

Chapter 1: Student and Community Profile

Program History

FAME Charter school began as the Bay Area School for Independent Study which was first organized in 2001 under the authorization of Sunol-Glen Unified school district. During that same year BASIS applied for not for profit public benefit status. We began serving students in grade K-12 in the 2002-2003 school-year. At the time of the CBEDS filing in October of 2002 BASIS had 425 students officially enrolled. The school continued serving students throughout the 2003-04 and 2004-05 school years. During this time it became evident that there was a high level of interest for the type of program that BASIS provided. By the 2004-05 school-year we were serving 645 students in grade K-12.

BASIS offered two enrollment options. One allowed students to receive daily instruction through classes taught at our Oakland Resource Center. The other allowed students to work through their high school program via a home study program. The BASIS approach relied on the empowerment of parents, who were expected to be partners in the educational process and work closely with teachers and other support staff to ensure that students made appropriate academic and social progress. By the end of the 2004 school year it was clear that we had out-grown our space in Oakland. We began looking for a new location for our resource center. We found such a location in San Leandro and moved our resource center to its current location in May of 2005. This involved much renovation of the site and was a huge community effort.

During this time, through our internal review process, we were analyzing the long-term goals and needs the school. The BASIS charter would be up for renewal with Sunol Glen during the 2005-06 school-year and we began reassessing whether or not the current formant of our charter and the relationship with the Sunol Glen district would ultimately allow us to serve students effectively. BASIS parent demand and expanded opportunities to serve potentially underserved students led to the development of FAME. We petitioned the FAME charter through Alameda County and were awarded the first countywide charter on May 10, 2005. The MOU was approved on August 23rd. (Please see the FAME charter in the appendix for more details). The BASIS charter was officially closed for finance audit purposed on June 3, 2005 and is still in the process of final closing.

FAME is an acronym that stands for “Families of Alameda for Multi-Cultural/Multi-Lingual Education”. The school is a unique hybrid Site Based – Independent Study program. FAME has three programs: a K-12 site based school in Fremont; a K-8 site based program with a 9-12 classroom based independent study program in San Leandro; and a K-12 non-classroom based component know as BASIS@FAME. The WASC petition for candidacy is for the high school components of FAME only. The San Leandro and BASIS programs have essentially been unaffected by the change in the charter other than to provide stronger oversight, expanded mission and purpose and resources for operation.

Mission and Vision

The mission of FAME is to enable our diverse population of students to become independent thinkers, life-long learners, and responsible, contributing members of society.

FAME recognizes the cultural diversity and individuality our student population. FAME strives to create an education community where students from all social, academic and economic backgrounds can learn to their highest potential. Using the state standards to guide our educational program: teachers and parents work together to assure the achievement and progress of each student, building the knowledge, skills and attributes necessary for them to be self-motivated, competent, lifelong learners.

Philosophy

FAME believes that, “Educators must invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities (Brooks and Brooks, pp. 5, 1999). Specifically, we have determined that learning best occurs in an environment that:

- is accepting of varied methods of demonstrating knowledge
- promotes physical and emotional health and well being and supports questions, experimentation, self-expression, creativity and appropriate risk taking
- is relevant and authentic
- is developmentally supportive
- is democratic and student centered
- models and requires high-level thinking skills
- incorporates language learning and multi-cultural education
- celebrates and brings relevance to cultural and individual diversity
- models self reflection and self assessment
- is rich and demanding and promotes depth of learning
- is psychologically safe
- provides a variety of ways for students to engage in coursework and in the community

Goals

- All students will demonstrate grade-level proficiency in reading and writing.
- All students will demonstrate master of designated outcome goals in the areas of English Literature, History, Math, Science, Art, and /or a Foreign Language.
- All Students will demonstrate mastery of skills related to college preparation and success in continued education and/or career objectives or other post high school plans.
- All students will demonstrate the development of a social conscience.

(Please see our ESLRs for more information).

Management and Governance

FAME Charter School, a K-12 County Wide Charter School formerly recognized as Bay Area School for Independent Study is operated by Bay Area School for Independent Study Inc, a 501C3 Not for Profit Public Benefit Corporation. Bay Area School for Independent Study Inc, also commonly known as BASIS, Inc. is managed by a board of five members. The board consists of three community members, one of whom is a lawyer with extensive not for profit board experience and the other a former Board President of a local school district for over 17 years of school board experience. The board president of BASIS, Inc. is also a former school board president of over 10 years and presided over a local ROP program as well. The school director, Maram Alaiwat, serves as the secretary of the board. The fifth position is reserved for an individual from the school's sponsoring agency, formerly Sunol Glen Unified School District but effective this school year, the Alameda County Board of Education.

FAME consists of three programs, two of which are site based and one which is independent study. The independent study is the school's main program, being an outgrowth of BASIS and the key source of referrals to our site based programs, which were established with the intent of serving those who sought an independent study type of education alternative but due to special needs or language constraints can better be served in a classroom environment.

Each program is managed by a small but effective team of high qualified administrators. The independent study program is managed by a Program Administrator and Assistant Program Administrator with extensive independent study experience over a range of grade levels. The Fremont site program is managed by a Principal and lead teacher who seek guidance and support from a diverse group of parent committees that compromise a strong PTO (Parent Teacher Organization). The San Leandro Program is a hybrid program overseen by a teacher and former administrator of over 30 years and two lead teachers. Parent committees have also been developed at San Leandro to provide continual guidance and feedback to the administrative team.

The administrative team meets at least once a month to address areas of concern, areas of growth and areas that need to be targeted for growth. The administrative team makes recommendations and suggestions to the school director that interfaces with the board via public school board meetings. For a complete description of the FAME governance structure and organization structure, see the charter in the appendix.

FAME 9-12th Grade Program Description

FAME is a member of the APLUS+ Personalized Learning network of schools. Member schools are all either home-study schools or have a home-study component. Most combine independent study with learning center classes. Member schools work together to develop best practices for this learning model. Personalized learning is characterized by:

- Individualize learning programs tailored according to the needs of each student.

- A “university-style” model that supports learning programs and opportunities in multiple learning environments both within and beyond the classroom.
- Support of one or more learning resource centers that serve as a “community hub” for wide range of educational activities, including small classes, tutoring, assessment, testing special education services, and resource libraries.
- Support of a variety of curriculum choices in both core and elective subject areas to accommodate the individual learning needs, styles, challenges, interests and aspirations of each student, and to ensure progress towards attaining the California State Standards.
- The collaborative partnership between the teacher, school, parents, and students to encourage involvement of parents and students in learning choices and decisions.
- Ongoing training of teachers and parents in learning styles, curriculum choices, and other effective educational opportunities for students.
- Putting the academic needs of students first and maximizing school resources for the benefit of successful student learning and thereby demonstrating high standards of integrity, accountability, and academic excellence.

BASIS @FAME

BASIS is the non-classroom component of FAME. This program allows students to work independently in their own homes using a variety of curriculums suitable for each student’s learning needs as well as utilize other community resources. It is the intent of this program to continue to develop our Dublin resource center in order to offer classes and workshops relevant to student academic need as well as establish additional centers in geographical areas of greatest demand. Dublin serves as our “community hub” under the Personalized Learning model.

Independent study through BASIS requires parents to take a much more active role in educating their children than in traditional site-based programs. Students and parents must agree to follow the learning model adopted by our program before entering our school. Highlights of the program are as follows: (more detailed information can be found in the Teacher and High School manuals)

- Parents are responsible for the daily monitoring/verification of subjects studied with scheduled monitoring by a credentialed teacher. Parents must ensure that students have the workspace, time and materials (school and parent provided) needed to complete their assignments and must oversee completion of the assignments. Students AND parents are required to meet with their assigned teacher *at least* every 20 days. More frequent visits may be required if deemed necessary by either the parent or the teacher.
- Our credentialed teachers assign a body of work to be completed during the duration of the school year that is comparable to (but not necessarily identical) to that which would be covered in a regular classroom. A student must take a minimum 4 classes per semester and be working towards high school graduation.

- Our teachers review all of the work assigned and collect and evaluate *at least* two assignments from each subject area for every attendance period which constitutes a portfolio. If a student does not complete all work assigned within a given month, they will be put on notice that they may be expelled from the program.
- Our teachers help students and parents choose curriculum that is suitable for the student's learning objectives, style, and ability. This may include textbooks, community college courses, tutoring, and a variety of distance online or text based learning courses. Our course descriptions outline curriculum options. We try to maximize flexibility in curriculum choice while at the same time ensuring that students are mastering content standards, meeting graduation requirements, and being academically challenged.
- Students are provided discretionary funds for purchasing curriculum materials. The materials are ordered via our online purchasing system. The Independent Study Teacher has discretion on how the funds are allocated depending on the student's academic and curriculum needs.
- All incoming students take a short placement test. The test covers reading comprehension, writing, and math. The placement test enables the student's teacher to select curriculum that is appropriate to the student's learning abilities and aids the student, parent, and teacher in setting up the Personalized Learning plan.
- Our high school counselor works in conjunction with the Independent Study Teacher to ensure that students take the proper course work to meet the student's learning goals and graduation requirements. The counselor is also available to help with college planning and application on a limited basis.
- We offer two tracks to graduation: General Education and College Preparatory. Students on the General Education track must complete 200 credits and students enrolling on our College Preparatory track must earn 230 credits. Both tracks require specific courses to be completed and all core classes have accompanying course descriptions that must be followed. In addition, students on our college preparatory track must complete the UC/CSU 15 course sequence and use curriculum that has been approved for those courses. (Our UC approved course list can be found in the appendix).
- All students must take the BASIS Algebra 1 final at the end of the school year or at the point of completion of the Algebra 1 course.
- Our program is designed to meet or exceed the California Content Standards. Course descriptions have been developed for core courses and must be followed in order to receive credit for a course. Mid-terms and final exams must be taken as indicated in the course descriptions.

- We operate on a semester basis. No summer school is available. Letter grades are issued at the end of each semester. Credits are granted in increments of 5, a full year course earning 10 credits. Partial credit is not granted. Students are promoted from one grade to the next based on total credits earned not by age or year in school.
- Students that perform at the below basic or far below basic levels on California State Standardized Testing and Reporting Program (STAR), or who do not pass the CAHSEE are put on an academic intervention plan.

The students and parents also have access to our resource center library located in Dublin. This facility was opened in August 2005 and per the FAME charter, we will be seeking to open further resource centers in the coming years. The library contains curriculum and other resource materials designed to support the academic achievement of our students. Further, teachers and students/parents may meet at the library for their monthly meetings. SST and SPED meetings also take place at the center. In addition, students may take a variety of community based classes provided by contracted Educational Service Providers. These include but are not limited to VAPA, Physical Education, Foreign Language and other elective courses. We also offer several fieldtrips and workshops throughout the year aimed to supplement and supports our students' educational experience within our program.

FAME @ San Leandro

The 9-12 program at San Leandro is a hybrid independent study site based program. The students choosing to attend this program are required to attend classes daily. We offer a variety of courses designed to cover the core content areas of Language Arts, Math, Social Studies, Science and Foreign Language. Students also receive ELL support and have access to some elective courses. Students are required to complete any courses not offered at the center as an independent study class. These additional courses are coordinated and monitored by the home-room teacher. These students receive an individualized learning plan that is coordinated through the home-room teacher and the school counselor. They receive direct instruction in lieu of discretionary funds and the curriculum is selected and provided by the school. Student's in this program also have access to a computer lab, community college courses, school wide field trips, and individualized tutoring.

The functioning of these two programs is governed by charter school law and Independent Study code. To date we have had three unqualified external audits and have demonstrated an exemplary program both fiscally and instructionally.

Student Community Data

Due to the nature of independent study, student enrollment is fairly transitory. Although our numbers have remained constant or increased over the passed three years, the make-up of the student body fluctuates. The following groups of students typically enter our IS program:

- Students whose personal life circumstances prevent them from fully participating in traditional forms of public or private education; i.e.; long-term physical illness, pregnancy, or other concerns related to physical safety, etc.
- Students whose access to rigorous and challenging curriculums and learning resources are limited by economics and/or remote distances.
- Students whose parents feel that their local schools do not meet their students needs for an academically rigorous and challenging academic program.
- Students whose families have special concerns regarding their social and emotional development.
- Students with specialized skills, talents or abilities that require extensive travel (e.g., athletics, performing arts, etc.).
- Students who migrate with their families during the year.
- Students who are at risk of failing or dropping out of their district programs.
- Students whose parents want more choice in curriculum and methods of instruction in order to tailor their child's educational program.
- Students needing individualized instruction.

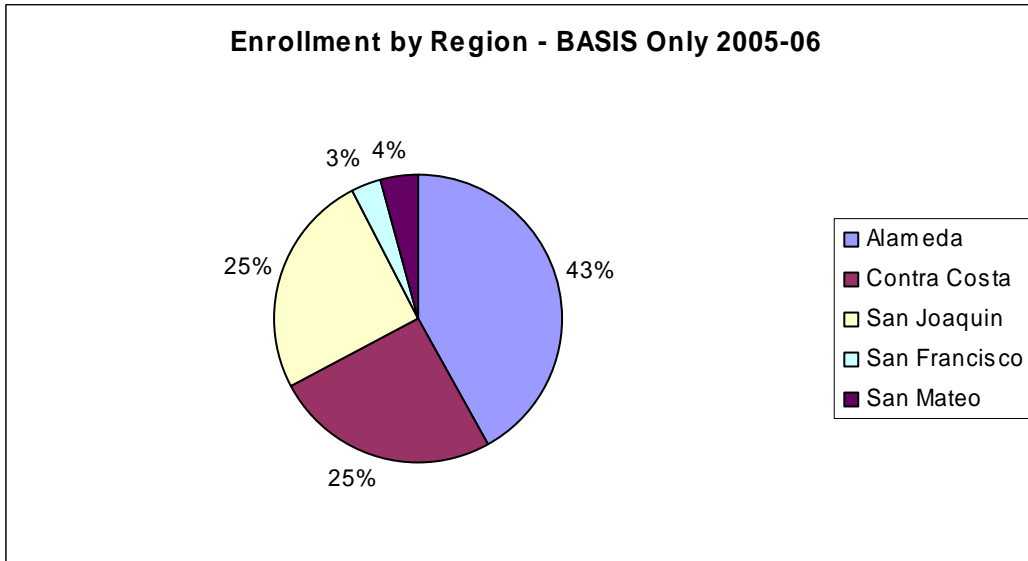
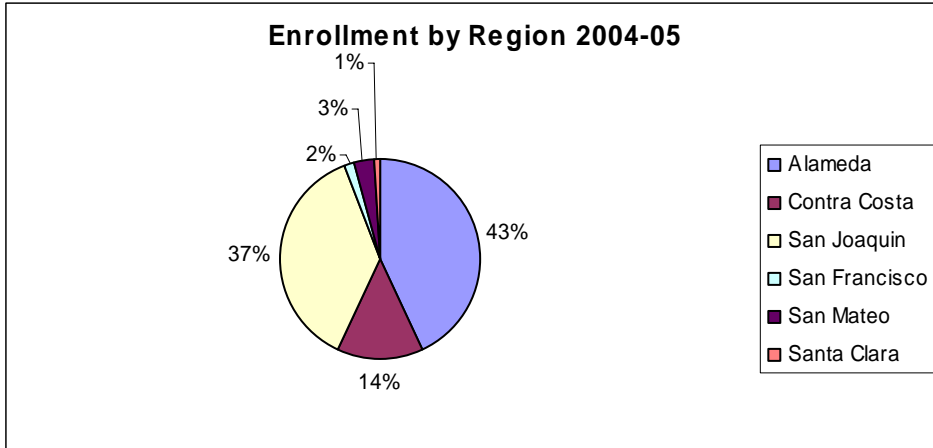
BASIS began primarily as an option for parents who wanted to homeschool their children and were willing and able to serve as the primary educational facilitator. We now serve a significant number of at risk students as defined by students entering with failing grades, behind in credits, or having dropped out of their prior program. These students come to BASIS looking for an educational alternative that allows for a more personalized one-to-one approach. These students typically have less parent support which is requiring us to re-evaluate our service model.

Data Collection

Currently FAME uses PowerSchool for our Student Data Management System. This system tracks student enrollment and daily attendance. We also have an online school store managed through School Logix. This program is used for ordering student curriculum, classes, and tutoring. We do not have a test data management system. Over the past year we have determined that PowerSchool *may* not be an effective tool for our data management in the long run. We are currently researching student and test data management systems to determine the most effective method of collecting, archiving, and disaggregating our data.

Student Enrollment by Region:

FAME's independent study program is chartered to serve the student's of Alameda County and the six contingent counties that surround it: Contra Costa, Stanislaus, San Francisco, San Mateo, San Joaquin and Santa Clara.



BASIS 2005-06 Enrollment varies by region. Virtually all of San Leandro's enrollment is from Alameda County.

Enrollment Numbers:

BASIS

| YEAR | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | Total BASIS | % of Combine Enrollment |
|----------------------------|-----------------------|------------------------|------------------------|------------------------|-------------|-------------------------|
| 2005/06 As of Oct 1, 05 | 34 | 35 | 25 | 25 | 119 | 67% |
| 2004/05 As of March 05 | 44 | 33 | 28 | 26 | 131 | 70% |
| 2003/04 As of March 04 | 32 | 19 | 26 | 10 | 87 | 72% |
| 2002/03 As of March 03 | 19 | 27 | 11 | 15 | 72 | 77% |

The BASIS program has seen an increase enrollment over the past four years. We anticipate our 2005 numbers will match or exceed prior years as we continue to enroll students.

SAN LEANDRO

| YEAR | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | Total San Leandro | % of Combined Enrollment |
|----------------------------|-----------------------|------------------------|------------------------|------------------------|-------------------|--------------------------|
| 2005/06 As of Oct 1, 05 | 20 | 15 | 11 | 12 | 58 | 33% |
| 2004/05 As of March 05 | 25 | 11 | 14 | 7 | 57 | 30% |
| 2003/04 As of March 04 | 15 | 11 | 6 | 2 | 34 | 28% |
| 2002/03 As of March 03 | 9 | 7 | 2 | 3 | 21 | 23% |

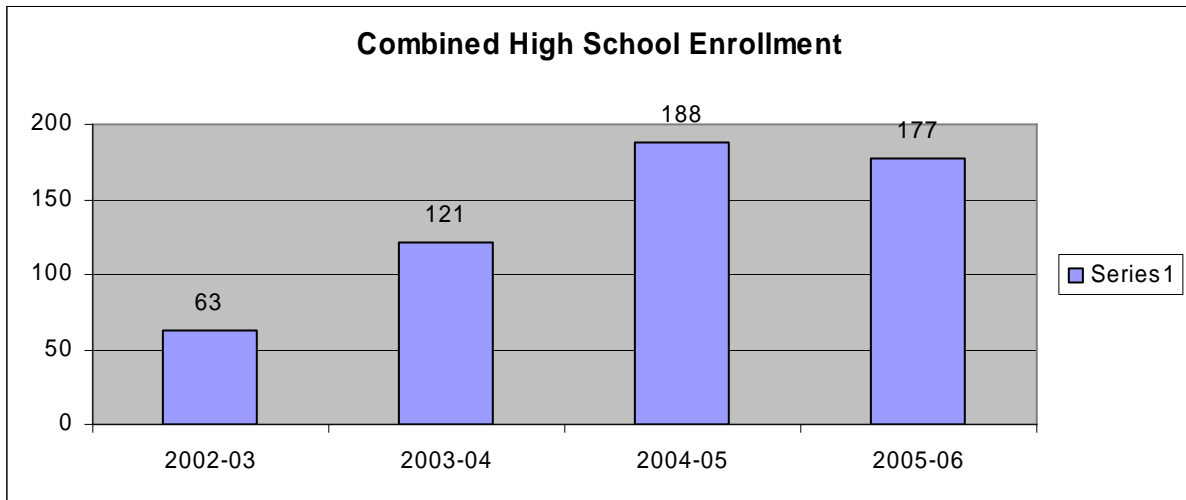
San Leandro's enrollment is affected by physical space. 2004/05 and 2005/06 reflect maximum capacity for their high school program.

COMBINED HIGH SCHOOL ENROLLMENT

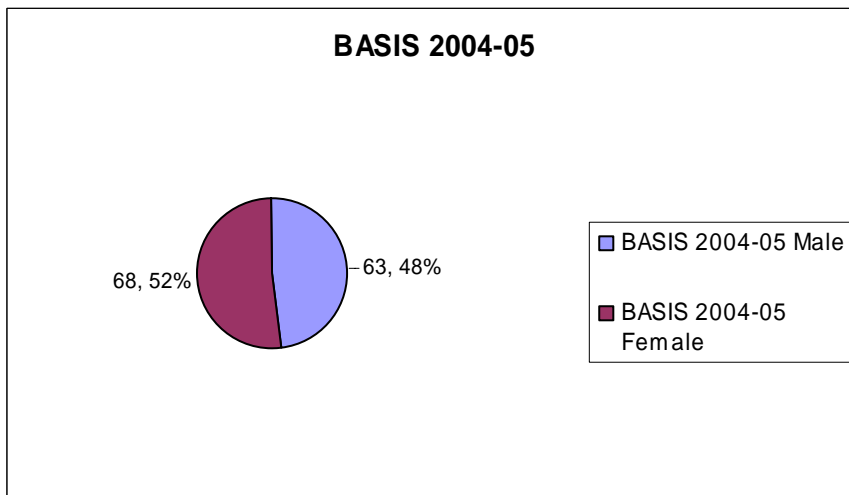
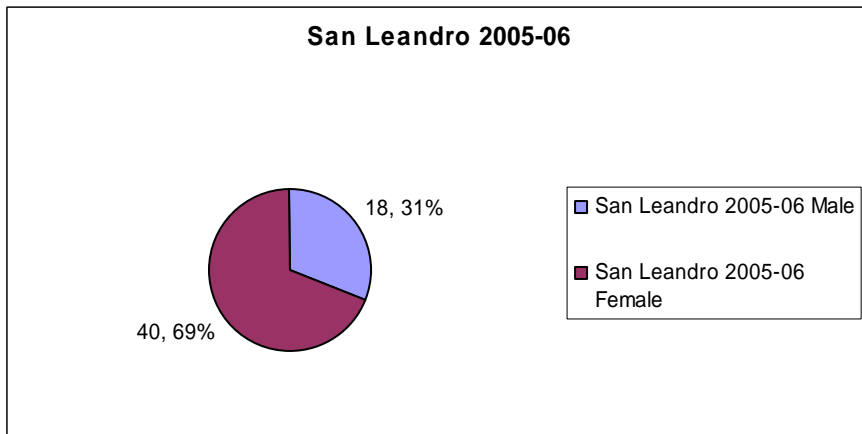
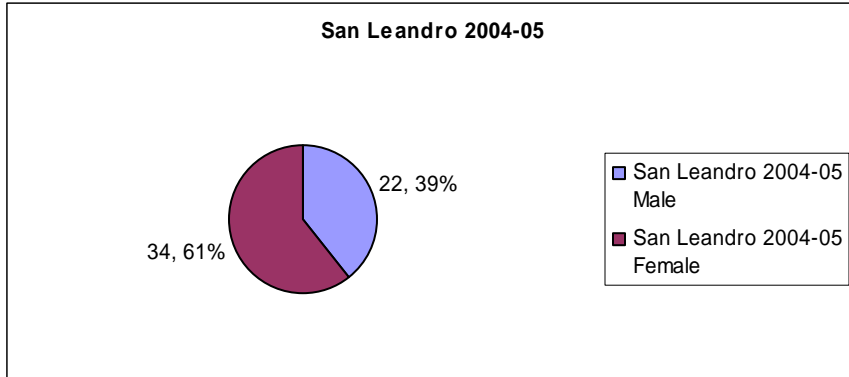
| YEAR | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | Total |
|-------------------------------|-----------------------|------------------------|------------------------|------------------------|-------|
| 2005/06 As of Oct 1, 05 | 54 | 50 | 36 | 37 | 177 |
| 2004/05 As of March 05 | 69 | 44 | 42 | 33* | 188 |
| 2003/04 As of March 04 | 47 | 30 | 32 | 12* | 121 |
| 2002/03 As of March 03 | 28 | 34 | 13 | 18* | 93 |

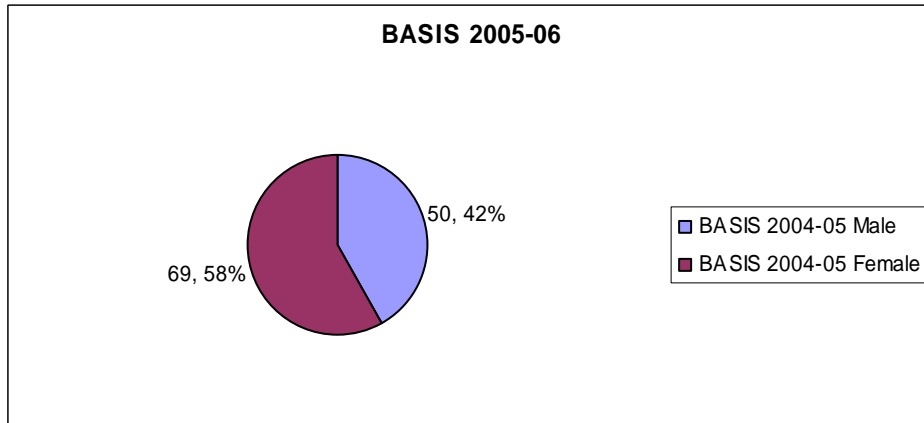
*These totals do not reflect students who graduated mid-year nor enrollments after October 1st 2005.

(Updated Information: As of February 2006, combined high school enrollment was 200 students)



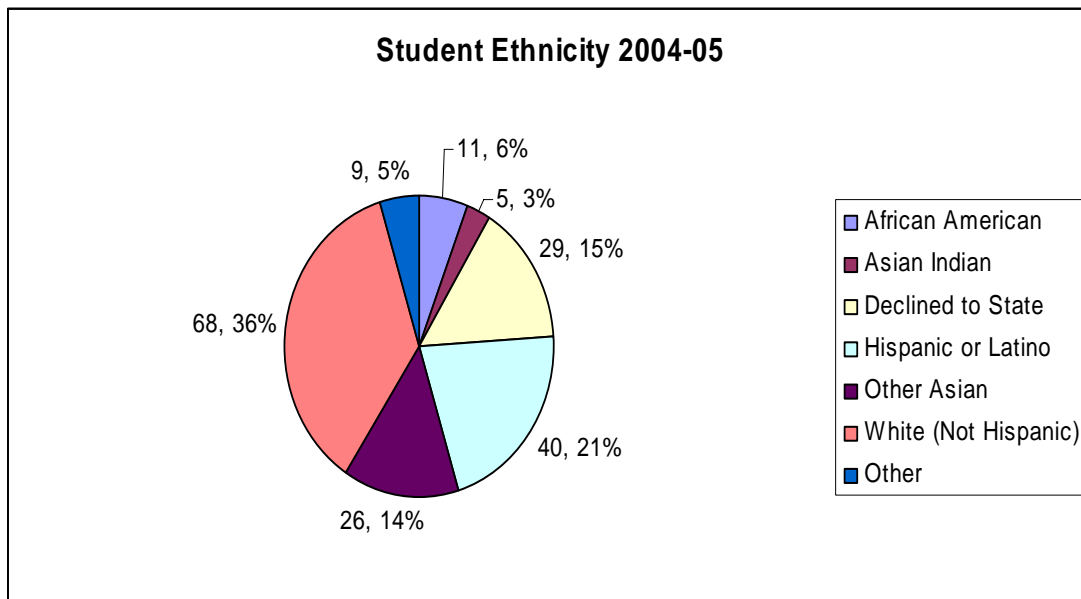
Enrollment by Gender:



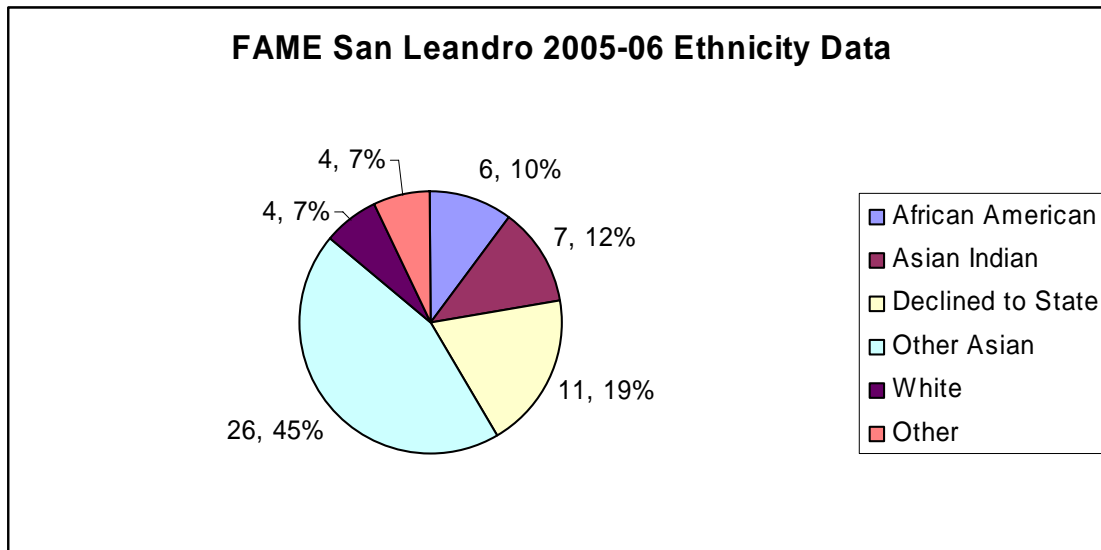
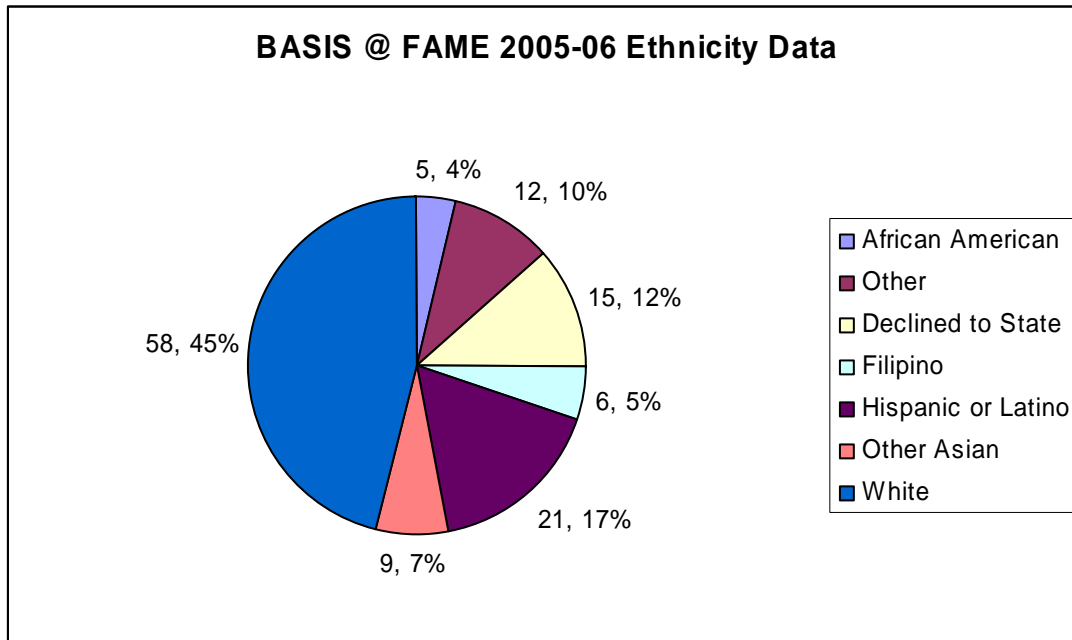


Enrollment by Ethnicity:

FAME serves a very diverse population and has multi-cultural education as one of its key instructional goals. The following graphic represents the combined ethnic make-up for the students enrolled in BASIS and at San Leandro for the 2004-05 school-year.



The following represents ethnicity information for the 2005-06 school-year.



English Language Learners:

FAME @ San Leandro: Per the FAME Charter, our EL program will be as follows: EL instruction will be provided through English immersion. EL students will receive special one-on-one attention during the day for a minimum of 45-minutes. In general, the classroom systems are based on an “inclusion” philosophy and are similar to inclusion of special education students in classrooms of their peers. However, teachers are given

autonomy within their classroom to determine, depending on the home languages of EL students, whether a literacy coach is needed to support immersion or, in instances where there are extreme comprehension deficits, bilingual immersion. This flexible and teacher driven system of leaving “No Child Behind” removes EL labels that not only mask teachers and blind students, but often times unnecessarily qualify students for special education services. This plan is much more defined over our prior charter. Given the relatively large number of EL students at San Leandro, we anticipate this will be a more effective process which will enable our students to succeed in their high school coursework. We are currently in the process of implementing this program.

BASIS @ FAME: BASIS has not historically had a defined EL program. We do conduct CELDT testing and address student language needs via curriculum selection. Per the FAME charter, students in need of support with English as a second language will receive individualized tutoring and targeted learning resources. As we continue to refine our program we will begin implementing this program. This year will be our base year for both programs in identifying who our EL students are and will direct our implementation. BASIS home-study typically has not had a large EL population.

EL services include:

- *Access to CLAD certified teachers.
- *Administration of the CELDT.
- *Determination of language acquisition level of EL students.
- *Translation services for parents and students.
- *State approved materials provided and suggested for EL students.
- *Appropriate accommodations for state mandated tests.

Home Languages for 2004-05

| Rank/Language | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total | % of Total |
|-------------------------|---------|----------|----------|----------|-------|------------|
| 1.Arabic | 7 | 4 | 2 | 3 | 16 | 50% |
| 2.Spanish | 6 | 4 | 3 | 0 | 13 | 40% |
| 3.All other non-English | 1 | 0 | 1 | 0 | 2 | 6% |
| 4.Hindi | 0 | 0 | 1 | 0 | 1 | 2% |
| 5.Russian | 1 | 0 | 0 | 0 | 1 | 2% |
| | | | | | | |
| EL Totals | 15 | 8 | 7 | 3 | 32 | |
| % of Totals | 46% | 25% | 21% | 8% | | 100% |

- % of students of total 2004-05 enrollment indicating a language other than English is spoken in the home was 16.7% (Based on an enrollment of 191)
- Data is from the October 5, 2004 CBEDS report

Home Languages for 2005-06

BASIS @ FAME

| Language | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total | % of Total |
|---|-----------|-----------|-----------|-----------|------------|------------|
| Arabic | 0 | 4 | 3 | 1 | 8 | 6% |
| Spanish | 0 | 1 | 3 | 2 | 6 | 5% |
| English | 38 | 29 | 16 | 20 | 103 | 82% |
| Farsi | 0 | 1 | 1 | 0 | 2 | 2% |
| Hindi | 0 | 0 | 0 | 1 | 1 | NA |
| Other | 2 | 3 | 1 | 0 | 6 | 5% |
| Total Grade Enrollment | 40 | 37 | 24 | 24 | 126 | 126 |
| % Reporting Language other than English | .5% | 24% | 33% | 17% | 18% | |

Preliminary CELDT scores for 2005-06 indicate that as of October 30 there were 2 EL students and 1 FEP student enrolled in BASIS @ FAME.

FAME San Leandro

| Language | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Total | % of Total |
|---|----------|----------|----------|----------|-----------|------------|
| Arabic | 8 | 5 | 7 | 8 | 28 | 48% |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 |
| English | 2 | 5 | 3 | 4 | 14 | 24% |
| Farsi | 1 | 2 | 2 | 0 | 5 | 9% |
| Hindi | 0 | 2 | 0 | 2 | 4 | 7% |
| Other | 3 | 3 | 0 | 1 | 7 | 12% |
| Total Grade Enrollment | 14 | 17 | 12 | 15 | 58 | |
| % Reporting Language Other than English | 86% | 71% | 75% | 73% | 76% | |

Preliminary CELDT scores for 2005-06 indicate that as of October 30 there were 9 EL students and 10 FEP students enrolled at San Leandro. Representing 16% and 17% of the total enrollment respectively. Data taken from FAME enrollment form home language survey.

Special Education:

FAME SE services are integrated into the mainstream general education program for all students. Special services personnel work collaboratively with the general education classroom, independent study teacher, or parent-educator to meet the educational requirements of children with exceptional needs for full inclusion placement.

Our goal is to allow children with disabilities to be educated with their peers in the regular classroom to the extent possible, to ensure a free and appropriate public education in a least restrictive environment. Student academic achievement and functional performance is monitored regularly.

Each educator is an integral part of the implementation of an individual education plan (IEP). Specialists are available to provide services that include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, the use of positive behavioral supports and interventions, supporting the general education teacher, or applying appropriate accommodations to meet the needs of individual children.

FAME recognizes that some children who have not been exposed to early fundamental literacy skills, or exposed to marginally effective general education reading curricula and instruction, or that are implemented with poor integrity, require effective instructional practices and focused systematic intervention. Our Student Success Teams (SST) intervene early using a response to intervention model and provide services to students before they are identified as having a disability. This flexibility allows us to address difficulties children have; prevent a disability from developing; reduce the severity of any potential disability; or identify children earlier as needing to undergo an evaluation process. The majority of SE referrals come through our SST.

Our Special Education staff includes Louise Himkamp, M.A., NCSP, Local Education Agency Director; Pam White, Resource Specialist; and Kelli Durham, Special Education Coordinator. We work with Total Education Solutions who also provide our school with highly qualified Speech Therapists and any other designated services we need to meet the needs of our Special Education students.

FAME is a Local Education Agency (LEA) for special education services and a member of the Tri-Vally Special Education Local Plan Area (SELPA). Participants include: The Alameda County Office of Education (of which we are a part), and the Dublin, Livermore, Pleasanton, Sunol, and Mt. House school districts.

Special education services include:

- *Coordination of IEPs and 504 Plans
- *IEP meeting with Initial, Interims, Triennials, and Reviews
- *Speech and language assessments and services
- *Academic support to students via special education providers
- *Occupational Therapy services
- *Medical/health assessments as required
- *Psychological assessments and support

- *Ongoing curriculum consultation with parents and Independent Study Teachers
- *Remedial instruction in reading with a variety of curriculum
- *Student Success Team (SST) meetings

2004-2005 Special Education Status by Grade

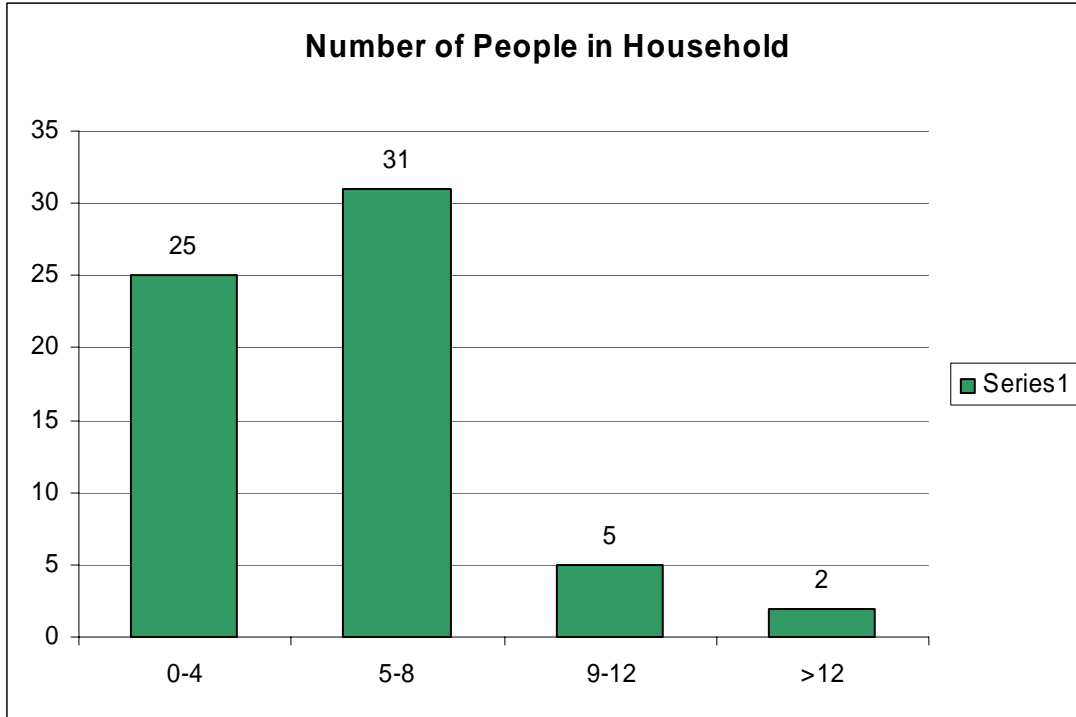
| Grade Level | # of Special Ed Students | % of Special Ed Students |
|-------------|--------------------------|--------------------------|
| 9 | 2 | 29% |
| 10 | 1 | 14% |
| 11 | 3 | 43% |
| 12 | 1 | 14% |
| All | 7 | 99% |

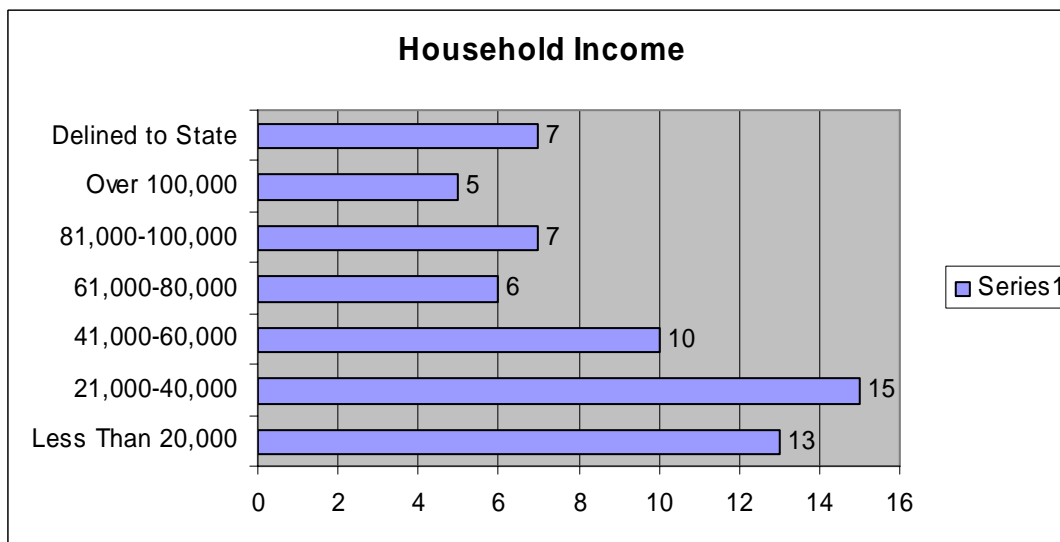
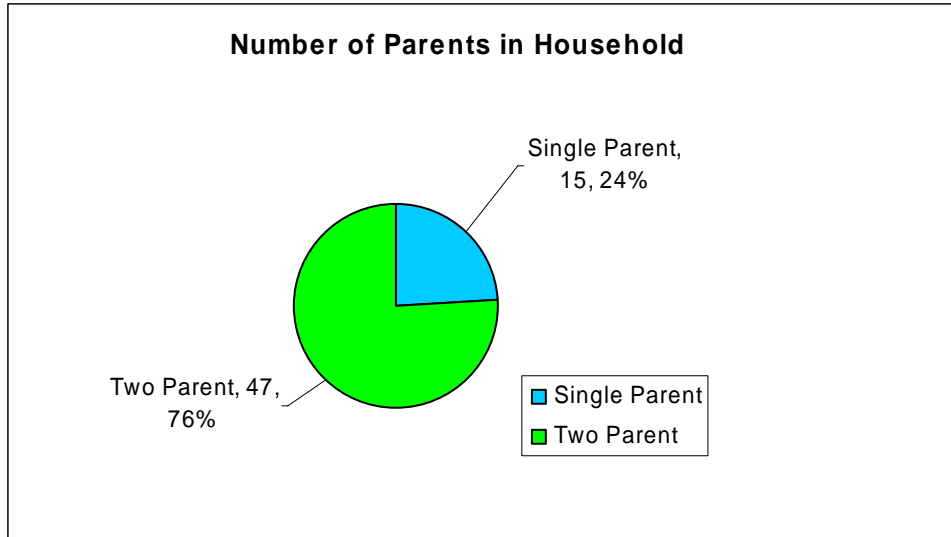
- SPED students represented 3.7% of the 2004-05 High School enrollment
- BASIS had 5 SPED students and San Leandro had 2 SPED students.

As of January 15th, 2006 our total 2005-06 High School SE enrollment totals 3 students.

Other Community Data

At the end of the 2004-05 school-year we sent a survey to every family that was enrolled in our program. The purpose of this survey was to get a broader picture of the students and families involved in our program. We received 65 responses which represented 33% of our student enrollment at that time. A copy of the survey can be found in the appendix. We are including information which we feel is relevant and important to understanding the academic environment of our students in this section of the self study.





76% of the students in the survey live with two parents.
 50% of those surveyed have 5-8 people in the household.
 40% of those surveyed have 0-4 people in the household.

44% of those surveyed have total family income of \$40,000 dollars per year or less.
 53% of the single parent households had a total yearly income of less than \$20,000.
 Nearly 50% of those surveyed who have 5-8 people in the household have a total family income of \$40,000 or less.

Graduation Rates

Graduation rates have historically been hard for us to track as students move in and out of our program from year to year. We currently do not differentiate between students who have been in our program for 4 years or have transferred in. Many also have the option of transferring out again before their senior year to graduate with their local schools. Others transfer in as 12th graders. We are beginning to see more matriculation from our K-8 program and will have opportunity to begin tracking students graduating from within FAME by program. Additionally, San Leandro has a fairly consistent population. 2005/06 will be the first year that the two sites will keep separate enrollment data making it easier to record matriculation.

In 2003 we had 25 students in our graduating class: all were transfer students as this was our 1st graduating class.

In 2004 we had 15 students in our graduating class: 7 students were enrolled during their 11th grade year.

In 2005 we had 35 students in our graduating class: 12 students were enrolled during their 11th grade year and 11 students were enrolled during their 10th and 11th grade years.

Class of 2005 Post High School Graduation Plans

We have not formally kept post-enrollment data. However, as part of our graduation ceremony we request students to identify their post graduation plans. Last year's graduating class indicated the following:

Attend Four Year College: 3

Attend Community College and Transfer to Four Year University: 14

Attend Community College for A.A.: 2

Vocational or Specialized: 6

Enter the workforce: 1

Undecided: 1

No Information: 10

The students enrolling in four year university or community college with intent to transfer to a university were pursuing: Pharmacology, Recording Engineering, History, Anthropology, Psychology, Nursing, Optometry, Pre-Med (2), Accounting, and Journalism.

Students enrolling A.A. or Vocational programs were pursuing: Law Enforcement (2), Firefighting, Cosmetology (3), Graphic Arts, Game Art and Design, and Audiovisual/Sound Technology.

SAT

Each year we do have some students who take the SAT. At this point we do not have reliable methods of gathering the results. From the number indicated above we can determine that most of our students are preparing for community college or vocational training. Therefore, the number of students completing our college preparatory track is low which in turn corresponds to a low number of students taking the SAT. We intend to begin tracking this more thoroughly as we expand our college prep program and implement student information data systems.

Community Involvement

FAME believes that the “community is the classroom” therefore we have students involved in all areas of their communities. Students are earning credit by performing community service, learning employments skills by combining employment within an academic structure, taking classes at a community college or by entering local ROP programs. Additionally, we contract with a number of Educational Support Providers (ESP) that work with our students providing tutoring; music, drama and art classes, online college preparatory classes, and writing instruction. We also offer several field trips throughout the year students may participate in. FAME San Leandro recently began a Leadership class in which students take on a variety of tasks such as school clean-up, fund-raising, and planning for their graduation celebration.

Parent Workshops and Support

Parents are an integral part of the independent study process. We support them by ensuring that appropriate curriculum, ESP vendors, and educational programs are available for students. Additionally, our goal is to offer two parent workshops per year. Some examples of workshops we have held are: preparing for the CAHSEE, Student Organizational Services, and writing instruction. In addition we are in the process of implementing a parent listserv so that we can more effectively communicate with our families and we are looking to update and/or redesign our website so that we can provide more resource information to our parents and students.

Attendance

We generally have positive school attendance each school day. San Leandro has an established tardiness and absence policy based on required daily attendance at the center. In addition, we require that students complete at least 80% of the assigned work in any given attendance period. If they do not, absences are accrued. Further, students are placed on notice that if they do not complete their work as assigned they may be dropped from the program. (See the Missed appointment/Assignment policy in the Teacher Manual).

High School Teaching Staff

11 of our staff have clear Multiple Subject California teaching credentials

3 have Preliminary Multiple Subject credentials

1 has a Preliminary Specialized Biology/Life Sciences credential

1 has a Temporary Professional Clear Single in Math and Physics credential

1 has a Temporary Professional Multiple Subject credential

2 have Standard Elementary credentials

2 have a single subject English credential

10 credentials include CLAD

1 credential includes Reading Language Arts Specialist

1 credential includes a Health Science emphasis

Staff Development

Staff development is ongoing and follows two strands to insure the Independent Study Teachers (ISTs) meet the needs of their students. ISTs are trained and supported primarily by the program administrators. This includes training in: paperwork, choosing curriculum, ordering materials, supporting parents, understanding and implementing policies and procedures, and high school course and graduation requirements. The second strand is long term “best practices” that include better ways to help students meet their educational goals as determined by their personalized learning plans.

Staff development and teacher training occur throughout the year. We hold monthly staff meetings and nine full day staff developments. The monthly meetings cover any new information or processes, allow for submission of student records, as well as leave time for networking about curriculum and teaching strategies. During our staff development meetings we schedule guest speakers who provide information on such topics as teaching strategies, curriculum and instruction, learning styles, child abuse prevention and reporting, and work place setup.

We are currently examining our training process to determine better ways to support new staff. Other sections of this report address this topic in more detail.

Outcome Data

Federal Accountability: Adequate Yearly Progress (AYP)

For 2005 BASIS made the AYP requirement meeting 22 of its 22 AYP Criteria.

For 2004 BASIS did not meet the AYP requirement. We met 5 out of the 11 criteria.

Academic Performance Index (API)

| Year | Base | Target | Score | Growth |
|------|------|--------|-------|--------|
| 2003 | N/A | N/A | 689 | N/A |
| 2004 | 689 | 695 | 677 | -12 |
| 2005 | 666 | 673 | 713 | 47 |

- The points in the Target column indicate the number of points BASIS was required to achieve while the points in the Score column indicate the actual points. The Growth column indicates the growth in points.
- In 2004 BASIS's overall API was 12 points lower than was required.
- In 2005 BASIS's overall API was 47 points higher than was required.
- This data reflects the entire K-12 school population. 213 students are included in the 2003 API, 328 are students are included in the 2004 API, and 352 students are included in the 2005 API.

California High School Exit Exam Data

San Leandro 2004 and 2005

Mathematics

English-Language Arts

| Year | #Tested | #Passed | %Passed | #Tested | #Passed | %Passed |
|------|---------|---------|---------|---------|---------|---------|
| 2004 | 11 | 3 | 27% | 11 | 4 | 36% |
| 2005 | 33 | 13 | 39% | 28 | 13 | 46% |

- 2004 included test data for 10th grade students only.
- 2005 includes test data for 10th and 11th grade students from all administrations.
- The student population was consistent over the course of both years

BASIS 2004 and 2005

Mathematics

English-Language Arts

| Year | #Tested | #Passed | %Passed | #Tested | #Passed | %Passed |
|------|---------|---------|---------|---------|---------|---------|
| 2004 | 17 | 13 | 76% | 17 | 15 | 88% |
| 2005 | 37 | 17 | 45% | 34 | 20 | 58% |

- 2004 included test data for 10th grade students only.
- 2005 includes test data for 10th and 11th grade students from all administrations.
- The number of students passing the ELA portion of the exam decreased by 31% from 2004 to 2005.

Combined Results 2004 and 2005

Mathematics

English-Language Arts

| Year | #Tested | #Passed | %Passed | #Tested | #Passed | %Passed |
|------|---------|---------|---------|---------|---------|---------|
| 2004 | 28 | 16 | 57% | 28 | 19 | 68% |
| 2005 | 70 | 30 | 43% | 62 | 33 | 53% |

- 2004 included test data for 10th grade students only.
- 2005 includes test data for 10th and 11th grade students from all administrations.

Additional Information:

- In 2005 **43** 10th grade Mathematics answer documents were processed: **56%** of 10th graders passed the Math portion of the exam, **26%** of 11th graders taking the exam passed
- In 2005 **43** 10th grade ELA answer documents were processed: **62%** of 10th graders passed the ELA portion of the exam, **39%** of 11th graders passed the ELA portion of the exam.
- Statewide, 76 percent of grade ten students passed the ELA part of the CAHSEE, and 74 percent passed the mathematics part.

Data Regarding the February 2005 10th Grade Census:

- The average score on the written essay portion of the exam for 10th graders who did not pass during the February 2005 census administration was 1.3 compared with 2.5 for those that did pass.
- The average score for Writing Strategies for those who did not pass was 32.8% and for Writing Conventions was 44%. This compares with 75% and 66% respectively to student who did pass.
- Of the students who did not pass the average Word Analysis, Reading Comprehension, and Literary Response scores were 47.6%, 43.6%, and 45% respectively, compared to 83%, 83%, and 84% of those that did pass.

During this same administration, 12 students were EL or FEP. 8 of these students did not pass the exam putting the non-pass rate for EL student at 66% compared with 47% for all students tested during this administration. *Note: due to inconsistent reporting strategies, the EL numbers have a margin of error. We are working to ensure that EL data being collected for this year is more accurate.*

Gender Pass Rates 2004 and 2005

Mathematics

English-Language Arts

| Year | #Tested | #Passed | %Passed | #Tested | #Passed | %Passed |
|------|--------------|--------------|---------|--------------|---------------|---------|
| 2004 | Male 13 | Male 9 | 69% | Male 13 | Male 9 | 69% |
| | Female 15 | Female 7 | 47% | Female 15 | Female 10 | 67% |
| 2005 | Male 27 | Male 11 | 41% | Male 26 | Male 11 | 42% |
| | Female 43 | Female 19 | 44% | Female 36 | Female 61% | 61% |

Language Fluency Pass Rates for 2005

Mathematics

English-Language Arts

| Language | # Tested | #Passed | %Passed | #Tested | #Passed | %Passed |
|---|----------|---------|---------|---------|---------|---------|
| English Only | 31 | 20 | 65% | 29 | 21 | 72% |
| Redesignated Fluent English Prof. (RFEP) | 19 | 6 | 32% | 17 | 7 | 41% |
| English Learners (EL) | 20 | 4 | 20% | 16 | 5 | 31% |
| Total | 70 | 30 | 43% | 62 | 33 | 53% |

- 56% of the students taking the 2005 Mathematics portion of the exam were RFEP/EL students.
- 53% of the students taking the 2005 ELA portion of the exam were RFEP/EL students.
- 33% of the students taking the 2004 Mathematics portion of the exam were RFEP/EL students. The individual numbers were statistically too small to represent here.

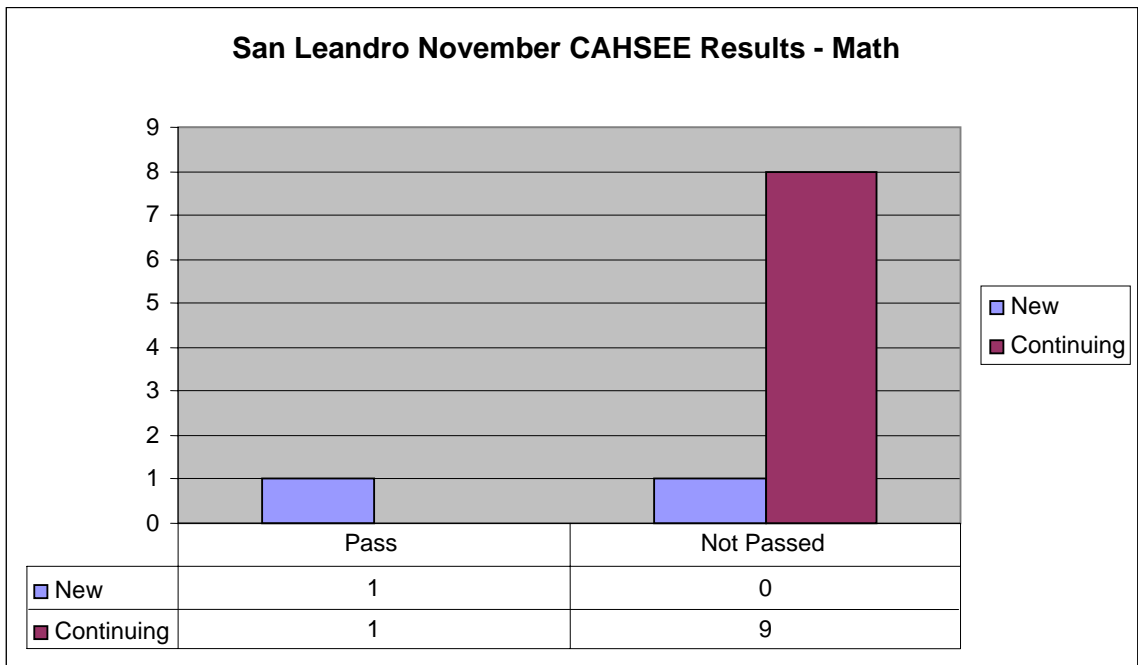
- 33% of the students taking the 2004 ELA portion of the exam were RFEP/EL students. The individual numbers were statistically too small to represent here. *Note: due to inconsistent reporting strategies, the EL numbers have a margin of error. We are working to ensure that EL data being collected for this year is more accurate.*

Special Education Pass Rates 2005

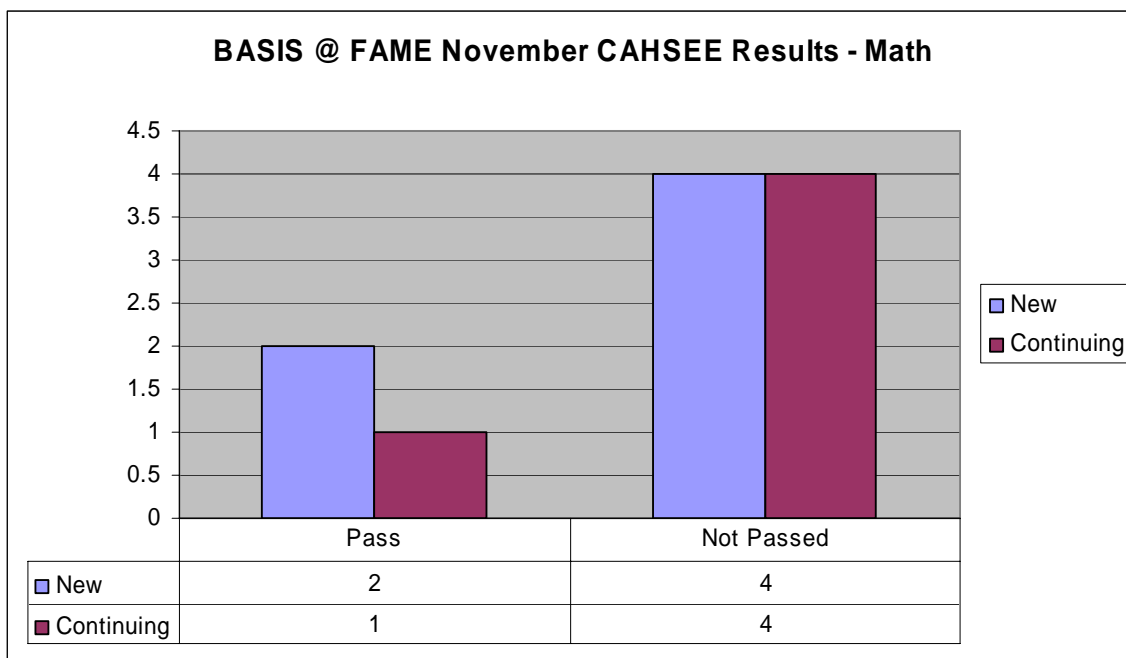
- San Leandro had two students designated as Special Education in 10th or 11th grade. Neither student passed either section of the exam during the 2005 administrations.
- BASIS had three students designated as Special Education in 10th or 11th grade. One student passed neither section, one student passed both sections, and one student passed the ELA section only during the 2005 administrations.

2005-2006 School Year

The following represent results from the November 2005 CAHSEE administration for 11th and 12th grade students.



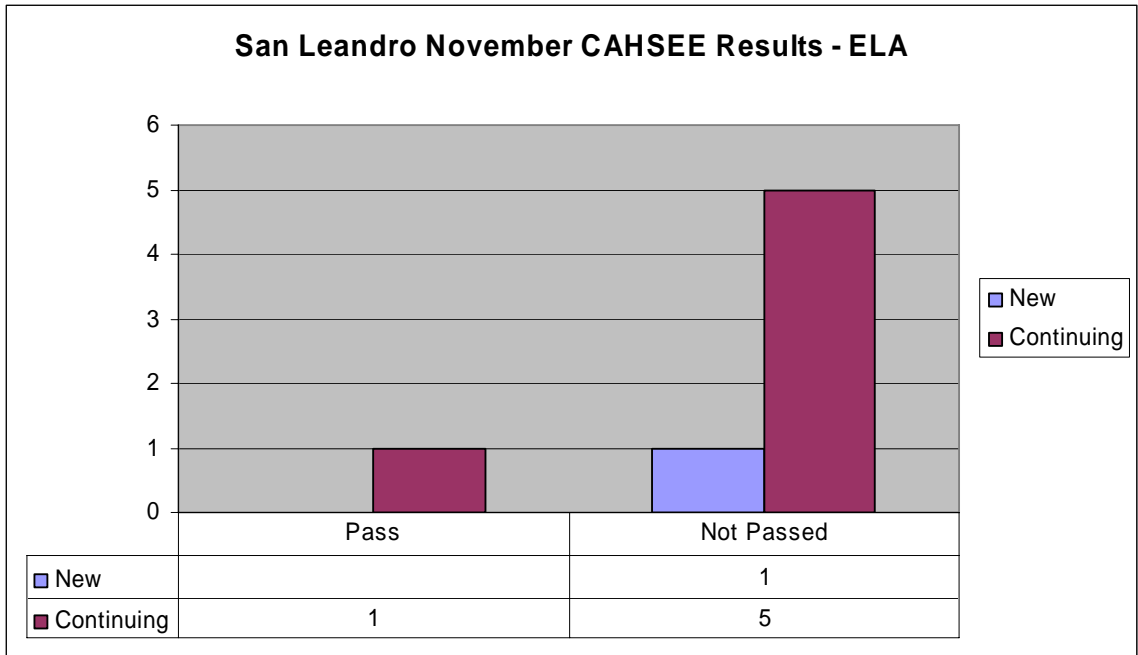
- Of the students who did not pass; 3 are 11th grade student students, 6 are 12th grade student students.
- Of the students who did not pass, 1 is EL and 1 is SE/EL.
- 11 students took the test; 82% did not pass, 18% passed.



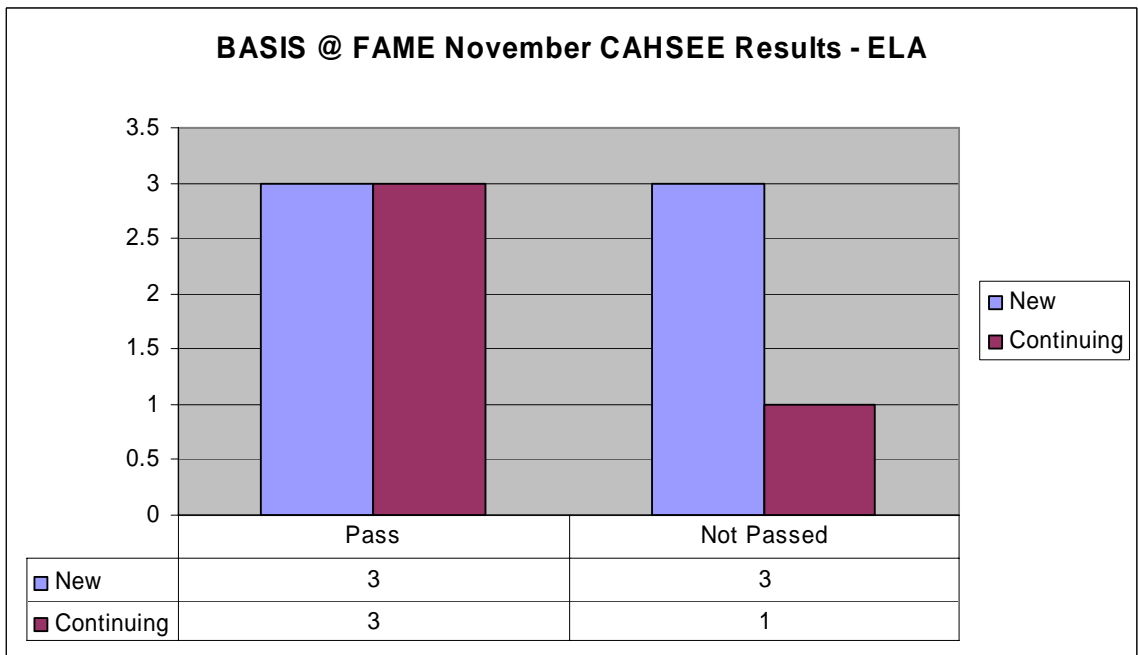
- Of the students who did not pass; 5 are 11th grade students, 3 are 12th grade students. All of the 12th grade students are new students this year.
- Of the students who did not pass; 1 is EL.
- 11 Students took the test; 73% did not pass, 27% passed.

Totals

- A total of 22 Students took the Mathematics portion of the exam. 23% Passed 77% did not pass.
- 3 EL students took the exam and did not pass.
- 1 SE student took the exam and did not pass.



- Of the students who did not pass; 4 are 11th grade students, 2 are 12th grade students.
- Of the students who did not pass: 1 is EL and 1 is SE/EL.
- 7 students took the exam, 86% did not pass, 14% passed.



- Of the students who did not pass; 2 are 11th grade students, 2 are 12th grade students. Both of the 12th grade students are new this year.
- Of the students who did not pass; 1 is EL.

- 10 students took the exam; 40% did not pass, 60% passed.

Totals

- 17 Students took the exam. 59% did not pass, 41% passed.
- 2 EL students took the exam and did not pass.
- 1 SE/EL student took the exam and did not pass.

STAR Data

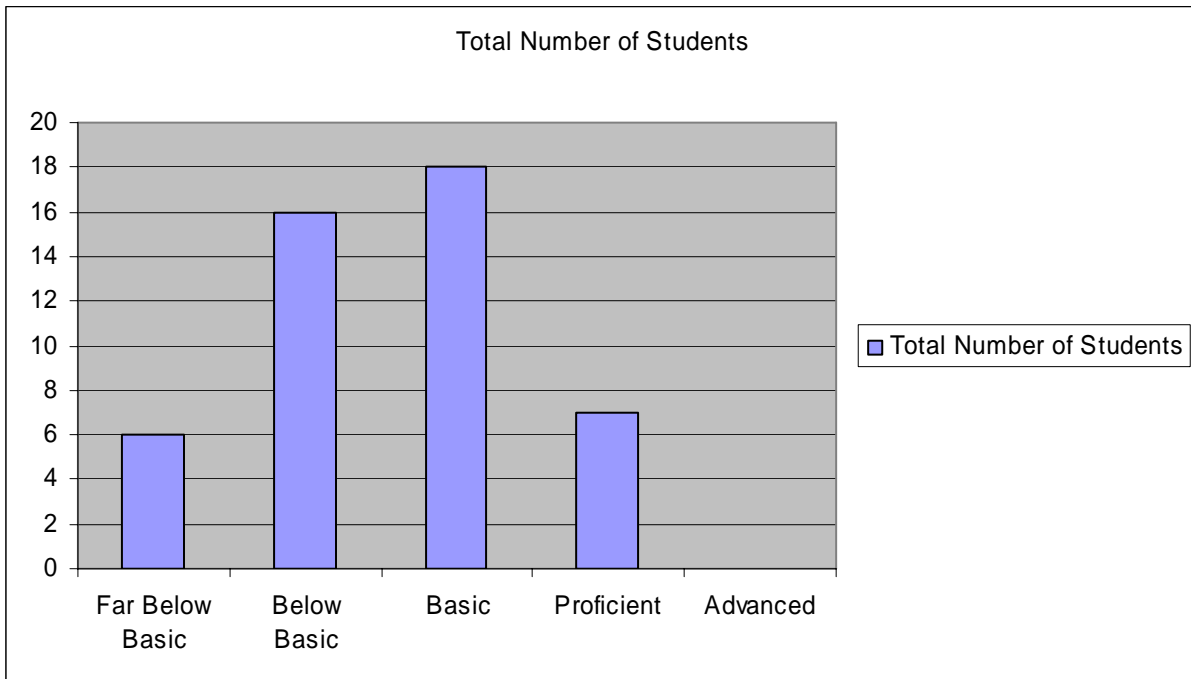
San Leandro English-Language Arts 2005

48 Students Tested

| Grade | Far Below Basic | Below Basic | Basic | Proficient | Advanced | % Prof or Above |
|------------------------|-----------------|-------------|-------|------------|----------|-----------------|
| 9 th Grade | 2 | 8 | 11 | 3 | -- | 13% |
| 10 th Grade | 1 | 3 | 3 | 3 | -- | 30% |
| 11 th Grade | 3 | 5 | 5 | 1 | -- | 7% |
| Total | 6 | 16 | 18 | 7 | -- | 15% |
| % of Total | 13% | 34% | 38% | 15% | | |

2005 Statewide Students scoring Proficient and Above:

9th Grade – 43%, 10th Grade – 36%, 11th Grade – 36% Total: 38%



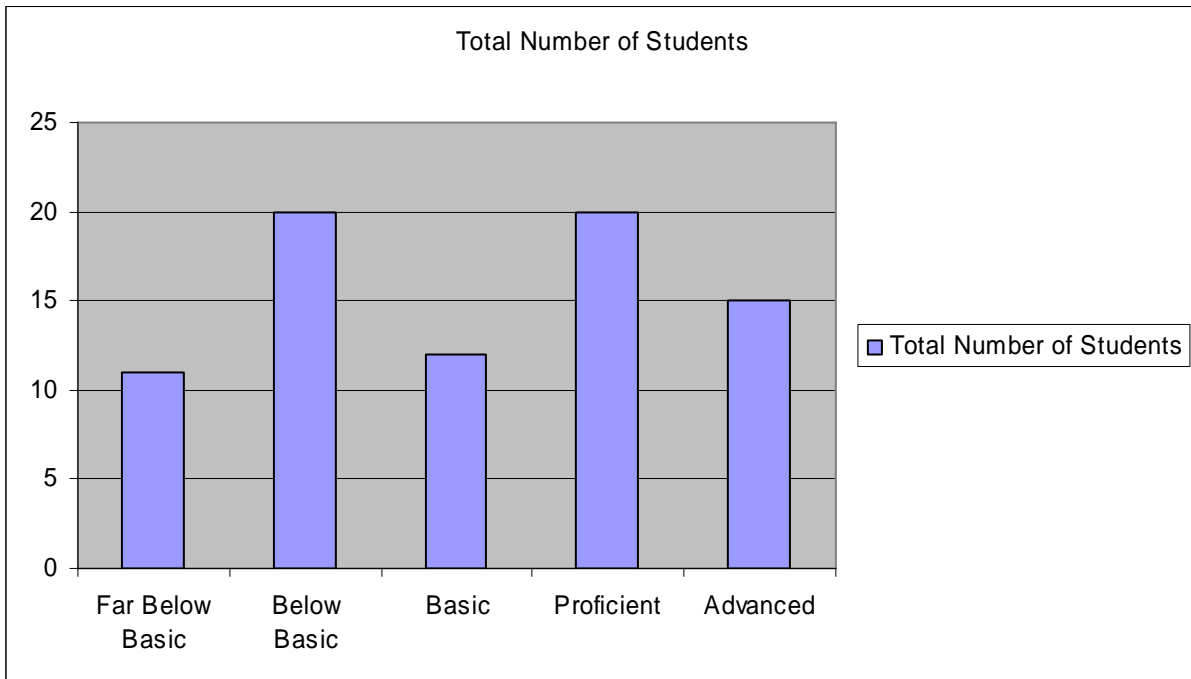
- No students scored in the Advanced range.
- 85% of the students scored Basic or below.

BASIS English-Language Arts 2005

78 Students Tested

| Grade | Far Below Basic | Below Basic | Basic | Proficient | Advanced | % Prof or Above |
|------------------------|-----------------|-------------|-------|------------|----------|-----------------|
| 9 th Grade | | 7 | 4 | 10 | 9 | 63% |
| 10 th Grade | 7 | 7 | 5 | 5 | 4 | 32% |
| 11 th Grade | 4 | 6 | 3 | 5 | 2 | 35% |
| Total | 11 | 20 | 12 | 20 | 15 | 45% |
| % of Total | 14% | 26% | 15% | 26% | 19% | |

**2005 Statewide Students scoring Proficient and Above:
9th Grade – 43%, 10th Grade – 36%, 11th Grade – 36% Total: 38%**



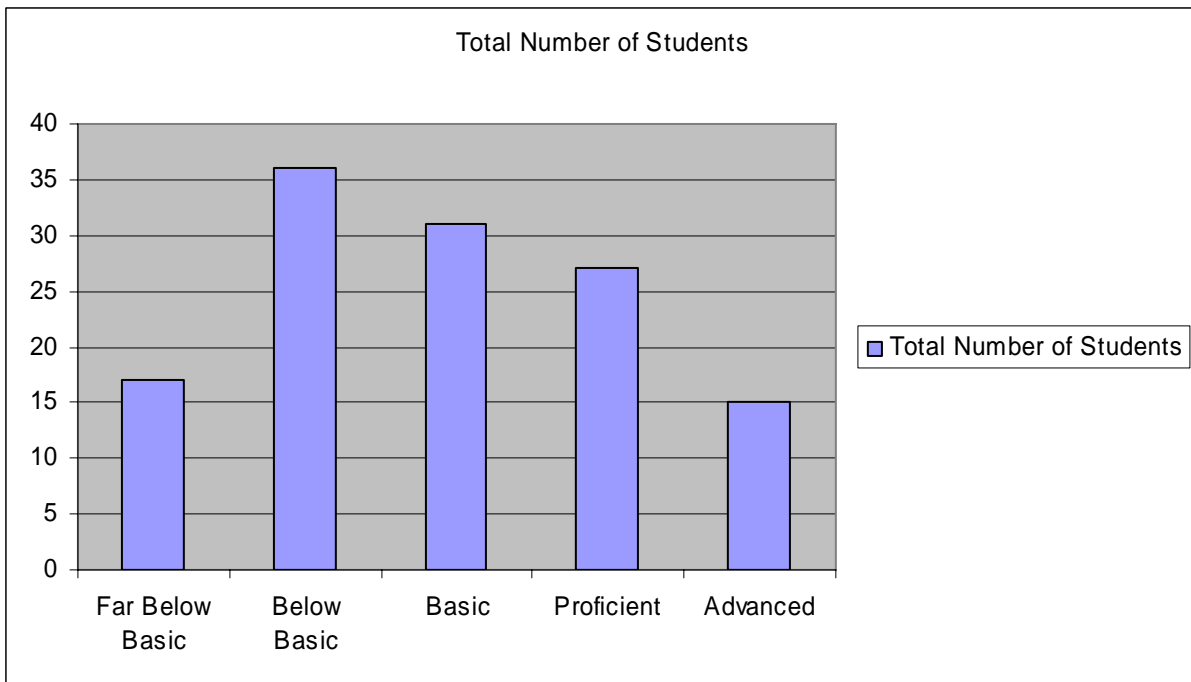
- 45% of students scored Proficient or above.
- Statewide: 38% of students scored Proficient or above.
- 55% of the students scored Basic or below.

Combined English-Language Arts 2005

127 Students Tested

| Grade | Far Below Basic | Below Basic | Basic | Proficient | Advanced | % Prof or Above |
|------------------------|-----------------|-------------|-------|------------|----------|-----------------|
| 9 th Grade | 2 | 15 | 15 | 13 | 9 | 41% |
| 10 th Grade | 8 | 10 | 8 | 8 | 4 | 32% |
| 11 th Grade | 7 | 11 | 8 | 6 | 2 | 24% |
| Total | 17 | 36 | 31 | 27 | 15 | 34% |
| % of Total | 13% | 29% | 25% | 21% | 12% | |
| | | | | | | |

**2005 Statewide Students scoring Proficient and Above:
9th Grade – 43%, 10th Grade – 36%, 11th Grade – 36% Total: 38%**



- 34% of the students scored Proficient or above.
- Statewide: 36% of students scored Proficient or above.
- 66% of the students scored Basic or below.
- The above data includes SPED and EL students.
- 19 Students were designated EL; 9 students had Unknown Fluency; See results below.
- Of the 10th grade students scored Basic or below, the average score in Reading Comprehension was 46%, the average score on Writing Strategies was 43%.

English Language Learners 2005

| | Total Tested | Advanced | | Proficient | | Basic | | Below Basic | | Far Below Basic | |
|---------------------|--------------|----------|-----|------------|-----|-------|-----|-------------|-----|-----------------|-----|
| | | | | | | | | | | | |
| English Only or FEE | 99 | 14 | 14% | 25 | 25% | 23 | 23% | 27 | 28% | 9 | 10% |
| English Learner | 19 | 1 | 5% | 2 | 10% | 4 | 21% | 7 | 38% | 5 | 26% |
| Unknown Fluency | 9 | 0 | 0 | 0 | 0 | 4 | 45% | 2 | 22% | 3 | 33% |
| Total | 127 | 15 | | 27 | | 31 | | 36 | | 17 | |

- 40% of English Only or FEE students were Proficient or above.
- 16% of English Learner students were Proficient or above.
- 0% of the Unknown Fluency students were Proficient or above.
- Of the 19 English Learner Students, 7 were enrolled at BASIS, 12 were enrolled at San Leandro.
- 2005 Statewide, an average of 5% of EL students were Proficient or above.
- Do to reporting inconsistencies the above information has an unknown margin of error.

SPED 2005

3 Students Tested: 1 Student tested Basic on ELA, 2 students tested FBB in ELA.

English Language Arts Proficiency by Ethnicity 2005

| Ethnicity | #Tested | # Proficient or Above | % Proficient or Above |
|----------------------------------|---------|-----------------------|-----------------------|
| African American | 9 | 2 | 22% |
| American Indian or Alaska Native | 1 | 0 | 0% |
| Asian | 29 | 6 | 21% |
| Filipino | 1 | 1 | 100% |
| Hispanic or Latino | 25 | 9 | 36% |
| Pacific Islander | 1 | 0 | 0% |
| White (Not of His.) | 41 | 21 | 51% |
| Declined to State | 19 | 4 | 21% |
| Unknown | 1 | 0 | 0% |

% data reported indicates the percent of students achieving at the proficient or advanced level (meeting or exceeding state standards).

Gender Data 2005

| Grade | Male | % Proficient or Above | Female | % Proficient or Above |
|-------|------|-----------------------|--------|-----------------------|
| 9 | 27 | 41 | 27 | 41 |
| 10 | 15 | 34 | 23 | 30 |
| 11 | 14 | 35 | 21 | 14 |

General Math 2005

34 Students Tested

| Site | Far Below Basic | Below Basic | Basic | Proficient | Advanced | Total Tested | % Prof or Above |
|-------------|-----------------|-------------|-------|------------|----------|--------------|-----------------|
| San Leandro | 1 | 4 | 9 | 6 | 2 | 22 | 36% |
| BASIS | 2 | 7 | 0 | 3 | 0 | 12 | 25% |
| Total | 3 | 11 | 9 | 9 | 2 | | |
| % of Total | 9% | 32% | 26% | 26% | 7% | | |

- 32% of the students tested scored at Proficient or above.
- **Statewide: 22% of students scored Proficient of above.**
- 78% of the students tested scored Basic or below.

- 64% of the San Leandro students scored Basic or below.
- 75% of the BASIS students scored Basic or below.

Algebra 1 2005

40 Students Tested

| Site | Far Below Basic | Below Basic | Basic | Proficient | Advanced | Total Tested |
|-------------|-----------------|-------------|-------|------------|----------|--------------|
| San Leandro | 1 | 8 | 5 | 1 | 0 | 15 |
| BASIS | 3 | 12 | 9 | 1 | 0 | 25 |
| | | | | | | |
| Total | 4 | 20 | 14 | 2 | 0 | |
| % of Total | 10% | 50% | 35% | 5% | 0 | |

- 5% of the students tested scored at Proficient or above.
- **Statewide: 19% of students score Proficient or above.**
- 95% of the students tested scored at Basic or below, 60% Below Basic or below.
- 93% of the San Leandro students scored Basic or below, 66% Below Basic or below.
- 95% of the BASIS students scored Basic or below, 60% scored Below Basic or below.

Algebra 2 2005

10 Students took the Algebra 2 test.

- 2 Students or 20% scored Basic
- 5 Students or 50% scored Below Basic
- 3 Students or 30% scored Far Below Basic

Earth Science 2005

San Leandro: 24 Students Tested: 67% tested Below Basic or below (16); 25% tested Basic (6), 4% tested Proficient (1).

BASIS: 22 Students Tested: 96% tested Below Basic or below (17); 41% tested Below Basic (9); 5% tested Proficient (1).

Biology 2005

25 Students Tested: 100% scored Basic or below

World History 2005

38 Students Tested: 87% tested Basic or below (33)

US History 2005

34 Students Tested: 85% tested Basic or below (29)

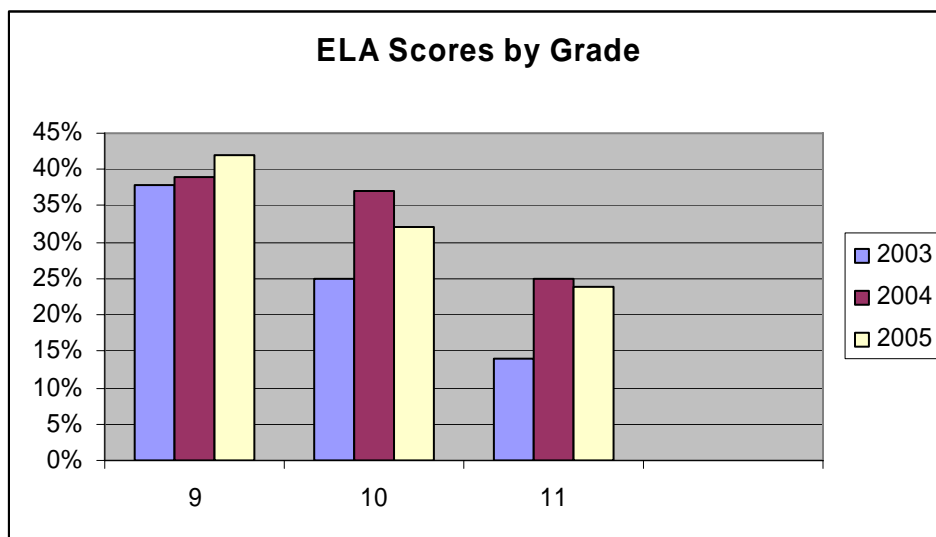
STAR Historical Comparisons

CST Overall Achievement

English Language Arts

| Grade | 2003 55 Students Tested | 2004 94 Students Tested | 2005 127 Students Tested |
|-------|----------------------------|----------------------------|-----------------------------|
| 9 | 38% | 39% | 42% |
| 10 | 25% | 37% | 32% |
| 11 | 14% | 25% | 24% |

Scores indicate % of student scoring Proficient or above



- % of students scoring Proficient and above increased in every grade level over 2003.
- % of 9th graders scoring Proficient and above increased in both 2004 and 2005.
- % of 10th and 11th graders scoring Proficient and above increased in 2004 and saw a slight decrease in 2005.

General Math

| Grade | 2003 2 students Tested | 2004 19 Students Tested | 2005 34 Students Tested |
|--------------|---------------------------|----------------------------|----------------------------|
| All Students | * | 16% | 32% |

Scores indicate % of student scoring Proficient or above

*Data was not available

- The percentage of students taking the General Math test almost doubled from 2004 to 2005.
- The percentage of students scoring Proficient or above increased by 16 percentage points.

Algebra 1

| Grade | 2003 34 students Tested | 2004 35 Students Tested | 2005 40 Students Tested |
|--------------|----------------------------|----------------------------|----------------------------|
| All Students | 3% | 11% | 5% |

Scores indicate % of student scoring Proficient or above

*Data was not available

- The number of students taking the Algebra 1 test has remained fairly constant over the past three years.
- The percentage of students scoring Proficient and above increased dramatically between 2003 and 2004, and then decreased dramatically again between 2004 and 2005.
- The overall percentage of students score Proficient or above has remained low over the past three years.
- The percentage of Alameda County students scoring at Proficient or above is 15%.

CAT 6 Results

- In 2005 the CAT/6 tests were eliminated from the STAR testing program.
- The scores are reported in terms of the percentage of students scoring at or above the national average. For example, in 2004 the 9th grade students scored 37% in mathematics; that means 37% of the 9th grade students scored at or above the national average in math, while 63% scored below the national average.
- The goal for all schools was that at least 50% of all students would score at or above the national average.

READING Overall Achievement

| Grade | CAT/6 2003 | | CAT/6 2004 | |
|-------|------------|-------------------------------------|------------|------------------------------------|
| | # Tested | % At or Above 50 th NPA* | # Tested | % At or Above 50 th NPA |
| 9 | 21 | 62% | 41 | 58% |
| 10 | 20 | 65% | 27 | 48% |
| 11 | 13 | 38% | 24 | 46% |

**National Percentile Average: The goal for all schools is that at least 50% of their students would score at or above the NPA.*

- The number of students tested increased in all grades.
- The % of students meeting the NPA decreased for the 9th grade by 4 percentage points.
- The % of students meeting the NPA for the 10th grade decreased by 17 percentage points.
- The % of students meeting the NPA increased for the 11th grade students 8 percentage point.

LANGUAGE Overall Achievement

| Grade | CAT/6 2003 | | CAT/6 2004 | |
|-------|------------|------------------------------------|------------|------------------------------------|
| | # Tested | % At or Above 50 th NPA | # Tested | % At or Above 50 th NPA |
| 9 | 21 | 67% | 41 | 60% |
| 10 | 20 | 60% | 27 | 48% |
| 11 | 13 | 31% | 24 | 54% |

- The number of students tested increased in all grades.
- The % of students meeting the NPA decreased for the 9th grade by 7 percentage point.
- The % of students meeting the NPA decreased for the 10th grade by 12 percentage points.
- The % of students meeting the NPA increased for the 11th grade by 23 percentage points.

MATH Overall Achievement

| Grade | CAT/6 2003 | | CAT/6 2004 | |
|-------|------------|------------------------------------|------------|------------------------------------|
| | # Tested | % At or Above 50 th NPA | # Tested | % At or Above 50 th NPA |
| 9 | 21 | 45% | 41 | 37% |
| 10 | 20 | 20% | 27 | 33% |
| 11 | 13 | 14% | 24 | 25% |

- The number of students tested increased in all grades.
- The % of students meeting the NPA decreased for the 9th grade by 8 percentage points.
- The % of student meeting the NPA increased for the 10th graders by 13 percentage points.
- The % of students meeting the NPA increased for the 11th grade by 11 percentage points.

California English Language Development Test (CELDT) 2004-05

| Proficiency Levels | Arabic | Spanish | Other |
|---------------------------|---------------|----------------|--------------|
| Number Tested (#) | 21 | 19 | 6 |
| Advanced % | 14% | 16% | 17% |
| Early Advanced % | 43% | 47% | 50% |
| Intermediate % | 29% | 32% | 17% |
| Early Intermediate% | 0 | 5% | 17% |
| Beginning % | 14% | 0 | 0 |

Process and Perception Data

In November 2005 we sent surveys to all families with at least one high school student enrolled in our program at that time. The surveys were different for BASIS @ FAME and San Leandro. For BASIS @ FAME, 32 surveys were returned representing 42% of enrolled students. For San Leandro, 7 surveys were returned representing 12% of enrolled students.

Results for BASIS @ FAME

We found that the average number of people per household was 6. 84% were from two parent households.

Income ranges were as follows:

- Less than 20,000 per year: 5
- 21,000-40,000 per year: 3
- 41,000-60,000 per year: 6
- 61,000-80,000 per year: 3
- 81,000-100,000 per year: 7
- Over 100,000 per year: 5
- No Response: 3

63% of those responding indicated that the main reason they had enrolled in BASIS @ FAME was a desire for an academic program tailored to their child's learning needs. 23% of those responding indicated the main reason for enrolling was that they felt their child was unsafe at a prior school. Another 19% indicated that their child was either behind in credits or failing at their prior school.

91% of those responding indicated that there was at least one computer in the home. 84% had Internet access, and 75% of the students reported using a computer to do complete their coursework. The average number of hours spent on the computer per week was 6.

50% of the students indicated that their post-high school plans were to attend a four year university and 19% indicated that they planned to attend community college upon graduation. 22% were undecided. 60% of the responses indicated that the students were involved in extra-curricular activities.

Respondents were asked to respond to a series of statements indicating whether they Strongly Disagreed, Somewhat Disagreed, had No Opinion, Somewhat Agreed, Strongly Agreed, or did not know. Each of the responses was weighted on a 0-5 scale with 5 being the highest and an overall ranking for each statement was assigned.

Overall, parents were satisfied to very satisfied with our curriculum choices and teacher support. Both of these categories had a 4.4 rating. The rating fell into the 3.1-3.4 range for overall satisfaction with field trip and workshop selections, student support services, and distance learning options. We received an overall program effectiveness rating of 4.0.

In terms of organization for student learning, most statements received a ranking of 4.0 or higher. We received lower than 4.0 ranking on items relating to communication and decision making.

Statements relating to curriculum and instruction also received mostly favorable rankings. In general, items related to teacher qualification, contact and support received 4.4-4.8 ratings. We fell under 4.0 on items relating to support such as resources for evaluating writing and extra help from teachers.

We received overall lower ratings under support for student and personal academic growth. Parents were mostly aware of our graduation requirements, 3.9 rating. However in terms of guidance and resources to prepare for post-high school plans we received ratings in the 2.8-3.3 range.

There were three statements referring to resource management and development. The average ranking was 3.3. These statements referred to resource distribution and decisions about resource allocation. Many respondents marked unknown.

Student responses in general mirrored the parent responses. The lowest rankings were given to items relating to communication and student support systems.

Results San Leandro

The survey results for San Leandro were less favorable overall. However, due to the small number of returned surveys we are reluctant to generalize the responses to the overall program. We need to redouble our efforts to gather information from students and parents enrolled in this part of our program. We were unable to repeat the survey in time for submission with the WASC documentation. Rather than the surveys, we relied heavily on feedback from the student leadership class at San Leandro and input from participants on the focus groups.

Please see the appendix for detailed survey results.

Chapter 2: Critical Needs and Expected School-wide Learning Results

Part 1: Indications from the Data

During the fall of the 2005-2006 school year, teachers and administrators met to discuss the student and community profile data with an eye to determining our critical academic needs. We reviewed student work samples as well as held round table discussions regarding student performance.

The group identified several areas of need which included academics, student support services, and technology. We voted on a list of seven areas and agreed upon the following critical academic needs.

1. Raise reading and writing competencies as measured by the STAR, CAHSEE, and school-wide assessments by more closely aligning curriculum and instruction to the California Content Standards and in particular emphasize the development of writing across the curriculum with a goal of all students passing the CAHSEE writing essay with a score of 3 or better.
2. Raise math competency as measure by STAR, CAHSEE, and school-wide assessments by more closely aligning curriculum and instruction to the California Content Standards with the goal of all students scoring in the Proficient range or higher on the STAR.
3. Improve ELL students' basic reading, writing, and math abilities as indicated by their scores on the CELDT, STAR, CAHSEE, and other school-wide assessments.

Academic Need #1

Our API showed significant gains over the 2004-05 school-year. This gain was based on measures relevant to our entire K-12 program. We do not have specific data on where these gains occurred. While our high school program has many students who are performing quite well, 66% of students scored Basic or below on the STAR ELA test with 42% scoring Below Basic or below. Of 10th graders tested, the average score in Reading Comprehension was 46% and the average score in Writing Strategies was 43%.

In addition to test scores, a review of student work samples indicated that most students exhibited low writing abilities. Even students who read and comprehend at grade level demonstrated inadequate writing skills. Further, the parent surveys indicated that many did not feel that they were adequately prepared to teach their student writing. The combined data indicate that more emphasis needs to be placed on developing writing curriculum, rubrics, and resources to support our students and parents in developing writing competencies.

Academic Need #2

Our STAR data indicates that 77% of the students who took the General Math test scored Basic or below and 95% of the students who took the Algebra 1 exam scored Basic or below. The 2004-05 CAHSEE results indicated that 53% of students passed the math portion of the exam compared to 68% the year before. Based on these results it appears that many of our students lack foundational math skills. For the 2005-06 school-year we implemented a math placement test for all incoming students regardless of prior transcript results. We hope this will better help us catch those students who need basic skills intervention. Identifying and developing curriculum and assessments to chart progress will be an important part of increasing student aptitude and moving students toward proficiency levels.

Academic Need #3

One of the main goals of our charter is to address the learning needs of EL students who have previously been underserved. It is a primary mission of FAME to provide solid EL instruction. Even though our charter was developed with specific emphasis on EL students, a review of the data indicated that we still needed EL to be defined as a critical academic need. By doing so we will ensure that we stay focused on developing this portion of our program.

The data indicate that over half of the students who took the 2005 CAHSEE (10th and 11th graders over the entire year) were EL or RFEP students. 72% of the English only students passed the ELA exam while only 41% of the RFEP, and 31% of EL students passed ELA. The scores for math were 65%, 32%, and 20% respectively. Data for the STAR exam are similar. In addition, on the 10th grade CAHSEE census test, the non-pass rate for EL students was 66% compared to 47% for English only. The data indicates a large disparity between the English only and EL student scores. Specific directed intervention is needed in order to bring competencies on par with the English only students.

Part 2: Expected School Wide Learning Results

After completion of the second WASC committee chair training in the spring of 2005, the leadership committee set about working with the school staff to develop our Expected School Wide Learning Results. We held several staff meetings focused on creating our ESLRs. Working in small groups, preliminary ESLRs were developed. These were synthesized into a set of proposed ESLRs that were then voted upon by the entire teaching and administrative staff. This past semester we have been involved in seeking feedback from parents and students on the ESLRs. A form was mailed to them along with our parent/student survey asking for their comments on the ESLRs and whether or not they agreed to their content. All those responding to the survey were in favor of the ESLRs. In addition, second semester enrollment papers will include a copy of the ESLRs and teachers will be discussing them with families and seeking additional feedback.

Our ESLRs are as follows:

FAME Charter School, in collaboration with school stakeholders, will prepare its students to become:

Self-directed learners who:

- Create and use an educational plan to set personal and academic goals based
 - on individual strengths, interests, and learning styles.
- Use self-evaluation, adult, and peer feedback to assess and improve progress
 - towards goals.
- Exhibit effective study and work habits that include, but are not limited to,
 - regular attendance, time management skills, and on-time assignments.
- Demonstrate self respect by developing a strong work ethic towards personal
 - and academic goals and an understanding of the value of learning for self
 - improvement.
- Discover, develop, and pursue individual passions.

Community members who:

- Understand the democratic process and role of citizenship.
- Demonstrate knowledge of human diversity and an understanding for the
 - breadth of individual difference.
- Exhibit respect and tolerance in daily interactions, both verbal and nonverbal,
 - towards peers, adults, and the community at large.
- Demonstrate social learning by engaging in cooperative activities such as team-
 - work, task sharing, and collaborative projects.
- Exhibit social, moral, and behavioral maturity by taking responsibility for their
 - decisions and actions.
 -

Complex thinkers and problem solvers who:

- Analyze and apply new information to everyday situations.
- Develop critical and meaningful questions and search for answers.
- Use technology to conduct research, develop reports, and presentations.
- Connect ideas across the curriculum to accomplish meaningful tasks

Academic achievers who:

- Demonstrate high expectations for their scholarly and personal accomplishment.
- Meet or exceed the learning objectives of the California State subject area content standards.

Effective Communicators who:

- Write and speak with confidence and clarity to a diverse audience.
- Communicate needs in a responsible and respectful manner.
- Listen and read attentively and actively to understand the messages of others.

Our critical academic needs center around three specific ESLRs:

- Academic Achievers
- Effective Communicators
- Self Directed Learners.

In addition to the ESLRs, FAME policy requires that all students participate in state mandated testing programs and work towards mastering California State content requirements. Student learning records identify standards targeted and met during specific learning periods. While emphasis is placed on meeting the state content objectives and meeting state goals for test achievement, this takes place within the overall framework of the student's personalized learning plan. Not all students will progress at the same rate and our program specifically allows for individual differences in learning. In addition to performance on state objectives, students are assessed on the following:

- Monthly review of work portfolio
- Parent facilitator and IST observation
- FAME adopted norm and criterion referenced tests
- Student demonstrations
- Student grades

Chapter 3: School Progress Report

On October 7, 2003 after the initial visit, the WASC committee made the following recommendations:

1. That the school explore ways to increase direct support to parents and to thus actualize an expectation that parents become strong partners in instructional delivery.

Since the inception of BASIS Charter School, our home-based parents have expressed the desire for a location for a school library and small classrooms. After much exploration for an appropriate site, we opened the Dublin Resource Center in September 2005. The Dublin Resource Center has become the hub of activity for our home-based program. All educational materials not currently in use by students are housed in our resource library and are available for checkout by teachers and parents. We have several rooms available for meetings between students, parents and teachers. In addition we hold staff meetings, SST and IEP meetings, workshops and special events, administer final exams and school and State mandated tests at this site. Further, parents have access to the school library materials and to program administrators who have offices at the Dublin Resource Center.

To increase the contact between the school administration and our home-based parents, we have implemented a Yahoo group email list so that we can send information pertaining to the school directly to families' personal emails.

We have had several parent education workshops for home-based families including an organization workshop for middle and high school students and their parents.

To increase parent participation and involvement at our FAME San Leandro program, we require a minimum of twenty hours volunteer work per family.

Our program in Fremont has a very active PTO and has invited parents from our San Leandro program to attend their meetings, so that the San Leandro parents can start their own PTO.

2. That issues of funding equity, particularly with the Resource Center in Oakland be resolved.

All students within our school receive equal funding. Our home-based students have access to a discretionary fund through their BASIS/FAME teacher for curriculum, materials, supplies and classes. San Leandro and Fremont students receive daily direct instruction in a classroom setting, where curriculum and materials are provided for their education.

3. That the school staff explore the value of diversity and that specific efforts be made to expand cultural diversity with the student population in the Oakland Resource Center.

As of May 2005 the Oakland Resource Center closed. Most Oakland Resource Center students enrolled at our new San Leandro campus. That campus includes students from many ethnic backgrounds including North African, Middle Eastern, Caucasian, and Hispanic. When the resource center first opened many of the students came directly from the local geographical area which was predominantly African-American. Since that time the center has drawn students from a wider geographical area the population has diversified significantly.

4. That the school complete a comprehensive school accountability report card for distribution to parents and the broader community.

BASIS completed a comprehensive school accountability report card for year two of the school's existence. BASIS did not do a year three SARC because of the transition to a new sponsoring agency (Alameda County Office of Education) and a new charter (FAME Charter School). Under the new charter, the school changed significantly, rendering a school accountability report card inaccurate. We will be completing a SARC this year.

Chapter 4: Self Study Findings

The 2005-06 school-year constitutes our fourth year of operation. Our first three years were characterized by the challenges of opening a new school and then re-organizing under a new charter. They were years of much growth and change. Our primary focus has been on establishing systems to best serve our students, developing policies and procedures that are sound, effective, and legally compliant, and establishing an organizational structure that will support both continued growth and allow for ongoing improvement in the quality of service that we provide to our students and their parents. We have had three unqualified audits and have a sound financial structure. We believe we have a solid framework upon which we can continue to build our program and facilitate the academic achievement of all our students.

Our WASC self-study was conducted using the California Charter Schools Edition 2004 of the *Focusing on Learning* accreditation manual. We originally intended to pursue accreditation for our entire K-12 program. With the implementation of our new charter we felt that the self-study would, at this time, be most beneficial for our high school and we could conduct a better study on a smaller segment of our program. The high school portion of our program was the least effected by the changes incorporated in our new charter.

We began the WASC process at the beginning of the 2004-05 school-year by attending the WASC training meetings. We then established the leadership team and began looking at how the BASIS charter was written with the lens of determining whether it accurately reflected the needs of our program. This happened simultaneously with the writing of the FAME charter, which allowed us to incorporate changes into the new charter that would provide for a more effective governing document. During the spring semester of that same year we worked on establishing our ESLRs. The fall semester of this year (2005-06) has been devoted to focus group meetings. The WASC process has taken place at a crucial time in our development. We were ready to systematically look at our strengths and at areas where we needed improvement. We were also at a point in our development where we needed a comprehensive plan to guide our continued development.

FAME (BASIS@ FAME) serves students spread across seven counties: Alameda, Contra Costa, San Francisco, San Joaquin, San Mateo, Santa Clara and Stanislaus. As we began our self-study process we found ourselves challenged to assemble significant numbers of parents and students for face-to-face discussion. We determined that most of the input for the study would come through our Independent Study Teachers (ISTs) and by the use of directed questionnaires. Our teachers meet, at a minimum, once every 20 school days with each family enrolled in our program. This enables them to have ongoing conversations regarding the services provided by our school and the needs of our students. In addition to focus group meetings and questionnaires, we held discussion sessions with students at our San Leandro center and conducted student learning observations.

The findings from the focus group discussions, questionnaires, and student sessions were developed into the self-study report by the WASC Leadership Team chairperson. The Leadership team met to develop the action plan and a draft of the self-

study report was circulated for further input. The final document was sent to the board of directors and approved by the board in its present form.

Note: The perceptual data quoted in this chapter was taken from the results of surveys that we sent to parents and students in November, 2005. 32 Home-Study surveys were returned representing 50 students or 42% of total enrollment at that time. 7 San Leandro surveys were returned representing 7 students or 12% of total enrollment at that time. See the perceptual data in chapter 1 and the survey results in the appendix for more details.

A. ORGANIZATION FOR STUDENT LEARNING

Criterion A-1: School Purpose

Guide Questions: To what extent; Has the school established a clear statement of purpose that reflects its beliefs and philosophy? Does the school's charter have a clearly stated vision based on its beliefs, student needs, and current educational research? And, is the purpose defined further by adopted expected school-wide learning results that are clear and agreed upon by all stakeholders?

Evidence Considered:

- FAME Charter
- FAME ESLRs
- Community Profile Data
- Personalized Learning Plans
- Curriculum Resources
- Learning Records and Portfolios
- School Website

FAME has clearly defined mission, vision, and philosophy statements, which guide program implementation. . This is evidenced in our charter, in the work our teachers do with their students, and in the overall implementation of the program. Our vision is to increase learning for all students through innovative teaching methods and expanded choices in educational opportunities. FAME believes that, "Educators must invite students to experience the world's richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world's complexities (Brooks and Brooks, pp. 5, 1999). Our goals state:

- All students will demonstrate grade-level proficiency in reading and writing.
- All students will demonstrate mastery of designated outcome goals in the areas of English Literature, History, Math, Science, and in Art or a Foreign Language.
- All students will demonstrate mastery of skills related to college preparation and success in continued education, or career objectives or other post high school plans.
- All students will demonstrate the development of a social conscience.

Our ESLRs are drawn from this to further define what we expect our students to know upon leaving our program. In addition, our charter specifically outlines subject area competency requirements.

The FAME independent study program is founded on the understanding that students learn in different ways and at different paces. By providing an educational option that is tailored to a child's individual strengths and weaknesses, we are able to reach children that may not succeed in a traditional classroom. A key part of the success of our program is the involvement of the parent. Parents, in concert with their IST, can capitalize on the individual learning styles, interests, and goals of students to develop the best educational program possible for each child.

Further, we provide multiple high quality educational options for students and parents wishing to participate in our program. Parents may chose to enroll their children in our San Leandro high school program, which offers on-site classes in core subject areas. Or, parents may choose to work with their children independently in their own homes using a variety of resources such as online courses, community college classes, CD Rom programs, Educational Service Provider classes, and a wide range of curriculum options. The IST works closely with families to implement the personalized learning plans and to insure that a student's educational needs are being met.

From our surveys:

When asked to respond to the statement: "The school has a clearly stated vision and purpose based on student needs, current educational research and belief that all students can achieve at high levels", our staff and BASIS parents rated the school at 4.1 on a 5.0 scale. San Leandro parents gave a rating of 3.3.

When asked to respond to the statement: "FAME has high academic standards", BASIS parents rated the school at 4.2 on a 5.0 scale. San Leandro parents rated the school at 3.9

When responding to the statement; "I am aware of Expected School-wide learning results", the average score was 4.1 for staff and 3.5 for BASIS parents and 3.1 for San Leandro parents.

As indicated earlier, we have found ourselves particularly challenged in getting parents across seven counties involved in the WASC process, developing our ESLRs and in our program in general. When parents were asked to respond to the following statement: "I am aware that I have opportunity to participate in school decision making" the average BASIS parent score was 3.1, teachers rated this at 3.9. San Leandro responses were slightly higher at 3.4. When asked to respond to the statement: "I would be interested in participating in school decision making", the average parent score was 2.7 for BASIS parents and 3.4 for San Leandro parents.

Our findings indicate that parents seem to be aware that FAME has established mission, philosophy, and ESLR statements. However, we have not successfully promoted stakeholder participation in school processes nor set up communication systems that adequately inform them of school events and opportunities for involvement.

This particularly came to light as we attempted to assemble volunteers and collect information for our self-study. The focus group found that one of our main obstacles to more stakeholder involvement is that we lack adequate means of communicating with the school community. Our website has not been fully developed nor have we implemented student/parent email lists. While each year we published at least one newsletter this has fallen short of demand and our intent. We also are challenged in that many parents have limited English skills and some families do not have a computer or Internet access. A plan for improving communication among school stakeholders that includes a variety of methods of delivery needs to be developed and implemented.

Strengths:

- Mission, Vision, and Philosophy statement are clearly defined.
- FAME has high expectations for learning.
- Personalized learning plans that addresses individual student needs.
- Multiple high quality curriculum and resource options.

Growth Areas:

- Solicit more stakeholder involvement in school decision-making and development processes.
- Develop communication systems to keep parents and teachers (all stakeholders) abreast of school events, programs, and opportunities for involvement.

Criterion A-2: Governance

Guide Questions: To what extent; Does the governing board have policies and bylaw that are aligned with the school's purpose? Do those policies offer reasonable public access to decisions regarding public funds? Does the governing board delegate implementation of these policies to the professional staff? Does the governing board regularly monitor results?

Evidence Considered:

FAME Charter
Board Policies and Bylaws
Board Minutes from past meetings
Board Meeting notices and agendas
Staff and Parent Survey Results

FAME, a K-12 countywide charter school, is operated by Bay Area School for Independent Study Inc, a 501C3 Not-for-Profit Public Benefit Corporation. Bay Area School for Independent Study Inc, also commonly known as BASIS, Inc. is managed by a board of five members. The board consists of two community members, one of whom is a lawyer with extensive not-for-profit board experience and the other a former board president of a local school district with over 17 years of school board experience. The Board President is also a former school board president of over 10 years and presided over a local ROP program as well. The school director, Maram Alaiwat, serves as the

secretary of the board. The fifth position is reserved for an individual from the school's sponsoring agency, the Alameda County Board of Education.

Our charter indicates that the school will encourage and facilitate the creation of a parent and teacher advisory counsel to provide recommendations to the Board. At the time of this writing, no student, parent, or teacher representation is established for BASIS @ FAME or San Leandro. San Leandro has informal parent meetings from time to time but this group does not address the board. The BASIS by-laws originally called for both a parent and teacher position on the board. These positions were filled during our first year of operation. Subsequently, the By-laws were changed to enable the solicitation of expert community members to the board and the creation of a School Site Council. Last year we solicited parents, students, and teachers to participate but were unable to engage a sufficient number of interested persons to start the council.

The FAME charter clearly outlines the duties of the board of directors. The school is governed pursuant to its Corporate Bylaws and the school operates autonomously from the County with the exception of supervisory oversight as required by law and agreed upon contracted services. The Board of Directors has ultimate responsibility for the operation and activities of the school. In addition, "the Board has a responsibility to solicit input from, and opinions of, the parents of the school students regarding issues of significance and to weight the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies." (FAME Charter, pg. 48).

The Board has historically met approximately 4-6 times per year. The current charter requires monthly meetings and the board as complied. Meeting dates, times, locations, and agendas are posted at each site 72 hours in advance of each meeting in accordance with By-Laws. It was noted that even though an annual meeting schedule is developed, it has not been posted and the meeting dates frequently change. Seventy-two hours is often not enough advance notice to allow stakeholders to arrange their schedules to attend. All staff members are sent an email notifying them of the board meetings. Whether the notifications are routinely forwarded to our families is unknown. The meetings have not been systematically posted to our website. Meeting minutes are not circulated or posted after the meetings although they are available upon request through the administrative offices.

The relationship between the duties of the governing board and the professional staff are outlined in the FAME charter. Generally, the professional staff is charged with the implementation of the day-to-day program with oversight from the Director. Administrators/Principals develop policy and procedure, curriculum and instruction guidelines, supervise employees, handle student/parent disputes and insure compliance with charter school and independent school laws. In addition, the school director is charged with developing and oversight of the budget, handling employee disputes and complaints, submitting proposals for adoption by the board, communicating with school legal counsel and managing the central administrative offices in Newark. The board essentially provides oversight for all of these activities.

The FAME charter indicates "The Board of Directors will carry out a program evaluation plan on an on-going basis". It was unclear to the focus groups as to what level the board has implemented an evaluation processes to monitor student performance,

academic progress, and the fiscal health of the school. Nor did it appear that a process has been established for evaluation of the governing board or policy set by the board. Additionally, the focus group was unaware of any recruitment or selection processes for board members although the By-Laws indicate that the Board of Directors will select new members when vacancies occur. While the Charter and the By-laws provide for public access to information regarding public funds, involvement in the budgeting process by school stakeholders has been limited to attendance at board meetings where budgets are discussed.

Finally, the focus group relied on administrative input, meeting minutes and the charter documents for most of the information for this section. As mentioned in the preceding section, both parents and teachers are unclear as to what role is available to them in the decision making process. They are encouraged to attend board meetings and the By-Laws provide for public comment. However, this does not constitute representation. When asked to respond to this statement: "I have adequate opportunities to participate in school decision making", the teacher response was an average score of 3.9. It appears that school leadership needs to take a more active role in soliciting and encouraging participation by all stakeholders.

Strengths:

- FAME Charter provides guidelines for school governance structure.
- The School has appropriate legal authority and status to operate.
- The board has developed By-Laws and policies that are aligned with the school's purpose.
- Board meetings are open to the public and posted.
- The board provides oversight to the professional staff in implementation of the school's mission and vision.

Growth Areas:

- Solicit stakeholder involvement on the board.
- Publish information on the evaluation processes and criteria the board uses to determine school success.
- Publish information on the process and criteria for evaluating the effectiveness of the school board and policies set by the board.
- Publish information on board recruitment policies.
- Insure all stakeholders have access to board meetings, minutes, by-laws, policies, and governance structure.

Criterion A-3: School Leadership

Guide Questions: To what extent; Does the school leadership make decisions to facilitate actions and initiate activities that focus the energies of the school on student achievement of the expected school-wide learning results? Does the school leadership empower and support the staff toward the achievement of the school's mission? Does the school leadership encourage commitment, participation and shared accountability for student learning among the school community?

Evidence considered:

- FAME Charter
- School Policies and Procedures
- School Catalogues and Manuals
- Administrative/Board Meetings
- Staff Meetings and Staff Development
- Administrative Training

Historically, the majority of decisions pertaining to policies, procedures and organizational structure designed to focus school activities on student achievement has been made by the school administrative team. This team includes the school director, the San Leandro site principal, and the BASIS administrators; and the Fremont site principal. Both the school director and the San Leandro principal have been full-time administrators since the school's inception. The BASIS @ FAME program administrators have been employed half-time until this school-year. Both are now 80% of full-time. The director, under the direction of the governing board, provides school oversight, develops and maintains the school budgets, and insures that the school is legally and fiscally compliant. The San Leandro principal has been responsible for program implementation first at the Oakland Center and now at the new San Leandro site. (Refer to Chapter 1 for historical information). The BASIS @ FAME administrators have been responsible for implementation of our K-12 home-study program. The Assistant Administrator for BASIS @ FAME has been charged with oversight and development of our high school program as well as serving as our Guidance Counselor. Under the FAME charter administrative duties have shifted to support the new programmatic structure. The members of the administrative team are the original BASIS charter founders and/or have been with the school since its inception.

The administrative team meets regularly to communicate information related to the operation of the school, make decisions, and allocate resources in order to support the teaching staff. They also attend various workshops and conferences in order to keep abreast of the most current regulation and methodologies informing charter schools and independent study programs. They attend most board meetings and report on various projects, either proposed or in progress, effecting student academic achievement. The school and its administrators are also members of the APlus organization which provides support and networking for Personalized Learning schools, the California Charter School Association, the Charter School Development Center, and Chart Voice.

As the school has grown, administrators have become more autonomous and have taken more responsibility for the components they manage. Leadership varies in management style from leader to leader. In some components, the Principal/Administrator functions as a leader and facilitator, promoting the culture and vision of the school and encouraging staff involvement. In other components, the Principal/Administrator functions as a manager, conveying school policy and goals to staff members with information coming from a top down structure. The focus groups found that, over all, evidence supports an increased focus on team building through staff development, collaboration and support.

BASIS @ FAME administrators meet monthly with the teaching staff for training and development. The agenda is created by the administrators and may include new

information as well as recent changes to policy and procedure, important dates, training on new systems, presentations by outside speakers, WASC activities, and a networking period. This year they have set aside time for case studies and discussions on best practices. Our San Leandro Principal meets with the high school staff separately on a weekly basis to discuss programs and learning issues. Weekly in-service meetings are held with the entire K-12 staff to discuss broader issues of learning. In addition, they have monthly K-12 staff meetings to discuss nuts and bolts types of issue.

When asked to respond to the statement, “School leaders empower and support the staff towards achievement of the school’s mission”, staff rated leaders at 4.4 on a 5.0 scale. When answering the statement, “I have adequate communication with school leaders”, the rating was 4.5. And, the statement “FAME maintains an environment of professionalism and has a focus on continuous school improvement”; was rated at 4.5. Overall, it appears there is adequate access to administrators and the survey results indicate that leaders are promoting and supporting the school’s mission.

When asked to respond to the statement; “School leaders effectively communicate organization policies and procedures”, the BASIS @ FAME staff rated leaders at 4.1. Additionally, when asked to respond to; “School leaders provide me with written policies and procedures to adequately complete my job”, the staff gave a rating of 4.5. These ratings along with the comprehensive teacher manuals indicate that actions have been taken to provide information and processes that support the staff toward the achievement of the school’s mission. The focus group also found that changes in policy and procedures were often a reflection of feedback from the staff. Though manuals are developed there are still some holes that that to be filled particularly in the area of course descriptions and curriculum recommendations.

Although there is evidence of adequate support in terms of policies and procedures, access to administrators, and increased team building, there are some areas that need more attention. Note the following survey results:

“I receive adequate support in terms of time, material, and resources to adequately complete my job”, staff rating: 3.7

“School leaders encourage participation and shared accountability for student learning among the school community”, rating: 3.9 and

“FAME has clear long term goals for achieving student success”, rating: 3.5.

These results indicate that leaders need to make more of an effort to ensure that staff has adequate resources and support for their work and need to include staff in the decision-making process so that there is a shared sense of accountability for student learning. And, collaboratively we need to develop a long-term plan for achieving student success.

Strengths:

- Developed Policy and Procedure Manuals.
- Developed Course Description Manuals.
- Longevity of the leadership.
- Increased focus on team building.
- Leaders are dedicated to promoting student success.
- Leaders are well informed about laws and governance of charter schools.
- Staff has good communication with leadership.
- Regular staff meetings.

Growth Areas:

- Review and revise manual content by program to support teaching staff in implementation of school procedures and student academic plans.
- Increase communication options for sharing information between school, staff, and families.
- Increase collaboration between school leaders and teaching staff in developing school procedures.
- Communicate and implement long-term goals for achieving student success; i.e. ESLRs.

Criterion A-4: Staff

Guide Questions: To what extent; Are the school leadership and staff qualified for their assigned responsibilities? Are the school leadership and staff committed to the school's purpose? Does the school leadership and staff engage in ongoing professional development to promote student learning?

Evidence considered:

FAME Charter
Staff Credentialing Charts
NCLB Requirements
Listing of prior training meetings
Listing of Administrative training
Teacher Handbooks

FAME hiring policy is dictated by our Charter and the Alameda County Office of Education. We work closely with county personnel to insure that we hire in accordance with teacher credentialing requirements. In addition, ACOE handles our personnel and payroll functions and processes all of our new hires. Our teacher employment qualification requirements are in compliance state standards. In addition, we are looking at ways to bring our hiring in line with the NCLB legislation. Administrators and support staff are hired based on education and relevant work experience.

Due to the nature of the independent study charter school environment, our practice has been to hire multi-subject credentialed teachers. We have historically solicited teachers with these credentials due to the diverse subject areas they need to

address and the wide range of age/grades they serve. While a broad range of knowledge is beneficial at the K-8 level, many of our staff report being challenged by the demands of carrying a high school student load. The depth of knowledge required and the range of subjects covered is quite expansive at the 9-12th grade level. High School course descriptions, curriculums, and community programs have been identified to support teachers in facilitating their students' academic experience. However, we see a need to expand these resources and to bring more single subject teachers on board. In addition to maintaining a student load, these teachers could serve as subject area mentors, develop curriculum and participate in teacher training.

We found some breakdown in ongoing staff development and training. This has been particularly evident this school year with over half of our staff being new. When asked to respond to this statement: "I have been adequately trained for my position", staff gave a rating of 3.5 on a 5.0 scale. Currently, new employees receive a one-to-one or small group intensive training which covers policies and procedures, student work record documentation, utilizing the school store, assessment of students, selection of curriculum, and general protocol for supporting families. While school administrators are available to answer questions, there is no system of day-to-day support in place for new teachers such as coaching, observations, shadowing, or peer mentoring, nor have we established a short-term evaluation process for new hires. The fact that we have had a fairly high teacher turn-over rate can in part be attributed to lack of new teacher support and ongoing mentoring.

Teachers receive an annual review. During this evaluation teachers are asked to reflect on their performance for the past year via a self-evaluation survey. Further, all aspects of providing independent study educational services are reviewed and feedback is given. In addition to this formal evaluation, ISTs are monitored throughout the year by the program administrators through spot-checks of documentation as well as via interaction with the IST and classroom observation. Administrators and support staff are reviewed by the school director and the school director is to receive an annual review from the board of directors. In some years the staff has been given the opportunity to evaluate their supervisors although a formal process for this has not been established. And, due to the change in our chartering document, no reviews were provided at the end of the 2004-05 school-year. It was unclear to the focus group whether administrative staff or the director receives an annual review.

The FAME charter indicates that 10 days of professional development will be provided to staff per year. Additionally, FAME has allocated over \$60,000 per year towards staff development. FAME teachers can receive up to \$500.00 stipends per year toward staff development courses sponsored by Alameda County Office of Education. In addition, pre-approved books may be purchased through a proposed teacher lending library to minimize the cost of higher education beyond the credential stage. While the groundwork has been laid in our charter, one piece that is missing is a long-term staff development plan. When asked to respond to this statement: "Teaching staff receives adequate ongoing staff development that enables them to complete their jobs effectively" staff rated BASIS @ FAME and FAME San Leandro at 3.9. Current perception is that our training does not adequately address our teachers' needs nor are we effectively using teachers as resources in our own training. We need to work together to pool resources and

strengths that will build a stronger team and to outline a plan for utilizing our identified resources and for soliciting out-source training opportunities.

When surveyed as to whether the school leaders, teaching and administrative staffs were committed to the school purpose, staff gave the following rankings respectively: 4.5, 4.1, and 4.2. Based on these findings it appears that leaders and staff are committed to the mission and purpose; and we have developed or are developing comprehensive internal processes that support our goals. Together we form a strong network that supports student learning.

Strengths:

- Qualified staff.
- Leadership and staff are committed to the school's purpose.
- Commitment to ongoing professional development.
- The FAME charter calls for on-going program evaluation.

Growth Areas:

- Develop and implement training process for new teachers.
- Develop and implement a long term Professional Development Plan.
- Update and implement a staff evaluation process.
- Hire more single subject credentialed teachers.

Criterion A-5: School Environment

Guide Questions: To what extent; Does the school have a safe, healthy, nurturing environment that reflects the school's purpose? Is the school environment characterized by a respect for difference, trust, caring, professionalism, support and high expectations for each student?

We currently have one site location, which serves our high school students plus a Resource Center/Library. We will address these separately in this section.

The first is our San Leandro Elementary School and High School Independent Study Center. This location accommodates a maximum of 240 K-12 students and is currently at capacity. As of this year, the K-8 program operates as a traditional site-based program. The 9-12th grades operate under independent study guidelines. This site is located on a church property in San Leandro. School offices and our high school English and Social Studies classes are housed in a shared multipurpose building, which includes a kitchen and gymnasium. All other classrooms are contained in new portables. The portables are used solely by FAME.

We originally housed our resource center in an office building in Oakland. Last year we determined that this site did not provide the most optimum learning environment for our students. It was much too small and did not have an outside play area or meeting space. The San Leandro location provides for all of this and more. A huge community effort made the move possible. Staff, board members, parents, and students all pulled together to implement needed improvements. The location was thoroughly cleaned and painted, a new parking lot was created, landscaping was incorporated and necessary security and safety upgrades were made. All classrooms have white boards, bulletin

boards, bookshelves and adjacent restrooms. We also installed a 25-unit computer lab. The center was officially relocated at the end of April 2005. A recent county inspection indicated that the location met all site requirements set by the county for operation. County officials commented that the facilities exceeded expectations and their report was the best they have issued in the past two years.

In January, we met with students from the San Leandro Leadership class regarding their new school environment. In general the students had a favorable opinion of the school environment. They indicated that the facilities and classrooms are a vast improvement over the Oakland location. We now provide space to eat lunch outside and have room for physical activity during breaks. Students feel welcomed by staff and supported in their learning. In particular, students appreciate the high degree of diversity and tolerance exhibited at the school. Students from around the world get along well and “merge like a family”. Study hall time offers students opportunities to support one another academically and personally. 71% of the students responding strongly agreed with the statement: “I feel the school environment is safe, health and nurturing”. Additionally, all responses to the San Leandro surveys reported that safety was the number one reason why they chose to send their students to FAME.

While students appreciate the new school location and see school-wide improvement efforts being made, there are still some areas of concern. The campus is closed in the sense that students are not allowed to leave during the school day. When students do not bring food for lunch there are no available alternatives provided by the school. The Leadership class has started a school store to try to address this issue. Students reported feeling safe among teachers and peers but are uncomfortable that the campus gates are open and unwatched throughout the day. Additionally, there were concerns among students and staff regarding attendance procedures, the school’s ability to monitor students not in class, and with the discipline policy.

The second resource for students is our Dublin Resource Center and Library. The Library was opened this fall and was formally launched by an open house on September 15th. This location houses our curriculum library and our independent study administrative and support staff offices. This building was recently completely remodeled and contains all of the amenities necessary for effective functioning. We hold staff, IEP, SST, and some parent/teacher meetings at this location. We also conduct testing, host special events, and hold Geography and Spelling Bees from this site. Initial response to the location has been positive. Additionally, our administrative offices in Newark have designated areas for teachers and parents to hold regular meetings and some special events.

In an attempt to foster a supportive environment for our families, we host several functions and events throughout the year with the goal of bringing our home-study families together to make connections with one another. Examples include field trips, parent/student workshops, back to school events, open houses and student presentation days. At the site location we are establishing homeroom/mentor teacher relationships to insure students have support and teacher mentoring. We have also incorporated a Leadership class, which provides students with the opportunity to have a positive impact on the school environment by identifying areas of need and seeking solutions. At the lower grades the students are engaged in the TRIBES curriculum, which promotes

respect for self and others. By the time they are in high school we anticipate that these values will be well established in our high school students.

Since the majority of our students are educated in the home and/or utilize community resources as “classrooms”, we have very little control over the cleanliness and orderliness of the day-to-day learning environment. As long as there are no blatant health violations that would put a student at risk, BASIS @ FAME teachers do not review the home classroom. If teachers observe environments that would be deemed dangerous or abusive to the child, appropriate action would be taken in accordance with mandated reporting laws. Occasionally a teacher feels unsafe serving a family due to the geographical location of the home. In such cases a mutually agreeable alternative location is identified to hold monthly contact meetings.

In terms of growth we found there were opportunities to develop programs at our newly opened resource center. In addition to academic classes, we could provide seminars or workshops on personal communication skills, conflict resolution, Career guidance, remedial and test prep services as well as more social functions. These types of classes could also be implemented at San Leandro.

Strengths:

- Established resource centers.
- Centers are new, clean, and accommodate student load.
- Professional environment that supports student learning.
- Provide functions and events that offer opportunities for families to connect.

Growth Areas:

- Develop and offer academic and support classes at Dublin Resource Center.
- Consider establishing additional resource centers to support students in different geographical locations.
- Address student concerns regarding San Leandro campus safety.
- Research options for providing food service at San Leandro.
- Re-evaluate procedures regarding attendance, student monitoring, and discipline at San Leandro to ensure effectiveness.

Criterion A-6: Reporting Student Progress

Guide Questions: To what extent: Does the school leadership and staff regularly assess student progress toward accomplishing the school’s expected school-wide learning results? Does the school leadership and staff report student progress to the rest of the school community?

Evidence Considered:

Student Learning Records
ESLRs
STAR, CAHSEE and API results
FAME Charter
AIMS, High School Placement Tests
Algebra I exams

Writing Rubrics Master Agreement

Since our first year of operation we have been reviewing and refining how we assess our students' progress and how we define and communicate our expectations for learning. When families enter our program they are informed via written documents that we are required by law to administer state standardized tests. We also indicate that in addition to State-mandated tests we may choose to administer our own board-approved school-wide exams to all students. We employ a variety of processes designed to measure student progress and the overall effectiveness of our program.

While California State Education Code allows parents to choose to not have their students participate in STAR testing we have made every effort to inform them of the importance of their participation in these exams. Each year our director has addressed this issue to all families via letter and has personally called parents who had concerns about testing to educate them on the process and how testing affects our school. Our teachers also stress the importance of participation and work closely with families to ensure they are familiar and comfortable with the testing process. Our API scores attest to these efforts. According to the CDE website identifying school API data; in 2002-03 we tested 90% of eligible students, in 2003-05 we tested 97% of eligible students, and in 2004-05 we tested 100% of eligible students. In addition, parents are informed that they may not opt out of any other State-mandated testing (such as CAHSEE) or our internally implemented testing program. Students who do not participate in required testing are informed that they are out of compliance (see non-compliance policy) and are in jeopardy of losing enrollment status in our program.

Student progress in our home-study program is monitored by both the parent facilitator and their assigned independent study teacher. Teachers meet at least every 20 days with each student and parent to review and collect assignments. Monthly learning records document student progress towards the California content standards and a portfolio is developed over the course of the year. During regular monthly meetings, ISTs employ a variety of strategies to evaluate student learning. They may read examples of student work, have students summarize and explain concepts learned, observe while a student demonstrates an activity, assess student workbooks and end of chapter tests, or have discussions regarding topics addressed. In addition students take the CAHSEE, STAR, and other relevant State tests. Students are also given the opportunity to take the PSAT each fall. Our San Leandro program essentially implements the same methods; however, the students are formally assessed more regularly since they attend classes daily. The teachers utilize and submit the same student work record documentation as the home-study program teachers. We currently do not provide mid-term progress reports. Grade reports are issued at the end of each semester

During the 2004-05 school-year we developed and began implementing several new procedures for assessing and reviewing student progress. We implemented a school-wide Algebra 1 final. Students use a variety of curriculum and we wanted to insure that all students were learning the same body of materials as required by California Education Code. Further, we designed and began administering this fall a high school placement test. We often do not have access to student cum files until well after student

enrollment. We find that many students entering our program have transcripts indicating passing grades in Algebra 1 or higher level English classes. However, they do not always have the skills necessary to pass the CAHSEE or complete our English course requirements or higher levels of math. The placement test enables us to better identify student skill level as they enter our program, which allows us to place them in curriculum appropriate to their skill level. At San Leandro the intake assessment enables staff to place the students in the appropriate classes and to identify students who may need to attend guided study hall for additional support. Another huge improvement is that this year we hired a designated Test Coordinator. We now have one person handling the entire FAME testing program rather than have it parceled out the several staff.

Typically, STAR results are received in August. Copies of the results are given to the teachers during our August staff meetings and reviewed as a group. Teachers will then review them with their families. Though we stress the importance of meeting the California Content standards and the standards are a part of our learning records, we still find that many students fall short of this. Parental choice in curriculum is an integral part of our program and essential to providing a Personalized Learning plan for each student. However, when a student scores in the Basic or below range on the STAR, we may limit parental choice in curriculum options. Teachers develop a remediation plan for the student that will designate specific materials and resources to address the identified academic challenges. This policy is being implemented this year and formal methods of recording and tracking remedial plans still need to be developed. In addition, whenever a student does not pass one or more sections of the CAHSEE, a remedial plan is developed identifying and addressing areas of concern indicating what measures will be taken to address these issues. Our San Leandro program operates differently in that students receive direct instruction in lieu of multiple curriculum options. All curriculum used at San Leandro is up to date with California content requirement.

We use the Content standards as our measure of student progress as well as STAR and CAHSEE results. Our charter documents identify student outcomes. However, these have not historically been identified and promoted. Our Expected School Wide Learning results reflect the intent of the charter and provide additional language regarding what we want our students to know upon graduation. This is our first year of identifying student progress in these terms. We are still working to inform families of these expectations and soliciting their feedback. (Of the surveys received, all were in favor of the ESLRs). We have begun transitioning our documentation to reflect language, which includes our ESLRs, however much work needs to be done in this area. In addition, we still need to develop measurable outcomes of success that match our ESLRs and identify ways to document progress.

Further, we are in the process of securing a new school-wide student assessment system. We have been using the AIMS assessment for the past three years. However, this measure does not adequately test our high school students. At the high school level it essentially only provides a measure for students who are working below grade level. We have identified the North West Educational Assessment (NWEA) program as the test instrument we will implement. This test is approved by the CDE as an alternative assessment. It is a self-leveling test and measures student performance on a variety of tasks that are not assessed or scored on the STAR or CAHSEE exams. We will

administer the tests at least twice a year and teachers will have the flexibility to request an additional administration for any individual student.

Testing students who are located across seven counties proves to be a logistical challenge. We are currently securing bids for hardware that would enable us to implement a roaming test lab. We are anticipating this assessment will provide much needed information that will allow us to identify those students targeted by our identified critical academic needs. We hope that by implementing this assessment (across all grades, not just high school) we will be better able to pinpoint a students strengths and weaknesses in turn allowing us to structure the Personalized Learning Plan to meet student academic growth needs.

One of our biggest needs is a test data management system. Without a data management system, we are limited in the amount of available disaggregated information we can distribute. Currently the only school-wide data available for distribution to the school community is what is posted to the CDE website and we have no formal method for tracking graduation rates or post-graduation plans. We want to be able to generate our own reports for internal use that will enable us to disaggregate data by content strand, student subgroup, grade level, classroom and the individual student. We also need to ensure that we have adequately trained our staff on how to interpret standardized test data and to engage in critical analysis of the data in order to determine how the school can best address any negative data trends both at the individual level and at the programmatic level thereby promoting collaboration amount staff to expand knowledge of curriculum resources to help students meet our ESLRs. Better methods of data collection will also enable us to develop and allocate resources based on critical student academic needs. In addition, with the planned expansion of our website we would be in a better position to post student achievement data to the school community.

Strengths:

- Intake assessments enable better selection of curriculum resources.
- School-wide Algebra 1 and alternative assessments.
- Monthly meetings designed to assess student work and to verify adequate and appropriate progress toward attainment of content standards.
- Staff and parent/students receive copies of all standardized tests results and review them to develop educational plans.
- Procedures for identifying students requiring remediation have been developed and are beginning to be implemented.
- Hired a Test Coordinator who handles all testing functions.

Growth Areas:

- Revise Student Work records, handbooks, enrollment documents and website to directly reflect our ESLRs.
- Ensure all stakeholders are aware of the ELSRs and continue to solicit feedback.
- Develop measurable outcomes of success for ESLRs.
- Implement alternative assessment (NWEA).
- Research, purchase and implement student and test data management system.

- Utilize website to inform community of school-wide student progress.
- Implement mid-year progress reports.
- Provide access to test results sooner (CELDT).

Criterion A-7: School Improvement Process Criterion

Guide Questions: To what extent; Does the school leadership facilitate school improvement, which is driven by plans of action that will enhance quality learning for all students? Does the school leadership have school community support and involvement? Does the school leadership effectively guide the work of the school? Does the school leadership provide for accountability through monitoring of the school-wide action plan?

Evidence Considered:

FAME Charter
Meeting Agendas

In all charter schools the guiding document is the school charter. The FAME charter specifically outlines our academic program as well as our organizational structure. The charter was written primarily by the School Director and educational consultants with feedback from the administrative team in response to identified academic, organizational, and financial need. It is the product of ongoing efforts at school improvement. While the charter will be our guide for program development, it does not identify the process or timeline for implementation. We will need to determine the processes for meeting the goals set forth in our charter and those identified by the WASC process.

At this point in time, we do not have a formal published school improvement plan. We do have collaboration among leadership and staff for the general improvement of our school. There are several projects in process that are designed to improve various documentation and reporting procedures which will in turn allow staff to serve families more efficiently. And, we will have an action plan after completion of the WASC process that will pertain to improvements for our high school programs. Most of that plan will be relevant for the entire BASIS @ FAME K-12 program. However, a comprehensive plan needs to be developed that is both broad in scope, i.e.; one that identifies goals for the entire FAME charter school, and, narrow enough to provide specific goals for each of the three individual FAME programs. In addition to outlining steps for program improvement, allocation of resources, and how improvement would be monitored, we need to identify opportunities for partnerships through community, business, and financial resources.

Strengths:

- Leadership and staff are committed to continuous school improvement.
- Leadership and staff work collaboratively for the general improvement of the school.

Growth:

- Develop a comprehensive, school-wide improvement plan.

Focus Group Prioritized Areas for Growth:

1. Develop communication systems to keep parents and teachers (all stakeholders) abreast of school events, programs, legal and governance issues, opportunities for involvement, and student academic achievement. This would include the development of a comprehensive FAME Website, electronic communication, and other identified solutions.
2. Review, develop, and implement new teacher training process AND develop and implement a long term Professional Development Plan which will include improving teacher support documents.
3. Research and implement student and test data management system as well as methods of reporting student progress to teachers and community.
4. Develop resource centers to provide more student support for personal and academic growth.

B. CURRICULUM AND INSTRUCTION

Criterion B1: What Students Learn

Guide Question: To what extent; Do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school-wide learning results?

Evidence Considered:

- High School Course Descriptions
- A-G Course List
- SST Procedures
- Graduation Requirements
- Student Work Records
- Test Scores
- SAT Testing Participation rates

BASIS, and now FAME, charter school was founded on the belief that students, parents, and communities deserve educational alternatives and choice. The charter school movement in general was founded on this belief. As more research has come available on childhood development, emotional and intellectual intelligences, and the different ways in which children learn, it has become necessary to look at ways curricular programs can be modified, adapted, or designed to meet these varying needs. Home-based and independent study learning is but one of many options. We believe it is an important option that provides students and parents with a valid educational alternative.

Families choose to participate in our program for a variety of reasons. At the lower grades, families want opportunities to let their children develop at their own pace and to structure their curriculums with learning styles in mind. At the high school level, students enter our program because they are interested in challenging themselves in ways their traditional school may not be able to provide; they are interested in using a variety of delivery methods; or increasingly, the student has fallen behind in credits, is lacking basic mastery skills, and/or is at risk of dropping out of high school altogether. Regardless of why a parent chooses to place their student in our program, we attempt to meet the student where they are and develop a learning plan that is relevant and meaningful to their circumstances and goals.

All students in our program have access to a rigorous, relevant standards-based curriculum. However, the degree to which all students participate in a rigorous and coherent standards-based program varies due to parental choice, different level of parent involvement and student ability. Upon entering our program, the parent, student, and teacher work together to develop a Personalized Learning Plan. While we emphasize standards-based instruction (i.e.: California Content Standards and course objectives) and incorporate content standards in our student records documentation, some parents prefer project-based learning geared toward student interest in which a student may study a subject area more in depth but not cover breadth. Others choose to work with excellent curriculum that does not align with the particular content standards of a grade level, doing work that crosses multiple grade levels instead. Examples of these would include community college courses, online distance learning high school and college level

courses, local vendor courses, and textbooks that are not California editions. In addition, we have students who enter our program with large gaps in their learning and may not be capable of working at grade level standards. Where curriculum is not in alignment with Content standards our teachers attempt to fill in the gaps by providing supplemental materials for use by the student. At our San Leandro location, all students are involved in standards-based learning and are using curriculums designed to foster mastery. BASIS @ FAME parents rated our overall curriculum options at 4.4, and teacher support in making appropriate curriculum choices at 4.8 on a 5.0 scale.

Further, when parents were asked to respond to this question: "My student's curriculum is challenging and relevant to his/her individualized learning goals", 75% of BASIS @ FAME parents strongly agreed with this statement. Further, when BASIS @ FAME parents were asked to respond to "I believe that my student is mastering high school Language Arts California content standards, 63% of the respondents strongly agreed with this statement, while 22 % somewhat agreed. When asked the same question about math, 56% of respondents strongly agreed with this statement, and 22% somewhat agreed. The remainder did not know or disagreed. While the majority of the parents responding to the survey felt that their student's curriculum was challenging, less were confident that they were meeting content standards.

One of our biggest strengths is that we offer a differentiated program. We offer three different curricular programs that enable students to plan their high school coursework according to academic needs and long-term objectives. Our Basic Education curriculum is designed for students who are working below grade level. The students are issued curriculum designed to bring them up to grade level standards. The materials provide high interest content at accessible reading levels. Students are placed in this curriculum based on prior grades, standardized test scores, and placement tests. Our second curricular program is General Education. Students have the option to use a variety of textbooks, online, video, ROP, community college, or distance learning courses. Parents and students seeking the maximum amount of learning flexibility will often choose this program. The curriculum and the course sequence are designed to provide students with the skills necessary to enter the workforce, attend vocational or trade schools, or community colleges after graduation. Typically students using these two curricular programs complete our General Graduation track, though many also complete the college preparatory course sequence. Our final curricular program is College Preparatory. We have established an A-G course list with the University of California. Students using this curricular program complete the courses as outlined in the course descriptions using defined curriculum. They graduate on our College Preparatory track completing the standard course sequence requirements for admission to most universities. BASIS @ FAME parents rated FAME at 4.5 when responding to this statement: "I believe FAME has flexible programs to meet student needs."

Our San Leandro program does not offer as many options for differentiated learning. Test scores indicate that systems of support need to be put into place for students at various levels of understanding. Currently, all students at San Leandro are assigned a class schedule designed to complete a college preparatory course *sequence* though few students are completing college preparatory level coursework. Due to space and staffing limitations, a limited number of courses can be offered therefore students do not have the opportunity to take courses based on interest or ability. Feedback from the

San Leandro Leadership class indicates that most students feel that they are being provided with a quality education with high expectations and challenging experiences. Classes meet daily with additional time for tutoring. They noted that lesson objectives are posted in the classrooms. The directions and purpose of their assignments are clear. This year both a CAHSEE math prep class and a student Leadership class have been implemented. However, it was indicated that there are not always enough textbooks. This can be contributed somewhat to enrollment fluctuations. Also, students are not allowed to take the books home. Although a computer lab has been installed, training has not been provided and there are not yet any computer programs for learning enhancement available. Resources other than textbooks are also an issue. The school lacks overhead projectors, dictionaries, and video equipment. (One teacher purchased a projector for use in her classroom). Teachers reported that better access to this technology would support their efforts to offer alternative or differentiated instruction.

FAME has systems in place for diverse groups of students. Students learning English are provided with appropriate curriculum, and tutoring when available. The San Leandro program calls for 45 minutes of one-to-one tutoring with an emphasis on immersion. We have a Student Success Team process to allow us to identify struggling students and to develop an intervention plan appropriate to their needs. Our special education program provides for services and support for students with IEPs. The needs of our gifted and talented students are addressed by enabling them to take coursework that meets their academic ability designed to provide flexibility in the instructional delivery methods selected.

We have established policies and procedures regarding matriculation including grade placement, issuing grades and credits, transferring credits, community college work, college course sequences, course lists, UC courses, etc. In addition, we have developed a course catalogue, a four-year plan, and have defined graduation requirements. Student advancement from grade to grade is based on credits earned. At this time, student credit standing is recorded by hand by the Guidance Counselor. The counselor works closely with the IST to ensure that students are assigned to the correct courses and are meeting graduation requirements. Grade reports are developed on a Word document and mailed to the student's home at the end of each semester. Transcripts are also developed on a Word template and include all other prior coursework as well as BASIS/FAME coursework, grades, and GPA. All GPA calculations are done *manually*. We are limited in our ability to provide transcripts in a timely manner, provide class rank or to develop an honor roll, or to track the number of students enrolled in different kinds of classes, provide quick and easy access to student credit standing, determine the number of students who have graduated on the college preparatory vs. general track, keep record of student test scores, track post-high school plans, and a number of other data points we would like to easily obtain. We have a student database program, PowerSchool, however, training has been inadequate and much of the information is difficult to obtain. Also, current staffing levels do not adequately cover the demands of inputting and maintaining these types of records. This semester we will be piloting a new SIS that we hope will enable us to more readily maintain this kind of student data.

Although we have laid the foundation for an effective program, we recognize that there are areas that need improvement. The FAME charter outlines a specific plan for

providing instruction to EL students. However, this is still in the implementation stage. We administer the CEDLT test each fall, however, the results have not been available from the State in a timely manner nor have we had a database to keep track of scores when we do get them. This year we hand scored the tests before they were sent to the publisher which enabled us to have the information earlier. Preliminary CELDT scores for 2005-06 indicate that as of October 30 there were 2 EL students enrolled in BASIS @ FAME and at San Leandro there were 9 EL students and 10 FEP students. As mentioned above, at San Leandro EL students are mainstreamed into the classroom as well as pulled out for SAIDE. They use the High Point curriculum and the Language Arts teacher has a CLAD certificate. The other high school teachers do not. Although teachers work to develop creative means of supporting the EL students they feel challenged to adequately support the students in a mainstreamed classroom.

Currently, the number of *designated* EL students in our home-study program is low. However, in both programs, many students have below Basic English skills. 18% of our home-study students and 76% of our San Leandro students report a language other than English is spoken in the home. As indicated above, when surveyed, the majority of parents responding to our survey felt that their student was meeting the ELA content standards. It is difficult to generalize this information to the overall student body and test scores do not bear it out. ELA test scores on the STAR indicate that program-wide only 34% of our students are Proficient or above on STAR testing. While this is not far off of the State average we see room for much improvement. More attention needs to be given to students with low language skills. Better curriculum needs to be identified and resources such as tutoring, small group classes, and support to parents could be offered. Also, half of the teachers in our home-study program have a CLAD certificate but we do not specifically assign teachers to EL students based on whether they have a certificate. This would be another option for meeting EL students' needs.

In terms of math, we find ourselves particularly challenged. In 2005, 34 students took the General Math STAR test, 32% of our students tested scored Proficient or above, Statewide: 22% of students scored Proficient or above. On the STAR Algebra 1 test, 40 students took the exam, 5% of our students tested scored at Proficient or above. Statewide: 19% of students score Proficient or above. As mentioned in an earlier section, we have students entering our program with passing grades in Algebra 1 yet they are unable to pass the CAHSEE or complete basic math problems. Further, many of our students come from districts that are in California Department of Education program improvement status. We have implemented a math placement test, a school-wide Algebra 1 final, and policies for transferring in Algebra 1 grades. Additionally, we have provided guidelines regarding the concepts that each student needs to master in the course. We have also implemented a two-year Algebra course in an effort to give students more time to master the material. Additional emphasis needs to be given in this area. Current curriculum options and methods of assessment need to be re-evaluated and alternative ways of providing instructional support need to be determined. These may include small group classes, tutoring, and online technology.

Over the course of the past three years we have moved to standardize our program. Initially parents, students, and the ISTs identified curriculum options for each course and had little to no guidelines to follow in course implementation. We now have course descriptions for most core courses and many electives. Each core course

description identifies the course content, objectives, curriculum options, and major assignments that need to be completed. However, the focus group found that teachers need more support in this area. We need to complete the development of our course descriptions and ensure that all students are completing the courses as written. We are in the process of purchasing a student work record software package that will address many of these issues. We will be able to upload the major curriculum that we currently use and specify in greater detail learning objectives and content strands being addressed by the assignments as well as tie them to our ESLRs. As part of this process we will narrow down our curriculum options and provide more detailed information. We intend to develop a curriculum catalogue which outlines appropriate curriculum for each grade level, (K-12) by subject area indicating which materials are suitable for specific student needs, i.e.; ELL, below grade level, advanced, etc. We hope that the new software will ease the student learning record process and enable teachers to provide additional services to their students offering opportunities to implement the ELL, English and Math supports we develop.

Another issue we have been confronting is lack of consistent grading standards. We have developed our ESLRs and are beginning to think of student achievement in terms of our ESLRs along with Content Standards, however, we still need to develop measurable outcomes of success and to develop a consistent set expectations for our students. While the course descriptions provide a grading key, we do not have rubrics in place to aid teachers in scoring individual assignments, and grading is sometimes not representative of the level of work. This is particularly evident in writing. Different teachers have different expectations of their students, which lead to inequities in grading. Also, implementation and grading of the key assignments as required in the course descriptions needs to be standardized. We need to collaboratively further define our expectations for student achievement by curricular program and course and develop appropriate resources for teachers and students.

Finally, we have had ongoing issues with our school store. Since curriculum is personalized for each student, each fall and spring materials need to be ordered that support the student's learning plan. This is done through our online purchasing system. Teachers and parents have complained about a lack of a user-friendly way to search for curriculum. There is also not enough information about each curriculum so that teachers waste time researching materials that are frequently used by our student body. In addition, the time from order placement to when the materials are received by the teacher can be long. The opening of our Dublin Resource Center has made curriculum more readily available. The intent for the library is that teachers and parents will be able to search for materials via our online library. We have purchased the software though at the time of this writing it has not been implemented. The library is open to teachers, parents, and students during posted hours of operation for checking out materials. We have had several administrative meetings addressing the purchasing issue but have not come to any final solutions. Since differentiated instruction and curriculum is at the heart of our program, providing top-notch information and service to teachers and parents in this area needs to be a priority.

Strengths:

- Differentiated Curriculum Program.
- Personalized Learning Plans for each student.
- Resources available for diverse student needs: Resource Library, Computer Lab and access to many community resources and curriculum options.
- Systems to support SPED, ELL, and Gifted students.
- Multiple paths to graduation based on post high school plans.
- Rigorous curriculum options.
- UC Courses, Course Description Catalogue.
- Standardized assignments and objectives for each course description.

Growth Areas:

- Determine needs and develop resources to provide for more differentiated instruction at San Leandro.
- Research, purchase and implement a student information system to enable recording of credits, progress toward graduation requirements, graduation rates, etc.
- Develop a long-term plan for addressing instruction of EL students, identify needs and resources required to implement as per FAME charter requirements.
- Develop a long-term plan and allocate resources for providing instruction and support to students with low English language arts skills.
- Develop a long-term plan and allocate resources for providing instruction and support for students with low math skills and for improving Algebra 1 instruction.
- Purchase software and maintain a student test data management system for the timely reporting of test results.
- Develop and publish a detailed catalogue of recommended curriculum for home-based program.
- Complete course descriptions for all courses along with grading rubrics that support our Expected School-wide Learning Results.
- Develop Measurable Outcomes of Success for ESLRs.
- Continue to refine and improve the Resource Library and Store systems with input from ISTs, and parents to make material more easily accessible and available.

Criterion B-2: How Students Learn

Guide Questions: To what extent; Does the professional staff use research-based knowledge about teaching and learning? Are all students involved in challenging learning experiences to achieve the performance standards and the expected school-wide learning results? Do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Evidence Considered:

- FAME Charter
- Course Lists and Course Descriptions
- Monthly Work Record Documentation
- Field Trip Information
- Teacher, parent, and student surveys
- Teacher report on Personalized Learning Plans
- San Leandro Class Schedule

BASIS @ FAME students have the opportunity to use the community as their classroom. Research shows that small class sizes and individualized instruction benefit student academic, social, and emotional development. The implementation of a Personalized Learning Plan for each student enables teachers and parents to incorporate a variety of learning experiences that foster and support student progress towards the Expected School-wide Learning Results and individual needs for learning. The very process of developing and following the learning plan fosters our ESLR regarding Self-directed Learners. Students are invited to create and use an educational plan to set personal and academic goals based on their individual strengths, interests and learning styles. They are encouraged to discover and pursue individual passions and to incorporate them into their daily learning routine.

The majority of our students' work is completed outside of the traditional classroom. Students study and work at home which requires them to develop and exhibit effective study habits. If they are unable to learn these skills they ultimately are not successful in our program and will lose their enrollment status. Motivated students and parents have a wealth of opportunities to use resources for learning other than textbooks. They can and do use online AP, college prep, core subject and elective courses; take community college courses; perform community service; utilize employment and ROP programs for learning; take community-based art and drama classes; participate in field trips and hands-on projects; and use a variety of other resources to learn and pursue their passions. All students are required to take a computer applications course which is designed to expose them to the use of technology, or if a student is proficient, he/she is encouraged to take programming or web design courses. Many course descriptions require Internet research. Survey responses indicate that of those responding 75% are using computers to complete course assignments.

Monthly meetings and follow-up contact between the IST and the student/parent ensure that the students are actively engaged in learning. At each meeting, the IST assigns a body of work that is to be completed within the next learning period. At each meeting assignments are checked and the teacher validates the work completed collecting

assignments which constitute a student portfolio. Student surveys indicate that the majority of students are clear on the expectations for each assignment they are given prior to completion. During meetings teachers will also make note of extracurricular activities and projects that support student achievement. Survey results suggest that most of our home-study students and parents are not familiar with the acronym “ESLR”. This is not surprising. As previously mentioned, this is a new focus for our program and we are working to get the word out and solicit feedback. As we transition our documentation and teachers continue to discuss the concept of ESLRs with their families, we will be more in a position to document achievement in terms of the ESLRs.

At our San Leandro Center, students have opted for classroom-based instruction for several core subjects rather than completing them independently in our home-study program. As indicated earlier, students are engaged in standards/objectives based course work. The Leadership students reported that teachers inform them of the learning objectives for most lessons and classroom observations bore this out. Teachers grade student work and provide feedback regarding progress. The class schedule was developed to allow for additional tutoring on class assignments. Classroom observations found that most students participate in classroom discussions, are willing to ask questions and seek clarification, and demonstrate respect for the teacher and other students. Students and teachers at San Leandro are working together to implement the ESLRs. Since the students are at the site we have had more opportunity to discuss and bring the idea of school-wide student achievement standards to the students. Students report that having the new campus, daily access to teachers, attendance accountability and higher expectations for learning have helped student self-esteem and motivated them to challenge themselves. It has also fostered a sense of pride in that they feel that they are participating in a “real” school.

Students in the San Leandro program are also able to utilize community resources for learning such as community college courses, work experience, or community service. Once the computer lab is fully developed teachers will have options to use CD-Rom based instruction and to require more Internet research for assignments. Students also have access to AP and college preparatory courses and the same variety of electives that our home-study students enjoy. However, we have found that there is a perception among some staff, students, and parents that these additional resources are not available. Instead, students and parents rely solely on San Leandro Resource Center course offerings to develop their academic plans and are not taking advantage of the home-study options available to them.

It has become clear that there is misunderstanding regarding the San Leandro high school center and that the scope of the program has not been clearly defined and articulated to all parties involved in a way that allows full understanding. This program has always been an Independent Study program. Selected core courses are provided on site and the remaining courses required for graduation as well as other enrichment type courses are to be completed as home-study courses. This year we have increased the number of teachers in order to ensure that we are providing instruction in designated core subjects. However, teachers have found that in most cases the students are not prepared nor have the home support to complete the home-study courses. Active attempts have been made to allocate additional resources to support student learning, nevertheless, our program structure does not enable offering all courses on site. Because of the number of

courses we have added at the center, the program *appears* to be site-based and student and parents seem to expect a comprehensive site-based program. However, limited staff and financial resources prohibit implementation of a comprehensive site-based program given that it was developed under Independent Study operating guidelines and not meant to meet all student academic needs in a classroom setting.

In addition, teachers in this program prepare all lessons, provide direct instruction, grade all assignments, and interface daily with students, (i.e.; are classroom teachers) and, they must complete independent study student documentation records which is substantial. Teachers feel over-burdened and stretched to meet the competing demands on their time. Steps need to be taken to clarify the scope of the program, define available resources, and ensure that all stakeholders are fully informed.

As indicated earlier in this section, motivated parents and students enrolled in our program have the opportunity to create a rigorous, challenging, and rewarding educational experience. Students who use the benefits our program offers them thrive and typically perform well academically. However, as evidenced by our STAR and CAHSEE test data, teacher feedback, and student work samples, not all of our students fall into this category. Our teaching staff was asked to respond to this statement: “All students are involved in challenging learning experiences to achieve defined performance standards”, 60% only somewhat agreed with this statement. One teacher strongly agreed while the remainder disagreed or didn’t have an opinion.

In an earlier section we addressed the fact that we need to clearly articulate performance standards. However, that is only part of the issue. BASIS was originally founded to serve home-schooled families. Our instructional delivery model indicates that the parent facilitates the day-to-day instruction of the student. The IST supports and provides guidance to the parent and student in implementing the educational plan. Teachers monitor progress and ensure that the student is actively engaged in learning, meeting graduation requirements, and preparing for future goals. This model works extremely well when the parent is actively involved in the child’s education and/or the student is highly motivated. The parent may not be able to “teach” all courses but there are many resources available to support student achievement. Even students who are not strong academically can do well if all parties are committed to the educational process.

However, we have found that the profile of the students entering our program has been changing over the past four years. During our first couple of years we attracted many families who had been “home-schooling” for several years. The parents were actively engaged in the educational process and committed to their student’s learning outcomes. Currently, we find less “home-schooling” students are enrolling and more students are entering our program because their current educational placement is not working for them. Some are not being challenged enough or they want more choice in course offerings and curricular options. We have several new students who fit this profile and conversations with them indicate that they are enjoying the academic freedom and choice our program offers. Others enroll because they are failing out of their district schools, they are short on credits, want or need to combine school with work, they do not feel safe at their prior school, or their family situation impedes their ability for daily attendance at a site. These students typically do not have the level of parent support required by our instructional model. In fact, several have non-English speaking parents. Many also do not have the academic or study skills necessary for independent study nor

access to technology, which would enable them to engage in online or CD Rom courses. We are finding a disconnect between our current instructional delivery model which indicates that the parent is the primary educational facilitator and what some parents can or are willing to provide.

Over the past two years we have attempted, with mixed results, to solve this problem. The first solution we attempted was to assign all high school students to a “designated” high school teacher. The designated teachers were to serve only high school students and had a smaller student load. However, we found that because our students are so spread out this placed an enormous burden on those teachers to meet with all students. In addition, families with students enrolled in multiple grade levels wanted to work with only one teacher. We ended up with so many requests from parents for a K-12 teacher that the logistics of teacher assignments became inefficient. In lieu of this, we increased the funds allotted to high school students for purchasing curriculum. We wanted to make online and comprehensive curriculum packages that would support students more accessible. However, we have found that many students do not have the technology required to utilize these options and that they do not adequately support low academic achievers.

Currently, as we assign students to teachers’ rosters, we try to spread the number of high school students over the entire teaching staff so that no one has a high school heavy student load. However, this is not always possible. High school students in general require more teacher support. A student who has low parent involvement requires even more. Our teachers feel challenged to maintain our current level for a full time student load and meet the competing demands on their time. They feel limited in their ability to apply teaching techniques and resources in support of a student’s academic plan because student loads and documentation requirements are large. We need to continue to seek alternatives to address the needs of our student population and at the same time seek ways to support our teachers in their work with students. As we re-evaluate our teacher training process and begin to implement technological and procedural programs intended to improve our overall effectiveness, we need to also review teacher-to-student ratios and salaries so that we can ensure that our staff is adequately compensated for the services they are providing.

As a California public school we cannot limit enrollment opportunities to our program. We must provide *all* enrolled students a free and public education that is challenging and performance-based regardless of prior school experience, student academic standing, parent language, ability or level of support. What we can do is take steps to ensure that families enrolling in our program have a clear understanding regarding program requirements, roles, and responsibilities. We believe that one reason for our high student turnover rate in the BASIS @ FAME program is that students are not clear upon enrollment what is expected of them nor are their parents. Currently, when someone expresses interest in our program they are mailed an enrollment form along with a packet that outlines our instructional methods. We also inform them about our academic programs and some of the major policies that would effect their enrollment. However, this process does not fully inform prospective families what home-study looks like on a daily basis. We need to develop and implement an enrollment procedure which provides detailed information about our program and the instructional delivery model it is founded on. This may include orientations, detailed brochures, questionnaires, media

presentations and revising our enrollment documentation. This type of enrollment process would benefit both San Leandro and BASIS @ FAME.

Once a parent chooses to enroll a student who is committed to the home-study process we must find ways to support each and every one. We need to evaluate our current instructional delivery model to determine if it is effective in meeting all students' needs. Test scores and teacher feedback indicate that it does not. This means that alternative delivery methods should be explored which may include increased teacher contact and/or opportunities for on-site classes other than San Leandro. By providing alternative delivery methods we will have more opportunity to effectively engage students who need additional academic support services over what our current delivery model allows. And, taking a multi-pronged approach to enrollment and determining required student support services at the time of enrollment we hope to reduce the student turnover rate and improve upon instructional delivery. At the same time we would be able to provide more opportunities for all students to have challenging learning experiences to achieve the skills necessary to complete a standards-based high school program which prepares them for their post-high school plans.

Strengths:

- Multiple resources for learning beyond the limits of the textbook: the community becomes the classroom.
- Choice in curriculum and method of delivery.
- Learning plans developed based on student academic needs and goals.
- Regular students/teacher contact ensures that students are actively engaged in learning.
- Provide standards and objectives-based learning opportunities.
- Computer lab available at San Leandro site.

Growth Areas:

- Provide resources for multi-modal learning at San Leandro: i.e.; beyond textbook learning other than what can be created in the classroom via projects and student collaboration.
- Communicate the scope of San Leandro program so that all stakeholders are clear regarding roles, responsibilities, and academic and support services provided.
- Review student/teacher ratio, student population assignments, i.e.; high school, primary, at-risk, EL, and teacher compensation to ensure we are supporting staff in providing quality educational experiences for students and retaining highly qualified teachers.
- Develop an enrollment process that will constitute “fully informed” enrollment for all stakeholders.
- Identify and develop alternative instructional delivery methods and allocate resources necessary for implementation.

Criterion B3: How Assessment is Used

Guide Questions: To what extent; Is teacher and student use of assessment frequent and integrated into the teaching/learning process? Are the assessment results the basis for measurement of each student's progress toward the performance standards and the expected school-wise learning results? Are the assessment results the basis for regular evaluation and improvement of curriculum and instruction? Are the assessment results the basis for the allocation of resources?

Evidence Considered:

- STAR results
- CAHSEE results
- Monthly Learning Record meetings
- Annual Portfolios
- IST observations
- Student work samples

FAME uses a variety of methods to evaluate student learning such as an assessment at time of enrollment, state-mandated tests like the STAR and CAHSEE, and reviews of student work portfolios. Student learning is documented via work records which include grade level standards. Course descriptions include objectives as well as major assignments that every student taking the course completes regardless of curriculum used. The majority of curriculums used by students have unit and chapter reviews imbedded and these are assigned by their teachers. Distance learning and online courses incorporate mid-terms and finals into their programs and students must complete these in order to get credit for a course. All students are assessed, graded, and awarded units based on their actual performance and completion of assignments. Parents and teachers have access to the results of all of these assessments and use the results to select and/or customize curriculum to match individual student learning needs.

In our home-study program the regularly scheduled meetings between teacher, parent and student comprise a major aspect of assessing student progress toward course objectives, state standards, and more recently, expected school-wide learning results. At San Leandro evaluation is ongoing, and, the program is small enough so that all of the teachers know all of the students. The teachers are able to collaborate in developing a "total picture" assessment of their students. All teachers employ a variety of strategies to evaluate student learning either in the classroom or during the monthly IS meetings. These include but are not limited to: reading examples of student work, listening to student explanation of concepts learned, watching while a student demonstrates an activity, assessing assignments and end of chapter tests or questions, monitoring student progress towards content standards, compiling portfolios of student work, and examining mandated test results.

As mentioned in earlier sections, we have good participation rates in our state-mandated testing program. Teachers, as well as parents/students are given copies of the results as they become available. The key words here are "as they become available". Historically, we have not received STAR test results until the end of August. By this time we have already developed a student's Personalized Learning Plan and ordered

curriculum for the majority of our students. For new students we often do not receive cum files in a timely manner so we do not have access to prior test results before we need to make curriculum determinations. Historically, all we have had to go on are transcripts. CELDT scores are typically not available until well into second semester.

In order to compensate for this lack of timely information we are in the process of implementing several alternatives. This year we began administering a high school placement test to all incoming students. The test assesses math skills up through Algebra 1, reading comprehension, and writing. At the end of the year we will evaluate how helpful and accurate the assessment was in aiding teachers to develop a student's Personalized Learning Plan. Also, this is the first year that we have hand scored the CELDT results before they were submitted back to the vendor. This enabled us to have at least a preliminary idea of who our language learners are and their level of understanding much earlier than normal. Further, we are in the process of getting bids for the hardware necessary to implement a roaming test lab. We will begin utilizing the NWEA assessments next year. We will administer this assessment at least twice a year with the option of two additional administrations. These steps combined with our current methodologies will provide us with multiple means of measuring student progress and will be geared towards the expected school-wide learning results.

We have indicated writing and math as two of our critical academic needs. When asked to respond to this statement: "I have been provided with adequate resources to evaluate my students writing", BASIS @ FAME parents gave us a rating of 3.9 out of 5.0. And, when asked to respond to the statement, "I believe that I am adequately prepared to develop my student's mathematical skills and grade the work once it is completed", BASIS @ FAME parents responding to the survey gave a rating of 3.9. Almost all curriculum used by our students has course keys available and all of the distance learning and online courses provide grading and feedback on student work. However, parent and teacher feedback along with test scores indicate that we need to provide more resources to parents that would enable them to more effectively guide their student's work. We have in the past offered writing workshops. Consistently offering math and writing parent support workshops would be one way of addressing academic need in this area. Other methods may include identifying more online tutoring resources and interactive CD Rom programs and developing writing rubrics for both parents and teachers.

We have addressed in another section the fact that we do not have test data management software. We do not have the ability to disaggregate test results across school programs. All of the data provided in this report was disaggregated by hand. This limits the amount of detail that we can provide and the regularity with which we can provide it. Without adequate means of reporting student progress school-wide, by subgroup and program we are not able to effectively use assessment results to allocate resources. We need to be able to have big picture as well as individual results in order to use assessments as the basis for regular evaluation and improvement of curriculum and instruction.

Strengths:

- Variety of methods used to assess student learning.
- In process of implementing alternative NWEA student assessment.

- Variety in curriculum options which provide student progress and evaluation.

Growth Areas:

- Increase efforts to gather historical test data for incoming students.
- Increase level of resources provided to parents for assessing and facilitating student writing and math skills.
- Use assessment data results to allocate resources and develop programs.

Focus Groups Prioritized Areas for Growth:

1. Develop a long-term plan for addressing instruction of ELL, low English language arts and math students; identify needs and allocate resources based on comprehensive student assessments with emphasis on reading, writing, and math instruction.
2. Review student/teacher ratios, student assignments, and teacher compensation to ensure we are supporting staff in providing quality educational experiences for students and retaining highly qualified teachers.
3. Develop an enrollment process that will constitute “fully informed” enrollment for all stakeholders.
4. Develop or purchase software to provide adequate reporting systems for transcripts, grades, attendance, parent/student contracts, learning records and for disaggregating, reporting and distributing assessment results.

C: SUPOPRT FOR PERSONAL AND ACADEMIC GROWTH

Criterion C1: Student Connectedness

Guide Questions: To what extent; Are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program in order to achieve the expected school-wide learning results?

Evidence Considered:

- Parent Manual
- Website
- Guidance Packet
- Field Trips
- Newsletter
- SST and SE programs
- High School Manual and Course Descriptions

BASIS @ FAME is a Personalized Learning program where students have equal access to individualized curriculum and support services. The San Leandro students are provided daily instruction and opportunities for additional tutoring and support during scheduled guided study hall periods. We enroll a diverse population of students, which adds to richness of our site-based students' daily experience and as an organization keeps our focus broad to ensure that we are developing programs that meet a wide spectrum of needs. We strive to provide a quality education to K-12 students of all abilities, diverse cultures and beliefs by building upon the unique individual strengths of each student.

At the beginning of each semester, the BASIS @ FAME teachers work with their students and parents to develop learning plans designed to meet student academic, social, and emotional needs. We encourage students to utilize their interests, talents and abilities to maximize their learning potential. Students, whatever their abilities, are encouraged to master state standards and curriculum is customized to enhance student achievement. We offer three curricular programs within two graduation tracks providing a good deal of flexibility within our program. BASIS @ FAME parents responding to this statement: "FAME has flexible programs to meet student needs" rated us at 4.5. Students gave a rating of 4.1.

Once the plan is determined, BASIS @ FAME students/parents, via their IST, obtain instructional materials through our resource library located in Dublin and/or use discretionary funds to purchase new materials. Each high school student is allocated \$700.00 per semester for use towards meeting the curricular requirements of their learning plans. These funds may be applied towards online or distance learning courses, purchasing textbooks for high school level or community college courses, video-based and computer-based curriculum, to contract the services of a tutor, or to pay for Educational Support Provider classes. ESP classes are offered in a variety of subject areas including music, art, physical education, the four core subject areas, foreign languages and electives. At this point in time ESP courses make up a small part of the options available to high school students. We are particularly low in the number of tutors collaborating with our school. Only 38% of student survey responses indicated that a

ESP course was being taken. Additionally, survey responses indicate that parents and teachers alike only *somewhat agree* with the statement; “FAME provides adequate funding to support the academic needs of students”.

San Leandro students are also assigned classes based on a semester learning plan. Students are placed into classes primarily by grade level. Students in this program are provided with daily classroom instruction and all materials in lieu of discretionary funds. Funding for additional classes or outside tutoring may be available depending on the individual circumstance.

Extra-curricular classes are abundant for our home-study students. Participation in these is organized by the family and not sponsored by the school. Sixty percent of those surveyed reported being involved in community activities. These include sports, Boy/Girl Scouts, martial arts, church activities, volunteer activities, music, equestrian, art and media arts. In addition, students may receive credit for community service. They also can take an Employment Skills class which combines work experience with career exploration and have access to ROP and community college courses. Of those responding to the survey, 22% indicated that they have taken at least one community college class. Some families will also collaborate to develop group educational activities. Under the direction of a parent facilitator, the students will meet to cover course materials. Some recent examples include English courses, science, and history.

San Leandro does not offer school-sponsored extra-curricular activities. Students and parents may pursue activities based on interest outside of the school day much in the same way that home-study students do. However, of the seven survey responses we received, no students reported being involved in extra-curricular activities. Students attending this program can also receive credit for community service and employments skills and this year we began offering a Career Explorations elective for all 11th and 12th grade students. Students in the Leadership class are sponsoring a “snack” store, developing a yearbook, and making arrangements for a graduation celebration.

Teachers and parents both are called upon to provide support and guidance to students. They initiate formal and informal discussion and procedures aimed at seeking solutions when a student is not successfully achieving academic standards. One option is to set up a Student Study Team. Our SST program is designed to identify and support students who are falling behind before they become at-risk. Processes for identifying problem areas and implementing a remedial plan have been developed. The SST will also make referrals to our Special Education Program when deemed necessary. Students having social or emotional problems may seek an appointment with our school psychologist.

The focus of the Guidance “department” has been primarily program/course selection, ensuring students are meeting graduation requirements, providing some college entrance support to students and offering curriculum support to teachers. The Guidance Counselor reviews all transcripts and keeps a running total of each student’s credit standing. Published graduation requirements, course lists, and four-year plans with matriculation information aid students and teachers in keeping students on track for graduation. The resource section of our website as well as our teacher manuals contains a guidance section which provides this same information. Additionally, a College Planning packet has been developed and made available at the Dublin Resource Center and to San Leandro students. A-G courses have been developed as well as course sequence plans

designed to ensure college bound students meet course requirements. As mentioned in an earlier section, we do not currently have an automated system for tracking student course placement, credit standing, or for generating transcripts. This limits information distribution and the frequency with which information is provided.

Guidance functions have been combined under an administrative/guidance position. Until the current school year, this position was half-time. Currently, the position is 80%. The counselor works closely with ISTs to ensure that students are given the correct class assignments and are on track for meeting graduation requirements. Due to the competing demands of this position; administrative vs. support, additional services have been limited. The resource section of the website contains some information and the infrastructure was developed to provide more comprehensive college and career planning information. However, the content for those sections have not been fully developed and published. Detailed courses descriptions are available and graduation requirements are published. Even so, student responses to survey questions regarding knowledge about course descriptions and graduation requirements were low. When asked to respond to this statement: "I am aware of FAME graduation requirements", the rating was 3.9 for BASIS @ FAME students and 3.6 for San Leandro students. When responding to this statement: "I am aware that FAME has published course descriptions for core courses", the ratings were 3.1 and 3.7 respectively. Additional survey results were similarly low. Students responded to these statements:

"I believe I have adequate support from the school counselor either directly or via my teacher". BASIS @ FAME students gave a rating of 3.7, parents 2.8; San Leandro students gave a rating of 2.9. And,

"FAME is adequately providing "me" with needed resources to prepare for post high school plans", BASIS @ FAME students gave a rating of 3.5, parents 3.3, and San Leandro students gave a rating of 3.4.

Findings from the focus groups and comments from the Leadership class and teaching staff fell along the same lines. On a wide scale we have not been able to offer adequate college planning and financial aid information nor have we developed a means to help students explore career options. As our school grows and we enroll more high school students we will need to improve our support services in this area. The website needs to be developed to include detailed post-high school resources, financial aid and college planning workshops should be provided, career interest inventories offered along with corresponding resources, and opportunities for one-to-one meetings between counselor and student need to be available to help individual students plan for their futures. Additionally, implementing student data software and appropriate records processing that can support the functions of the guidance counselor is necessary.

Survey responses regarding relationships between teachers and students/parents were very positive. When asked to respond to this statement, "My teacher is supportive and provides me with the resources I need to complete my work", BASIS @ FAME students gave a rating of 4.4. When responding to: "I meet with my teacher often enough to support my learning", the rating was 4.7. Parents gave similarly high ratings on the frequency of communication, whether we provided qualified teachers, and our overall

teacher support. Ratings fell a little lower when parents were asked to respond to, “My teacher is available for extra help when needed”. Parents gave a rating of 3.8. Teachers responded to a similar question with a rating of 4.1. San Leandro responses were less positive. We are reluctant to generalize this information to the entire program due to the low number of survey responses received. They do indicate though that we need to re-survey the parents and students ensuring that we receive an adequate level of response.

BASIS @ FAME offers several field trips each year designed to enrich student learning and bring home-study families together. The field trips are generally geared towards a wide grade range enabling families with multiple students enrolled in the program to attend. Typically one field trip each year is specifically oriented to the higher grade levels. We also offer a least two workshops each year designed to support parents as educational facilitators, examples include: writing workshops, stranger awareness, planning for the CAHSEE, and learning styles. When asked to rate their overall satisfaction with FAME field trip/workshop selections for high school students, parents gave a rating of 3.1, teachers gave a rating of 3.7 for field trips and 2.9 for workshops. The Leadership class and San Leandro survey results similarly indicated that field trips and workshops were lacking.

Our findings show that our teachers provide a high level of support to both parents and teachers and families are positive about their interactions with our staff. Though we have the framework for providing student support services on many different levels, each needs to be more fully developed to ensure that all students have equal and adequate access to these supports. Information regarding what is available and how to access it needs to be provided and technology to support these functions should be developed.

Strengths:

- Strong teacher support services.
- Students enroll in classes personalized to their interests, strengths and learning.
- Abundant extra-curricular activities available to interested and motivated families and a flexible program enable access.
- Multiple “tracks” to graduation.
- Instructional funds budget allow for individual educational decisions.
- Well developed SST and SE supports in place.
- Numerous vendors available from which to choose appropriate curriculum and classes which support student learning plans.
- Resource library available.
- Work experience, community service, and career explorations classes available.
- Access to community college classes.

Growth Areas:

- Develop vendor course offering and tutoring resources for high school students.
- Develop guidance program.
- Develop web-based and print resources that provide high school, college and career planning information and ensure they are available to all stakeholders.

- Implement a student record keeping system that supports the guidance functions.
- Offer more field trips for high school students and provide additional opportunities for connecting students.
- Offer more workshops and classes that support parents as educational facilitators.

Criterion C2: Community/Parent Involvement

Guide Questions: To what extent; Does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Evidence Considered:

- FAME Charter
- Master Agreement and Personalized Learning Plans
- Mentoring relationship between IST and parents/students
- Parent Workshops
- Vendor Relationships

FAME is chartered on the premise that parental choice in education is paramount. BASIS @ FAME not only reinforces parental choice in the school their children attends but in the day-to-day instructional activities they are involved in. At its best, our program is a cohesive team of students, parents, teachers, and organizational programs that work together to ensure student academic, social, and emotional success. We implement Personalized Learning plans for each student through teacher support, direct instruction, Educational Support Provider (ESP) classes, access to a wide variety of community services, SST and SE programs, workshops and fieldtrips. The leadership team keeps abreast of recent research in individualized education, attends workshops and seminars which offer professional development in support of program development, and reviews and evaluates our school in an effort at continuous program improvement that promotes a cohesive support system.

Parents are an integral part of our learning model. All parents and students who enroll in FAME Charter school sign a contract, the Master Agreement, with the school, which outlines the student's educational goals. This contract details the responsibilities of the parent and student to accomplish the educational plan and the commitment from the school and IST to provide the family with assistance in identifying curriculum, assessing the needs of the student, and providing professional oversight for the student/parent to ensure that individualized educational goals are met. Many of our parents work within the guidelines outlined in this document. However, as indicated in an earlier section, we have students enrolling in our program whose parents will not or cannot provide the support system outlined in our Master Agreement. Further, many parents at our San Leandro site do not, or cannot, provide the home support students needs to complete their education or, they do not understand their role in their child's education within our program. All of this can be attributed to a variety of reasons, which we have begun to identify. What we are faced with now is seeking solutions.

As indicated earlier, we must devise a process that entails “fully informed” enrollment so that the school, parents, students, and teachers are clear on roles and expectations. At the same time we need to work harder at drawing parents into the school, soliciting their support, and creating a cohesive team. This can be done by improving communication, providing opportunities for participation in school decision making, clarifying goals and expected outcomes, developing student support systems, developing student data informational systems, and altering our instructional delivery model.

Further, while our students have access to their communities and are able to take advantage of many programs and use them to support their educational plan, as a school we have not specifically partnered with outside business or community organizations. By making efforts to do we would be able to draw upon community expertise in support of student learning and expand program offerings and opportunities for local fundraising.

Strengths:

- Parental choice and involvement in education.
- Opportunities for “cohesive” instructional teams made up of school, student, parent, teacher and community.
- Focus on continuous improvement.

Growth Areas:

- As part of “fully informed” enrollment, revise or clarify wording of Master Agreement.
- Provide opportunities that support increased parent and community involvement in the school.
- Develop partnerships with business, other school/district, and community organizations to increase educational opportunities.

Focus Groups Prioritized Areas for Growth:

1. Increase guidance support by adding addition personnel and resources that Support a Guidance “Department”.
2. Develop web-based and print resources that provide high school, college and career planning information and ensure that it is available to all stakeholders.
3. Implement a student record-keeping system that support the guidance functions.
4. Provide opportunities that support increased parent and community involvement in the school.

D: RESOURCE MANAGEMENT AND DEVELOPMENT

Evidence Considered for All Three Sections:

- Annual Budget
- Audit Reports
- Accounting Procedure Manuals
- Purchasing/Library Procedures
- Fiscal Policies
- Board Policies

Criterion DI: Management and Budget

Guide Question: To what extent; Are the resources available to the school sufficient to sustain the program and effectively used to carry out the school's purpose and student achievement of the expected school wide learning results?

FAME Charter school operates from an annual budget that is developed by the School Director and Accounting Manager and approved by the Board of Directors. Decisions about resource allocations are made primarily by the School Director based on the current year's budget and fiscal standing. The leadership team meets regularly with the School Director to give feedback on program development and issues that affect budgeting decisions. Decisions about resource allocations are related to the critical needs of the school though no current long-term plan has been established. Stakeholders may attend all board meetings where budgets are discussed except closed session agenda items related to confidential information.

Bay Area School for Independent Study has had, without exception, a history unqualified audits by a credible outside CPA firm. Audit reports indicate that the non-profit corporation running BASIS Charter school, and now FAME, has a sound audit trail. Accounting, fiscal, and board procedures are developed as well as methods of documenting student daily attendance. The school has defined regular accounting and external audit procedures. Accounting and audit manuals have been developed.

The school has very good facilities. Currently there are two site-based schools, one in Fremont and the other in San Leandro; administrative offices in Newark; and a resource center/library in Dublin that serves our independent study students. Both the administrative offices in Newark and the Dublin Resource Center are housed in new or upgraded office buildings and have adequate space for their designated functions. An existing resource center was moved to the San Leandro location in spring of last year. The site has 15,000 sq. ft. of learning space made up of six new double portables, a gymnasium and several small classroom and offices. It has a maximum capacity of 240 students. This fall the school opened a 32,000 sq. ft. facility in the city of Fremont to house the newly opened FAME Fremont K-12 site-based school. Once a business call center, this site has been upgraded to comply with all code and regulations for school operation and will undergo earthquake retrofitting in the near future. Currently the maximum capacity is 130 students. Once the retrofitting is complete this site will house a maximum of 915 students, however, per our charter's five year plan, enrollment will be limited to 560 students.

There is a process in place for acquiring and maintaining instructional materials and other resources. At the site-based programs materials are selected by a committee made up of administrators and teachers. Resources needed for curriculum are allocated first. Additional materials such as audio-visuals, support technology, manipulative, and laboratory materials are allocated as the budget allows. A computer lab is available at both the San Leandro and Fremont site. Feedback from teachers at the San Leandro site indicated that there is a lack of some supplemental resources. BASIS @ FAME students are issued resources based upon a discretionary materials fund allotted to each student. Parents along with their Independent Study Teachers utilize our online “store” to purchase curriculum, supplemental materials and educational support classes required to meet the requirements of the Personalized Learning Plan. Materials may also be checked out of the Dublin resource center. The school does not provide any audio-visual, laboratory hardware, or computer hardware to the home-study students. Software and lab kits are available. There are some ongoing problems with the store system. Feedback from teachers indicated that curriculum orders sometimes do not arrive in a timely manner which can delay the start of a student’s studies.

Staff is hired on an as needed basis through word of mouth and advertising in print media and on the internet. As indicated in an earlier section, training has been inadequate for our Independent Study teachers for the complexity of the job. FAME has allocated over \$60,000 per year towards staff development. FAME teachers can receive up to \$500.00 stipends per year toward staff development courses sponsored by Alameda County Office of Education. In addition, pre-approved books may be purchased through a proposed teacher lending library to minimize the cost of higher education beyond the credential stage. While the groundwork has been laid in our charter, one piece that is missing is a long-term staff development plan.

All teaching staff is hired via the terms of an “At Will” employment agreement. These contracts are offered on a yearly basis. FAME contracts with Educational Support Providers (ESPs) throughout the communities where our students are located. Each ESP must fill out a vendor application, submit appropriate documentation and complete a Department of Justice background check. The ESPs provide a variety of classes and academic support services designed to meet the needs of our students’ academic learning plans.

In addition, we have contracts for a variety of other services required for the effective operation of our school. Leasing contracts, software licenses, construction contracts, and website development and maintenance agreements are a few examples. Any items over \$5,000 require board approval. We always seek bids for any services or contracts that exceed \$50,000. All contracts are reviewed, approved, and signed by the School Director. At this time we do not have any contracts over \$50K.

Criterion D2: Resource Planning and Fiscal Health

Guide Questions: To what extent; Do the governing authority and the school execute responsible resource planning for the future? Is the school fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reports)?

The school has a five year and three year budget plan. Independent Study schools are governed by SB740 regulations. Projections beyond three years are typically not useful. Currently FAME is redeveloping its three year plan to reflect actual enrollment data. The new plan will be complete by spring of 2006. The long range plan is regularly reviewed by the School Director and the Accounting Manager. Historical data from prior budgets is used for building new budgets as well as feedback from site administrators. Teachers provide some input via site administrators during regularly scheduled monthly meetings. Parents have not systematically been surveyed for input in the budgeting process. Up to this point the long range plan has not been linked to expected school-wide learning results nor been developed based on a systematic academic critical needs assessment based on data. Teachers responding to this statement: "I believe that decisions about resource allocation are directly related to the school's purpose and expected school-wide learning results" gave a rating of 3.4 on a 5.0 scale; parents gave a rating of 3.2. In addition, teachers responding to: "I believe there is adequate distribution of resources to ensure students are achieving academic success", gave a rating of 3.4; parents gave a rating of 3.3

Lack of adequate student information systems impedes resource allocation and budgeting based on critical academic needs and identified program improvement areas. We have implemented several changes over the past year that have created a financial strain on the school, mainly moving the San Leandro site, opening the Dublin Resource center, and establishing a new charter under Alameda County. Never the less, these changes have put us in a better position serve our students and implement systems of assessment based on needs.

It appears that there is adequate compensation to the administrative and support staff. The main evidence for this is the low turnover rate for these positions. Our hiring practices for the site based schools are in accordance with "industry" standard and we typically follow district salary scales. A high teacher turnover rate in the BASIS @ FAME program indicates that there may be inadequate compensation for the independent study teachers. Currently there is no differentiation in pay between elementary and high school students nor based on the level of day-to-day support required by a family. In addition, the IS teachers carry a higher student to teacher ratio than teachers in comparable schools. When asked to respond to this questions: "I receive adequate support in terms of time, material, and resource to adequately complete my job", teachers gave a rating of 3.7. In addition, there is indication that administrative support staffing is inadequate to meet the needs of the school's programs. This is evidenced by the ongoing processing issues with the online school store, inability to develop transcripts and process student records in a timely manner, and the general sense from staff that they overburdened.

The school does not have a formalized marketing plan. Most marketing has been word of mouth. A website has been developed but it is generally felt that it has not been

an effective marketing tool because the site has never been fully developed or maintained. Up to this time there have not been adequate personnel to accomplish this task. Plans are in place to update the website and begin using it as a more effective tool for communication to the community. The school has held some information nights, in particular for the Fremont location. Brochures or flyers have not been developed.

Governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization. All board meetings are open to the public. The charter authorizing entity has a seat on the board and sends representatives to the meetings. In addition, there is regular contact between the authorizing entity and administrative staff. Financial reserves have been accumulated in prior years but during the current growth period the reserves are being used. However, at this time there are adequate reserve funds to ensure the financial stability of the school and the school has established lines of credit to maintain an even cash flow.

Criterion D3: Operation Standards and Procedures

Guide Question: To what extent; Has the school developed policies, procedures, and internal controls for managing the financial operation that meet state laws, generally accepted practices, and ethical standards?

There are written and adopted fiscal policies and procedures for internal controls. The school's annual independent financial audit is conducted employing generally accepted accounting principals, including a listing of audit exceptions and deficiencies, which the school resolved to the satisfaction of the charter-granting agency. The school has written policies on the scope and responsibilities related to an independent financial audit. In addition, the school has written policies regarding the person(s) who are authorized to sign contracts, write checks and release institutional funds. Personnel consistently follow the written policies and procedures.

The school has processes for monitoring payroll. Payroll reports for Alameda County are reviewed monthly by the accounting manager. However, the focus group found an internal process for how payroll changes are initiated, monitored and changed needs to be established.

The Accounting Manager also reviews the monthly bank reconciliations which is signed off by the School Director and is included in the audit trail. The school does not use credit cards and limited staff members have access to school debit cards linked only to petty cash accounts. The debit cards are never linked to the schools general fund. The school has sent its audit reports to the authorizing agency and other government entities as required by law and the agencies have been satisfied with the documentation. The chartering authorizing agency reviews the annual audit report and responds to any corrective action plans by the school.

Strengths:

- Well developed policies, procedures, and internal controls for managing financial operations of the school.
- Long-range financial plans.
- The school uses sound and ethical accounting practices.

- Adequate facilities to meet the purpose of the school.
- Process in place for contracting services.
- Ethical staff hired.

Growth Areas:

- Begin to develop long range plan based on data driven results and on critical academic needs and identified program improvement areas.
- Review teacher student/teacher ratios, high school vs. elementary students rosters, and compensation to ensure adequate and fair compensation is being given.
- Develop marketing strategies that support the implementation of program.
- Increase the involvement of stakeholders in the planning process.
- Review administrative and teacher staffing levels to ensure they are adequate to meet the needs of the school's programs.
- Develop an internal process for initiating and monitoring salary changes.