail at 102 West Portola Avenue, Los Altos, CA 94022

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Principal and Superintendent, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

### **Investigation and Disposition of Complaints**

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.

Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal, Superintendent, and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Principal, Superintendent, and/or Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

At the conclusion of the investigation, the Principal may notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will endeavor to provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the complainant does not agree with the final determination of the Board of Directors, the complainant may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

### **Parental Notification**

Each year, the School shall notify parents and guardians of their children’s right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the “Know Your Rights” immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

## **IMMIGRATION ENFORCEMENT POLICY**

### **Responding to On-Campus Immigration Enforcement**

Charter school personnel shall notify the school Principal and Superintendent of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, school personnel must take the following actions:

1. Advise the officer that school personnel must have the Principal or Superintendent review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer’s name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Principal and Superintendent.

If the officer does not declare that exigent circumstances exist, school personnel will inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School’s legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to the charter school’s legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must include, but are not limited to:

1. List or copy of the officer’s credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer’s request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn’t signed;
5. Charter school personnel’s response to the officer’s request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration- enforcement purposes should be reported to the Bureau of Children’s Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

### **Parental Notification**

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the charter school, charter school personnel shall endeavor to receive consent from the student’s parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Charter school personnel will endeavor to immediately notify the student’s parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

## **Immigration and Enforcement Policy Related to the Detention or Deportation of a Student’s Family Member**

### **Responding to the Detention or Deportation of a Student’s Family Member**

Bullis Charter School will encourage families and students to be prepared in the event that a family member is detained or deported. Bullis Charter School will encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors’ contact information, medication lists, and lists of allergies.

Bullis Charter School shall permit students and families to update a student’s emergency contact information as needed throughout the school year and to provide alternative contacts if no parent or guardian is available.

- Families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student’s parent or guardian is ever detained.
- Families will be informed that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student’s emergency card contact information is the information that will be used in the event a student’s parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, Bullis Charter School will release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student. Bullis Charter School shall only contact Child Protective Services if school staff is unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration- enforcement purposes should be reported to the Bureau of Children’s Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

## **SUICIDE PREVENTION POLICY**

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Principal or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the School, the School Principal or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures may include, but are not limited to:

1. Maintaining a safe school environment designed to prevent violence, bullying, and the abuse of alcohol and other drugs.
2. Staff development on suicide awareness and prevention. Staff shall include teachers, counselors, administrators and all other School employees who interact with students.
3. Creating a protocol for response for staff to assist students at risk of suicide.
4. Instruction to students in problem solving and coping skills to promote students' mental, emotional and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
5. Designing programs to promote a positive school climate that enhances students' feelings of connectedness with the school.
6. Strategies to engage parents/guardians, including the provision of information regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

## **PARENT POLICIES & PROGRAMS**

### **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 PowerSchool 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.

### **Registration of Visitors/Guests**

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 or email in advance to schedule your visit. All approved visitors and volunteers **MUST** follow the Registration of Visitors/Guests procedures detailed below.

### Procedures for Visitors to Charter School Premises

1. Any person who is not a student of the School or a School officer or employee shall register his or her presence and the reason for visiting the School to the Principal or designee immediately upon entering the School premises.
2. The Principal or designee shall provide identification to be used by all visitors at all times while on School premises. The visitor shall make this identification visible at all times.
3. All visitors registering with the Principal or designee, including immigration-enforcement officers (unless exigent circumstances necessitate immediate action and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit) will provide the Principal or designee with his or her name, address, occupation, age, if less than twenty-one years-old, his or her purpose for entering the School premises, and present proof of identity and any other information as required by law.
4. No person who furnishes the information set forth in this policy and who provides proof of identity will be denied registration except if the Principal or designee has reasonable basis for concluding that the visitor's presence will or is likely to disrupt the School, its students, its teachers, or its other employees or volunteers or result in damage to property or will result in the distribution or use of unlawful or controlled substances.
5. The Principal or designee may revoke a visitor's registration if the Principal or designee has reasonable basis for concluding that the visitor's presence on School premises would likely interfere or is interfering with the peaceful conduct of School activities, is interrupting classroom activities or

is disrupting the School, its students, its teachers, or its other employees or volunteers.

6. School employees and volunteers should at all times watch for strangers on the School premises. Employees or volunteers who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered with the Principal or designee. Employees and volunteers should immediately inform the Principal or designee of any visitor who refuses to comply with registration requirements.
7. Any possession of unauthorized dangerous instruments, weapons, or devices on school grounds shall be reported immediately to the Principal or designee and may be reported to the local law enforcement agency.
8. Any person who fails to register within a reasonable time after entering the School premises, who fails to leave upon the request of the Principal or designee, or who returns after leaving pursuant to such a request has committed an unlawful act and may be prosecuted according to law.
9. School personnel shall report entry by immigration-enforcement officers to the Principal, Superintendent, and/or site administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

### **Pets on Campus**

Because some students may have an anxiety or allergies to certain animals, we respectfully ask you to not bring your dogs or any other pet to campus at any time, including special events. This includes arrival and dismissal, even if the animal is small or leashed.

### **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 for forgotten items or to distribute them. Please do not go to 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.

### **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. Visit the BBC website at [www.bullisboostersclub.org](http://www.bullisboostersclub.org) for information on programs, volunteering, and much more!

## **EDUCATIONAL RECORDS AND STUDENT INFORMATION**

### **Definitions**

#### *Education Record*

An education record is any written or computerized document, file, entry, or record containing information directly relating to a student that is compiled and maintained by Bullis Charter School ("School"). Such information includes but is not limited to:

1. Date and place of birth; parent and/or guardian's address, and where the parties may be contacted for emergency purposes.
2. Grades, test scores, courses taken, academic specializations and school activities;
3. Special education records;
4. Disciplinary records;
5. Medical and health records;
6. Attendance records and records of past schools attended;
7. Personal information such as, but not limited to, student identification numbers, social security numbers, photographs, or any other type of information that aids in identification of a student. Please note that the School shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless otherwise required to do so by state or federal law.

The School shall not use any school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity or national origin.

An education record does not include any of the following:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records maintained by a law enforcement unit of the School that were created by that law enforcement unit for the purpose of law enforcement;
3. Records relating to a School employee that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not

- available for use for any other purpose;
4. Records that only contain information about an individual after he or she is no longer a student at the School;
  5. Grades on peer-graded papers before they are collected and recorded by a teacher.

### *Directory Information*

Part of the education record, known as directory information, includes personal information about a student that the School may make public. The School does not publish a directory of student information.

### *Parent*

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

### *Eligible Student*

Eligible student means a student who has reached 18 years of age or is attending an institution of postsecondary education.

### **Disclosure of Directory Information**

At the beginning of each year, the School shall provide parents and eligible students with a notice containing the following information: 1) The categories or type of personally identifiable information it designates as directory information (this should be limited to the information specifically identified in Education Code section 49061(c)); 2) A statement that directory information does not include citizenship status, immigration status, place of birth or any other information indicating national origin (except where the School receives consent as required under state law); 3) The recipients of the directory information; 4) The parent's or eligible student's right to refuse to let the School designate any or all of those types of information about the student as directory information; and 4) The period of time within which a parent or student has to notify the School in writing that he/she does not want any or all of those types of information about the student designated as directory information. The notice shall be in the annual First Day Packet. Within 5 days of the First Day Packet's distribution, any parent(s) who does not want his/her child's directory information made public without prior written consent must inform the School in writing. This parental notice must identify what student directory information (any or all) is subject to the prior written consent requirement.

The rights to require prior written consent does not apply to disclosure or requiring a student to disclose his/her name, identifier or institutional email address in a class in which the student is enrolled or to require the student to wear, display publicly or disclose a student ID card or badge that exhibits directory information.

### **Annual Notification to Parents and Eligible Students**

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide parents and eligible students with a notice of their rights under FERPA. The notice shall inform the parents and eligible students that they have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and the Code of Federal Regulations authorize disclosure without consent; and
- File with the Department of Education a complaint concerning alleged failures by the School to



comply with the requirements of FERPA and its promulgated regulations.

The notice must also include the following:

- The procedure for exercising the right to inspect and review educational records;
- The procedure for requesting amendment of records;
- A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll.
- The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
- Assurances that the School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order;
- A description of the types of student records maintained by the School;
- A list of the circumstances or conditions under which the School might release student information to outside people or entities;
- A statement that, unless the School is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, the School shall notify parents or guardians and eligible students –and receive their written consent – before it releases a student’s personally identifiable information.

#### *Parental and Eligible Student Rights Relating to Education Records*

Parents and eligible students have the right to review the student’s education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the School Principal. Within 45 business days, the School shall comply with the request. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the School will provide the parent or eligible student with a copy of the requested records or make other arrangements for inspection and review of the requested records.

#### *Copies of Education Records*

The School will provide copies of requested documents within 15 business days of a request for copies. The School will charge reasonable fees for copies it provides to parents or eligible students, unless it effectively prevents a parent or eligible student from exercising the right to inspect and review the education records. The charge will not include a fee to search for or to retrieve the education records.

#### *Request for Amendment to Education Records*

If upon review, a parent or eligible student discovers any information or notation that is factually inaccurate, misleading or in violation of the student’s right of privacy, he or she may request, in writing, that the School amend the record. The request must be submitted within thirty (30) calendar days of the discovery of the inaccurate or misleading information or a violation of the student’s right of privacy. The School will respond within fifteen (15) working days of the receipt of the request to amend. The School’s response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

#### *Hearing to Challenge Education Record*

If the School denies a parent or eligible student’s request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The hearing to challenge the education record shall be held within 45 work days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than 5 days before the hearing.

The hearing will be conducted by BCS Principal or Superintendent. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The BCS Principal's or Superintendent's decision will be based solely on the evidence presented at the hearing. Within 30 working days of the conclusion of the hearing, the School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the School decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, the School decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the School, or both. If the School places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

### **Disclosure of Education Records and Directory Information**

The School must have a signed and dated written permission from the parent or eligible student before releasing any information from a student's education record with the exceptions listed below. With the exceptions listed below, the School will not release educational records to any person or entity outside the School without the written consent of a parent or eligible student. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent. The School may keep the consent notice with the record file. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, the School shall not release the information.

The School will endeavor to avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by FERPA. Student information may be disclosed to immigration authorities for immigration-enforcement purposes if a court order or judicial subpoena is provided. Immigration-enforcement agencies do not have a legitimate educational interest in a student's or family's citizenship or immigration status. A student's or family's citizenship or immigration status is not considered to be directory information.

Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, the School may provide parental or guardian notification of any court orders,

warrants, or subpoenas before responding to such requests.

The School will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior consent of the parent or eligible student and that the receiving party use it for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and the School maintains the appropriate records, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, of directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

If the School receives an information request related to a student's or family's immigration or citizenship status, the School personnel shall take the following action steps:

- Notify the Principal or Superintendent about the information request;
- Provide students and families with appropriate notice and a description of the immigration officer's request;
- Document any verbal or written request for information by immigration authorities;
- Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

The School will train its personnel regarding gathering and handling sensitive student information as identified in this policy.

The School may disclose education records, without consent, to the following parties:

- A. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 9
- B. Contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the school would otherwise use employees, is under the direct control of the school with respect to the use and maintenance of records, and is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information.
- C. Other schools to which a student seeks or intends to enroll;
- D. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions, including but not limited to the Santa Clara County Office of Education with regard to charter school oversight, and the Los Altos School District with regard to Proposition 39;
- E. Appropriate parties in connection a student's application for, or receipt of, financial aid to a student if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
- F. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

- G. Accrediting organizations in order to carry out their accrediting functions;
- H. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- I. Individuals who have obtained lawful court orders or subpoenas, with prior notice to parents or eligible students with some exceptions;
- J. Persons who need to know in cases of health and safety emergencies;
- K. State and local authorities, within a juvenile justice system, pursuant to specific State law.
- L. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by the School with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether the School concluded a violation was committed.
- M. The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purpose of conducting program monitoring, evaluations and performance measurements of the School, provided the data is reported in the appropriate form provided by law.
- N. An agency caseworker or other representative of a State or local child welfare agency or tribal organization who has the right to access a student's case plan, when such agency or organization is legally responsible, in accordance with State law, for the care and protection of the student, provided those records will not be disclosed by such agency or organization, except as required by law.
- O. Other disclosures as provided by applicable law.

### **Record Keeping Requirements**

The School will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, School officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by

parents and eligible students, School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

### **Complaints**

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

## **SCHOOL POLICIES & PROGRAMS**

### **Illness**

Any child with even a slight fever, who does not appear alert, or is not well enough to participate in school activities, will be sent home. If your child has been absent due to an illness, she/he must be free of fever (without fever reducing medication) and episodes of vomiting, nausea, stomach cramps, or diarrhea for at least 24 hours prior to returning to school, including after school activities such as extracurriculars, play rehearsals, and performances. If your child has a rash, please do not send him or her to school until your health care provider has stated that your child is not contagious. Do not send your child to school if s/he is sick.

### **Head Lice**

If you discover head lice on your child, it is important that you notify the school. If school personnel observes live lice or nits on your child's head, you will be notified immediately and s/he will need to be picked up from school. Your child may return to school after initial treatment AND the removal of ALL nits from the hair.

### **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 trip.

### **Student Council**

Student Council is offered to 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> 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. Any student receiving a Citation while enrolled in Student Council will be ineligible for continued participation and removed from the program.

## **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**

### *CAASPP and CAST*

Each spring, all BCS students in grades 2 through -8 take part in the state mandated Common Core State Standards aligned California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics. Additionally, students in grade 5 and grade 8 will take the California Science Test (CAST) in science. The results of these tests compare our students' performance with other students in the state.

### *ELPAC*

The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade twelve (ages 3-21). The ELPAC is aligned with [California's 2012 English Language Development Standards](#), and is comprised of two separate ELP assessments:

1. Initial Assessment (IA)—an initial identification of students as English learners
2. Summative Assessment (SA)—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

For more information about ELPAC, visit:

- [California Department of Education ELPAC Resource Page](#) for state questions and answers
- [California Department of Education's Page](#) for a Parent Guide to Understanding the ELPAC
- [ELPAC's Page](#) for practice tests

Questions about a student's testing performance may be directed to the classroom teacher or the Principal.

## **STUDENT SUPPORT AND SERVICES**

### **Response to Intervention (RTI)**

An RTI team (RTI) may be assembled 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 RTI team 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 RTI team 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, or his/her designee, 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 employs a Director of Special Education, Resource Specialists, 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; 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.

### **Health Services**

BCS employs a full-time nurse, and first aid and care for students may also be 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 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.

### **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.
- An update on the progress of the FLGs will be provided in the form of a FreshGrade Summative Report on the students' eportfolio during the 2<sup>nd</sup> trimester report card.
- Parents may meet with teacher(s) during March FLG conferences.
- All FLGs will be given a rubric score at the end of the year and a year-end Summative Report on the students' FreshGrade eportfolio. 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.bullischarterschool.me/mybcs](http://www.bullischarterschool.me/mybcs)). To access the password-protected content contained in these pages, parents need to have a Blackboard login account. If you believe that you did not receive account credentials, please email [support@bullischarterschool.com](mailto:support@bullischarterschool.com).

#### **Email Communications**

Schoolwide emails will be sent weekly via our electronic school newsletter, the “Bear Essentials.” In order to receive these communications, parents/guardians must have an *active* email address entered into PowerSchool (through PowerSchool Registration portal). Additionally, all communications are archived 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.

# BULLIS CHARTER SCHOOL

## Employee Handbook



**BULLIS**  
charter school  
A CALIFORNIA  
K - 8 PUBLIC SCHOOL

**2018-2019**

School Locations:

North Campus (Grades TK-8)  
102 West Portola Ave.  
Los Altos, CA 94022

South Campus (Grades TK-5):  
1124 Covington Rd.  
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 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: \_\_\_\_\_

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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 become 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.

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.

Employees must electronically sign the acknowledgment form at the beginning of this Handbook. 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;
- 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 Action Required - Mandatory Training Video**

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. [Reportable Types of Abuse](#)

BCS will provide annual training on the mandated reporting requirements, using the online training module provided by Charter Safe, 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.

***When you have a suspicion that a child is being harmed:***

1. **Call your principal/assistant principal RIGHT AWAY.** Do not wait until recess or the end of the day. If the principal is off site or out of the office, contact the assistant principal, if they are unavailable have the secretary find an administrator and say it is an emergency.

2. **Explain the situation to your principal.** Your principal will talk to the child and may also make a referral. This does **NOT** exempt you from making a mandated report as well. If there is a reason to look for marks, the nurse will be contacted as well.

3. **Call (408) 299-2071 and report** the facts just as you saw/heard them as soon as possible in a confidential location. Ask for the name of the person taking the referral.

4. **Fill out a Suspected Abuse [Form](#)**

It is recommended you fill the form out as you make the referral over the phone.

5. **FAX** the completed Suspected Abuse form to:

6. **Make 2 copies of your completed referral and mail one copy within 36 hours of the phone call to:**

**Santa Clara Social Services Agency  
333 West Julian  
San Jose, CA 95110**

Give one copy to your principal. Do **NOT** file a copy in the student's cumulative file.

7. **Do not discuss the referral with the child's parents.** Child Welfare Workers are not allowed to tell the parents who made the referral.

8. **Maintain confidentiality** about the situation with staff and anyone who may ask. You may talk to your principal about your referral.

9. **Do not question the child extensively.** It is **NOT** your job to investigate your concern. If you over question the child, or ask the wrong questions, you may taint an investigation and put the child at further risk.

## Suicide Prevention Policy

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the School Principal or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide.

In developing measures and strategies for use by the School, the School Principal or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

Such measures may include, but are not limited to:

1. Maintaining a safe school environment designed to prevent violence, bullying, and the abuse of alcohol and other drugs.
2. Staff development on suicide awareness and prevention. Staff shall include teachers, counselors, administrators and all other School employees who interact with students.
3. Creating a [protocol](#) for response for staff to assist students at risk of suicide.
4. Instruction to students in problem solving and coping skills to promote students' mental, emotional and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others.
5. Designing programs to promote a positive school climate that enhances students' feelings of connectedness with the school.
6. Strategies to engage parents/guardians, including the provision of information regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

## **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 Principal.

## **Tuberculosis Testing**

All new 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. Returning employees must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) every four years. 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. All employees and volunteer shall submit proof his/her TB clearance before the start of employment or volunteerism.

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.

**All employees and volunteers are responsible for keeping their exams up-to-date.**

## **Harassment, Discrimination, Intimidation and Bullying Prevention Policy**

It is the policy of Bullis Charter School ("School") to create and maintain a learning environment where students and employees are treated with dignity, decency and respect. It is also the policy of Bullis Charter School to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Accordingly, the School is committed to enforcing this Harassment, Discrimination, Intimidation and Bullying Prevention Policy at all levels in order to create an environment free from all forms of

discrimination, harassment, intimidation and bullying. Discrimination, harassment, intimidation or bullying based on the following characteristics, whether actual or perceived: race, religious creed (including religious dress and grooming practices), color, national origin (including language use restrictions), immigration status, citizenship status, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (including pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy or childbirth), gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or association with a person or group with one or more of the aforementioned characteristics or any other legally protected category is unlawful and undermines the character and purpose of the School. Such discrimination, harassment, intimidation or bullying violates School policy and will not be tolerated. This policy applies to anyone on campus at the School or those attending School sponsored activities.

Any form of retaliation against anyone who has complained or formally reported discrimination, harassment, intimidation or bullying or against anyone who has participated in an investigation of such a complaint, regardless of whether the complaint relates to the complaining person or someone else, will not be tolerated and violates this policy and the law.

If the School possesses information that could indicate immigration status, citizenship status or national origin information, the School shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status or national origin information, the School shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

Each year, the School shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs. The School shall also train teachers, staff and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training shall provide School personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

## **Definitions**

Discrimination: Discrimination is adverse treatment of any person based on the protected class or category of persons to whom he/she belongs and such treatment limits students from participating or benefiting from school activities or services.

Harassment: Harassment is unwelcome verbal or physical conduct prohibited by law directed toward, or differential treatment of, a student because of his/her membership (or perceived membership) in any protected group or on any other prohibited basis. The harasser can be a student, a School official or employee, or someone who is not an employee of the School, such as a vendor or parent.

Examples of such conduct may include, but are not limited to:

- Offensive or degrading remarks, verbal abuse, or other hostile behavior directed at another person or group
- Racial slurs, derogatory remarks about a person's accent, or display of racially offensive symbols
- Unwelcome or inappropriate physical contact, comments, questions, advances, jokes, epithets or demands
- Physical assault or stalking
- Displays or electronic transmission of derogatory, demeaning or hostile materials
- Graphic and written statements, which may include use of cell phones or the Internet
- Harassment does not have to include intent to harm, be directed at a specific target or involve repeated incidents. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities or opportunities offered by the School.

Sexual Harassment: Sexual harassment is a form of harassment based on sex, including sexual harassment, gender harassment and harassment based on pregnancy, childbirth or related medical conditions. It generally involves unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of violations:

- Unwanted sexual advances
- Offering educational benefits in exchange for sexual favors
- Making or threatening reprisals after a negative response to sexual advances
- Visual conduct: leering, making sexual gestures, displaying of suggestive objects or pictures, cartoons or posters
- Verbal conduct: making or using derogatory comments, epithets, slurs and jokes
- Verbal sexual advances or propositions
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, suggestive or obscene letters, notes or invitations

- Physical conduct: touching, assault, impeding or blocking movements

Intimidation: Intimidation includes adverse actions intended to fill another with fear, to overawe or cow, as through force of personality or by superior display of wealth, talent, etc., or to force another into or deter from some action by inducing fear.

Bullying: Bullying may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. It may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion or intimidation). Bullying is any severe or pervasive action or conduct directed toward one or more students that have the effect of one or more of the following: 1) places a reasonable student in fear of harm to that student's person or property; 2) causes a reasonable student to experience a substantially detrimental effect on his or her physical or mental health; 3) causes a reasonable student to experience substantial interference with his or her academic performance; 4) causes a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities or privileges provided by the School.

Other types of bullying:

- Sexual bullying includes many of the actions typical of bullying behavior with the added actions of exhibitionism, voyeurism, sexual propositioning, sexual harassment and sexual abuse (touching, physical contact, sexual assault).
- Bias or hate-motivated bullying is a basic bias against or hate for a person or group.
  - Examples include taunting one's race, religion, national origin, sexual orientation, or physical or mental disabilities. The bullying behavior may also be aggressive, antagonistic, and assaultive.
- Hazing is a form of aggressive behavior that usually involves intimidation and humiliation during an initiation for a student organization or body, club, group or sports team. It may involve conduct that 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. Hazing does not include athletic events or school-sanctioned events.
- Cyberbullying involves bullying conduct that is created or transmitted by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager communicating any of the following: 1) a message, text, sound or image; 2) a post on a social network Internet Web site, including a "Burn Page," an impersonation of another student, and a false profile.

Retaliation: Retaliation is any adverse action taken against a student because he or she filed a charge of harassment, discrimination, intimidation or bullying complaint to the School or another agency or participated in an investigation about the same (such as an internal investigation or lawsuit), including as a witness. Retaliation also includes adverse action taken against someone who is associated with the individual opposing the perceived harassment,

discrimination, intimidation or bullying.

### **Reporting Discrimination, Harassment, Intimidation, Bullying or Retaliation**

Any student who believes that he or she has been the victim of discrimination, harassment, intimidation, bullying or retaliation prohibited by this policy, or any student who has witnessed such discrimination, harassment, intimidation, bullying or retaliation, should immediately report the circumstances in accordance with the procedure set forth below. The School will investigate any conduct that violates this policy, even in the absence of a complaint, and take remedial action where appropriate.

A student may make a complaint, written or oral, to any of the individuals listed below:

- Their teacher, school counselor or other school personnel
- The principal of the School

Complaints may be submitted to the Principal by any of the following methods:

- By phone at (650) 947-4100
- By email at [principal@bullischarterhschool.com](mailto:principal@bullischarterhschool.com) or [superintendent@bullischarterhschool.com](mailto:superintendent@bullischarterhschool.com)
- By mail at 102 West Portola Avenue, Los Altos, CA 94022

Any teacher, school counselor or other school employee that receives any complaints of misconduct, or personally observes, learns about from others, or reasonably suspects has occurred, shall report the same to the Principal and Superintendent, so that the School may attempt to resolve the claim internally. Any School personnel that witness an act of discrimination, harassment, intimidation, bullying or retaliation shall take immediate steps to intervene when it is safe to do so.

### **Investigation and Disposition of Complaints**

The School will conduct a prompt, thorough and impartial investigation that provides all parties appropriate due process and reaches reasonable conclusions based on the evidence collected. The investigation, conducted by a qualified investigator(s) (who may be a School employee), will include an interview with the alleged student-victim and his/her parent(s)/guardian(s). It may also include interviews with the person who made the initial report, the complainant (if not the alleged victim), the alleged wrongdoer and/or any other person who may have information regarding the incident, each of whom are encouraged to cooperate with any investigation. The investigator may also review any relevant documents.

The School will endeavor to complete its investigation within thirty (30) days of a report of discrimination, harassment, intimidation, bullying or retaliation.



Confidentiality of the complaint and investigation will be kept by the School to the extent possible, but note that the investigation will not be completely confidential. The School shall ensure confidentiality with respect to a student's or family's immigration status.

The investigator (if a third party) will report his/her findings to the Principal, Superintendent, and/or Board of Directors. Where the investigator concludes that a violation of this policy has occurred, the Principal, Superintendent, and/or Board of Directors will take prompt and appropriate remedial action, including disciplinary action. Depending upon the circumstances, disciplinary action may include, but is not limited to suspension and/or recommendation for expulsion. Discipline for a violation of this policy is not progressive, so a first violation of this policy may warrant suspension or a recommendation for expulsion.

At the conclusion of the investigation, the Principal may notify the complainant of the manner in which it has resolved the matter. If, within 30 days after notification of resolution, the complainant does not agree with the resolution, the complainant may appeal the matter to the Board of Directors of the School by filing a notice of appeal stating the reasons for the appeal and specific disagreement with the School's resolution of the complaint. The Board of Directors will endeavor to provide the student with a final decision of the School's resolution 5 days after the Board of Directors' next regularly scheduled board meeting. If the complainant does not agree with the final determination of the Board of Directors, the complainant may appeal to the California Department of Education using the appeal process adopted in the School's Uniform Complaint Procedures.

### **Parental Notification**

Each year, the School shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to the "Know Your Rights" immigration enforcement established by the California Attorney General. The School shall also inform students who are the victims of hate crimes of their right to report such crimes.

### **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 Principal.

## **Immigration Enforcement Policy**

### Responding to On-Campus Immigration Enforcement

Charter school personnel shall notify the school Principal and Superintendent of any request by an immigration or law-enforcement officer for school or student access, requests for review of school documents, or requests of the services of lawful subpoenas, petitions, complaints etc., as soon as possible.

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, school personnel must take the following actions:

1. Advise the officer that school personnel must have the Principal or Superintendent review written notification prior to beginning with request;
2. Ask to see (and make a copy of or note) the officer's name and badge number;
3. Ask the officer for her/his reason for being on school grounds and document it;
4. Ask the officer to produce any documentation that authorizes school access;
5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;
6. If the officer asserts that special exigent circumstances exist and demands immediate access to the campus, school personnel should comply and contact the Principal and Superintendent.

If the officer does not declare that exigent circumstances exist, school personnel will inform the officer that the school must consult its own legal counsel before proceeding. In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the School's legal counsel shall be made before providing the agent access to the person or materials specified in the warrant if feasible.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document his or her actions while on campus.

School personnel shall provide notes of the interaction to the charter school's legal counsel and provide the governing board a report of the interaction as timely as possible. These notes must

include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Information on whether the officer presented a warrant or subpoena to accompany his/her request, the information/access requested and proof that the warrant was/wasn't signed;
5. Charter school personnel's response to the officer's request;
6. Any further action taken by the officer;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

#### Parental Notification

Before a student can be interviewed or searched by any officer seeking to enforce civil immigration laws at the charter school, charter school personnel shall endeavor to receive consent from the student's parent or guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order, stating otherwise.

Charter school personnel will endeavor to immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless that access was in compliance with a warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

### **Immigration and Enforcement Policy Related to the Detention or Deportation of a Student's Family Member**

#### Responding to the Detention or Deportation of a Student's Family Member

Bullis Charter School will encourage families and students to be prepared in the event that a family member is detained or deported. Bullis Charter School will encourage families and students to:

- Know their emergency phone numbers;
- Know where to find important documentation such as birth certificates, passports, Social Security Cards, doctors' contact information, medication lists, and lists of allergies.

Bullis Charter School shall permit students and families to update a student's emergency contact information as needed throughout the school year and to provide alternative contacts

if no parent or guardian is available.

- Families may include the contact information of a trusted adult guardian as a secondary emergency contact in the event a student's parent or guardian is ever detained.
- Families will be informed that the information provided on the emergency cards will only be used to respond to emergency situations – and will never be used for any other purpose.

The student's emergency card contact information is the information that will be used in the event a student's parent or guardian is detained or deported and the student must be released to an adult designated on that card. Alternately, Bullis Charter School will release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. Bullis Charter School shall only contact Child Protective Services if school staff is unable to arrange for timely care through the methods outlined above or other instructions given by the parent or guardian.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children's Justice in the California Department of Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov)

### **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 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 messages and phone calls 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 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** **Action Required- Mandatory Training Video**

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; 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) 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 Action Required- Mandatory Training Video**

In accordance with Title VII of the Federal Civil Rights Act (42 U.S.C. § 2000 (1964)), and the California Fair Employment and Housing Act (FEHA) (Gov. Code, § 12940 et. seq.) and Government Code section 19572, BCS prohibits sexual harassment.



BCS will provide annual training on sexual harassment requirements, using the online training module provided by CharterSAFE, to all employees who must complete the training before the start of the school year.

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 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.

Employees who believe they are or have been subjected to sexual harassment in the workplace

have an obligation to take immediate appropriate action and report the incident(s). The options available to an employee are outlined below under Complaint Procedures.

In addition, all employees have an obligation to:

- Adhere to BCS's sexual harassment policy;
- Refrain from engaging in, condoning, tolerating or leaving uncorrected conduct that violates this policy;
- Report any violations of this policy to a supervisor, manager or the Equal Employment Rights & Resolution (EER&R) Office;
- Cooperate with any investigation regarding a violation of this policy.

It is important for all employees to understand that failure to utilize the BCS's internal procedures to report violations will hinder BCS's ability to stop and correct any violations. It is the responsibility of all BCS employees to ensure a harassment free working environment.

### **Bloodborne Pathogen Training Action Required- Mandatory Training Video**

#### **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, 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 workplace, 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, including 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 Principal, Superintendent 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**

## **Business Hours**

Business hours are normally 8:00 a.m. – 4:30 p.m., Monday through Friday.

## **Work Schedule**

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, and open house. 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 (employees entitled to overtime pay) 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 text or telephone the Principal and Campus Administrator/Office Staff 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 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 Principal will be considered a voluntary resignation from employment.

### **Absence Tracking & Leave Submission**

All employees, whether exempt or non-exempt, are also expected to put all absences (either full day or partial) into the leave management system contained within our online HR software called PurelyHR. This software allows employees to submit for leave in the appropriate areas of Personal Necessity, Personal Sick, Family Sick, Bereavement, or Jury Duty. In addition to absence for personal reasons, employees are also expected to submit for any absences that are related to school business or professional development. All leave is to be submitted into the leave management system in increments of 30 minutes or more. Employees are also required to indicate all relevant details pertaining to substitute coverage needed when submitting for leave.

Reports of all leave taken during a 30-day period are generated and delivered to staff monthly. Staff are to provide corrections and/or signed verification of all leave included on the report and return to appropriate office staff within 2 weeks of receipt. Employees can also view all submitted leave at any given time as well as current balance of accrued and unused sick leave through the leave management system. Additionally, employees will receive a report in the last month of their contracted work year containing all leave taken, accrued, and carried over during that year.

### **Staff Sign In/Out**

All employees must sign in and out when leaving campus as this is the only way the office knows who is present. Employees must sign in and out for lunch and for absences like doctor or dentist appointments. Employees are also required to keep the office staff advised of their departures from and returns to the school premises during the workday.

## **Timesheets**

By law, BCS is obligated to keep accurate records of the time worked by non-exempt employees (employees entitled to overtime pay) through timesheets submitted by the employee. Such employees are also required to utilize the School's sign in system (see above) to sign in and out for arrival and departure.

Non-exempt employees must submit monthly timesheets reflecting their time worked, as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. Non-exempt employees are solely responsible for ensuring accurate information on these timesheets and remembering to record time worked. If an employee makes an error on the timesheet the employee must contact the Superintendent and Principal to make the correction and such correction must be initialed by both the employee and the Principal with final approval by the Superintendent.

Any employee who does not accurately record their time off records may be subjected to disciplinary action, up to and including release from at-will employment with the School.

## **Use of E-Mail, Voicemail, and Internet Access**

BCS will permit employees to use its email, 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 email 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 make online postings on 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 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 Principal.
- 3) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are only permitted on Fridays and for field trips. 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 with no undergarments showing.
- 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 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 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 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 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 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 workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Principal when keys are missing or if security access codes or passes have been breached.

## **Occupational Safety**

BCS is committed to the safety of its employees, 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 911 and then the office.



# **EMPLOYEE WAGES AND HEALTH BENEFITS**

## **Payroll Withholdings**

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

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 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 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 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 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 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 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 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

BCS has a first of the month following a 30 day waiting period. Employee coverage will begin on the first of the month following the 30 days. If an employee was hired on 1/9/17 his/her 30 days will be up on 2/9/17. First of the month following that is 3/1/17. Your enrollment form must be submitted to the 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 an Evaluator. 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.

Newly hired employees will have their performance goals reviewed by their Evaluator within the first one hundred twenty (120) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the 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 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 Principal. Only the 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.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the 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
  - Christmas Eve
  - Christmas Day

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 submitting to our leave management system. 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 unpaid leave. 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.

## **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.

Sick leave must be taken by eligible employees in increments of 30 minute increments.

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 Superintendent.

## **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 healthcare 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 service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
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 service member 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 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 accrued 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 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 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 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 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. 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 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 advance 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 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 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 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 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 Principal or designee:

1. The complainant will bring the matter to the attention of the 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 Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Chair 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 Chair 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 Principal or Board President (if the complaint concerns the 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, Principal (or designee) shall abide by the following process:

1. The 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 Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The 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 Principal) or the 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 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:

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Where did the incident(s) occur?

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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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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.

Date:

---

Signature of Complainant

---

Print Name

Received

Date:

---

by:

**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**

Bullis Charter School  
102 W. Portola Avenue  
Los Altos, CA 94022

Phone: 650-947-4100  
FAX: 6650-947- 4989  
[www.bullischarterschool.com](http://www.bullischarterschool.com)

**SB 187**

**Comprehensive  
School Safety Plan**

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

**Fall 2018**



**BULLIS**  
charter school

**2018 – 2019**

## ***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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## Chapter

# 1

## **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 timeline 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.

## Chapter

# 2

## 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
- Cynthia Bricton Principal
- Melissa Christie Assistant Principal/North Site Administrator
- Dr. Billy Martin Assistant Principal/South Site Administrator
- Dr. Seval Aksu School Counselor
- Emily Drew-Moyer Teacher Representative
- Linda Lukas Classified Representative
- Joe Williams Maintenance and Facilities
- Amy Suri Parent Volunteer



## Chapter

# 3

## 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**  
**2019 - 2019**

**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.

## Chapter

# 4

## Policies and Procedures

### 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 is 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 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<br>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.<br>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<br>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.

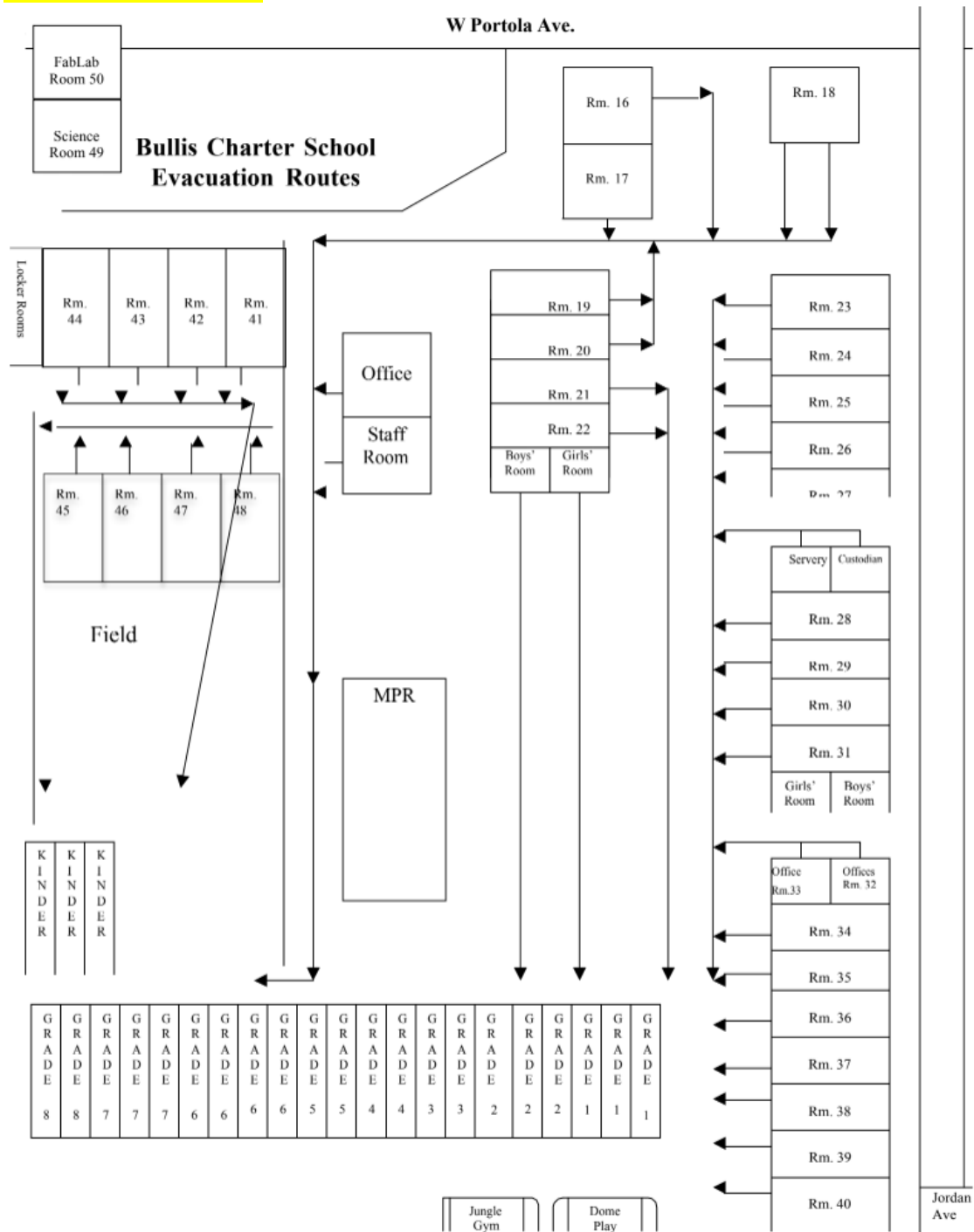
## Daily Ingress/Egress Routes



# South Site

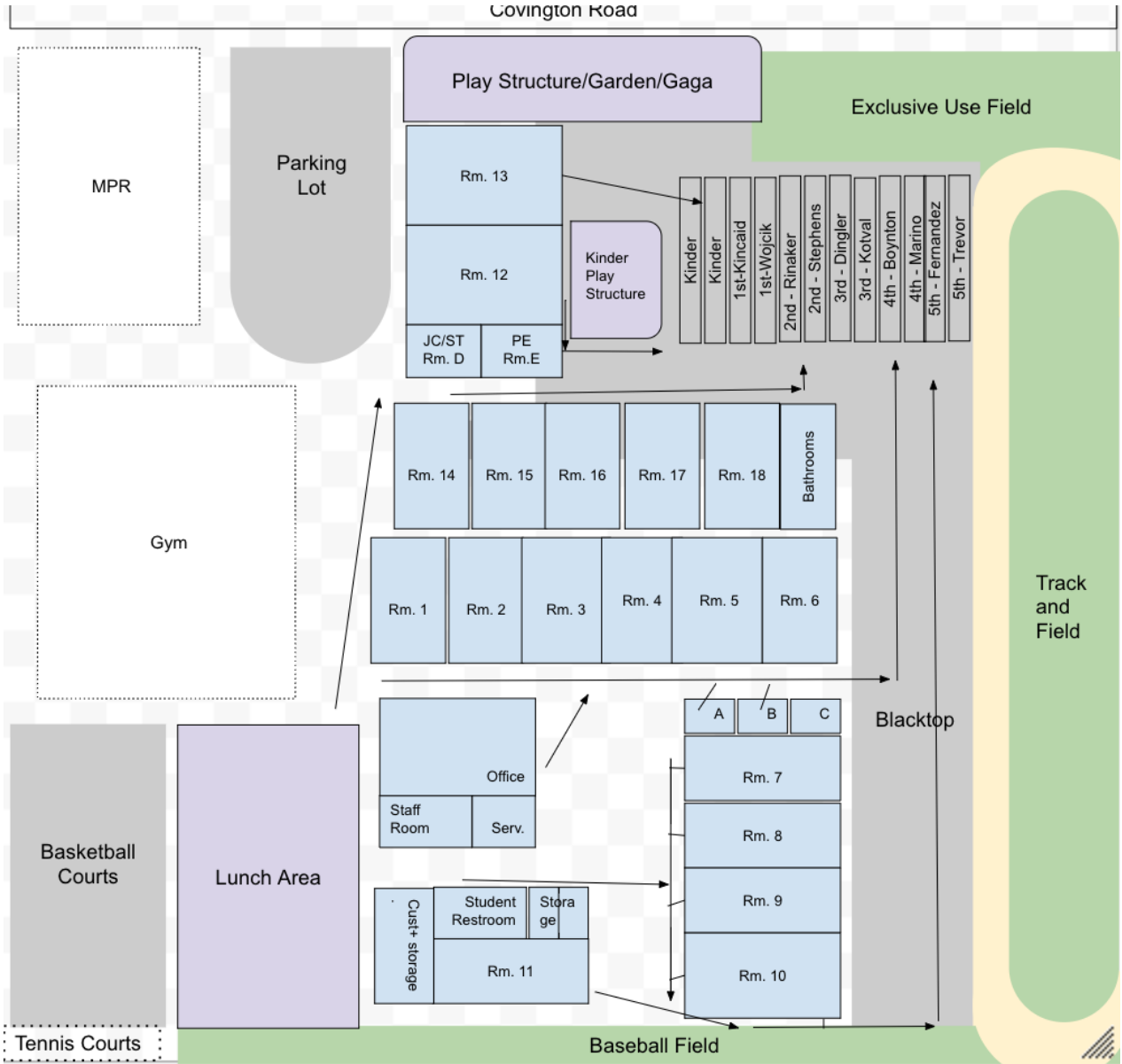


# Emergency Evacuation Routes North Site



# 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 3:30 to 4:30 in a Middle School Classroom.
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 revealing 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**

### **EMERGENCY DRILL PROCEDURES**

#### **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<sup>1</sup> from the backpack and make sure it is visible to command post.<sup>2</sup>
7. **A long bell will ring to return to class.**

#### **EARTHQUAKE DRILL**

**PA Announcement to begin drill.**

1. Duck, cover, and hold.

---

<sup>1</sup> Green/Red cards are already in your backpack

- As the class approaches the designated evacuation area, remove the appropriately colored card from the backpack and make sure it is visible to the command post.
- Green = all OK; students and teachers are accounted for
- Red = there is a problem that needs attention. This could include:
  - a student is missing
  - a student is injured or in another emergency situation.

<sup>2</sup> Make sure there are no ATs/teachers missing from your grade level/team. If a teacher is missing, hold up your red card and communicate the problem to the command post.

2. If you are outside, move away from buildings or structures
3. Teacher will be responsible for making sure all students follow the procedures above.
4. Listen for the “all clear” signal.
5. When safe, take the emergency backpack and the first aid kit, leave the building, and lead class to designated area (see map). If there is a problem in your room, leave a red card in the window. Leave your door open.
6. Remind students of the necessity for silent and orderly passage and return.
7. Take roll on the emergency roll sheet and have runner deliver sheet to command post.
8. Remove either the red or green card from the backpack and make sure it is visible to command post<sup>1</sup>.
9. **A long bell will ring to return to class.**

### **CODE RED (Active Shooter)**

For a drill, there will be an announcement that we are in “code red.” In a real emergency, there may be an announcement, an email, or you may see or hear the issue on campus yourself.

1. Run away if safe with the students (run *away* from the direction of the incident)
2. If unable to run, 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.
3. Barricade the door. Do not open the door for anyone.
4. Remain in “code red” until you receive an “ALL CLEAR” by authorized personnel (the principal, office staff, or police officer).
5. In a real code red emergency, follow the [“run, hide, defend/fight” protocol.](#)

### **CODE BLUE/SHELTER IN PLACE**

1. Go indoors.
2. Lock the door(s) and draw the blinds. Do not open the door for anyone. Do not leave or allow others to leave the room.
3. Continue with regular instruction.
4. Listen for/check email for instructions or information.
5. Remain in code blue until you receive an “ALL CLEAR” by authorized personnel (the principal, office staff, or police officer).

### **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. In the case of a fire, do not enter classrooms (fire dept. does this).
- c. If a child is found, sweeper walks student to 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. If a child is unable to walk, sweeper will text the principal and AP with details on student including full name, grade level, and situation.

## 2019-2019 Who and Where

### **North**

Zone 1: **Upper Bathrooms, Lunch Area, Library, Rm 32-40** (Reed, Thowson)

Zone 2: **MPR & Lower Bathroom, Rm 28-31** (Zhang, Yang)

Zone 3: **Kinder Playground, Primary hallway, Rms 16-27** (Factora/Mazar, Feng)

Zone 4: **Staff Room, middle school hallways, Field, Rm 41-48** (Stark, Carvalho)

Zone 5: **Rm 49-51** (Taylor)

### **South**

Zone 1: **Kinder Playground, Blach MPR and Gym** - (Burke)

Zone 2: **Servery, Student Bathrooms, Office, Staff Room, Lunch Tables, Rooms A, B, & C** - (Coleman)

Zone 3: **Classrooms 7-11 & Softball field**- (Tang)

Zone 4: **Classrooms (Rm.1-6)** - (Song)

Zone 5: **Classrooms (Rm. 12-18)** - (Williams)

### **Room 49, 50 and 51 Procedure/Evacuation Route**

- Students in these two rooms evacuate with Egan.
- Upon evacuation, the teacher in the classroom must call the BCS office or Melissa's Cell phone if no answer at office (415-377-0592) 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 loudspeaker 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.

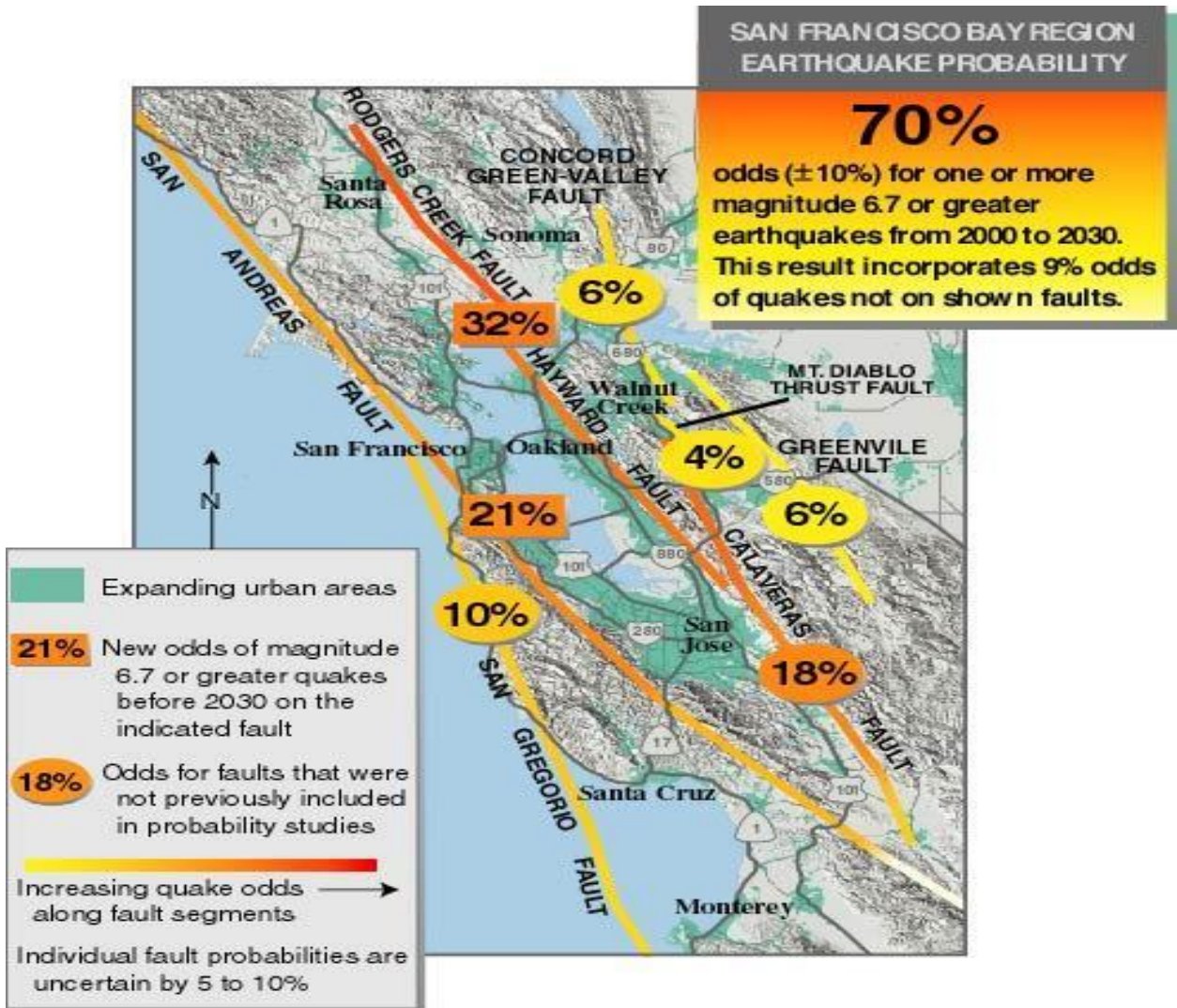
A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of 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.

| <b><u>Earthquake Size Descriptions</u></b> |                          |  |
|--|--------------------------|--|
| <b>Descriptive Title</b>                   | <b>Richter Magnitude</b> | <b>Intensity Effects</b>   |
| <b>Minor Earthquake</b>                    | <b>1 to 3.9</b>          | Only observed instrumentally or felt only near the epicenter.  |
| <b>Small Earthquake</b>                    | <b>4 to 5.9</b>          | 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. |
| <b>Moderate Earthquake</b>                 | <b>6 to 6.9</b>          | Moderate to severe earthquake range; fault rupture probable.   |
| <b>Major Earthquake</b>                    | <b>7 to 7.9</b>          | Landslides, liquefaction and ground failure triggered by shock waves.  |
| <b>Great Earthquake</b>                    | <b>8 to 8+</b>           | 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.

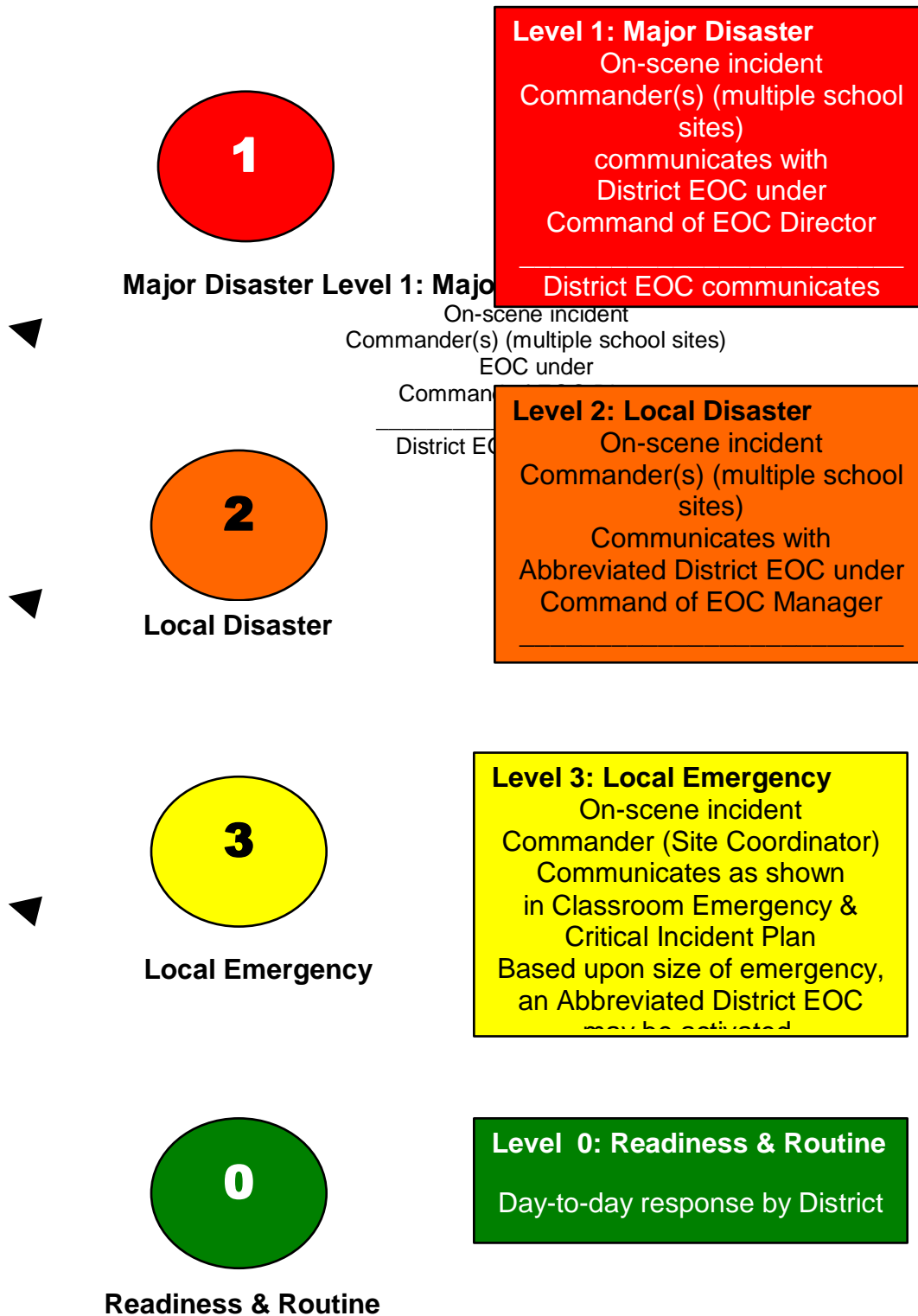
### **Response Level 2 - Local Disaster**

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](http://www.redcross.org), [www.prepare.org](http://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.
  - o 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**

|                |                             |                       |
|----------------|-----------------------------|-----------------------|
| <b>School:</b> | <b>Time Call Received:</b>  | <b>Call Taken By:</b> |
| <b>Date:</b>   | <b>Time Caller Hung Up:</b> | <b>Title:</b>         |
|                | <b>Caller ID Info (*69)</b> |                       |

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

# 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

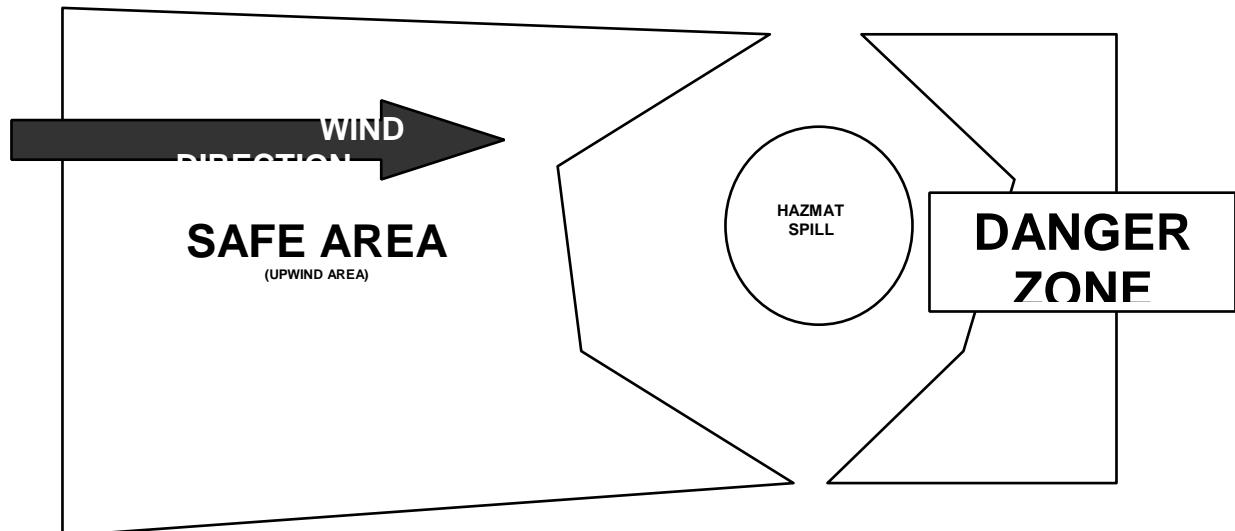
Hazardous Substances include the following, but is not limited to the following:

|                      |                    |
|----------------------|--------------------|
| 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:

| <b>TRIAGE Priorities</b>  |
|---|
| <b>Highest Priority - RED TAG</b>                                 |
| 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   |
| <b>Second Priority - YELLOW TAG</b>                               |
| 1. Burns  |
| 2. Major multiple fractures                                       |
| 3. Back injuries with or without spinal cord damage               |
| <b>Third Priority - GREEN TAG</b>                                 |
| 1. Fractures or other injuries of a minor nature                  |
| <b>Lowest Priority - BLACK</b>                                    |
| 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

**Mass Casualty**  
**Page**\_\_\_\_\_

### PATIENT TRACKING SHEET

HOSPITALS:  
TERESA

LGH – LOS GATOS

STH – SANTA

ECH – EL CAMINO

OCH – O'CONNOR

SUH - STANFORD

GSH – GOOD SAMARITAN

SJH - SAN JOSE

VMC – VALLEY MED

KSC – KAISER SANTA CLARA

SLH – STE. LOUISE

Other



# 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 spech, 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 preceeded 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 foodbourne botulism, except that the gastrointestinal signs sometimes associated with foodbourne 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).

# 8

## **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 emergency 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.

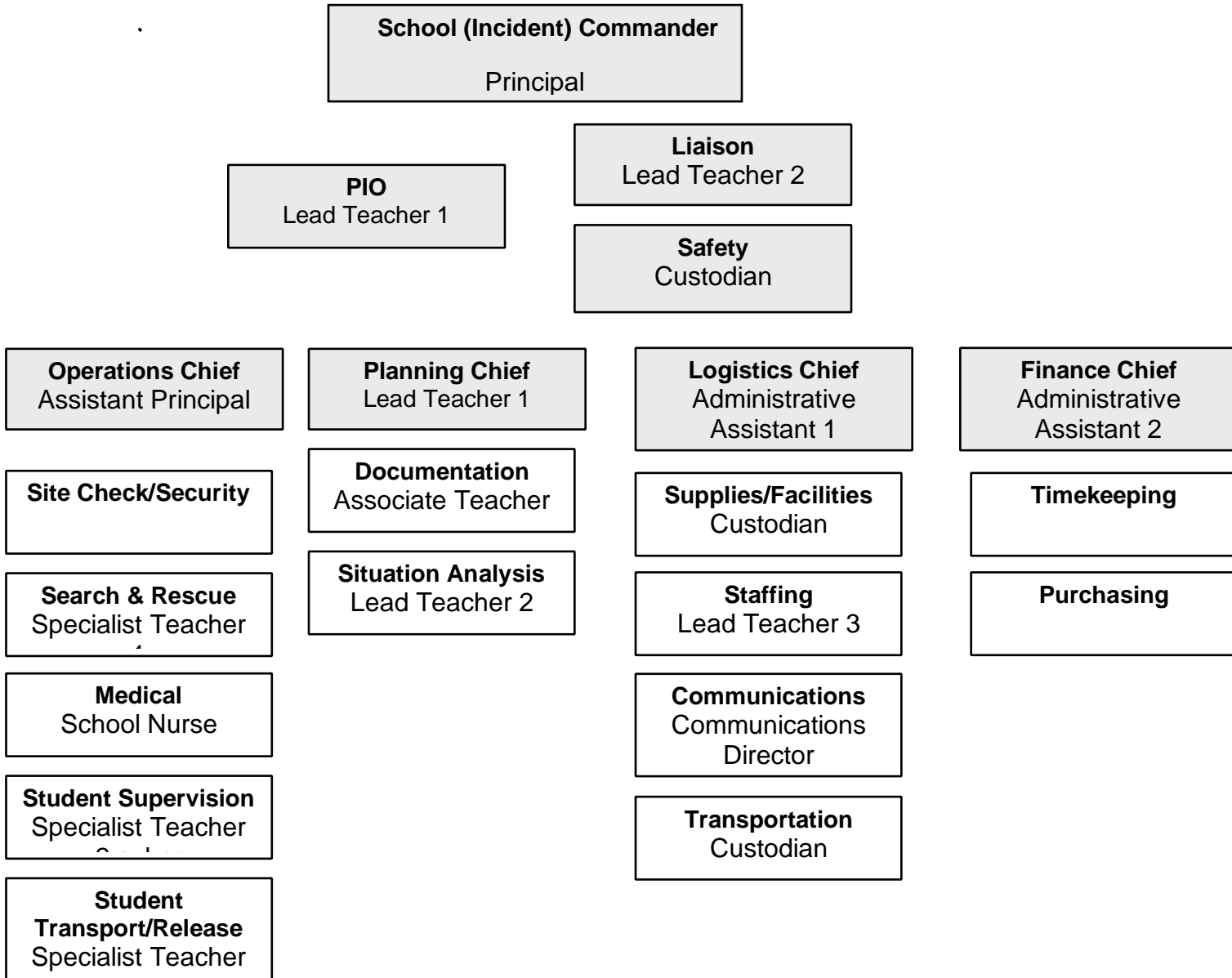
## **Pre-Designated Incident Facilities**

- 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.<br>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<br>94040 |
| Contact      | Patricia Tennant, Principal                     |
| Phone Number | 650 968-1213                                    |

# Emergency Response Teams

## Operations

| Team            | Team Leader:               | Staff:   |
|-----------------|----------------------------|--|
| Security        | Custodian:<br>Joe Williams | Specialist Teachers:<br>Andrew Lipson<br>Katelyn Miller<br>Roberto Magana  |
| Search & Rescue | Aumi Rohn-Wesley           | Specialist Teachers:<br>Katelyn Miller<br>Andrew Lipson<br>Roberto Magana<br>David Belles<br>Lynn Reed<br>Qinglin Yang<br><br>Office:<br>Charles Morgan<br><br>Associate Teachers: |

|                 |   |  |
|-----------------|---|--|
|                 |   | Lovelyn Knapp<br>Katie Pampuch   |
| Medical         | School Nurse:<br>Julie Gutierrez  | School Nurse:<br>Julie Gutierrez<br>Admin. Assistant 2:<br>Kitty Chiu<br>Martha Gutierrez<br>Linda Lukas |
| Student Release | Admin. Assistant 1:<br>Aumi Rohm-Wesley<br>Linda Lukas<br>Specialist Teacher:<br>David Belles | Specialists:<br>Amy Felder<br>Jocelyn Pickett<br>Debra Burke<br>Gillian Thowson                          |

**Student Staging Area Teams:**

| Locations | Team Leader:           | Staff:  |
|-----------|------------------------|---|
| Fields    | Teacher:<br>Lisa Stone | Specialist Teachers:<br>Joseph Stark<br>Robert Taylor<br>Miriam Factora |

## Planning

| Team               | Team Leader:                  | Staff:  |
|--------------------|-------------------------------|---|
| Documentation      | Specialist:<br>Jessica Lura   | Teacher:<br>Yanfei Tang<br>Lynn Reed  |
| Situation Analysis | Principal:<br>Cynthia Bricton | Lead Teachers:<br>Melissa Christie<br>Lisa Stone<br><br>Office:<br>Charles Morgan |

## Logistics

| Team                | Team Leader:                                 | Staff:  |
|---------------------|--|---|
| Supplies/Facilities | Custodian:<br>Joe Williams                   | Kitty Chiu<br>Aumi Rohm-Wesley<br>Martha Gutierrez      |
| Staffing            | Teacher:<br>Lisa Stone                       | Lead Teacher 3:<br>Jeri Chi                             |
| Communication       | Communication<br>Director:<br>Charles Morgan | Stacey Walter   |
| Transportation      | Custodian:<br>Joe Williams                   | Specialist Teachers:<br>Andrew Lipson<br>Katelyn Miller |

## FINANCE

| Team        | Team Leader:                     | Staff:                         |
|-------------|----------------------------------|--------------------------------|
| Timekeeping | Specialist Teacher:<br>Lynn Reed | Associate Teacher:<br>Elle Pan |
|             | Admin Assistant 2:               | School Nurse:                  |

|            |            |                 |
|------------|------------|-----------------|
| Purchasing | Kitty Chiu | Julie Gutierrez |
|------------|------------|-----------------|

# Emergency Directory

## A. Emergency Telephone Numbers

Emergency 911

Police Department (650) 947-2779

Fire Department (408) 378-4015  
10 Almond Avenue

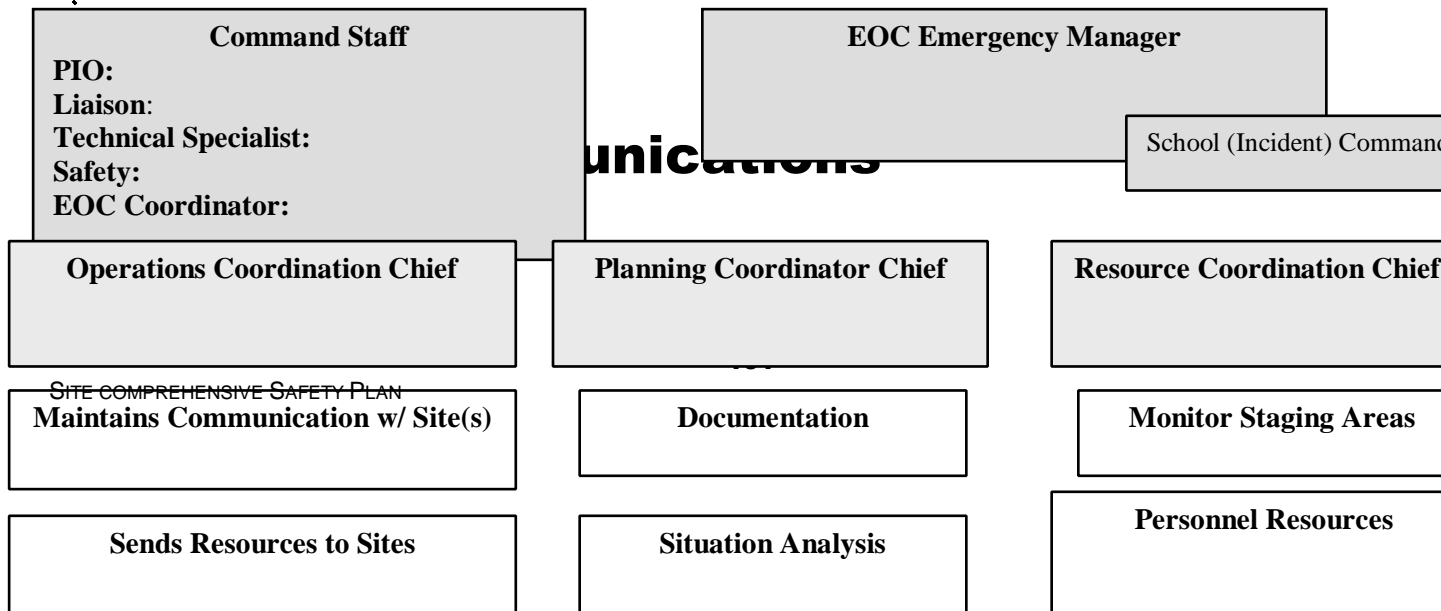
## B. Los Altos School District Personnel Phone Numbers:

Superintendent Jeff Baier, (650) 947-1150

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

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

# District Emergency Operations Center



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**

|             |          |                                       |  |                                |
|-------------|----------|---------------------------------------|--|--------------------------------|
| <b>Date</b> |          | Priority (Circle one)                 |  |                                |
| <b>Time</b> |          | <b>EMERGENCY</b><br>(Life Threatened) | <b>URGENT</b><br>(Property Threatened) | <b>ROUTINE</b><br>(All Others) |
| <b>TO</b>   | Name     | <b>FROM</b>                           | Name                                   |                                |
|             | Title    |                                       | Title                                  |                                |
|             | Location |                                       | Location                               |                                |

Check One       Take Action       For Information       Other

| <u>Category</u> | <u>Number</u>   | <u>Description</u>  |
|-----------------|---|---|
| <b>V</b>        |   |   |
| A.              | # _____   | <b>Fatalities</b>   |
| B.              | # _____ Minor   | <b>Injuries</b><br><b>Minor:</b> In need of First Aid attention only  |
| C.              | # of Injured<br># _____ Major   | <b>Injuries (Ambulance)</b><br><b>Major:</b> 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.<br><b>Moderate:</b> Burns, major multiple fractures, Back injuries with or without spinal cord damage   |
| D.              | # _____ Moderate<br><b>Circle one</b><br><br>Major<br><br>Moderate<br><br>Minor | <b>Property Damages</b><br><b>Major damage:</b> building collapse, building leaning, major ground movement causing large cracks in ground.<br><b>Moderate damage:</b> Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).<br><b>Minor damage:</b> Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows. |
| E.              | ___ Ambulance<br>___ PG&E<br>___ Other  | <b>Resources Needed</b><br>___ Other: (describe)  |

⑥

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

### Fax Numbers

### Telephone

|                                 |                                |              |
|---------------------------------|--------------------------------|--------------|
| 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<br>(408-383-2100) | 408-953-3636 |
| KSTS Channel 48                 | 408-434-1046                   | 408-435-8848 |

### Radio Stations

### Fax Numbers

### Telephone

|                                 |              |                       |
|---------------------------------|--------------|-----------------------|
| 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

### Fax Numbers

### Telephone

|                       |              |                                 |
|-----------------------|--------------|---------------------------------|
| 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<br>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 | 408-270-3926    |
| 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 2019 – 2019

| Recommendation   | Steps   | Participants  | Completed  |
|--|---|---|--|
| <b>Review employment screening policy &amp; procedure</b>                      | <ul style="list-style-type: none"> <li>• Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff?</li> <li>• Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate?</li> <li>• Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked?</li> <li>• Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?</li> </ul> | <ul style="list-style-type: none"> <li>• Security</li> <li>• Human Resources</li> </ul>                   | <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>  |
| <b>Review the adequacy of physical security in and around campus buildings</b> | <ul style="list-style-type: none"> <li>• Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.</li> <li>• Are keys to campus and administration buildings adequately controlled?</li> <li>• Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.</li> <li>• Is exterior lighting working and is illumination adequate?</li> <li>• Is interior lighting (night lighting) working and is illumination adequate?</li> </ul>   | <ul style="list-style-type: none"> <li>• Security</li> <li>• Maintenance</li> <li>• Operations</li> </ul> | <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> |
| <b>Review access control procedures and heighten employee awareness</b>        | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Has a visitor log and ID badge system been implemented?</li> </ul>   | <ul style="list-style-type: none"> <li>• Everyone</li> </ul>  | <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>   |
| <b>Train everyone to recognize and report</b>                                  | <ul style="list-style-type: none"> <li>• Are persons taking pictures or filming campus activities questioned about their authorization to do so?</li> </ul>   | <ul style="list-style-type: none"> <li>• Everyone</li> </ul>  | <p style="text-align: center;">X</p>   |



|  |  |  |   |
|--|--|--|---|
| <p><b>suspicious activities on campuses.</b></p>   | <ul style="list-style-type: none"> <li>• Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again.</li> <li>• Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?</li> <li>• Have you developed a plan to handle reports of suspicious activity?</li> <li>• 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?</li> <li>• Do personnel know what to do if a suspicious package is found?</li> <li>• 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?</li> <li>• Are food services personnel trained to be aware of suspicious people in their food preparation area?</li> <li>• When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?</li> </ul> |  | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> |
| <p><b>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.</b></p> | <ul style="list-style-type: none"> <li>• Do you have a zero tolerance for verbal threats of any kind?</li> <li>• 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?</li> <li>• 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?</li> <li>• Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?</li> </ul>   | <ul style="list-style-type: none"> <li>• Student Services</li> <li>• Security</li> <li>• Human Resources</li> </ul>      | <p>X</p> <p>X</p> <p>X</p> <p>X</p>                                     |
| <p><b>Work closely with local law enforcement and health officials.</b></p>  | <ul style="list-style-type: none"> <li>• Have you made local law enforcement a partner in your district plans?</li> <li>• Are parking regulations, particularly fire zone regulations, strictly enforced?</li> <li>• Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?</li> <li>• Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?</li> </ul>   | <ul style="list-style-type: none"> <li>• Security</li> <li>• Clinical Staff</li> <li>• Crisis Management Team</li> </ul> | <p>X</p> <p>X</p> <p>X</p>  |

|   |  |   |          |
|---|--|---|----------|
|   | <ul style="list-style-type: none"> <li>• Have you determined contact protocol with local health officials if bio-terrorism is suspected?</li> </ul>  |   | <b>X</b> |
| <b>Train staff on identifying and handling suspicious packages and letters.</b> | <ul style="list-style-type: none"> <li>• Have you download and posted the FBI advisory (poster) regarding suspicious packages from <a href="http://www.fbi.gov">www.fbi.gov</a>?</li> <li>• Or, the US Postal Inspection Service poster on identifying suspicious packages from <a href="http://www.usps.gov">www.usps.gov</a>?</li> <li>• Have you considered publicizing the availability of this information to others in the school community for personal use?</li> </ul> | <ul style="list-style-type: none"> <li>• Mail room</li> <li>• Secretarial</li> <li>• Security</li> <li>• Parents</li> <li>• Students</li> </ul> |          |

## BULLIS CHARTER SCHOOL Safety Plan Annual Emergency Plan Checklist 2019 – 2019

**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  
 2019 – 2019**

**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 2019 – 2019

| GENERAL GUIDELINES                   | O<br>K | Needs Attention | Comments |
|--------------------------------------|--------|-----------------|----------|
| <b>CAMPUS</b>                        |        |                 |          |
| Signs Posted, Controlled Access      | X      |                 |          |
| Traffic review, parking, fire lanes  | X      |                 |          |
| Adequate surfacing, lighting         | X      |                 |          |
| Safety Plan                          | X      |                 |          |
| Required Postings                    | X      |                 |          |
|                                      |        |                 |          |
| <b>ASSEMBLY ROOMS</b>                |        |                 |          |
| Exits clear, exit & emergency lights | X      |                 |          |
| Floors, seating maintained           | X      |                 |          |
| Stage: clean, clear exits, wiring    | X      |                 |          |
| Kitchen: clean, safe food storage    | X      |                 |          |
|                                      |        |                 |          |
| <b>ATHLETIC FACILITIES</b>           |        |                 |          |
| Bleachers, fences, backstops         | X      |                 |          |
| Stairs, ramps, walkways, gates       | X      |                 |          |
| Surfacing in common areas            | X      |                 |          |
| Equipment                            | X      |                 |          |
|                                      |        |                 |          |
| <b>INDUSTRIAL ARTS</b>               |        |                 |          |

|  |   |  |  |
|--|---|--|--|
| 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          |   |  |  |
|  |   |  |  |
| <b>SCIENCE ROOMS</b>                   |   |  |  |
| Hazardous material storage             | X |  |  |
| Adequate ventilation, fume hoods       | X |  |  |
| Eyewash, gas shut-off                  |   |  |  |
| Safety training                        | X |  |  |
| Safety signs posted, enforced          | X |  |  |
|  |   |  |  |
| <b>EMERGENCY PREPAREDNESS</b>          |   |  |  |
| 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  
2019 – 2019**

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.

|                    |  |
|--------------------|--|
| <b>ROOM NUMBER</b> |  |
|--------------------|--|

|   |  |  |
|---|--|--|
| <b>Deficiencies to be corrected by maintenance staff:</b>       |  |  |
| 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                        |  |  |
| <b>Deficiencies to be corrected by school personnel:</b>        |  |  |
| 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  
2019 – 2019**

|      |           |         |   |                            |  |  |  |                       |
|------|-----------|---------|---|----------------------------|--|--|--|-----------------------|
| Date | Time      |         | Please place a <input type="checkbox"/> below for which drill has been completed. |                            |  |  |  | Principal's Signature |
|      | Sta<br>rt | En<br>d | <b>R<br/>a<br/>d<br/>i<br/>o<br/>C<br/>o<br/>m<br/>m</b>                          | <b>F<br/>i<br/>r<br/>e</b> | <b>E<br/>a<br/>r<br/>t<br/>h<br/>q<br/>u<br/>a</b> | <b>A<br/>c<br/>t<br/>i<br/>v<br/>e</b> | <b>O<br/>t<br/>h<br/>e<br/>r<br/>D<br/>r<br/>i<br/>l<br/>s</b> |                       |



|  |  |                                       |
|--|--|---------------------------------------|
| 4. Work Phone/Ext.   |  |                                       |
| 5. Home Phone  |  |                                       |
| <b>Specialized Skills</b>                                    |  |                                       |
| 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? |
| <b>Personal Responsibilities</b>                             |  |                                       |
| 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   |  |                                       |
| <b>In an Emergency -- Confidential</b>                       |  |                                       |
| 1. Anything you want us to know? Special Needs? Medications? |  |                                       |
| 2. Other:  |  |                                       |



**BULLIS CHARTER SCHOOL  
ANNUAL DISASTER SERVICE WORKER SURVEY  
2019 - 2019**

**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**

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

### **First Aid**

- o Compress, 4 x 4": 1000 per 500 students
- o Compress, 8 x 10": 150 per 500 students
- o Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- o Triangular bandage: 24 per campus
- o Cardboard splints: 24 each, small, medium, large
- o Butterfly bandages: 50 per campus
- o Water in small sealed containers: 100 (for flushing wounds, etc.)
- o Hydrogen peroxide: 10 pints per campus
- o Bleach, 1 small bottle
- o Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- o Scissors (paramedic): 4 per campus
- o Tweezers: 3 assorted per campus
- o Triage tags: 50 per 500 students
- o Latex gloves: 100 per 500 students
- o Oval eye patch: 50 per campus
- o Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- o Dust masks: 25 per 100 students
- o Disposable blanket: 10 per 100 students
- o First Aid books: 2 standard and 2 advanced per campus
- o Space blankets: 1 per student and staff
- o Heavy duty rubber gloves: 4 pairs

### **Sanitation Supplies** (if not supplied in the classroom kits)

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

### **Tools per Campus**

- o Barrier tape, 3" x 1000": 3 rolls
- o Pry bar
- o Pick ax
- o Sledge hammer

- o Shovel
- o Pliers
- o Bolt cutters
- o Hammer
- o Screwdrivers
- o Utility knife
- o Broom
- o Utility shut off wrench: 1 per utility

### **Other Supplies**

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

### **Food**

- o 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**

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

**Gear per S&R Team**

- o Backpack with First Aid supplies
- o 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/](http://www.fema.gov)

Federal Emergency Management Agency

[http://www.oes.ca.gov/](http://www.oes.ca.gov)

California Office of Emergency Services

[http://www.bt.cdc.gov/](http://www.bt.cdc.gov)

Centers for Disease Control and Prevention

[http://www.fbi.gov/](http://www.fbi.gov)

Federal Bureau of Investigation

[http://www.sccoe.org/](http://www.sccoe.org)

Santa Clara County Office of Education

# **Bullis Mountain View Outreach and Enrollment Plan, Community Outreach Outcomes 2018-2020**

BMV will undertake the following community outreach activities and outcomes in pursuit of building a strong community as we open a new school beginning in August of 2019:

## **By October 15, 2018**

- Recruit at least 10 parents to serve as leaders in the community, considering the demographic makeup of Mountain View
- Plan, host, and reflect upon one parent visioning session
- Mobilize parents to attend charter hearing and votes at MVWSD board meetings
- Connect with community organizations serving the same population to build partnerships and spread awareness about BMV as an option for families and students

## **By November 15, 2018**

- Plan, host, and reflect upon one family friendly event in a local park (i.e. ice cream social/health fair/festival) to recruit more interested families at large
- Recruit at least 10 additional parents to serve as leaders in the community, considering the demographic makeup of Mountain View

## **By June, 2019**

- Hold 3-6 enrollment meetings
- Connect with at least 3-5 community organizations serving the same population to get the word out about BMV and forge partnerships
- Work with the Family Engagement Institute and their community liaison team to reach out proactively to underserved families with age-relevant students. Develop a family engagement plan with them to better meet the needs of these families.
- Plan and host monthly BMV information sessions for interested parents in a coffee format
- All staff hired and have met with a majority of parents
- Plan, host, and reflect upon one family friendly event in a local park (i.e. ice cream social/health fair/festival) to recruit more interested families at large (or participate in community fairs already happening)
- Recruit 168 new students and their families
- Maintain a waiting list for BMV

## **By August 15, 2019**

- Hold 1-2 family work days at new campus











# BULLIS charter school

A FREE PUBLIC SCHOOL

Expanding to  
a New School

Launching initially  
with Transitional  
Kindergarten through  
2nd Grade

Want More  
Information?

[facebook.com/BullisMV](https://facebook.com/BullisMV)  
(650) 947-4100  
[newschool@bullischarterschool.com](mailto:newschool@bullischarterschool.com)

## Whole Child Focus

Intellectually, Socially, Emotionally, & Physically

## Unique S.T.E.A.M. Curriculum

Science, Technology, Engineering, Arts, & Math

## Full Day, High-Quality Early Learning

Bridging the Gap BEFORE Kindergarten

Project-Based Learning

Model Family Engagement

Personalized Learning

Longer School Day





# BULLIS charter school

UNA ESCUELA PÚBLICA GRATUITA

Ofrece la  
Comunidad una  
Nueva Escuela

Transitional  
Kindergarten Hasta  
Segundo Grado

¿Quieren  
Aprender  
Más?

[facebook.com/BullisMV](https://facebook.com/BullisMV)  
(650) 947-4100  
[newschool@bullischarterschool.com](mailto:newschool@bullischarterschool.com)

## Día Escolar más Largo

Programas Antes y Después de la Escuela

## Integración de las Familias

## Una Filosofía de Enseñanza Que Considera un Niño en su Totalidad

Academicamente, Socialmente, Emocionalmente, Físicamente

## Listos Para Kindergarten

Clases Desde Antes de Transitional Kindergarten

## Aprendizaje Personalizado

## Currículo de S.T.E.A.M.

Ciencia, Tecnología, Ingeniería, Artes, Matemáticas



827 Broadway, Suite 300 • Oakland, CA 94607 • [www.siliconschools.com](http://www.siliconschools.com)

Office of Mountain View-Whisman School District  
1400 Montecito Ave.  
Mountain View, CA 94043

September 27, 2018

Dear Mountain View-Whisman School District,

I write this letter in support of Bullis Mountain View, a proposed TK-5 elementary school serving Mountain View, based on elements of the successful Bullis Charter School.

As a senior partner at the Silicon Schools Fund since 2012, I meet with and evaluate most of the educators seeking to start new schools in the Bay Area. The Silicon Schools Fund works with over 30 schools across the Bay Area, rethinking standards of excellence and using innovative and creative ways to ensure every student is learning at their own pace and level. We support traditional district schools, independent schools, and charter schools.

Our team has been highly impressed by the founder of Bullis Mountain View, Jennifer Anderson-Rosse. Having observed her work at Bullis Charter School, interviewing her over the course of several months and analyzing her academic outcomes we are confident that she will run a high quality, academically successful school.

Our foundation is supporting the founder, Jennifer Anderson-Rosse and the organization, with startup funding of \$100,000 (upon receipt of a charter). This is a concrete commitment that we will immediately deploy once a charter is approved.

Given Jennifer and the school continue to deliver on their promise and vision, we will likely provide an additional \$700,000 in philanthropic support over the next several years. Bullis Mountain View will also receive quarterly design reviews from our staff to support the refinement of their school model.

The Bay Area needs more proof points for that show that all students can achieve at high levels, and help create more innovation through personalized learning. For this reason, we strongly support and recommend approval of a charter for Bullis Mountain View. Thank you for your consideration.

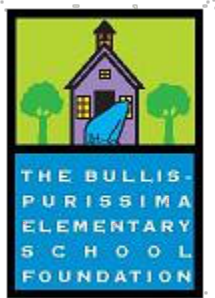
Sincerely,

A handwritten signature in black ink, appearing to read "Caitrin Wright", is written over a horizontal line.

Caitrin Wright  
Partner







October 4, 2018

Jennifer Anderson-Rosse  
Bullis Mountain View  
102 W. Portola Avenue  
Los Altos, CA 94022

Dear Ms. Anderson-Rosse:

Congratulations! On behalf of the Board of Trustees of the Bullis-Purissima Elementary School Foundation (Foundation), it is my pleasure to inform you that Bullis Mountain View has been approved for a non-recurring funding commitment of up to \$250,000 for 'Year 0' start-up costs. We are thrilled to be supporting you in this important endeavor.

Replication of the Bullis Charter School model has been a long-time strategic planning goal, and our Foundation is committed to supporting this important effort in Mountain View Whisman School District. BPESF supports equity in education, and we believe the unique learning model offered by Bullis Charter School should be shared with the broader community. We are thrilled to be able to support you and your team with this critical initiative.

Additionally, several of our Foundation Board members have agreed to provide assistance to Bullis Mountain View by exploring additional grants and funding sources for the new school. We are excited to take this new journey in the history of Bullis Charter School with you.



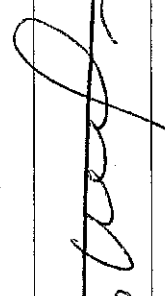
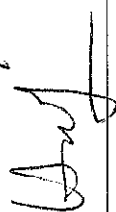
Sincerely,

Elizabeth Gardner  
Executive Director  
Bullis-Purissima Elementary School Foundation

Cc: Gerri Bock, BPESF  
Vivian Lufkin, BPESF  
Joe Hurd, BCS  
Andrea Eyring, BCS  
Wanny Hersey, BCS

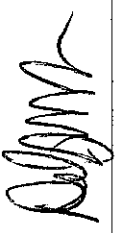
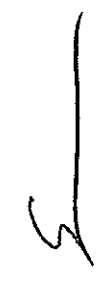



**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Bullis Mountain View Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Mountain View Whisman School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or ward(s) attend the Charter School.

| NAME  | SIGNATURE   | ADDRESS                       | PHONE NUMBER            | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE               |
|---|---|-------------------------------|-------------------------|---|--------------------------------------|--------------------|
| 1. ANNA BUONOMO   |              | 151 CALDERON Av. Apt 134      | 415 7696<br>511         | K   | WHISMAN                              | 9/30/18            |
| 2. NIK STEWART  |              | 1585 Villa St.                | 650 336-<br>4428        | TK  | Landels                              | 9/30/18            |
| 3. <del>Irina Shechichko</del><br><small>(parent of district)</small> | <del></del> | <del>2645 California St</del> | <del>650<br/>5589</del> | <del>1</del>                              | <del>SANB9<br/>RIZG</del>            | <del>9/30/18</del> |
| 4. Herbert Lai  |            | 236 E Middlefield Rd          | 408<br>209 1349         | 2, 4                                      | Huff                                 | 9/30/18            |
| 5.  |   |                               |                         |   |                                      |                    |





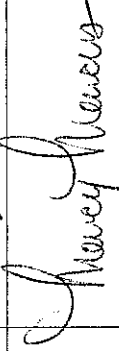
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|    | NAME           | SIGNATURE   | ADDRESS                          | PHONE NUMBER       | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE    |
|----|----------------|---|----------------------------------|--------------------|---|--------------------------------------|---------|
| 1. | David Freeman  |    | 212 Palmb Pl<br>MN               | 650<br>644 8192    | K, 3                                      | Lanudo                               | 9/30    |
| 2. | Jenny Gauss    |    | 151 Madera Way<br>MV             | 650<br>9336083     | 1st<br>K                                  | Steven<br>Sun                        | 9/30    |
| 3. | Alexsei Kvasov |   | 2010 CATRAM ST. MV               | 425<br>6268800     | K   | MARINO<br>CASTRO                     | 9/30/18 |
| 4. | Vrishali wagle |  | 3381 Brower Av<br>Mountain View  | 650<br>248<br>2550 | TK  | Huff-                                | 9/30    |
| 5. | Kozue Harada   |  | 1491 Benita Ave<br>Mountain View | 650<br>776<br>4396 | k   | Bubb                                 | 9/30    |

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| NAME               | SIGNATURE   | ADDRESS                                      | PHONE NUMBER              | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE |
|--------------------|---|--|---------------------------|---|--------------------------------------|------|
| 1. Jess Li         |    | 104 Savannah loop<br>Mountain View, CA 94041 | (408) 651<br>0732         | K   | MUSD                                 | 9/29 |
| 2. Lew Lu          |    | 218 Flynn MW<br>94043                        |                           | K   | 8 Veggas                             | 9/29 |
| 3. Jingjing Zhou   |   | 123 Gladys Ave<br>Mountain View, CA 94041    | 408 593<br>2603           | 1st                                       |                                      | 9/29 |
| 4. Virginia Bostar |  | 137 Centre St.<br>Mountain View, CA          | 415-583<br>9028           | TK  | MUSD                                 | 9/29 |
| 5. Marcy Marcus    |  | 113 Avellino Way<br>Mountain View, CA        | 305-975<br>5957<br>(cell) | 1st                                       | MUSD                                 | 9/30 |

**PETICIÓN PARA ESTABLECER LA ESCUELA BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

Nosotros, los abajo firmantes, creemos que el carácter adjunta para la creación de Bullis Mountain View Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Bullis MV Charter que conceda la aprobación del carácter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al carácter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter.

| NOMBRE | FIRMA                    | DIRECCIÓN                                      | NÚMERO DE TELÉFONO  | GRADO DEL ESTUDIANTE EN 2019-2020 | DISTRITO ESCOLAR | FECHA    |
|--------|--------------------------|--|---------------------|-----------------------------------|------------------|----------|
| 1.     | Yaneth Mendez Yaneth M.  | 2035 Plymouth St. Apt 6<br>Men. View, CA 94043 | (650)<br>417-8539   | 2nd grade                         | Therapeutic      | 07/18    |
| 2.     | Deepak Arora Chandra     | 526 N Whisman Rd<br>Mountain View CA-94041     | 650 949<br>232-4571 | 1st grade                         | HJH              | 07/18    |
| 3.     | C. Sonia Seguros Chandra | 211 Easy St. #12<br>M. View CA                 | 650<br>823 9272     | K.                                | Lundels          | 07/07/18 |
| 4.     |                          |  |                     |                                   |                  |          |
| 5.     |                          |  |                     |                                   |                  |          |
| 6.     |                          |  |                     |                                   |                  |          |
| 7.     |                          |  |                     |                                   |                  |          |
| 8.     |                          |  |                     |                                   |                  |          |
| 9.     |                          |  |                     |                                   |                  |          |
| 10.    |                          |  |                     |                                   |                  |          |




**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Bullis Mountain View Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Mountain View Whisman School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or ward(s) attend the Charter School.

| NAME                   | SIGNATURE                  | ADDRESS                       | PHONE NUMBER | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE          |
|------------------------|----------------------------|-------------------------------|--------------|---|--------------------------------------|---------------|
| 1. Ali Bidabadi        | <i>Ali Bidabadi</i>        | 708 Astor Ct.                 | 408-382-1119 | K   | Monta Loma                           | Sept. 30/2018 |
| 2. Miguel Angel Pineda | <i>Miguel Angel Pineda</i> | View<br>511 Central ave Monta | 650-669-2334 | 2   | therucraf                            | 9/20/18       |
| 3. Veronice B          | <i>Veronice B</i>          | 2235 California st            | 650-308-5555 | K   | Custro                               | 9/30          |
| 4. Leslie Hart         | <i>Leslie Hart</i>         | 202 Montebello Av. #14        | 655-690-5137 | 1   | therucraf                            | 10/2/18       |
| 5. Huayi Li            | <i>Huayi Li</i>            | 37 Saw Mill Ca, Mountain View | 312-927-1433 | K   | therucraf                            | 10/2/18       |


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|---------------------|---|---|--------------|---|--------------------------------------|---------|
| 1. ROOPSHI SENGUPTA |  | 222 ESCUELA AVENUE, APT 172<br>MOUNTAIN VIEW CA 94040 | 6502846242   | K   | MARIANO CASTRO                       | 10/3/18 |
| 2.                  |   |   |              |   |                                      |         |
| 3.                  |   |   |              |   |                                      |         |
| 4.                  |   |   |              |   |                                      |         |
| 5.                  |   |   |              |   |                                      |         |

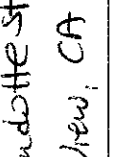
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|----|-----------------------|---|---|-----------------|---|--------------------------------------|----------------|
| 0  | <i>Good</i>           |   |   |                 |   |                                      |                |
| 1. | <i>Geulrey Melisa</i> |  | <i>221 P. Monte Pl.<br/>Mountain View; CA</i> | <i>909-7582</i> | <i>K</i>                                  | <i>Landells</i>                      | <i>9/26/18</i> |
| 2. |                       |   |   |                 |   |                                      |                |
| 3. |                       |   |   |                 |   |                                      |                |
| 4. |                       |   |   |                 |   |                                      |                |
| 5. |                       |   |   |                 |   |                                      |                |

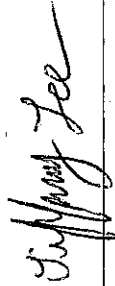

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|----|---------------|--|---|--------------|---|--------------------------------------|---------|
| 1. | Virginia Chen |  | 2122 Wypudotte St.<br>Mountain View, CA 94043 | 408-316-9720 | K   | Monte Loma                           | 9/25/18 |
| 2. |               |  |   |              |   |                                      |         |
| 3. |               |  |   |              |   |                                      |         |
| 4. |               |  |   |              |   |                                      |         |
| 5. |               |  |   |              |   |                                      |         |





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|----|--------------|---|---|----------------|---|--------------------------------------|---------|
| 1. | Tiffany Lee  |  | 134 Azalea Drive<br>Mountain View, CA 94041 | (650) 810-4899 | Kindergarten                              | Landels                              | 9/28/18 |
| 2. | Di-Yan Chung |  | 213 Palmita Pl<br>Mountain View, CA 94041   | (650) 919-3430 | Kindergarten                              | Landels                              | 9/28/18 |
| 3. |              |   |   |                |   |                                      |         |
| 4. |              |   |   |                |   |                                      |         |
| 5. |              |   |   |                |   |                                      |         |





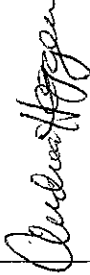
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|----|----------------|---|---|-------------------|---|--------------------------------------|---------|
| 1. | Christina Wood |    | 3016 Wildflower Park Ln.<br>Mountain View, CA 94043 | 415-9914-<br>4979 | 2   | Thevermont                           | 9/19/18 |
| 2. | Travis Beals   |    | 7 Sutter Creek Ln<br>Mountain View CA 94043         | 650 224<br>8785   | 1   | Thevermont                           | 9/19    |
| 3. | Kathryn Beals  |   | 7 Sutter Creek Ln<br>Mountain View CA 94043         | 650-224<br>9326   | TK  | Thevermont                           | 9/19    |
| 4. | Brian Williams |  | 477 Central Ave<br>Mountain View CA 94043           | 650 906<br>1474   | 2   | London                               | 9/19/18 |
| 5. |                |   |   |                   |   |                                      |         |


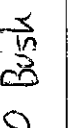
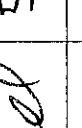


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|---------------------|---|--|--------------|---|--------------------------------------|---------|
| 1. Jenney Choi      |    | 164 Holland CT, Mountain View, CA              | 412-425-2925 | K   | Huff                                 | 9/19/18 |
| 2. Sherrill Mangano |    | 1003 Sanita Ave, MV 94040                      | 450-584-8444 | T-K                                       | Bubb                                 | 7-19-18 |
| 3. SOE BIELECKI     |   | 215 Chigata Ave Mtn View CA 94041              | 503-708-8036 | TK  | Castro                               | 9/19/18 |
| 4. PAMELA PARK      |  | 801 CHURCH ST. MOUNTAIN VIEW, 94041            | 617-953-1875 | 1   | LANDOLS                              | 9/19/18 |
| 5. Andrea Heggem    |  | 202 Montebello Ave #12 Mountain View, CA 94043 | 408-499-1774 | K   | Theunickoff                          | 9/19/18 |

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

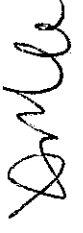
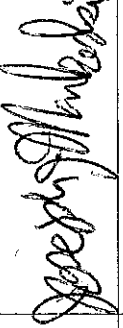
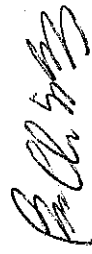
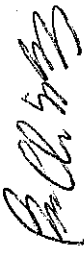


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|----|-------------------------|--|-------------------------------------|--------------|--|--------------------------------------|---------|
| 1. | Alex Leitch             |   | 3381 Ivan Way<br>Mountain View      | 90827460     | <del>Kindergarten</del><br>Kindergarten                  | Kuff                                 | 9/18/18 |
| 2. | Daniel Wood             |  | 570 Bush St, Mountain View          | 650/483-2222 | <del>Kindergarten</del><br>Kindergarten (Triplet - Girl) | Landels                              | 9/18/18 |
| 3. | Daniel Wood             |  | 570 Bush St, Mountain View          | 650/483-2222 | Kindergarten (Triplet - Girl)                            | Landels                              | 9/18/18 |
| 4. | Daniel Wood             |  | 570 Bush St, Mountain View          | 650/483-2222 | Kindergarten (Triplet - Boy)                             | Landels                              | 9/18/18 |
| 5. | VAMSIDHAR<br>JUVVIGUNTA |  | 1451 CALIFORNIA SE<br>Mountain View | 650 814 0836 | Kindergarten   | Landels                              | 9/18/18 |



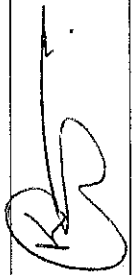

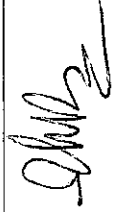
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|----|---------------------------------------|---|---|----------------|---|--------------------------------------|---------------------------|
| 1. | XINGYAO YE                            |    | 3360 Shady Spring Ln<br>Mountain View, CA 94040 | 310-993-9159   | K   | Huff                                 | 9-15-2018                 |
| 2. | Joseph S. Manioski, N. SING YUN - CHU | <br> | 3913 Anna Ave.<br>Mountain View, CA 94043       | (650) 704-9166 | TK  | Monta Loma                           | 15-SEP-2018               |
| 3. | SING YUN - CHU                        |   | 2580 BLVIN ST.<br>MOUNTAIN VIEW, CA 94043       | 408 4801938    | K   | Monta Loma                           | 15 <sup>th</sup> Sep 2018 |
| 4. | Matthew Patterson                     |    | 39 Sawmill Lane<br>Mountain View CA 94043       | 914 924-7427   | K   | Therukaunt                           | 9/15/18                   |
| 5. | MICHAEL WATSON                        |    | PUF E DANA ST<br>MOUNTAIN VIEW CA 94041         | 650 842 0765   | K   | MOUNTAIN VIEW MOUNTAIN               | 9/15/2018                 |










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|------------------|--|---|----------------------|---|--|------|
| 1. KANDARP DESAI |   | 925 Farley St.<br>Mountain View CA<br>94043           | 323-397<br>-0035     | 1st<br>Grade                              | Thee Kant/<br>Spencerston<br>(MNV-Whisman) | 9/15 |
| 2. Shu Liu       |   | 440 Levin Ave<br>Mtn View 94040                       | 650-<br>230-<br>8876 | Tk  | Huff.                                      | 9/15 |
| 3. Sarah Pham    |  | 570S Rungstorff Avenue<br>, #21, Mountain View, 94040 | 312-375<br>-0502     | K   | Castro                                     | 9/15 |
| 4.               |  |   |                      |   |  |      |
| 5.               |  |   |                      |   |  |      |

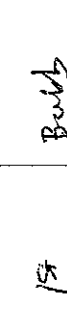
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|----|--|--|---|--|--|--|---|
| 1. | Mikhail Bautin   |   | 500 W Middlefield Ave #6, Mountain View, CA   | 516 567 7384   | K  | Whisman  | 9/15/2018   |
| 2. | Pavan Mettu  |   | 201 ADA AVENUE #38 MOUNTAIN VIEW, CA  | 608 324 6593   | K  | WHISMAN  | 9/15/2018   |
| 3. |  |  |  |  |  |  |  |
| 4. |  |  |   |  |  |  |   |
| 5. |  |  |   |  |  |  |   |






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|--------------------|---|--|--------------|---|--------------------------------------|---------|
| 1. Torcen Supirman |  | 2080 Marich Way #12<br>Mountain View, CA | 408-480-2648 | 19  | Bubb                                 | 9/15/18 |
| 2.                 |   |  |              |   |                                      |         |
| 3.                 |   |  |              |   |                                      |         |
| 4.                 |   |  |              |   |                                      |         |
| 5.                 |   |  |              |   |                                      |         |

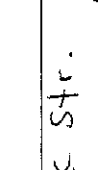
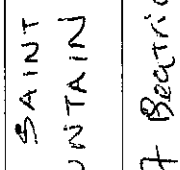
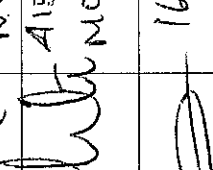
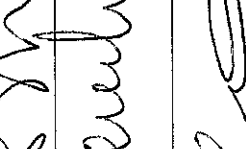
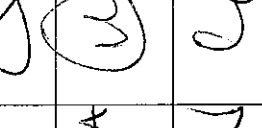
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|----|-----------------|---|--|-----------------|---|--------------------------------------|---------|
| 1. | David Tsai      |    | 2343 CRAIG CT<br>MOUNTAINVIEW 94043        | 831 708<br>8809 | K   | Munk<br>Loma                         | 9/16/18 |
| 2. | David Tsai      |    | 2343 CRAIG CT<br>MOUNTAINVIEW 94043        | 831 708<br>8809 | 2   | Month<br>Loma                        | 9/11/18 |
| 3. | LIPING SEYMOUR  |   | 274 LORETO ST<br>MOUNTAIN VIEW 94041       | 650 314<br>3854 | 1   | LANDS                                | 9/11/18 |
| 4. | Elizabeth Smith |  | 1631 Grant Rd<br>Mountain View, CA 94040   | 914-505<br>3474 | K   | Huff                                 | 9/11/18 |
| 5. | Cindy Omi       |  | 1425 Village Ct<br>Mountain View, CA 94040 | 415-260<br>1882 | k   | Huff                                 | 9/11/18 |




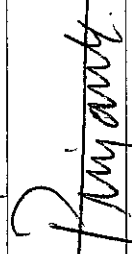
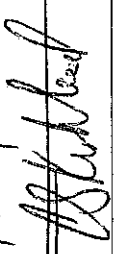
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| NAME               | SIGNATURE   | ADDRESS  | PHONE NUMBER | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE    |
|--------------------|---|--|--------------|---|--------------------------------------|---------|
| 1. Ruslana Deykun  |     | 2434 Rock Str.<br>Ap. 14 Mountain View<br>CA 94043 | 650-810-5767 | kinder-garten                             | Monta Loma                           | 9/11/18 |
| 2. OLHA Drezhynina |  | 49 Murlagan Ave.<br>Unit A, Mountain View          | 650-450-3735 | 1st G                                     | Huff                                 | 9/11/18 |
| 3. Courtney MUMOND |  | 1126 Boranda Ave.<br>Mtn View                      | 408-234-9228 | <del>1st G</del><br>1st G                 | Bubb                                 | 9/11/18 |
| 4. RESHMA MEHTA    |   | 415 SAINT EMILION<br>MOUNTAIN VIEW, CA             | 619-448-8814 | KINDER GARTEN                             | THEURLAUF                            | 9/11/18 |
| 5. CHUAN QIN       |   | 167 Beatrice St<br>MV CA 94043                     | 858-357-7134 | 2nd                                       | Theurlauf                            | 9/11/18 |

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Bullis Mountain View Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Mountain View Whisman School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or ward(s) attend the Charter School.

| NAME   | SIGNATURE  | ADDRESS   | PHONE NUMBER                | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE               |
|--|--|---|-----------------------------|---|--------------------------------------|--------------------|
| 1. Elizabeth Stewart                             |               | 1351 Brookdale Ave<br>Mtn View, CA 94040                    | 408<br>310<br>4805          | First grade                               | Bubb                                 | 9/11/18            |
| 2. Adam Furst                                    |               | 2511 Alvin St<br>Mtn View, CA 94043                         | 408 718<br>2805             | TK  | Month<br>Loma                        | 9/11/18            |
| 3. Dhvani Shah                                   |              | 1209 Wasatch Dr<br>Mountain View, 94040                     | 408 540<br>9072             | First<br>Grade                            | Huff                                 | 9/11/18            |
| 4. <del>(Too young)<br/>Priyanka Thatore</del>   | <del></del> | <del>1209 Wasatch Dr<br/>Mountain View 94040</del>          | <del>408 963<br/>8287</del> | <del>Pre-School</del>                     | <del>Appesad</del>                   | <del>9/11/18</del> |
| 5. <del>Carmelita<br/>(Too young) Kirkland</del> | <del></del> | <del>313 Cypress Point Drive,<br/>Mountain View 94043</del> | <del>650 772<br/>2021</del> | <del>Pre-K</del>                          | <del>Theurkauf</del>                 | <del>9/11/18</del> |

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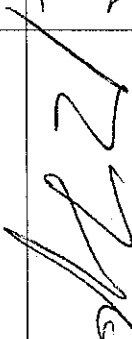


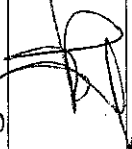
| NAME                            | SIGNATURE          | ADDRESS                                      | PHONE NUMBER | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE    |
|---------------------------------|--------------------|--|--------------|---|--------------------------------------|---------|
| 1. (too old)<br>Marianne Smeeth | <i>[Signature]</i> | 576 Mountain View Ave<br>Menlo Park CA 94025 | 650-242-2016 | 5   | Genworth<br>CUSD                     | 9/11/18 |
| 2. Jyothi NPK<br>(Asst) Myra    | <i>[Signature]</i> | 201 ADA Ave #33<br>MV CA 94043               | 510-290-7849 | TK<br>PRE                                 | WHS MAN                              | 9/11/18 |
| 3. Inna<br>Tsiolin              | <i>[Signature]</i> | 3013 Pyramid way<br>MV 94043                 | 650 930 0725 | 2   | Hull                                 | 9/11/18 |
| 4. Heather<br>Schoell           | <i>[Signature]</i> | 2519 Alvin St<br>MV, CA 94043                | 415 637 6810 | TK, 1                                     | Monte<br>Loma                        | 9/11/18 |





**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

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|-----------------------|---|--------------------------------------|--------------|---|--------------------------------------|----------------|
| 1. IDA WAHLQUIST-OETZ |    | 723 Cottage Ct<br>MTV CA 94043       | 202-390-9742 | 1st                                       | Alonke Loma                          | Sept. 11, 2018 |
| 2. CLARA LEWIS        |    | 235 Fair Oaks Ave #B<br>MTV CA 94040 | 6174596931   | 7th                                       | Monta Loma                           | 9/11/18        |
| 3. TATIANA OLIVEIRA   |   | 157 ORTEGA AVE<br>MTV CA 94040       | 813 407 1047 | 1st                                       | MONTA LOMA                           | 9/11/18        |
| 4. Hea-Anh Trinh      |  | 1040A California St<br>MTV CA 94041  | 650 482 1145 | TK  | Lambels                              | 9/11/18        |
| 5.                    |   |                                      |              |   |                                      |                |

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| NAME                                   | SIGNATURE              | ADDRESS                                  | PHONE NUMBER   | NUMBER OF CHILDREN ENTERING GRADE [FILL IN ALL GRADE LEVEL RANGE FOR FIRST YEAR] IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE     |
|--|------------------------|--|----------------|---|--------------------------------------|----------|
| 1. Weimei Zhou                         | <i>Weimei Zhou</i>     | 1320 Latham Street, Apt #20              | 650 469 2600   | K   | Whisman                              | 08/30/18 |
| 2. Brian Liu                           | <i>Brian Liu</i>       | 1045 Williams Way, Apt 4                 | (650) 276-8940 | K   | Huff                                 | 08/30/18 |
| 3. Tiangqing Liao<br>(out of district) | <i>Tiangqing Liao</i>  | 350 Fay Way                              | 626 298 9613   | K   | Monte Loma                           | 8/30/18  |
| 4. MITESH SHAH                         | <i>Mitesh Shah</i>     | 487 TAN OAK TER<br>SUNNYVALE             | 425 818 3174   | 2   | SCUSD                                | 8/30/18  |
| 5. Lizbeth Velasco<br>(Stoo old)       | <i>Lizbeth Velasco</i> | 1111 California St #125<br>Mountain View | 650 600-2429   | 3rd +<br>8th  | Castro                               | 8/30/18  |

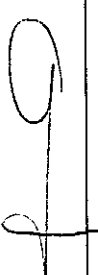

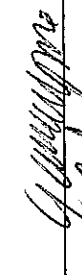

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| NAME                     | SIGNATURE              | ADDRESS                                     | PHONE NUMBER          | NUMBER OF CHILDREN ENTERING GRADE [FILL IN ALL GRADE LEVEL RANGE FOR FIRST YEAR] IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE            |
|--------------------------|------------------------|---|-----------------------|---|--------------------------------------|-----------------|
| 1. <del>ANDREW YEE</del> | <del>[Signature]</del> | <del>480A MARIPOSA AVE</del>                | <del>650 938412</del> | <del>4TH</del>  | <del>MV</del>                        | <del>8/30</del> |
| 2. Li Teng               | [Signature]            | 838 Bay St                                  | 650 335578            | 1   | MV                                   | 8/30            |
| 3. Maria Salguero        | [Signature]            | 1911 California St. Apt 10<br>Mountain View | (650) 829-0800        | K<br>2nd.   | MV                                   | 8/8             |
| 4. Ligu Sheng            | [Signature]            | 1885 California St. Apt 51<br>MTV           | 650-669-7673          | K   | MV                                   | 8/30            |
| 5. Nadja Togasaki        | [Signature]            | 545 Front Lane<br>Mountain View, CA 94041   | (408) 805-0309        | 2nd   | Landels                              | 8/30.           |


**PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER BULLIS MOUNTAIN VIEW CHARTER SCHOOL.**

Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de Bullis Mountain View Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Bullis MV Charter que conceda la aprobación del chárter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al chárter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter.

|     | NOMBRE         | FIRMA   | DIRECCIÓN                             | NÚMERO DE TELÉFONO | GRADO DEL ESTUDIANTE EN 2019-2020 | DISTRITO ESCOLAR | FECHA   |
|-----|----------------|---|---------------------------------------|--------------------|-----------------------------------|------------------|---------|
|     | ADRIANA OCTUBA |  | 302 BAY ST #45 MV 94043               | 209 855 6211       | TK                                | MVWUSD           | 8/30/18 |
| 1.  | JINER BOMBAL   |  | 316 ESCUELA AVE 29 MV CA 94040        | 518-1140           | TK                                | MVWUSD           | 8/30/18 |
| 2.  | YAMILA Y MEZA  |  | #19 1825 CALIFORNIA ST MCKEE CA 94040 | (409) 203-91-85    | K                                 | MVWUSD           | 8/30/18 |
| 3.  | BERGIANA PATE  |  | 316 ESCUELA AVE. Apt. 1001            | 650 854 2417       | 6th                               | MVWUSD           | 8/30/18 |
| 4.  |                |   |                                       |                    |                                   |                  |         |
| 5.  |                |   |                                       |                    |                                   |                  |         |
| 6.  |                |   |                                       |                    |                                   |                  |         |
| 7.  |                |   |                                       |                    |                                   |                  |         |
| 8.  |                |   |                                       |                    |                                   |                  |         |
| 9.  |                |   |                                       |                    |                                   |                  |         |
| 10. |                |   |                                       |                    |                                   |                  |         |






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|----|-----------|---|-----------------|--------------|---|--------------------------------------|---------|
| 1. | Inbal Lev |  | 1552 BEGEN AVE. | 408-680-7194 | 1   | Whisman (Bubb)                       | 8.26.18 |
| 2. |           |   |                 |              |   |                                      |         |
| 3. |           |   |                 |              |   |                                      |         |
| 4. |           |   |                 |              |   |                                      |         |
| 5. |           |   |                 |              |   |                                      |         |

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|---|---|--|------------------------------|---|--------------------------------------|----------------|
| 1. William Lee                              |              | 658 Willowgate St<br>Mountain View, CA 94043             | 650-776-303                  | 1,<br>1st Gr.   | Lendels                              | 9/8            |
| 2. <del>(Out of district)<br/>Tara Ba</del> | <del></del> | <del>2747 Del Medio Ct<br/>Mountain View, CA 94040</del> | <del>715 732 1615</del>      | <del>1</del>  | <del>LASD</del>                      | <del>9/8</del> |
| 3. Carlos Taina                             |            | 659 Moorpark Way<br>Mountain View CA 94041               | 408 808 2884                 | Kindergarten  | Castro                               | 9/8            |
| 4. TASNEM DALAL                             |            | 2521 WESTFORD WAY<br>MOUNTAIN VIEW, CA 94040             | 408-348-7657                 | 1,<br>1st Gr.   | HUFF<br>ELEMENTARY                   | 9/8            |
| 5. Greg Branner                             |            | 135 Eldora Drive<br>Mountain View, CA 94041              | 408 948 2002<br>408-431-0222 | 1,<br>1st Gr.   | Lendels                              | 9/8            |


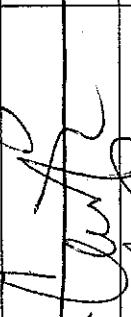
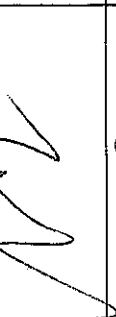


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|---|------------------------|-------------------------------------|-------------------------|---|--------------------------------------|------------------------|
| 1. <del>(Child too young)<br/>ANUPAMA</del> | <del>[Signature]</del> | <del>2455 TAMALPAIS ST<br/>MV</del> | <del>703-343-5668</del> | <del>1st</del>  | <del>MV Whisman</del>                | <del>SEP 8, 2018</del> |
| 2. TANUSA <del>GOSE</del>                   | <del>TSG</del>         | <del>2455 TAMALPAIS ST<br/>MV</del> | <del>513-375-7329</del> | <del>1st</del>  | <del>MV Whisman</del>                | <del>SEP 8, 2018</del> |
| 3. Daniel Weng                              | [Signature]            | 126 Brenton Ct.<br>MV 94043         | 650<br>215 8977         | 1st   | MV Whisman                           | 9/8/2018               |
| 4. Daniel Weng                              | [Signature]            | 126 Brenton Ct<br>MV 94043          | 650<br>215 8977         | 1st<br>2nd  | MV Whisman                           | 9/8/2018               |
| 5.  |                        |                                     |                         |   |                                      |                        |

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**


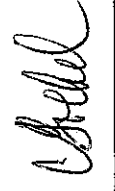
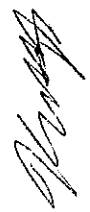



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|---|---|---|-------------------------|---|--------------------------------------|----------------|
| 1. ALEXIS MACGREGOR                             |              | 1618 Morgan St.<br>Mountain View, CA        | 8088409852              | 1 (1st)   | MVWSD<br>Montaluna                   | 9/8            |
| 2. <del>CURT FISCHER</del><br>(out of district) | <del></del> | <del>478 DEL MEDIO</del>                    | <del>510 606 7726</del> | <del>1 (K)</del>  | <del>2</del>                         | <del>9/8</del> |
| 3. Hui Zhu                                      |            | 198 Darya Court<br>Mountain View, CA 94043  | 201887<br>5845          | 1 <del>1st</del><br>2nd   | Landels                              | 9/8            |
| 4. Cathleen Nilson                              |            | 303 Shelby Drive<br>Mountain View, CA 94043 | 650-996<br>-4298        | 1 (TK)<br>1 (196)   | MVWSD                                | 9/8            |
| 5. Chun-Poi Lin                                 |            | 3216 Pyramid Way<br>Mountain View CA 94047  | 607 220<br>6502         | 2   | Vargas                               | 9/8            |



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|--------------------------------------|---|--|----------------------|---|--------------------------------------|--------|
| Stacy Dow                            |    | 210 Kuttaw Dr. #B<br>MV CA 94043             | 415-<br>694-<br>9776 | 2<br>K  | Slater                               | 9/7/18 |
| Cherylle Grebel                      |    | 302 Lorco St.<br>Mountain View CA            | 650-933<br>6050      | 1<br>1st  | Landels                              | 9/7/18 |
| Kristy Kennedy                       |   | 201 Orchard Glen Ct.<br>MV CA 94043          | 415-745-<br>6189     | 1-(K)   | Theebeck                             | 9/7/18 |
| Nathan Wenzel                        |  | 431 Nicholas Dr<br>MV CA 94043               | 415 763-<br>586      | 1-(K)   | Landels                              | 9/7/18 |
| Priscilla Lunz                       |  | 917 Sierra Vista Ave<br>Apt M<br>MV CA 94043 | 650<br>270<br>9436   | 1-(K)   | Monte<br>Cama                        | 9/7/18 |
| (Moving to L.A.S.D.)<br>-Connie Hean |  | 1116 Boranda Ave<br>Mountain View, CA 94040  | 408-<br>425-<br>7638 | 1-(K)   | Bubb                                 | 9/7/18 |






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|---|-----------|---|--------------|---|--------------------------------------|----------|
| 1. Zhijuan Gao                            |           | 1094 Nilda Ave, Mountain View 94040         | 510-725-2664 | 1 - (1st)   |                                      | 09/07/18 |
| 2. Rachel Knudsen                         |           | 928 Wright Ave #604 Mountain View, CA 94043 | 650-799-2458 | 1 - (K)   |                                      | 9/7/18   |
| 3. Weina Liu                              |           | 330 Alexander St, View                      | 650 229 7250 | K   | Huff                                 | 9/8/2018 |
| 4. Karen Chang                            |           | 3222 Pyramid Way, Mountain View, CA 94043   | 650-591-3674 | 1 - (TK)  | Vargas                               | 9/8/18   |
| 5. Kevin Nilson<br>(see Catherine Nilson) |           | 3639 Shelly Dr - Mountain View CA 94043     | 650 648 3654 | 1 - K<br>1 - PK   | Whisman                              | 9/8/18   |



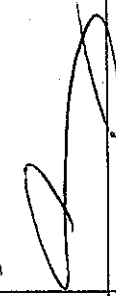

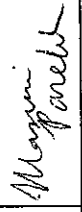
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| NAME                    | SIGNATURE   | ADDRESS   | PHONE NUMBER                   | NUMBER OF CHILDREN ENTERING GRADE [FILL IN ALL GRADE LEVEL RANGE FOR FIRST YEAR] IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE   |
|-------------------------|---|---|--------------------------------|---|--------------------------------------|--------|
| 1. Sunny Yang           |    | 3506 Pyramid Way<br>Mountain View                     | 650-284-9922                   | 1-(OK)  | Landel                               | 9/8/18 |
| 2. KA YAN WINNIE SHUM   |   | 2006 SUN MOR AVE<br>MOUNTAIN VIEW CA 94040            | 408-406-4939                   | 2nd   | Franklin Huff                        | 9/8/18 |
| 3. HING WAH WILLIAM SUE |  | 2006 SUN MOR AVE<br>MOUNTAIN VIEW CA 94040            | 408-406-9488                   | 1st Gr. +<br><del>2nd</del> (Cohire) Huff   | Franklin Huff                        | 9/8/18 |
| 4. Elizabeth Lee        |  | 487 Mariposa<br>Mountain View 94041                   | 415.515.7840                   | 1st   | Bubby Landels                        | 9/8/18 |
| 5. Shan Jiang           |  | 1033 Crestview Dr. Apt 316<br>Mountain View, CA 94040 | 650-776-5469<br>(650-933-8990) | 1-(2nd)   | Frank Huff                           | 9/8/18 |

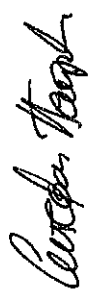
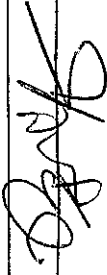



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|--|---|---|----------------|---|--------------------------------------|----------|
| 1. Iraz Yurdalare                              |    | 280 Orchard Avenue<br>Apt M, Mountain View, CA 94043  | 267-879-3856   | 1-(K)   | Lands                                | 09/08/18 |
| 2. Anthony Esterbrook<br>(See above signature) |   | 280 Orchard Avenue<br>Apt M, Mountain View, CA, 94043 | 415-706-2531   | 1-(K)   | Lands                                | 09/08/18 |
| 3. Aarthi Chary                                |  | 1785 Woodhaven Place<br>MV, CA 94041                  | 505-679-784    | 1-(1st)   | Castro                               | 9/8/18   |
| 4. Audra Vaisbert                              |  | 371 View St<br>Mountain View, CA 94041                | (310) 482-7222 | (no child)  | Lands                                | 9/8/18   |
| 5. Marumi Parekh                               |  | 660 Willowgate St<br>Mtn View 94043                   | 650 530-0209   | 1-(K)   | Theurkaut                            | 9/8/18   |

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

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|--------------------|---|--|--------------|---|--------------------------------------|----------|
| 1. STEFAN PETROVIC |    | 2211 LATHAM ST 302<br>MOUNTAIN VIEW CA 94040 | 713-499-0771 | 1 (1st)   |                                      | 08/05/18 |
| 2. SAEL LEONG      |   | 3022 Nashville DR<br>San Jose, CA 95133      | 6503967722   | Preschool   |                                      | 08/09/18 |
| 3. GARY YOUNG      |  | 1850 MONTECITO AVE<br>MOUNTAIN VIEW CA 94043 | 6507431000   | 1 - (TK)  |                                      | 08/09/18 |
| 4. Victoria Wu     |  | 939 Rincon St<br>Mountain View, CA 94040     | 650-282-5203 | 1 - (1st)   |                                      | 9/8/18   |
| 5. Shuchao Ho      |  | 1094 Nevada Ave<br>Mountain View CA 94040    | 510-926-9866 | 1 - (1st)   |                                      | 9/8/18   |

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**



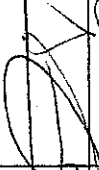


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|----|--------------------|----------------------------------|----------------------------|------------------------|---|--------------------------------------|-----------------------|
| 1. | Yiu Yu Ho          | <i>Ho Yu Yu</i>                  | 716 Pettis Ave             | 321 946<br>4518        | 1 - TK  | 1                                    | 2018-09-08            |
| 2. | Melissa Buren      | <i>Melissa Buren</i>             | 242 O'Keefe Way            | 650 530<br>0053        | 1 - 2nd   | MV Whisman                           | 2018-09-08            |
| 3. | Sarah Mitchell     | <i>A Mitchell</i>                | 213 Hamilton Ave.          | 650 654<br>3752        | 1st   | Monte MV Whisman                     | 2018-09-08            |
| 4. | (out of district)  | <del><i>Thomas J. J...</i></del> | <del>688 Lincoln Ave</del> | <del>305</del><br>2073 | <del>2nd</del><br>5th   | <del>ASD</del>                       | <del>2018-09-08</del> |
| 5. | Apollinaris School | <i>[Signature]</i>               | 2519 Alvin St 96043        | 223 6019               | TK  | Monte Whisman                        | 9/8/18                |

(Partner signed already)

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

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|---------------------------------|--|--|-----------------------------|---|--------------------------------------|------------------------------|
| 1. TSUN-TSUN HO                 |               | 1349 Gretel Ln.<br>Mountain View, CA 94040 | (659) 996-2359              | F (2nd)   | Bubb                                 | 9/8/2018                     |
| 2. OSCAR CERVAATES              |              | 2640 Miller Avenue<br>Mountain View 94040  | 415<br>948-6665             | 1   | Bubb                                 | 9/8/18                       |
| 3. <del>JONATHAN THOMPSON</del> | <del></del> | <del>3222 Pyramid Way<br/>M.V. 94043</del> | <del>408<br/>651-8454</del> | <del>(preschool)</del>  | <del>Whisman St</del>                | <del>9/8/18</del>            |
| 4. STACY DEW                    |             | 210 KATHLEEN DR. #B<br>MV CA 94043         | 415-694-<br>9776            | 2 Kinder<br>in 2019   | Whisman Slater                       | 9/8/18                       |
| 5. SRADDHA SHUKLA               |             | 2139 ATKEN AVENUE<br>MOUNTAIN VIEW 94040   | 408-598-<br>7765            | 1-(K)   | BUBB                                 | SEPT 8 <sup>th</sup><br>2018 |

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|---|------------------------|---|--------------------------------|---|--------------------------------------|---------------------|
| 1. <del>Yiyu Yang</del><br>(cont of district) | <del>[Signature]</del> | <del>1711 Cherrytree Ln</del><br>Mountain View CA 94060 | <del>(415) 845</del><br>- 8505 | <del>1</del>  | <del>Sprieger</del>                  | <del>9/8/2018</del> |
| 2. Ling Quan                                  | [Signature]            | 83 Devonshire Ave #8<br>Mountain View                   | (415) 953<br>- 9026            | 1-(K)   | Slater                               | 9/8/2018            |
| 3. Thi Hai<br>DANG VU                         | [Signature]            | 100 N Whisman Rd, Apt 328<br>Mountain View              | (651) 408<br>8404              | 1-(2nd)   | Landels/<br>Vargas                   | 9/8/2018            |
| 4. Amelion<br>Bacquet                         | [Signature]            | 100 N Whisman Rd, Apt 328<br>Mountain View              | (415) 610<br>9202              | (1) K   | Landels                              | 9/8/2018            |
| 5. Geng Shin<br>Chen                          | [Signature]            | 3506 Pyramid Way,<br>Mountain View,                     | 650 605<br>5979                | (1) - K   | Landels<br>Vargas                    | 9/8/2018            |



**PETICIÓN PARA ESTABLECER LA ESCUELA CHARTER BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

Nosotros, los abajo firmantes, creemos que el chárter adjunta para la creación de Bullis Mountain View Escuela Chárter (la "Escuela Chárter") merece consideración y por la presente solicitamos a la junta directiva del Distrito Escolar Bullis MV Charter que conceda la aprobación del chárter conforme a la Sección 47605 del Código de Educación para permitir la creación de la Escuela Chárter. Los Peticionarios de la Escuela Chárter aceptan operar la Escuela Chárter de conformidad con los términos de la Ley de las Escuelas Chárter y las disposiciones del Chárter de la Escuela Chárter. Los peticionarios autorizan al Equipo de Liderazgo a negociar cualquier enmienda no sustantiva al chárter necesaria para obtener la aprobación. La página de la firma se adjunta a la petición en la firma. Los peticionarios abajo certifican que son padres significativamente interesados en inscribir a sus estudiantes en la Escuela Chárter.

| NOMBRE              | FIRMA | DIRECCIÓN  | NÚMERO DE TELÉFONO | GRADO DEL ESTUDIANTE EN 2019-2020 | DISTRITO ESCOLAR | FECHA  |
|---------------------|-------|--|--------------------|-----------------------------------|------------------|--------|
| 1. Fidelia Tahuiton |       | 316 Escuela Ave #30<br>Mountain View CA 94040        | (650) 461-0538     | TK                                | Mountain View    | 8/3/11 |
| 2. Karen Canoso     |       | 2255 California St. Apt 205<br>Mt. View CA 94042     | (650) 741-5809     | preschool + 5th                   | Mt. View         | 8/3/11 |
| 3. Norene DeLeon    |       | 1054 Wright Ave #1<br>Mt. View CA                    | 670 906-2255       | preschool + 5th                   | Mt. View         | 8-3-11 |
| 4. Marina Serrano   |       | 130 Kittee Dr Apt B<br>MTN View CA 94043             | 650)776-1641       | 1st                               | Mtn. View        | 8-3-11 |
| 5. Maria Garcia     |       | 376 Escuela Ave #211<br>Costa Mesa Mt. View CA 94041 | 650)768927         |                                   | Mt. view         | 8-3-11 |
| 6. Juana Tahuiton   |       | 316 Escuela Ave #38<br>Mountain View CA 94040        | 650-999-1509       | 6th                               | Mountain View    | 8-3-11 |
| 7.                  |       |  |                    |                                   |                  |        |
| 8.                  |       |  |                    |                                   |                  |        |
| 9.                  |       |  |                    |                                   |                  |        |
| 10.                 |       |  |                    |                                   |                  |        |

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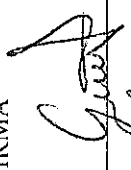
2 kids

| NOMBRE               | FIRMA                        | DIRECCION  | NUMERO DE TELEFONO | GRADO DEL ESTUDIANTE EN 2019-2020 | DISTRITO ESCOLAR | FECHA |
|----------------------|------------------------------|--|--------------------|-----------------------------------|------------------|-------|
| Mario Bautista       | Maria B.                     | 1976 Latham Ave Apt 23                               | 650 906 7502       | T-K                               | Castro           | 10-11 |
| 1. Susana Arde       | <del>Arde</del>              | 200 E. Dana St. Apt. 10 (650) Mountain View CA 94041 | 776 4651           | Preeschool                        | Castro           | 10-11 |
| 2. Noemi Amaya       | Noemi Amaya                  | 2250 Latham St. #75 Mountain View Ca. 94040          | 650 476 5706       | Kindergarten                      | Mistral          | 10-11 |
| 3. Esperanza Chavez  | Esperanza Chavez             | 2230 Latham #132 Mountain View Ca. 94040             | 650 920 3202       | 1º Prim<br>2º Prim                | Mistral          | 10-11 |
| 4. Eriberto Lascaver | <del>Eriberto Lascaver</del> | 1895 Edmonway Way, apt A Mountain View CA 94040      | (650) 690 565      | T-K                               | Mistral          | 10-11 |
| 5. Marili Silva      | Marili Silva                 | 1920 California St. apt. 22 Mountain View CA         | 650-6904762        | 3º Grado                          | Mistral          | 10-11 |
| 6. Blanca Pereira    | Blanca Pereira               | 2005 Rock St #4 Mountain View CA. 94043              | (650) 308-5920     | 1. Grado                          | Mistral          | 10-11 |
| 7.                   |                              |  |                    |                                   |                  |       |
| 8.                   |                              |  |                    |                                   |                  |       |
| 9.                   |                              |  |                    |                                   |                  |       |
| 10.                  |                              |  |                    |                                   |                  |       |




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|     | NOMBRE            | FIRMA   | DIRECCIÓN   | NÚMERO DE TELÉFONO        | GRADO DEL ESTUDIANTE EN 2019-2020 | DISTRITO ESCOLAR | FECHA                |
|-----|-------------------|---|---|---------------------------|-----------------------------------|------------------|----------------------|
| 1.  | Cecilia Hernandez |  | 1990 Latham St. # 4<br>Mountain View CA 94040<br>1490 Latham St # 2<br>Mountain View CA 94040 | (650)<br>471-3690<br>2050 | 2<br>1                            | Mishal           | 10-11-18<br>10-11-18 |
| 2.  |                   |   |   |                           |                                   |                  |                      |
| 3.  |                   |   |   |                           |                                   |                  |                      |
| 4.  |                   |   |   |                           |                                   |                  |                      |
| 5.  |                   |   |   |                           |                                   |                  |                      |
| 6.  |                   |   |   |                           |                                   |                  |                      |
| 7.  |                   |   |   |                           |                                   |                  |                      |
| 8.  |                   |   |   |                           |                                   |                  |                      |
| 9.  |                   |   |   |                           |                                   |                  |                      |
| 10. |                   |   |   |                           |                                   |                  |                      |

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|-----|-----------|---|-------------------|--------------------|-----------------------------------|------------------|----------|
| 1.  | Alejandra |  | 1865 Edmoncoy Way | 650-7870           | 2 grado                           | mountain view    | 10-11-18 |
| 2.  |           | ↓   |                   |                    |                                   |                  |          |
| 3.  |           |   |                   |                    |                                   |                  |          |
| 4.  |           |   |                   |                    |                                   |                  |          |
| 5.  |           |   |                   |                    |                                   |                  |          |
| 6.  |           |   |                   |                    |                                   |                  |          |
| 7.  |           |   |                   |                    |                                   |                  |          |
| 8.  |           |   |                   |                    |                                   |                  |          |
| 9.  |           |   |                   |                    |                                   |                  |          |
| 10. |           |   |                   |                    |                                   |                  |          |




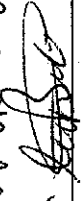


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| NAME                | SIGNATURE   | ADDRESS                                  | PHONE NUMBER | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE               |
|---------------------|---|--|--------------|---|--------------------------------------|--------------------|
| 1. Rebecca Heinrich |  | 2576 Dell Ave<br>Mountain View, CA 94043 | 650-224-5417 | K   | Monta<br>Loma                        | Oct<br>14,<br>2018 |
| 2. Alma Garcia      |  |  | 650 248 5604 |   |                                      |                    |
| 3.                  |   |  |              |   |                                      |                    |
| 4.                  |   |  |              |   |                                      |                    |
| 5.                  |   |  |              |   |                                      |                    |

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|     | NOMBRE           | FIRMA   | DIRECCIÓN                  | NÚMERO DE TELÉFONO | GRADO DEL ESTUDIANTE EN 2019-2020 | DISTRITO ESCOLAR | FECHA    |
|-----|------------------|---|----------------------------|--------------------|-----------------------------------|------------------|----------|
| 1.  | Gilberto Guido   |  | 211 Easy St MTN View       | 302-6193           | PK                                | Wishman          | 10/14/18 |
| 2.  | Filiberto Balboa |  | 171 Atala Dr APT #3 Summit | 404-450667         | PK                                | Vargas           | 10/14/18 |
| 3.  | Maribel Chaver   |  | 655 Moorpark way #1 MTN    | (504) 475-5953     | K                                 | Landels          | 10/14/18 |
| 4.  | Laydi Cruz       |  | 31 church st #2 mtn view   | (408) 830-4274     | 1 <sup>o</sup>                    | Landels          | 10/14/18 |
| 5.  |                  |   |                            |                    |                                   |                  |          |
| 6.  |                  |   |                            |                    |                                   |                  |          |
| 7.  |                  |   |                            |                    |                                   |                  |          |
| 8.  |                  |   |                            |                    |                                   |                  |          |
| 9.  |                  |   |                            |                    |                                   |                  |          |
| 10. |                  |   |                            |                    |                                   |                  |          |

**PETITION FOR THE ESTABLISHMENT OF BULLIS MOUNTAIN VIEW CHARTER SCHOOL**

We the undersigned believe that the attached charter for the creation of Bullis Mountain View Charter School (the "Charter School") merits consideration and hereby petition the governing board of the Mountain View Whisman School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the creation of the Charter School. The Petitioners for the Charter School agree to operate the Charter School pursuant to the terms of the Charter Schools Act and the provisions of the Charter School's charter. The petitioners authorize the Leadership Team to negotiate any non-substantive amendments to the charter necessary to secure approval. Signature page is attached to petition upon signature. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their children or ward(s) attend the Charter School.

| 1. | NAME           | SIGNATURE          | ADDRESS                                     | PHONE NUMBER     | GRADE LEVEL STUDENT ENTERING IN 2019-2020 | NAME OF NEIGHBORHOOD DISTRICT SCHOOL | DATE           |
|----|----------------|--------------------|---|------------------|---|--------------------------------------|----------------|
| 2. | Ma Niner       | <i>[Signature]</i> | 967 Trophy Dr.<br>Mtn View 94090            | 908-<br>218-5406 | 1   | <del>Hill</del>                      | 10/11<br>2017  |
| 3. | Katherine Stoy | <i>[Signature]</i> | 2472 CARMELITA DR<br>MOUNTAIN VIEW CA 94040 | 650-<br>450-6703 | K   | Hill                                 | 10/14/<br>2018 |
| 4. |                |                    |   |                  |   |                                      |                |
| 5. |                |                    |   |                  |   |                                      |                |

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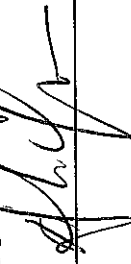
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|     | NAME           | SIGNATURE             | ADDRESS                                | PHONE NUMBER      | CREDENTIAL TYPE               | DATE        |
|-----|----------------|-----------------------|--|-------------------|-------------------------------|-------------|
| 1.  | Jessica Adams  | <i>J Adams</i>        | 5218 Armet Way, Sacramento CA 95835    | 916<br>616-8445   | Multiple Subject<br>(Cleared) | 9/10/18     |
| 2.  | Merry Kuo      | <i>Merry Kuo</i>      | 55 Willow Rd., Menlo Park, CA 94025    | 650-<br>326-9989  | Multiple Subject<br>(Cleared) | 9/17/18     |
| 3.  | Rebecca Witmer | <i>Rebecca Witmer</i> | 17315 Melody Lane, Los Gatos, CA 95033 | 650-919-<br>4293  | Multiple Subject<br>(Cleared) | 9/27/<br>18 |
| 4.  | Cynthia Frow   | <i>Cynthia Frow</i>   | 211 Gough St #114<br>San Francisco     | (415)<br>570-1600 | Admin.<br>PDS-School 4        | 9/27/18     |
| 5.  |                |                       |  |                   |                               |             |
| 6.  |                |                       |  |                   |                               |             |
| 7.  |                |                       |  |                   |                               |             |
| 8.  |                |                       |  |                   |                               |             |
| 9.  |                |                       |  |                   |                               |             |
| 10. |                |                       |  |                   |                               |             |

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|     | NAME            | SIGNATURE   | ADDRESS                                       | PHONE NUMBER | CREDENTIAL TYPE | DATE    |
|-----|-----------------|---|---|--------------|-----------------|---------|
| 1.  | Kelly Gruberman |  | 1212 Wiggly Ave #219<br>Redwood City, CA      | 650-390-0472 | Multi-Subject   | 9/11/18 |
| 2.  | Kate Stephens   |  | 130 Market St. Unit C<br>Santa Cruz, CA 95060 | 314 750 5731 | Multi-Subject   | 9/12/18 |
| 3.  | ALEX QUEZADA    |  | 945 CLARKE CT.<br>EAST PALO ALTO, CA          | 650-328-1987 | MULTI-SUBJECT   | 9/14/18 |
| 4.  |                 |   |   |              |                 |         |
| 5.  |                 |   |   |              |                 |         |
| 6.  |                 |   |   |              |                 |         |
| 7.  |                 |   |   |              |                 |         |
| 8.  |                 |   |   |              |                 |         |
| 9.  |                 |   |   |              |                 |         |
| 10. |                 |   |   |              |                 |         |