

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Wanny Yuk Wan Hersey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bullis Purissima Charter School

(As it should appear in the official records)

School Mailing Address 102 West Portola Avenue

(If address is P.O. Box, also include street address.)

City Los Altos State CA Zip Code+4 (9 digits total) 94022-1210

County Santa Clara County State School Code Number* 43-10439-0106534-0615

Telephone 650-947-4100 Fax 650-947-4989

Web site/URL http://www.bullischarterschool.com E-mail whersey@bullischarterschool.com

Twitter Handle twitter.com/BullisCharter Facebook Page www.facebook.com/bullischarterschool Google+ _____

Blog innovationinpubliceducation.blogspot.com
YouTube/URL _____ m _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Xavier De La Torre E-mail: Xavier_DeLaTorre@scoec.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Santa Clara County Office of Education Tel. 408-453-6500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Kenneth Moore
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 8 High schools
 - 0 K-12 schools
- 20 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	34	47	81
1	48	32	80
2	38	46	84
3	46	38	84
4	42	33	75
5	27	48	75
6	39	36	75
7	19	22	41
8	17	28	45
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	310	330	640

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 33 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 36 % White
 - 24 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	517
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 7%
45 Total number ELL
 Number of non-English languages represented: 24
 Specify non-English languages: Spanish, Vietnamese, Cantonese, Korean, Portuguese, Mandarin, Japanese, Farsi, French, German, Greek, Hindi, Italian, Russian, Urdu, Gujarati, Tamil, Swedish, Finnish, Tulu, Marathi, Telugu, Tamil, Kannada
8. Students eligible for free/reduced-priced meals: 1%
 Total number students who qualify: 5

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

Bullis Charter School does not participate in the California free and reduced-price school meals program. However, we do have families who qualify based on the state criteria and who complete the paperwork for whom we provide free meals.

9. Students receiving special education services: 6 %
40 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 13 Specific Learning Disability |
| 3 Emotional Disturbance | 19 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	20
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

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

Bullis Charter School (“BCS”) is located in the town of Los Altos and serves over 630 students, Kindergarten through eighth grade, from seven nearby towns from Palo Alto to San Jose. BCS proudly reflects the spirit of the Silicon Valley, a gathering place for families from all over the world speaking over 25 languages but unified in their commitment to innovation, entrepreneurialism, and academic and personal excellence.

BCS teachers are committed to educating the whole child. In addition to the core classroom curricula, every student receives instruction in S.T.E.A.M. (Science, Technology, Engineering, Art & Math), drama, vocal and instrumental music, art, and PE by certificated teachers. BCS also offers an integrated Foreign Language Program, the first of its kind in the Bay Area. Credentialed associate teachers reduce the student:teacher ratio to facilitate differentiated instruction in every classroom. BCS students are expected to master or exceed grade-level content and performance standards. Trained in Schools Attuned, all teachers effectively assess students’ academic and socio-emotional needs in order to create individualized Focused Learning Goals for every child. Utilizing best practices including differentiated instruction, project-based learning, design thinking, and a variety of assessments, they ensure that all students are actively engaged in their learning through inquiry-based units that maximize individual abilities. Just as they have high expectations for their students, BCS teachers collaboratively created a performance-based compensation model that reflects their commitment to personal excellence and the school’s mission. 11% of the BCS teaching faculty are National Board (NBPTS) certified, compared to less than 3% of all teachers in California.

BCS is a wonderful place to be a student. Weekly assemblies with student presentations reinforce our commitment to being a community of learners and give life to our strong school spirit. Regular Principal Awards celebrate students who uphold the “pillars” of our Character Development program. Cross-grade “Houses” provide opportunities for students to discover commonalities and build friendships while working together on school-wide outreach activities such as writing letters to our troops, designing Valentines for senior citizens, or creating blankets for homeless shelters. Field trips to local museums and wildlife sanctuaries extend learning beyond the classroom, and a rich offering of electives and after-school classes such as Lego Robotics, Flash Animation, steel pans, sculpture, colorguard, Latin, choir, ultimate frisbee, table tennis, tap dance, and many more, all taught by the teachers, allow students to explore and develop new passions. A longer school day provides for more instructional hours and additional time for integrating units in environmental science, foreign language, and the MakerSpace and FabLab. Our thriving visual and performing arts programs, accessible to and taken by 100% of the students, produce four plays and musical productions, two dance shows, several school-wide concerts, and an art exhibit annually.

BCS is proud of its successes. BCS’s API score of 990 in 2013 confirmed its position as the highest performing public school in Los Altos; and since opening its doors ten years ago, the school has ranked in the top three elementary charter schools in the state of California. Additionally, BCS and its students have been recognized for their numerous exemplary achievements:

- California Distinguished School (2008)
- 6-year WASC accreditation
- Lisa Stone, 1st recipient of the Charter School Teacher of the Year, Santa Clara County (2011)
- Jessica Lura, 3rd recipient, Charter School Teacher of the Year (2013)
- Bullis Kids News team awarded “Best Elementary News Show” in California (2011, 2012, 2013)

- BCS choirs awarded “Unanimous Superior” ranking 3-years straight by the California Music Educators Association
- 4th graders won 2nd place in the National Siemens Foundation’s “We Can Change the World” Science Challenge
- Los Altos Hills Mayor’s Award every year for our environmental service project contributions to the community
- Only elementary school and one of five core partner in the international FabLab@schools network

Bullis Charter School delivers on a high-quality instructional program, provides venues of leadership, and creates an atmosphere of positive school spirit and pride. Through the annual strategic planning process, we evaluate our programs, partnerships, staff, and community outreach efforts to ensure we continue to fulfill our school mission. BCS strives to develop students who are critical, creative, reflective thinkers; who feel personally empowered; and who act responsibly in all areas: personally, socially, and globally. We are confident that we provide an educational experience that will result in our students being life-long learners capable of making significant contributions as they emerge into the 21st century.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) All BCS students, grades 2-8, participate in the California Standardized Testing And Reporting (STAR) program and the California Standards Tests annually to determine their proficiency levels against the state contents. In the past 5 years, at least 88% of BCS students have consistently scored Proficient or Advanced in ELA and Math (2013 score: 97% and 98% respectively). While we are committed to our students performing at a level that is consistent with their cognitive abilities results, our goal is to also ensure that every student is at least Proficient or Advanced in all areas or making gains of at least one level, if he/she is below Proficient.

Site-based standardized assessments are also administered in the fall to provide baseline data, in spring to provide evidence of growth, and at the end of the year to determine students' success at meeting their grade level content and performance standards. Assessment matrices that address student academic progress across the curriculum and benchmarks to determine levels of proficiency have been developed for each grade, K-8. Whether using marketed assessment instruments (e.g. Directed Reading Assessment (DRA2) and Read Naturally™ to assess reading comprehension and fluency) or site-developed metrics (e.g. writing proficiency assessed using standardized school-wide rubrics, prompts, and student anchor papers that demonstrate each rubric level, unit pre- and post-tests, etc.), data are collected codifying student proficiency and used to determine advancement or retention. For example, the end-of-year benchmark for K-6 students in the DRA are: 4, 18, 30, 38, 50, 60, 70 respectively; 7th grade students are expected to score > 40 on the MacLeod Assessment of Reading Comprehension; and 8th graders >70% on their literary tests. Students are expected to score >3 for each academic, social/emotional, and behavior Focused Learning Goals (see #2); otherwise, their goals are revisited the next school year.

b) In the area of ELA, at least 90% of BCS students in every grade level scored proficient/advanced in ELA. Despite this, the percentage points have increased or held strong since 2009: Gr.3: 95%-95%; Gr.4: 96%-99%; Gr.5: 94%-97%; Gr.6: 93%-100%. Most notably, in the 2 years that the middle school program has been fully implemented, 100% of the 6th and 8th grade students scored proficient/advanced in 2012 and 100% of the 6th and 7th grade students in 2013.

In 2011, there was a drop to 91% in the 6th grade ELA score. While this may seem significant, especially given that 100% of them were proficient/advanced in 2010, it is less alarming when you realize that particular cohort group scored 96% the previous year and the drop reflected the declining scores of 2 students. Nevertheless, teachers created Focused Learning Goals for all non-proficient students, with action steps and measurable assessments targeting their specific areas of weakness: reading comprehension, literary analysis and in 2012, their score rose back to 96%.

With the exception of 4th grade in 2010 & 2011, at least 90% of BCS students scored proficient/advanced in math in the past 5 years. As with ELA, the percentage points have remained strong for each grade level since 2009: Gr.3: 98%-98%; Gr.4: 93%-100%; Gr.5: 96%-99%; Gr. 6: 95%-96%.

The 4th grade results of 90% and 88% were particularly troubling as they reflected a 9-10% drop from each cohort's previous year's scores, and since 2009, this grade's math scores were consistently lowest in the school. While we never really did figure out the reason for the decline, we still implemented a variety of changes: provided additional math trainings, grouped students by ability across the grade level rather than differentiating within the class, added an extra section of homework assistance for upper grade students, and hired an Associate Teacher with a math background. School-wide, we provided math workshops for all teachers, spent time realigning the math program K-6 including standardizing the mathematical language, and designated math instruction as the area for formal observations. The 4th grade proficiency levels jumped to 100% in 2012 and remained there in 2013. Additionally, those students' math results continued to improve through their tenure at BCS. We also paid special attention to the group of students who also struggled in ELA (above). In 4th grade, their 93% proficiency math rate was the lowest in the 2009 school year. It is also important to note that this particular class had the most diverse student population (by 7th

grade, 5 of the 24 students or 20% were in special education and 16% with 504 plans) yet in spite of that, 100% were proficient/advance in math by 7th grade.

In the most recent year's data, despite 90% of students with disabilities are proficient/advance in both ELA and math, there is still a discrepancy between that high score and those of other students' particularly in grades 2 and 8. Some of the factors attributing to this decline were include AP's retirement and the use of a contractor to oversee the special education program; the retirement of the district's special education director and case manager, and an ineffective resource teacher. This year, we have hired an administrator with special education experience, replaced the RS and freed up more time for services, added more counseling time to address the increase of social/emotion issues that are impacting academic achievement, formed a parents' support group, provided inservice to parents and teachers on ways to support the academic/social/emotional needs of special needs students, and the middle school teachers increased Office Hours from 2 to 4 days a week.

2. Using Assessment Results:

The Focused Learning Goals (FLGs) process is BCS's uncompromising commitment to supporting its students in achieving "specific measurable results that exceed present capability" by "reaching beyond themselves to achieve full potential." (BCS Strategic Plan)

Each fall, teachers meet with students and parents to review a plethora of data: beginning of the year assessments, prior year's scores, parent surveys, student questionnaires, work samples, etc. to collaboratively develop individualized goals in the academic, social/emotional/behavior and passion areas. All FLGs must be supported with data and clearly delineate the parties responsible for their implementation as well as the means by which they will be evaluated (at least once a month). Students are taught to take an active role in tracking and reflecting on their goals - from keeping a written log to writing a monthly reflection and creating next steps. For example, a student who has a passion goal to run a 5K is responsible for creating a training plan and committing to its implementation. This can be documented in a running log or with pictures/videos that can be submitted to the teacher upon completion as evidence.

Teachers use FLGs to determine student groups, programs and materials, and instructional methodologies. Some may have students working on goals broken down into daily steps (e.g., "I will play with two new students today," for a student with a year-long goal to take risks) while others may check in less frequently (e.g. during their weekly conferences for students working on improving their writing skills). FLGs are also supported outside the classroom: students working on leadership skills may be placed on the AV Crew or Student Council; a writing FLG can be supported by enrolling into specific elective classes such as Letters to the Troops or Analyzing Disney Characters. Because methods for tracking FLGs vary between classes and grade levels, teachers proactively share best practices at weekly team and staff meetings.

Update on FLG progress is communicated home in the 2nd trimester report card. March conferences provide another opportunity for teachers, students, and parents to review progress and/or address concerns. All FLGs are evaluated according to the agreed upon means of assessment and scored on a 1-5 rubric. Any goal with a score of 3 is revisited the next year.

FLGs also provide a tremendous amount of data that are used for school improvement and professional development. For example, when the Superintendent/Principal noticed similar writing goals across different grade levels, a school-wide writing workshop was held to calibrate the writing curriculum across grades K-8. When teachers noted that many students had poor keyboarding skills, a 4th grade keyboarding proficiency level was determined and classes created for students who did not meet that level. The ability of our students to be able to type 24 correct wpm has had a positive impact in all academic areas as we've continued to integrate more technology (STEAM, coding, etc.) and applications (Google docs, Prezi, etc.) into our core program, and will prepare our students for the new online common core testing.

3. Sharing Lessons Learned:

Portola Valley School District – The Strategic Planning (SP) Committee met with the BCS leadership team to learn how BCS implemented differentiated learning, technology integration, foreign language instruction, character development, and S.T.E.A.M. education. “The SP committee was very interested in exploring local innovative models of instruction, particularly those that have been implemented successfully in a public school setting. It is evident Bullis is a leader in actualizing best in class research.” ~Tammy Crown, SP member

Silicon Valley New Teacher Project (SVNTP) – Kelly Volheim, 3rd grade teacher and Jennifer Anderson-Rosse, Induction Mentor, presented to the Steering Committee comprised of Assistant Superintendents from partner schools/charters/districts. The educational leaders “were inspired by their ability to assess students’ learning needs, design engaging instructional strategies to address those needs, and document improvements in student learning based on the California Standards for the Teaching Profession.” ~Laura Gschwend, SVNTP. This presentation has been adopted for Mentor Academy3 “The Inquiry Cycle” which is being shown nationwide by the New Teacher Project to all new mentors in training.

Teacher’s College, Columbia University – Two faculty members toured the FabLab to gather examples of how a school can “learn to teach with and for innovation” for their pilot study on young children’s engagement with digital 3D design and printing. “I was intrigued and impressed with the hands-on, active exploration of materials and processes that I saw. The obvious joy of learning on the faces of the students is the most resonant aspect of my visit.” ~ Sean Justice, Teacher’s College

uClass.org (reposted by Edutopia) – Jessica Lura, 8th grade teacher, developed a common core-aligned “Hands of Hope” lesson with Gabby Giffords and Sandy Hook Promise to start a conversation with students around the country about school safety. Over 8,000 students used this open-source material, pledging to work to stop school violence. “I want every teacher and parent to read Jessica's powerful blog and every student to have access to the hope and responsibility that she calls to action.” ~ Leah Schrader, uClass.org

Singapore Ministry of Education – As part of their tour of innovative educational and business models in the Silicon Valley, over 20 members from the Singapore education system visited BCS’s MakerSpace, observed students engaged in S.T.E.A.M. units utilizing design-thinking process, and asked questions of BCS staff, parents, and board members. “Of our tour of Silicon Valley, we were most inspired by what we observed at Bullis Charter School.” ~Singapore Ministry of Education

4. Engaging Families and Community:

BCS values family and community members as integral partners in students’ educational processes and is committed to establishing meaningful working relationships with them.

From summer picnics to the “New Family Orientation” week activities, and the 1:1 meetings with the BCS administration, there is immediate support for new families to BCS and opportunities for them to be immersed in the community. Once at school, parents are trained and developed just like staff members. Education classes, such as those on the new common core state standards, internet safety, and effective math instruction, are open to parents to attend (alongside teachers) to better understand the pedagogy and the best practices employed by the school. Parent Forums on how to leverage the FLG process (see #2), develop a child’s “growth mind set,” and “how parents can help their kids learn to love math,” presented by staff and industry experts such as Carol Dweck and Jo Boaler, teach parents how to support, at home, what their children are learning at school. Parents are also trained in first aid, allergies, conflict mediation, and behavioral expectations prior to volunteering in the classroom, on the playground, or as field trip chaperones.

Throughout the year, there is close communication between the family and school. Weekly newsletters and bulletins are sent from teachers and administration to keep parents informed about assignments, upcoming

events, volunteer opportunities, etc. Student work and assessments are sent home for review; emails, blogs, podcasts, etc. are used to keep parents updated; and parents are invited to end-of-unit presentations.

With a solid grounding in the BCS philosophy and experience, we believe that parents are more capable of playing a meaningful role in their child's educational success. This includes working with the teachers to set annual FLGs and/or being contributing members of the Student Study Team to collaboratively make important decisions regarding their students' educational plans. For example, parent input is vital in determining whether a student's needs can be accommodated in the classroom or formal testing is necessary. Parent feedback is solicited in the annual school survey; the results are shared school-wide and become part of the data considered during strategic planning. For example, parents were instrumental in setting the goal, serving on the research action teams, and are now part of the implementation corps of the new "No Bully" program.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

BCS's curriculum provides a rich, student-centered, activity-based learning program designed to help children become independent problem solvers and critical thinkers who draw upon a solid foundation of basic skills in order to solve challenging problems and complex tasks. With a thorough grounding in the state standards, and by following the grade level standards in all curricular areas, we ensure that all students receive a balanced curriculum in English Language Arts, Math, Science, and Social Studies from their homeroom teacher as well as Physical Education, Art, Music, Drama, Engineering & Technology, and Foreign Language (Mandarin and/or Spanish). Standards for what each student will master and expected learning outcomes provide a basis for articulation among teachers and successful transitions each year for our students. Working within grade level teams, teachers use these standards, a variety of assessment tools, and current research on educational practices to design dynamic curricula to meet our students' specific needs, ensuring that every student has equal access to the same delivery of content and opportunity for success.

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

To this end, the BCS STEAM (Science, Technology, Engineering, Arts, and Math) program is the cornerstone of our core curriculum. The goal of our STEAM program is to make innovative, engaging, rigorous education available to all students at all levels, allowing for a deeper conceptual understanding of the material in a meaningful way. STEAM, delivered through instructional methods like Project Based Learning (PBL) and Design Thinking (see #5) allow students to apply their knowledge in order to create solutions for real-world situations, pulling together information they have learned across different disciplines in one meaningful inquiry-based project.

In the first grade "KidTown" unit, students are posed the driving question, "What makes some businesses succeed and others fail?" Students start their own business in which they must determine what product to sell, where to house their storefront in a fictitious town, how to advertise to attract customers, manage a budget, and assess their business' success. Teachers cover grade-level standards such as adding and subtracting single digit numbers (through calculating costs for supplies, rent, products), opinion writing (composing a letter to the town mayor about their business) and principles of a free-market economy (soliciting start-up funds, exchanging money for products and supplies, entrepreneurialism). Students receive art and design instruction (creating persuasive product slogans and logos) that integrates mathematical concepts such as number sense and geometry (designing block lettering and spacing words across a poster). The science and engineering components emphasize construction design of their product and students use different materials and technologies in the MakerSpace "make" their product efficiently and affordably. In Mandarin, students learn how to greet customers and count when making change. In Music, students learned advertising jingles analyzing their appeal in order to compose and perform their own.

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

Technology, accurately measuring and modeling components of hand prosthetics in order to improve and create prototypes of 3-D printed hand prosthetics that allow students to engage in a passion.

2. Reading/English:

2a. Strong foundational skills are the backbone of Bullis' reading program. Having strong literacy skills is essential for college and career readiness. The reading program is an integrated literacy program, and so in the classroom, reading is taught alongside writing, speaking, listening, and language skills.

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

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

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

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

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

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

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

Middle school students refine and expand their skills in language through structured study and independent reading of complex literary and informational works. When writing, students take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They learn how to use technology strategically and safely when creating, refining, and collaborating on writing and become skilled at gathering information, evaluating sources, and citing material accurately, and

reporting findings from their research and analysis of sources in a clear and logical manner. As part of the program, collaboration and communication skills are highlighted, since discussion is an essential part of rigorous and effective intellectual work. Students use technology to collaborate with their peers and others around the world and use technology for creation purposes.

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

3. Mathematics:

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

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

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

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

4. Additional Curriculum Area:

The BCS Visual and Performing Arts ("VAPA") program supports the school's mission of educating the whole child and developing students' understanding of the interconnectedness of the world around them through comprehensive standards-based curricula for every student in four disciplines: theatre, visual arts, music, and dance.

Students in grades 1-6 attend weekly 50-minute classes in drama/dance, art, and music/dance; half-day kindergartener attend 30-minute classes; 7th and 8th grade students attend one of each class 3x weekly for 65 minutes every trimester. In addition, students are required to take a weekly VAPA elective, choosing from offerings such as stage combat, ceramics, cartooning, Broadway, tap, and jazz dance, instrumental music (brass, woodwind, and strings), steel drums, paper cutting, tap dance, origami creations, puppet creations, guitar, and GarageBand composition. VAPA opportunities are also offered before and after school: fall plays, spring musicals, concert band, string and chamber orchestra, bluegrass fiddling, steel pans, four choirs, and dance team.

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

VAPA program is an integral part of BCS’s project-based learning experience. To support 5th grade’s American History unit, in Music, students study Gershwin’s “An American in Paris.” They learn about city sights and sounds, play a layered piece on Orff instruments using ostinati patterns, create chants and dances based on non-traditional music sounds, and deliver a performance in Rondo form. Their performances are recorded so that students can listen to, analyze, and reflect upon their pieces as well as musical elements like form, timbre, balance, and dynamics. This kind of applied, contextual, project-based instruction typifies the curriculum in each VAPA area at every grade level.

5. Instructional Methods:

Our commitment to individualized learning and differentiation is most evident in the Focused Learning Goals (FLGs) teachers develop for every student in the areas of Reading, Writing, Math, SS/Science, Social/Emotional/Behavioral, and Passions (see IV2). FLGs are tailored for every student and takes into consideration each student’s level of proficiency, learning style, and interests in order to set realistic expectations for personal growth. The FLG document also details the steps and resources needed specific to each student’s goals, empowering students to work at their own level and pace. For example, an English Language Learner may require additional goals in the area of Speaking and Fluency whereas an academically advanced student may be encouraged to work on developing higher order writing skills by creating a class newsletter or expanding his/her learning into other domains like tolerance and leadership.

Teachers use data from FLGs and a variety of assessments to differentiate classroom instruction. Strategies such as flexible grouping, centers and menus, and Project-Based Learning (PBL), allow students to learn at their appropriate level and pace. For example, students may be grouped homogeneously if the lesson is on specific academic concepts or heterogeneously if the desired outcome is to improved collaboration. Teachers utilize centers and individualized student menus to decrease student:teacher ratio in order to hold 1:1 writing conferences, small group instruction, and address more learning levels and individual goals at the same time. Through PBLs, students are taken through an extended process of inquiry of a complex question/problem, allowed “voice and choice”, and challenged to understand and solve it at their level of ability. For example, in creating a new species for a particular biome, some students may draw and label their creatures on paper whereas others may use programs like Meshmixer to design and Scratch to animate theirs.

Technology-based programs such as Newsela, an online tool that each student to read a new article at his/her reading ability, is used to support individualized learning. Other programs include Read Naturally to improve reading fluency and Starfall.com to support reading and phonics instruction. Google docs are used to collaborate and for teachers to provide quick and confidential feedback. For differentiation in Math,

students use Fastt Math, which monitors student proficiency and generates reports on student progress for teachers. Both our K-5 and our 6-8 Math Curricula contain technology-based components that are used to provide differentiation, and which can be accessed by students at home.

6. Professional Development:

BCS's approach to professional development (PD) reflects the school's mission to support all staff to "reach their full potential" and the school's culture of a professional learning community. Therefore, every staff member participates in professional development opportunities and last year, over \$135,000 was spent to that end.

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

Many teachers also participate in networks through organizations like the Silicon Valley Math Initiative and complete Lesson Study cycles with other schools, bringing back best practices to share for implementation.

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

Teachers are supported in creating Personal Education Plans. All teachers set SMART goals based on their placement on Continuum--a performance-based pay process developed by teachers to guide professional growth. Like students, BCS values its teachers at their level and are provided the necessary resources to support their development and in their subject area. Teachers who are new to the profession are provided a BTSA mentor; more experienced teachers may attend workshops to learn to be trainers. The music teacher attends the California Music Educators conferences; teacher leaders are sent to New York to take classes at the Teachers College. All teachers are encouraged and supported to pursue National Board certification and to attend state and national charter school conferences. This year, the school calendar was adjusted to allow the entire staff to attend the California Charter School Association.

7. School Leadership

Bullis utilizes a philosophy of shared leadership in order to ensure all elements of school life focus on student achievement. This starts with our strategic planning process which engages all members of the community--administrators, board members, parents, and teachers--in determining strategic objectives for school improvement.

The superintendent oversees the strategic plan and all aspects of school life related to actualizing Bullis's vision and maintaining school culture. The principal and assistant principal manage school site operations and support teachers and students as instructional leaders.

The superintendent, principal, and assistant principal sit on the school's leadership team with teacher-leaders who represent different grade levels and specialist teams. Together, this group sets strategic priorities and shares the responsibility of improving the Bullis program to better support student learning.

The entire teaching staff engages in a consensus-based decision making process in order to determine new school policies and programs as well as the distribution of resources when it relates to student achievement.

For example, this year, Bullis shifted to using a Common Core aligned standards-based report card. Members of the leadership team incubated this idea and then proposed it to the staff. The staff discussed the idea and then voted by consensus to implement the new student-learning centered report card. Then, grade-level teams, led by team leaders, developed the language and format for their grades' report cards. In this way, all staff-members were involved in both the decision and the implementation of a new system that focuses on student achievement. Every year, the staff also discusses our facilities and comes to consensus on how to best utilize our space and technology to support students. The staff also shares the responsibility of developing our STEAM program and the performance-based compensation Continuum. These are a few of the innumerable examples of shared leadership in support of student learning at Bullis.

Bullis's model establishes a culture within which all members of the school community are empowered to take ownership of decisions that are made. This ensures all leadership decisions support every student's achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	100	98	98
% Advanced	91	92	90	81	88
Number of students tested	63	62	60	42	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	80	100	100	100	100
% Advanced	80	100	100	86	100
Number of students tested	5	3	4	7	1
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	80	100	100	100	
Number of students tested	5	1	1	3	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		100
% Advanced	100	100	100		0
Number of students tested	3	3	3	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced	91	100	88	86	100

Number of students tested	21	25	17	14	13
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	100	100	96	100
% Advanced	83	83	87	75	87
Number of students tested	24	30	31	24	23
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	100		
Number of students tested	15	4	8		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	88	90	93
% Advanced	95	82	61	71	61
Number of students tested	75	74	49	49	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	83	100	80
% Advanced	67	88	67	100	20
Number of students tested	3	8	6	1	5
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100		100
% Advanced	100	100	67		0
Number of students tested	4	1	3	0	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100		100	100
% Advanced	100	100		0	0
Number of students tested	5	4	0	1	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	93	100	100
% Advanced	100	100	80	94	78
Number of students tested	32	19	15	17	9
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	85	86	89
% Advanced	87	62	50	61	59
Number of students tested	30	34	26	28	27
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	67		
Number of students tested	8	17	6		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	99	90	92	98	96
% Advanced	76	66	72	61	63
Number of students tested	74	50	50	44	48
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	1	0	0	1	0
% of students tested with alternative assessment	1	0	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	71	100	100	100
% Advanced	78	43	100	40	100
Number of students tested	9	7	1	5	2
3. English Language Learner Students					
% Proficient plus % Advanced		100			
% Advanced		67			
Number of students tested		3			
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	0	100	
% Advanced	75	100	0	0	
Number of students tested	4	1	1	2	
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	93	100	100	91
% Advanced	100	73	90	80	82
Number of students tested	20	15	19	10	11
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	85	92	100	97
% Advanced	59	54	60	63	52
Number of students tested	31	26	25	27	31
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	80		
% Advanced	81	100	80		
Number of students tested	16	6	5		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	94	96	97	95
% Advanced	70	73	57	74	62
Number of students tested	46	48	44	38	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	86	100	75	100	67
% Advanced	43	100	25	50	67
Number of students tested	7	2	4	2	3
3. English Language Learner Students					
% Proficient plus % Advanced	100				50
% Advanced	100				0
Number of students tested	2				2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	0	0		
Number of students tested	2	2	2		
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	93	100	100	93
% Advanced	94	87	67	90	79
Number of students tested	16	15	9	10	14
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	92	93	96	96
% Advanced	53	65	48	69	58
Number of students tested	19	26	27	26	26
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	71	100	100		
Number of students tested	7	5	5		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	98	100	100		
% Advanced	76	87	65		
Number of students tested	45	23	20		
Percent of total students tested	100	96	100		
Number of students tested with alternative assessment	0	1	0		
% of students tested with alternative assessment	0	4	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced		100	100		
% Advanced		60	100		
Number of students tested	0	5	2		
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100			
% Advanced	50	100			
Number of students tested	2	2			
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	82	100	67		
Number of students tested	11	4	6		
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	100	100		
% Advanced	72	80	69		
Number of students tested	25	15	13		
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	0		
Number of students tested	6	2	1		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Seventh grade added to Bullis Charter in 2010-11.

Some 7th grade students have opted to take the Algebra I exam instead of the 7th grade mathematics exam -- 1 student in 2011, 1 student in 2012 and 7 students in 2013.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	92			
% Advanced	83	58			
Number of students tested	23	24			
Percent of total students tested	96	100			
Number of students tested with alternative assessment	1	0			
% of students tested with alternative assessment	5	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	67	100			
% Advanced	67	100			
Number of students tested	3	2			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	50				
Number of students tested	2				
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	71			
Number of students tested	5	7			
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	87			
% Advanced	85	53			
Number of students tested	13	15			
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	67	50			
Number of students tested	3	2			
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Eighth grade added to Bullis Charter in 2011-12.

Of the 8th graders tested in 2012-13, 18 students took the Algebra I exam and 4 students took the Geometry exam. In 2011-12, 21 8th grades took the Algebra I exam, 2 took the Geometry exam and 1 student took the Algebra II exam.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	95	98	93	93	95
% Advanced	75	74	73	76	78
Number of students tested	63	62	60	42	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	80	100	75	100	100
% Advanced	60	67	50	71	100
Number of students tested	5	3	4	7	1
3. English Language Learner Students					
% Proficient plus % Advanced	80	100	100	67	
% Advanced	60	100	0	67	
Number of students tested	5	1	1	3	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		100
% Advanced	33	67	67		0
Number of students tested	3	3	3	0	1
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	95	100	94	100	100
% Advanced	81	76	88	93	92
Number of students tested	21	25	17	14	13
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	97	90	88	96
% Advanced	71	70	65	71	74
Number of students tested	24	30	21	24	23
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	80	100	75		
Number of students tested	15	4	8		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	99	100	96	98	95
% Advanced	97	92	86	90	76
Number of students tested	75	74	49	49	41
Percent of total students tested	100	100	10	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	100	100	80
% Advanced	100	88	68	100	20
Number of students tested	3	8	6	1	5
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100		100
% Advanced	100	100	100		0
Number of students tested	4	1	3	0	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100		100	100
% Advanced	100	100		0	0
Number of students tested	5	4	0	1	2
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	93	100	100
% Advanced	100	100	93	100	100
Number of students tested	32	19	15	17	9
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	97	100	96	96	93
% Advanced	93	82	81	89	70
Number of students tested	30	34	26	28	27
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	100		
Number of students tested	8	17	6		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	98	98	96	94
% Advanced	85	88	92	73	69
Number of students tested	74	50	50	44	48
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	1	0	0	1	0
% of students tested with alternative assessment	1	0	0	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	89	86	100	80	100
% Advanced	78	86	100	40	100
Number of students tested	9	7	1	5	2
3. English Language Learner Students					
% Proficient plus % Advanced		100			
% Advanced		100			
Number of students tested		3			
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	
% Advanced	100	0	0	0	
Number of students tested	4	1	1	2	
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	95	100	100	100	82
% Advanced	95	87	95	90	64
Number of students tested	20	15	19	10	11
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	96	96	93	97
% Advanced	74	92	96	74	71
Number of students tested	34	26	25	27	31
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	94	100	80		
Number of students tested	16	6	5		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Two or More Races category not added to state reporting categories until 2009-10 school year and percentage in subgroup was less than 10% in 2009-10.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 6

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	91	100	93
% Advanced	80	92	71	87	79
Number of students tested	46	48	44	38	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	75	100	100
% Advanced	57	100	25	100	33
Number of students tested	7	2	4	2	3
3. English Language Learner Students					
% Proficient plus % Advanced	100				50
% Advanced	100				50
Number of students tested	2				2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	0		
% Advanced	100	50	0		
Number of students tested	2	2	2		
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100	100	86
% Advanced	88	93	78	80	86
Number of students tested	16	15	9	10	14
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	93	100	96
% Advanced	68	92	67	89	77
Number of students tested	19	26	27	26	26
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	100		
Number of students tested	7	5	5		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	100	96	100		
% Advanced	87	71	85		
Number of students tested	45	24	20		
Percent of total students tested	100	100	100		
Number of students tested with alternative assessment	0	1	0		
% of students tested with alternative assessment	0	4	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced		80	100		
% Advanced		20	100		
Number of students tested	0	5	2		
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	0			
Number of students tested	2	2			
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	73	100	83		
Number of students tested	11	4	6		
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	94	100		
% Advanced	92	69	85		
Number of students tested	25	16	13		
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100	100		
% Advanced	100	100	100		
Number of students tested	6	2	1		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Seventh grade added to Bullis Charter in 2010-11.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: California Standards Test (CST)/California Modified Assessment (CMA)

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: ETS

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	100			
% Advanced	78	92			
Number of students tested	23	24			
Percent of total students tested	96	100			
Number of students tested with alternative assessment	1	0			
% of students tested with alternative assessment	5	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced	67	100			
% Advanced	67	100			
Number of students tested	3	2			
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100				
% Advanced	0				
Number of students tested	1				
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100	100			
% Advanced	80	86			
Number of students tested	5	7			
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	86	100			
% Advanced	79	93			
Number of students tested	14	15			
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	100			
Number of students tested	3	2			
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Eighth grade added to Bullis Charter in 2011-12.