

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

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

BCS students are also assessed using reliable performance based assessments. For example, reading inventories are administered to all students to gather baseline data in decoding, comprehension, and fluency at the beginning of the year. Benchmarks have been established in Language Arts (reading, writing, speaking). The results are utilized: to match students with appropriate text and organize them into flexible groupings including appropriate intervention and enrichment programs for effective reading instruction; as data to communicate on a tri-annual basis with parents regarding their child's progress; for the teacher to work with students and parents to set Focused Learning Goals; and to identify possible students for recommendation for retention or acceleration.

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

All students, including those with special needs, are provided opportunities to accurately show what they know and can do. Close attention is given to the modifications and accommodations directed in IEP and 504 plans for regular assignments and test-taking. Students are allowed to work and/or take tests in smaller groups or 1:1, have directions and test items read to them, given extended time for completion, answer fewer questions, and/or receive assignments with formats which have been modified (e.g. bigger fonts, extra spacing, etc.). Other accommodations available to our students include access to typing out responses on a keyboard, dictating

responses, and for our EL students, acceptable answers may be in the form of pictures, pointing to the correct word or letter, or demonstrating through TPR (total physical response).

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

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

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

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

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

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

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

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

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

BCS's curriculum provides a rich, student-centered, inter-disciplinary learning program designed to help children become independent problem solvers and critical thinkers who draw upon a solid foundation of basic skills in order to solve challenging problems and complex tasks. With a thorough grounding in the state standards, and by following the grade level standards in all curricular areas, we ensure that all students receive a balanced curriculum. BCS students receive instruction in English Language Arts, Math, Science, and Social Studies from their homeroom teacher as well as Physical Education, Technology, Art, Music, Drama, Science & Engineering, and Foreign Language from qualified specialists. Standards for what each student will master in all subject areas are in place. Along with expected learning results, they provide a basis for articulation among teachers and successful transitions for our students. The standards are reviewed and revised according to the changing needs of our students and the evolving state expectations.

Working within grade level teams, teachers use these standards, a variety of assessment tools, and current literature on educational practices to design a dynamic curricula to meet our students' specific needs. Delivery of curriculum is planned in the weekly grade level team and/or staff meetings so that all students at each grade level are assured the same delivery of content though the techniques and materials utilized by teachers may vary depending on the assessed needs of each class' students. We maximize our status as a charter school by researching and choosing curricula and materials that best meets the needs of our specific population rather than relying on the ones chosen by the state. Although our curriculum is coherent and meets the state standards, it also reflects the rigor of our specific school vision and the flexibility we enjoy as a charter school. Programs must facilitate flexible grouping strategies, provide opportunities for group and individual learning, accommodate a variety of instructional levels and learning styles, lend to integration with other subject matter (including, but not limited to, Technology, Character Development, Service Learning), and quality, authentic assessment tools.

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

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

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

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

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

After the FLG is created, the goals are formally reviewed by the student and his/her teacher regularly, and at the very least once a month, throughout the school year to ensure that every student continues to be aware of, and is actively participating in his/her expected learning results. The classroom teacher uses these goals to determine his/her student groups, programs and materials, and instructional methodologies. Some classes and students may work on goals that have been broken down into daily strategies (e.g., "I will play with two new students today." for a student whose year-long goal is to take risks or to be more social) while others may check in less frequently (e.g. during their weekly conferences for students who may be working on developing and/or improving their writing skills); nevertheless, the goals for the students are being addressed daily, in a consistent manner, and are around which the instructional program is tailored. As needed, goals are modified to meet the changing needs of the individual student.

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

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

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

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

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

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

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

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

“BCS offers students in grades K-8 a rigorous, standards-based, collaborative, experiential learning, education program that emphasizes individual student achievement and inspires children, faculty and staff to reach beyond themselves to achieve their full potential. Using a global perspective to teach about the interconnectedness of communities and their environments, the BCS program nurtures mutual respect, civic responsibility and a lifelong love of learning in a small learning community.” - BCS Mission

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

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

Collaboration: At BCS, we believe that learning best occurs in an environment of collaboration; therefore collaborative relationships are developed both inside and outside the classroom. Inside the class, teachers leverage the learning opportunities students gain through working with others (adults and peers) to develop their potential for building knowledge and skills. Outside the classroom, a strong school community is paramount to the framework of the school; collaborative relationships among community members continue to be established. Professional development for faculty is available both in the format of a two-week pre-session teacher institute, as well as on an on-going basis. Opportunities for on-going collaboration at grade level, across grade levels, and with other professionals in the Bay Area are provided. BCS parents collaborate and are committed to being meaningfully involved on a variety of levels. Parents take part in classroom work, parent education and school governance, not to mention community building and fundraising.

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

Individualized Student Achievement: BCS is committed to differentiated instruction, ensuring that each and every child in the classroom has goals and assessments that demonstrate individual achievement and learning. Enabling this paradigm shift from teaching one lesson to all to facilitating learning for each student at the appropriate instructional level requires ongoing professional development, another aspect BCS is committed to.

Reach Beyond Themselves to Achieve Full Potential: A dialogic approach to teaching and the formation of a constructivist classroom (where students and teachers co-construct knowledge) give voice to each and every child. Experiential learning opportunities that allow children to manipulate, experiment, and draw their own conclusions are offered to naturally engage our students. Individual student achievement plans and assessments, differentiated instruction, and teaching to the whole child are all modalities we are committed to and constantly strive to

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

Global Perspective: BCS realizes that our school community is but one small community in an interconnected system of world communities. Our teachers incorporate global perspectives both in the classroom, through academic disciplines of social studies and language arts, as well as on the playground through conflict mediation and life skills programs. BCS's diverse cultural profile provides numerous opportunities to bring the world into the classroom. Curriculum is adopted to allow for the development and integration for an international perspective.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The core elements of the BCS curriculum include:

Standards-Based Curriculum – Standards for what each student will master in all subject areas are in place for all grade levels. BCS follows the lead of prominent researchers such as Marzano and Schmoker who demonstrated the success of standards-based curricula. Standards provide a basis for articulation among teachers, clarifies understanding, and promotes persistence and collective purpose (Rosenholtz, 1999). At BCS, the standards are regularly reviewed and revised according to the changing needs of our students and the evolving state expectations. Working within and across grade level teams, teachers use these standards, our assessment tools, and the current literature on best educational practices to design dynamic curricula that address our students’ specific needs. Teachers’ schedules are created so that they can meet informally on a regular basis to share ideas and resources, peer observe, and discuss instructional strategies relative to meeting state standards. Long term curricular planning is completed by teachers at the beginning of the school year in order to outline their class’s course of study and to ensure completion of the required curricula.

Differentiated Instruction – Within the classroom, teachers use a variety of instructional techniques to meet individual student learning styles. BCS trains teachers to deliver individualized instruction based on a thorough assessment of students’ academic needs. Research has shown that differentiated instruction is particularly effective in elementary grades to increase student learning (Tomlinson, 2000). Strategies such as direct instruction, peer assisted learning, cooperative learning, flexible grouping, and student-initiated learning (see below) are used as determined by the teacher based on the objectives of the lesson and the needs of the students. Classroom instructional aides support student learning by working with small groups of children in various curricular areas.

Throughout each day, classroom teachers use a variety of grouping strategies to maximize the learning in the classroom: whole-group, small group, individualized. Much of the time, students are involved in cooperative learning activities that require them to utilize individual strengths to complete a task together. The discourse required during such activities caters to the needs of all students, regardless of their individual levels.

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

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

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

Beyond the realm of academics, students have still more input as to how their education unfolds. Weekly class meetings provide them with an opportunity to shape both the academic and social climate of their classrooms and, through their student council representative, the school. Outside the classroom, many of our students participate in a variety of clubs, and are in turn responsible for making decisions that effect change outside the classroom. Our Environmental "Green Team", for example, is responsible for the recycling and compost efforts at our school. Bullis' Student Council runs the Student Store, plans spirit days, organized the Turkey Trot and Door-Decorating Contest, and raises money for special projects including purchasing a lectern for the multi-purpose room as well as donations to the Leatherback Trust.

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

Technology Integrated Instruction – The BCS Technology Program, guided by the NETS (National Educational Technology Standards) and the BCS Technology Plan, is designed to increase student achievement through technology integration. Instructors seamlessly apply technology as a tool to the curriculum and student learning. Technology skills are taught in the context of project-based units integrated with curricula so that students can apply these skills in real-life learning. For example, Kindergarteners use Kidpix to sort shapes and colors or to physically "act out" the alphabet; third graders create movies based on their research of prominent Americans; 1st graders create podcasts to teach others about the plight of the

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

As a team, teachers ensure that all technology skills, projects, and programs as well as the teacher and student-designed rubrics to evaluate them are aligned to the grade level standards and the BCS Technology Plan’s Scope & Sequence. Students and parents are directed to links to educational sites that can be used to reinforce and/or enhance student learning. For example, parents and students are shown the "hotmath" link on the College Preparatory Math site which can be used at home by students who require assistance on the math homework; homework is posted for most classes on class websites; 5th graders use the funbrain.com site to study for their states and capitols test; and Mandarin students (K-8) have access to the *Better Chinese* online program to practice Mandarin outside the classroom.

Thematic, Integrated Curriculum – BCS teachers proactively integrate subject matter across curricula to make learning come alive. Numerous studies by Glatthorn (1994) and others have shown the effectiveness of thematic instruction. To operationalize thematic instruction, teachers create project-based learning units that span multiple subjects and creatively use local resources. For example, annually fourth grade students embark on an exciting long-term Service Learning project of local habitat restoration and preservation. Partnering with the Hidden Villa, students map out existing plants and animals on several hillsides surrounding the eroded area (social studies). They learn to identify native and non-native plants and animals (library & internet research) and procure clippings from the area to determine whether they are native or non-native (science). Next, students work cooperatively to develop a plan for restoring the habitat within an allocated budget (math & life skills) and evaluate it for appropriateness before adopting it for implementation. Finally, students work on implementing their plan, which includes planting native vegetation and keeping scientific journal records and drawings of their growth (language arts, math & art) over time. They also go on to analyze how animal life in the area evolves with the return of a natural environment using databases and spreadsheets and may even post the entire venture on a student created web page (math & technology). This project just garnered 2nd place prize in the prestigious national Siemen’s “We Can Change The World” Challenge.

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

culminates with a Gold Rush field trip as well as a student-hosted "gold rush day" complete with stations that teach visitors about they have learned and offer samples of food cooked in that time. Students go on a field trip that coordinates with grade level standards. Fifth grade students attend a week-long outdoor science school where they learn about conservation and the sustainable ecosystem while being surrounded by the natural environment. The fifth grade students also attend a week-long trip to Washington, DC and Williamsburg to support their learning of United States history. Sixth grade students travel to Costa Rica, where they learn about and help with the conservation efforts of the diminishing leatherback turtle population by excavating nests, patrolling beaches, gathering data from egg-laying females, and releasing hatchings . Opportunities for hands-on, experiential units such as these allow students to not only benefit from environmental education, but also allow them to witness, first-hand, how they can affect positive change in their school and local community (character development) through practical applications of learned knowledge and real life problem solving skills.

BCS has also adopted curriculum materials that support our emphasis on project-based learning. Programs, such as "Interact" and "College Preparatory Mathematics", were adopted because they emphasize problem-solving, inquiry, and working cooperatively. We have also purchased and created a plethora of supplementary materials in order to provide hands-on, experiential, higher order thinking activities for our students.

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

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

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

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

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

BCS also benefits from some special community partnerships that allow the school to provide innovative and unique learning experiences for our students. Professional musicians from the Stanford Jazz teach a series of weekend jazz classes; our relationship with the Leatherback Trust affords our students the opportunity to learn about 5 biospheres as well as assist in the preservation of the Leatherback Turtles; sponsorship by the Stanford School of Education allowed BCS to organize and host over 700 students from 8 charter schools to the 2nd Junior Olympics event. When developing the 7th & 8th grade program, BCS partnered with Stanford University’s “Center for Adolescence” and “School of Education” to create a model middle school that encompasses the qualities that develop adolescences’ sense of purpose.

Psychologists have observed that when young people find nothing to dedicate themselves to while growing up, it becomes increasingly difficult for them to acquire motivating belief systems later in life (Erikson, 1968; Marcia, 1980). The result is a sense of "drift" that can lead to personal as well as social pathologies. Research has shown that the personal effects of purposelessness may include self-absorption, depression, addictions, and a variety of psychosomatic ailments; and the social effects may include deviant and destructive behavior, a lack of productivity, and an inability to sustain stable interpersonal relations (Damon, 1995). Compelled by this research and under the guidance of Matthew Andrews and Dr. William Damon, BCS developed innovative middle school programs such as Mentoring, Advisory, and Intersessions.

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

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

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

Multiple Intelligences – In its use of FLGs and differentiated instruction, the staff at BCS acknowledge the importance of multiple intelligences in learning as described by Howard Gardner. The staff looks widely for opportunities to tap into students’ multiple intelligences. To this end, BCS offers a wide range of Co-Curricular courses. These are classes taught by staff that address, but also enhance, the state standards and allow students to grow academically, socially, and emotionally. Every semester, students may choose from a variety of offerings, from Spanish, Dance, Choir, Physics, Band, Readers’ Theater, Junior Great Books, 3-D Art, German, Speech, Environmental Ed., Math Detectives, “Mad Scientist”, Animation, Digital Yearbook, and many more from three main categories: Visual/Performing Art, Math/Science/Technology, Global Citizenship.

In order to provide students with personal growth opportunities that will lead to discovery and pursuit of individual talents and interests, Extra-Curricular classes are offered after school. Also taught by staff, students may participate in team sports, French, Odyssey of the Mind, Girls on the Run, Crocheting, Knitting, Yoga, Keyboarding, Guitar, Strings, Homework Club, and many more. One of the most popular after school courses are the BCS school plays and musicals, four annually. The first production, “Read the Book”, had over 60 grades K-4 students in the cast (with over 20 upper grade students providing support as the stage/audio-visual crew, make-up and costumes assistants, and props/sets helpers); last year, 66% or 256 of the 384 students (K-8) participated in a school production! A multitude of offerings before, during, and after school at BCS provides students choices in the areas of student leadership, fine and performing arts, foreign language, physical education, technology, and academic enrichment and support.

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

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

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

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

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

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

Our *Schools Attuned* program, which provides structure for teachers to identify and address the needs of all students, thus supporting all students to meet the challenges of standards-based curriculum and the Student Study Team (SST), which supports families with special needs or concerns, are both at the heart of our intervention program.

The SST meets to provide support and assistance to classroom teachers and parents seeking alternative intervention strategies for working with students who are experiencing difficulties (no matter what the ability) due to academic, behavioral, emotional, motivational, and/or family problems. Regular members of our SST are the Assistant Superintendent/Principal, School Psychologist, Resource Teacher, Speech and Language Pathologist, classroom teacher, specialist teacher(s), and parents. Other persons who may participate include the student and appropriate support professionals from the community. Through collaboration and dialogue, a specific plan is developed for meeting the student's particular needs. The goal for the majority of these students is short-term remediation and continued integration into the mainstream classroom oftentimes using strategies determined from the *Schools Attuning* process. When the SST feels that there is an indication of a learning disability, the team formalizes a plan of action and, in consultation with the parents and with their permission, determines the appropriate tests to administer. Once the areas of needs are determined, the special education staff develops Individual Education Plans (IEP), works with the classroom teachers to modify instruction and assignments, and coordinates support programs as necessary. These may include the use of laptop computers for those students who have difficulty with writing, extended time for tests, modified homework assignments, additional time working with the instructional aide, preview of upcoming units, extra copy of textbooks and/or materials for the family, etc. Reviews on the progress of IEP goals occur tri-annually with a formal assessment annually, each entailing written reports that are sent home to parents.

All students with special needs are taught through a collaboration of staff efforts and the use of flexible groupings in 'push in' and 'pull out' models to best meet students' IEP goals. The Resource Specialist program is designed to fit the individual needs of the students in the least restrictive environment. For example, the Resource Specialist may work in the RSP room with identified students teaching them to use graphic organizers to begin the writing process and then go into the classroom to support these students as they apply the strategy in a classroom assignment. We expect special needs students to have equal access to the core curriculum and will utilize assistance from outside resources to ensure that specific needs are being met. The objective is to mainstream the student in the regular classroom as much as possible by integrating every one of his/her goals into the grade level curriculum. The Speech and Language program is primarily a direct service model. Students who demonstrate difficulties with articulation, voice, fluency or language processing work with the therapist on identified goals. Specific strategies or signals that a student is utilizing are also communicated to the classroom teacher and home so that everyone is using a consistent system.

When students are tested and found ineligible for special education services, the 504 Team may be convened to develop an accommodation plan that may include, but is not limited to, changes in the physical arrangement of the room, lesson presentation, assignments and worksheets, and test taking arrangements to ensure that all students have equal access to the core curriculum. Assistance from outside resources may also be utilized and ongoing collaboration and communication among all concerned parties ensure that specific needs are met. 504 Plans have also been created for students who have physical or mental impairments that effect one or more major life activity. Most of these health-related 504 Plans are accommodations for students who have severe allergies. These plans are written by the 504 team, comprised of the parents, student (if appropriate), and teacher(s) and are monitored throughout the year by the Superintendent/Principal and the school nurse.

The goal of our EL program is to facilitate English language acquisition that will allow our EL students to compare academically with their English-only peers, to have access to the core curriculum and all other programs, and to maintain their self-esteem and cultural identity. This is accomplished through specialized instruction in English in a safe, contextually rich small group setting (within the class or as a pull-out). Personal learning goals in the areas of Listening, Speaking, Reading, and Writing are developed via the FLG process. Instructional techniques used to facilitate this include the natural approach, total physical response and action sequence stories. Technology is also used to assist fluency and vocabulary development. The progress of individual students is monitored by the regular classroom teacher at least once every 6 weeks using SOLOM, content standards tests, and locally-developed assessments. The EL School Committee, comprised of the ELL mentor, administrator, specialists, and the classroom teacher, also tracks all ELL students' progress and uses the information to make data-driven decisions regarding instructional plans and practices, professional development, and changes to the EL plan. For example, when a non-English speaking student arrived at BCS in 5th grade speaking an uncommon Indian dialect, an associate teacher for that student was hired to work with him daily. The objective of such decisions and changes is to ensure that EL students make yearly progress on standardized evaluations (1 level in at least 2 domains in their CELDT scores) and reach the highest possible levels of English Language and academic proficiency in the shortest time possible. (please refer to Tab III Analysis of Student Data)

Teachers at BCS firmly believe that understanding and supporting all aspects of a child, including home life, is crucial in his/her success. All students receive FLGs that are reviewed closely by the following-year teacher, fostering continuity. New FLGs are generated for each student every year. Academic, social, emotional, behavioral, and personal goals are set in concert with parent and student input. As delineated in FLGs, support services are aligned to meet the individual student's needs. For example, Speech, OT, and other special education services, as well as enrichment groupings and opportunities for our gifted and talented students, and extra- and co-curricular classes are created as needed. When it was noticed one year that a high number of goals would have to be written for students in the area of communication skills in a 2nd grade class, a series of classes in effective communication skills taught by our Speech and Language Pathologist was initiated proactively.

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

math, they were given the opportunity to work with our Environmental Science teacher, who holds a single subject credential in math and has high school teaching experience, on the 7th grade CPM program. A 4th grade student who was being considered for 6th grade was placed in a “compacted” program that was especially designed to include both the 4th and 5th grade curricula. As students’ dance and musical abilities improved, more advanced classes such as Dance Team and Advanced Band were offered in our co-curricular program and more challenging activities such as composing and exploring other musical styles were incorporated into our Music program. Students who excelled in Mandarin were challenged to compete in Speech and Writing competitions. FLGs and differentiated instruction within the classroom provides independent studies and other opportunities for gifted and talented students to explore new areas or delve deeper into the subject matter being taught in their home classroom. Weekly monitoring and feedback are provided by the teacher and communicated to the parents and administration.

Teaching assignments are also structured to meet students' needs. Team teaching, credentialed specialists for music, art, P.E., Science & Engineering, Mandarin, and combining classes and teachers for large group activities (e.g. dance, Lego Robotics) enable us to tap into the strengths of each teacher to maximize student learning experiences. New staff is hired as the needs of the students and the priorities of the school change. For example, in order to support two of our more high-needs special education students, an Associate Teacher, experienced and credentialed in special education, was hired for that grade.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Formal observations begin with a pre-observation meeting to review lesson plans, desired outcomes for the lesson, and individual professional goals. This meeting is crucial as it allows the teacher to provide an overview of his/her objectives, the administrator to ask questions, and an opportunity to express mutual expectations. After the lesson, the administrator and teacher hold a post-evaluation conference to evaluate the lesson, recognize what went well, and discuss any areas for improvement. At this time, the need for a second formal observation may be determined.

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

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

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

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

During the course of the school year, three days are scheduled to provide time for the staff development recommendations that were determined by the teachers. One of the days is allocated to the Schools Attuned practicum, an opportunity for the teachers to meet with a School Attuned staff advisor to review student work and to discuss the effectiveness of the instructional strategies they are implementing in the classroom, while the other days have been used to train staff on the new student information system, web page design, assessment programs, and to review the FLGs in order to plan the year's extra- and co-curricular course offerings. Common planning times are scheduled so that teachers have the opportunity every week to meet with their grade level teaching partners; schedules are coordinated so that all teachers in the BTSA program can meet together with their mentor; and, teachers are encouraged and a substitute is provided so they can observe in their peers' rooms. Finally, BCS makes use of its summer staff retreat to bring the entire staff together for community building through training. Whether it's a day at the Monterey Aquarium aligning exhibits to grade level standards, kayaking at a local gulch to experience first-hand the native flora and fauna, a 2-week Chinese immersion program in Shanghai, or playing "team-building" activities, these unique experiences allow our staff to build relationships and better work together to implement programs for our students.

From the outset, BCS teachers are encouraged and supported in their quest for further knowledge and growth. As stated above, at the start of their career at BCS, all new teachers spend two days at the New Teacher Inservice. They then spend another two days on site, planning with the Superintendent/Principal, their grade level team leader, and other staff experts. Each new teacher is assigned a team leader or new teacher mentor whom, along with the Superintendent/Principal & Assistant Superintendent/Principal, provide on-going yearlong support. Every month, the entire group gets together for dinner just to unwind, talk, and ask questions. Working with the Silicon Valley New Teachers Project, BCS provides BTSA mentors and administrators to support all our teachers going through the program. Having the time to reflect and work with someone on staff has proven to be a successful model as all every BCS teacher has passed with such great results that mentors from other districts have been frequent visitors at BCS to learn about our program!

In addition to the staff development opportunities during the year through the staff and team meetings and staff development days, teachers at BCS are encouraged to seek out off-site training opportunities to support their professional goals that are set as a part of their annual evaluation. Each teacher at BCS also chooses an area of expertise and acts as a leader for the staff in that area. Along with the administrator, these “Experts” oftentimes attend off-site training and workshops in ‘teams’, so that they can return to the site and plan together to decide how to share what they have learned with the rest of the staff. For example, after the Environmental Science team visited a Marine Science school in southern California, they returned to develop and write a curriculum tailored for BCS. BCS boasted two Nationally Board certified teachers who have worked to support their peers as they went through the process. Every year, more and more teachers are starting the certification process with. These teachers, along with the Leadership Team, now serve as advisors to the Superintendent/Principal, helping the school design a support program that include compensation, materials and supplies, and even the re-writing of the teaching expectations and standards for our school.

All teachers are supported in their area of expertise and interest through staff development, involvement with cadres and conferences, and access to resources and materials. For example, Science experts attend the series of Evening to Evening Science Seminars hosted by NCLB, National Semiconductor, WestEd and K-12 Science Alliance and classes at UC Santa Cruz for an EE certification; Technology experts attend classes at the Krause Center for Innovation and Classroom Connect conferences; Music specialists attend the Orff/Schulwerk national conference; Associate Teachers, while credentialed and with teaching experience, are mentored by the teachers in whose classes they work; several teachers are currently pursuing certification in diverse areas, including environmental education and additional single-subject credentialing; and all faculty members are trained in *Step Up To Writing*, *Read Naturally*, *Schools Attuned*, *Project-Based Learning*, and are encouraged to attend the state and national charter school conferences. As a result, our teachers are continuously informed of the most current best practices in teaching and learning and as such, will become a source of high-quality, well-tailored staff development site trainers. This wealth of cutting edge knowledge available to BCS teachers, combined with the existence of multiple means of sharing one’s learning, results in a process of continual collection and dissemination of current research, which will in turn, directly have a positive impact on instructional strategies and student achievement.

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

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

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

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

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

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

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

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

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

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

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

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

Baseline Data & Specific Numeric Goals for Student Achievement:

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

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

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