



BULLIS
mountain view

School Founders

Jennifer Anderson-Rosse

- National Board Certified Teacher
- Taught across many schools including in Los Angeles Unified and Pasadena Unified within schools with very high number of students qualifying for FRPM and English Learners
- BCS teacher, mentor, coach, Director of Curriculum and Instruction, and administrator
 - Oversaw the English Learner Program at BCS

Grace Yang

- Co-Founder Bullis Boosters Summer Bridge Camp
- Volunteer Diversity Outreach Coordinator (BCS)
- Passionate about equity in education



Board of Directors: Clara Roa, Greg Brauner, Bertha Alarcon, David Jacques, Patrick Walsh

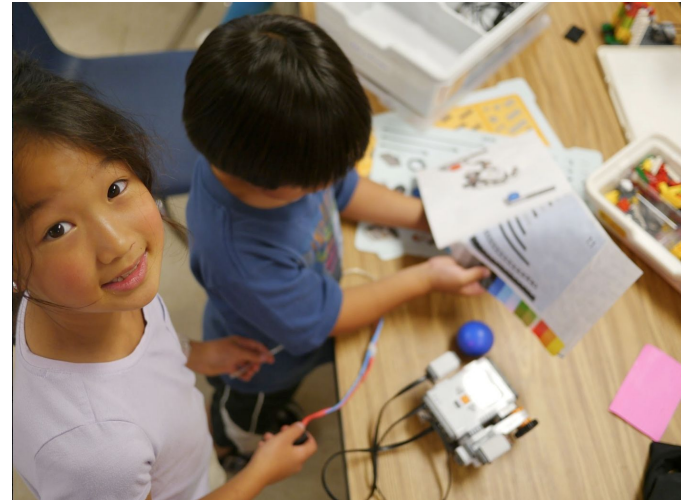
Advisors: Alison Elliott, Joe Bielecki, Kelun Zhang, Barbara Schubert, and Louis Tsoi

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**.

Profile of a BMV Graduate:

- Lifelong learner
- Academically successful
- Strong in character
- Creative problem-solver
- Culturally and globally competent



Values and Beliefs

- We see students as individuals and education should be responsive to each child
- Every child is unique and **one-size does not fit all**
- **A lifelong love of learning** is essential for lifelong success
- **All students can achieve** at high levels
- Equity: All students will have **access** to all programs
- **Social-Emotional Development** is essential to meeting the needs of all students
- **Diversity is a strength**
- **Families** are essential **partners** in the success of each child; all families are welcome
- Continuous improvement is vital

Research and Learning

Professional Development: Year-Long School Start-Up Fellowship focused on developing and leading world class schools serving diverse students; attended conferences to learn from experts in personalized and competency-based learning.

Research: Researched best-practices to serve diverse populations through literature reviews and site visits

School Visits: Visited 10 schools serving a diverse populations implementing innovative educational methods with a track record of student success

Collaboration with Experts: Collaboration with leaders in the field, school leaders, edtech leaders



Path to BMV

- Bullis Boosters Camp will be going into its 7th year this summer
- Four years of Stretch to Kindergarten with Family Engagement Institute
- Strong value in equity in education and belief in serving diverse families
- Background and teaching in schools serving high number of FRPM students and English Learners and training in Social Justice and Equity.
- Strong desire to bring the high quality program of BCS to diverse students
- Through BCS strategic planning
- Increasing enrollment in Mountain View
- Low numbers of economically disadvantaged students in Los Altos



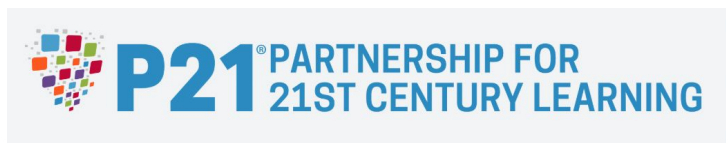
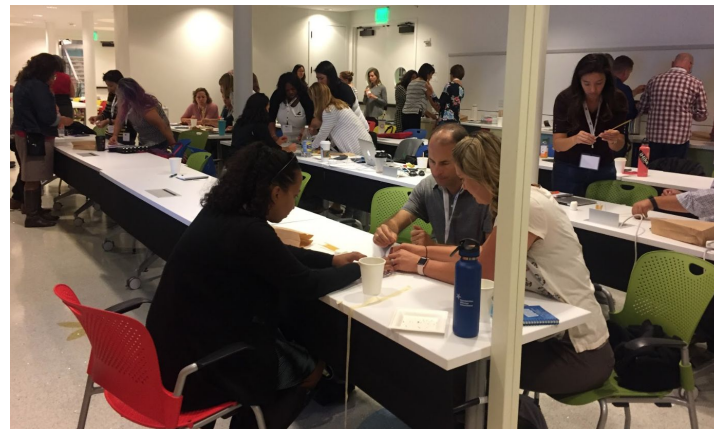


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charter school

Expanding on a Track Record of Success

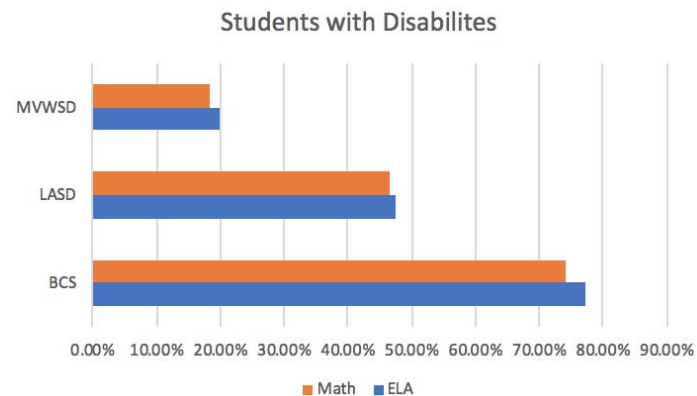
- California Gold Ribbon School (CAASPP & Personalized Learning)
- WASC 6-year Accreditation
- P21 Exemplar School (21st C. Skills)
- Bilingual Pathways Award School (World Language Program)
- California Distinguished School (STEAM & Project-Based Learning)
- CA Exemplary Visual & Performing Arts Award
- National Blue Ribbon School
- Digital Citizenship Certified School
- Future Ready School
- Design Thinking Home School
- Share practices through STEAM Practicum (PBL & STEAM)
- Present at conferences to share practices
- Student participation in events and summits around the world

STEAM Practicum



Record of Serving Diverse Learners

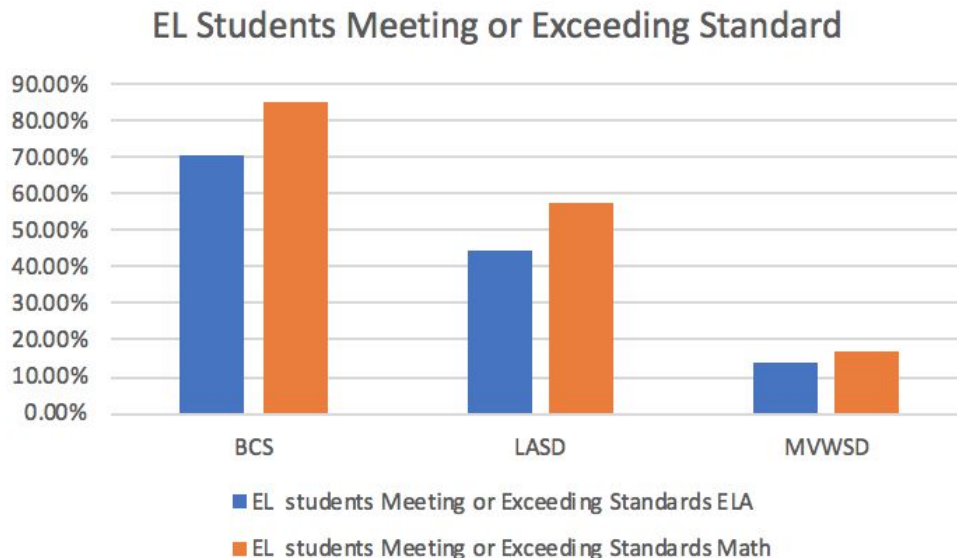
- Serving Students with Disabilities (SWD)
 - BCS is a school of the authorizer
 - SCCOE provides Special Education services
 - BCS collaborates with County staff to serve all students with IEPs
 - BMV will provide special education services to all students with IEPs and will work to identify students (child find) to ensure all students needs are met
 - All staff trained to serve SWD
 - Inclusion model
 - Asset-based model; all students have strengths
 - Educational model of BMV is tailored to meet the needs of diverse learners, providing access to all students, and highly engaging curriculum and instruction



Record of Serving Diverse Learners

- Integrated and Designated ELD implemented
- Individualized FLG to support English Language Development for every English Learner
- Asset-based model

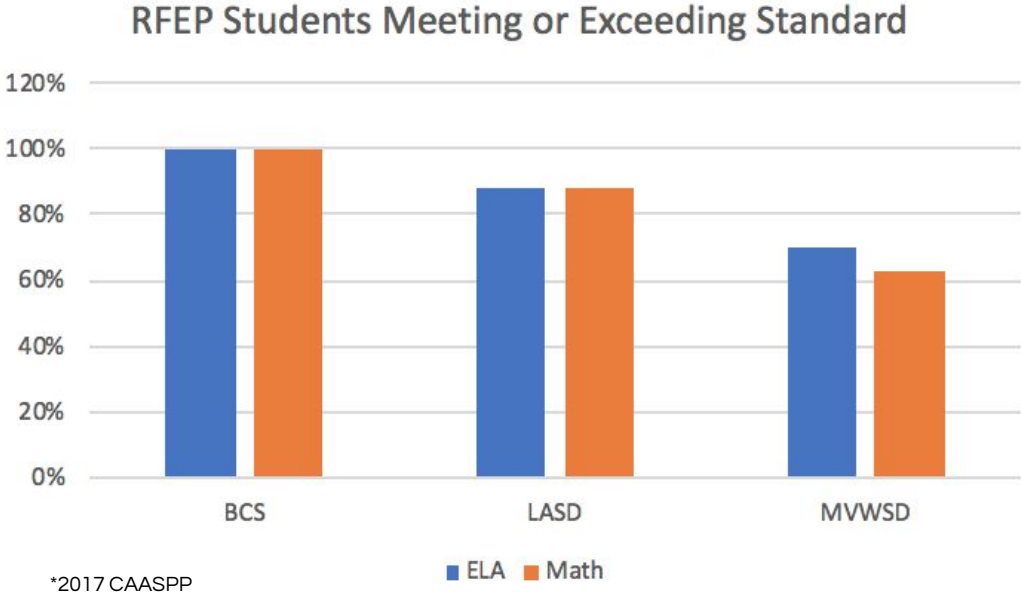
	Demographic %	
	EL	RFEP
BCS	10.90%	21.80%
LASD	12.70%	23.40%
MVWSD	25.60%	24.90%



*2017 CAASPP

Record of Serving Diverse Learners

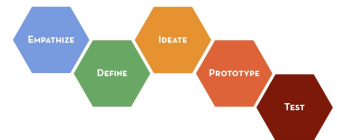
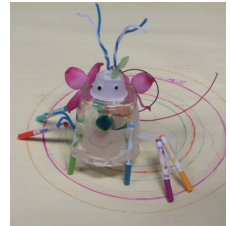
- Experience with supporting and tracking reclassified students to ensure continued success
- Authentic development of English Language through the BMV educational model



Instructional Model and Practices Tailored to the Mountain View Community

Learning is centered around and **responsive** to each student with a focus on the **whole child, authentic, real-world learning** and **equity** ensuring that all students have access to all programs.

- **Personalized and competency-based** learning to meet the needs of every child (EL, SWD)
- **Focused Learning Goals** - Personalized goals for every student
- High Quality Full Day **Early Learners Program**
- A **longer school day** and **extended day learning opportunities**
- **Highly motivating integrated hands-on standards-based curriculum through Project-Based Learning** and **STEAM** (Science, Technology, Engineering, Art/Design, Math)
- **Lower student-teacher ratio** with small group instruction and **Associate Teachers**



Components to Support Diverse Learners

Research shows that many of the following components support disadvantaged students

- Longer School Day
- Shorter Summer
- Individualized Goals (FLGs)
- Competency-based learning
- Integrated and Designated ELD
- Early Learners program
- Intentional Social Emotional learning and Whole Child focus
- Intentional diversity
- Director of Special Education starting in Year 1
- Potential partnerships with community organizations



Early Learners Program

- High quality, full day (8:15am - 3:15pm) developmentally appropriate learning 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 (ie. young kinders).
- Focus on the foundations for math, literacy, and social emotional learning in a developmentally appropriate way.
- Emphasis on language development for all early learners allows them to gain skills to communicate with peers, teachers, and stretch beyond the classroom.



Community Engagement, Student Recruitment and Enrollment

- Community meetings, one-on-one and small group meetings held in English and Spanish
- Strong commitment to attracting diverse demographics
- Once approved, will hire a community organizer to help with enrollment for Spanish speaking families
- Enrollment timelines to begin in January if approved by the District
- Will use best efforts to ensure consistent timelines with the District
- Open and fair lottery held if applicants exceed the number of seats using stated priorities



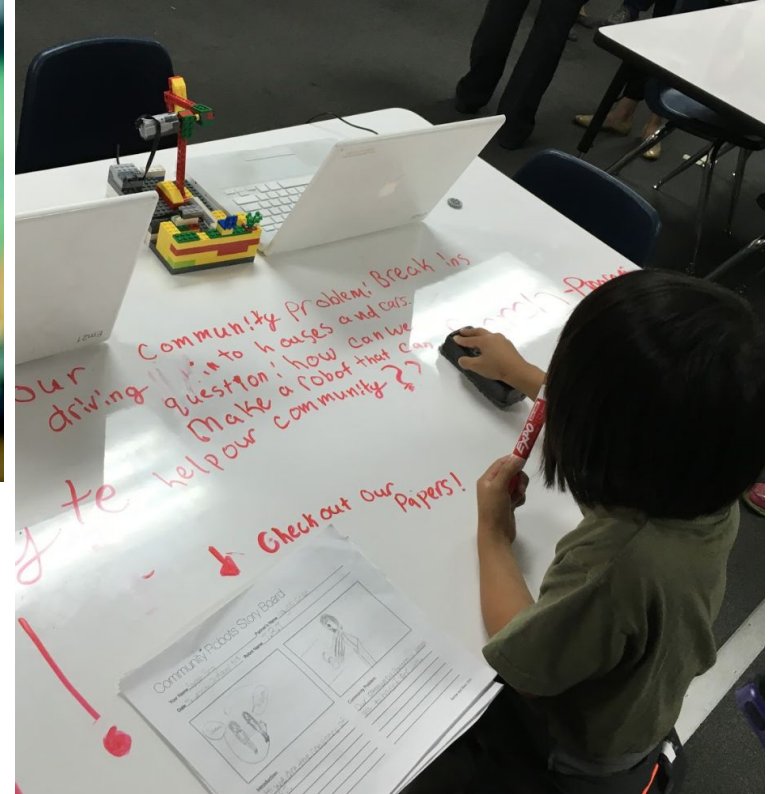
Collaboration

- Track record of sharing space and working collaboratively
- Share STEAM practices with MVWSD and are open to collaboration and sharing
- Open to collaboration with the District



Preparing Students for a Lifetime of Success

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STEAM PBL Unit: Community Robots

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

Project Title: Community Helping Robots

Grade Level: 3

Topic(s) Covered: Robotics, Engineering, Community Problems, Coding, Mandarin

The driving question addressed by this project is how might we design a robot that can improve conditions in our community?

Significant Content/Key Knowledge

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

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

STEAM Strands	Specific Standard Covered	Explanation of how students will demonstrate the standard addressed
	NGSS PS2.A: Forces and Motion	Students observe motions made by their robot. Students redesign and program robot to get desired results. For example, change speed using gear transfer. Changing speed or