

Section 1: Student and Community Profile

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 of 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.

Management and Governance

FAME 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 four members. A fifth seat, reserved for an Alameda County Office of Education representative, is currently vacant. Since the initial self-study, only one member of the board has changed. Ms. Debra Mannia left the board and was replaced by Mr. Demitri Kastriotis. Mr. Kastriotis is a businessman with extensive financial and management experience. Remaining members include: Mr. Mike Cerny a former Board President of a local school district with over 20 years of school board experience and FAME's board president, Dr. Robert Chisholm, who is also a former school board president of over 10 years. The school director, Maram Alaiwat, continues to serve as the secretary of the board. As mentioned above, FAME consists of three programs, two are site based and one is independent study.

Each program is managed by a team of administrators. The Independent Study (IS) program is managed by two (one full-time, one 80% of full-time) administrators and a full-time curriculum and instruction coordinator. The Fremont program is managed by three full-time administrators: a principal/administrator, a curriculum and instruction coordinator and a site manager who also serves as the high school academic counselor. The San Leandro program is led by a full-time vice-principal under the oversight of the Fremont principal.

The IS program has established a leadership team that consists of the program administrators, the IS curriculum and instruction coordinator, the academic counselor (part-time position), and two lead teachers (math and ELA). The team meets at least once a month to plan staff development and implement programs that fulfill the school's single plan and WASC action items. The site leadership also meets regularly to address areas of concern and needed improvements in those programs. The programs operate independently of each other with occasional collaboration on specific topics. The school director and director of finance develop the school budget. Each site administrative team makes recommendations for individual program improvements to the school director who then makes decisions about allocation of resources. The director interfaces with the board via public school board meetings for approval of budget and operating decisions in the dual role of director and board secretary.

FAME Independent Study

FAME IS 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 to utilize other community resources. FAME IS houses its administrative offices at our Dublin learning center. In addition to offices, the learning center maintains an extensive lending library, provides a place for teachers to meet with their families, and houses our Special Education program. In addition, FAME IS also operates the Brentwood Learning Center where we offer classes and workshops relevant to the academic needs for our students.

Independent study through FAME 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. Parents are responsible for the daily instruction and monitoring 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. 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. 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.

FAME Fremont

The Fremont program was established during the same year as our initial WASC accreditation visit. The high school program started with 9th and 10th grade students and has added a grade per year. Currently there are 36 9th grade students, 20 10th grade, 15 11th grade and 15 12th grade students enrolled in the program. Students attend Monday through Thursday, 8:30-3:45 and Friday 8:30-12:45. Both site based and Independent Study students can enroll in the high school program. Eventually we expect most, if not all, of our enrollment to matriculate from our 8th grade class.

The academic program is comprehensive college preparatory. The UC/CSU course sequence is implemented and teachers use the same a-g course descriptions as the Independent Study program. Students entering after the 9th grade must have the appropriate credits that enable them to "fit" into the program course sequence. Arabic 1 and 2 are offered to meet the foreign language requirement and Chemistry, Physics and Biology make up the science courses. The lab portion of the science classes are completed on site using lab kits. We are currently negotiating the possibility of using lab space at a local Fremont high school. FAME Fremont has an extensive computer lab that enables students to use technology and media in their learning. Due to the small size of the program elective and extra-curricular offerings are limited; however, staff does strive to implement courses and activities based on feedback from the school community.

Students attending the program trade a large comprehensive high school experience for a smaller, personalized program. Students, teachers, and staff have ample opportunities for interaction and to build a cohesive community atmosphere. Teachers are able to differentiate instruction based on student learning needs and cross collaborate with other teachers to insure that instructional needs of each student are being met. The population of the program is diverse and requires students and staff alike to promote tolerance and understanding of differences. Since the high school program is housed with the elementary grades, high school students have the opportunity and are encouraged to model good citizenship and appropriate behavior. All of our site students wear a board adopted school uniform which includes: black or grey uniform pants, white/burgundy/grey polo tops, and for girls jumper style dresses.

Fremont has an active PTO and has had a student council for the past three years. Both groups work to create community involvement and conduct activities to raise funds for specific projects. This year a guidance counselor was hired to work closely with the high school students on high school and post high school planning. The FAME Charter calls for the implementation of a “Tribes” or similar program at the sites. A character education program has been implemented and the high school students are encouraged to act as stewards for the character theme of the month. FAME also is a member of a charter schools athletic program. Local charter schools have formed athletic teams that compete against each other. This year FAME will have high school boys and girls soccer teams as well as boys and girls basketball teams.

FAME San Leandro

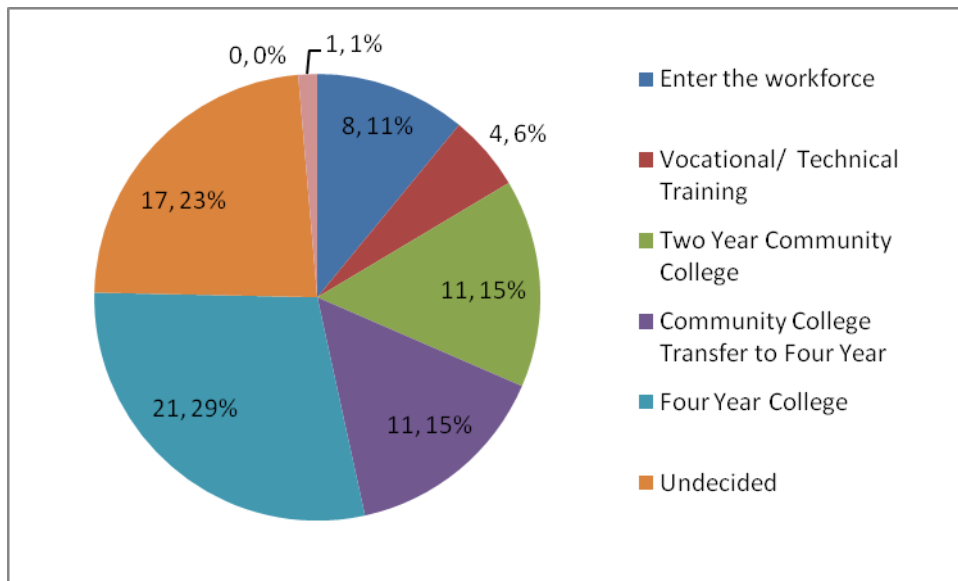
FAME continues to operate the San Leandro K-8 site based program. Initially San Leandro also included a 9-12 independent study learning center. Before and after the initial self-study there was much discussion about the viability of the San Leandro high school program. A portion of the students had attended our original resource center in Oakland which operated more as a site program than independent study. The original intention was that the high school program at San Leandro would remain independent study (as per the original charter) but reduce the number of learning center classes offered. Due to the academic needs of the students a reduction in the number of classes was contraindicated. What became clear was that the students attending San Leandro and their parents needed and desired a comprehensive high school program. The site was not large enough to accommodate that type of program and it was not feasible to expand in the current location. Additionally, with the opening of the Fremont program we now had the opportunity to offer these students a full day traditional program. The decision was made to convert the San Leandro site to contain an elementary-middle school program only. The high school students were provided with the opportunity to enroll in our Fremont high school program or remain in independent study utilizing other curriculums and programs to complete their studies. To encourage and enable students to enroll in the Fremont program, FAME provides BART tickets to the commuting students. Currently eight students receive BART tickets. Approximately 80% of the students at San Leandro either transferred to Fremont or continued in our independent study program though not all of them are still currently enrolled.

Student and Community Data

At the end of each school-year we send a survey to every family that was enrolled in our IS program to get feedback on the school and input on how we can improve our instructional program. In addition, in fall of this school year we surveyed our high school families to gather community data and input more specific to high school needs. We received 68 responses representing 77 students (35%) for our IS program and 24 responses representing 25 students (29%) for the Fremont program.

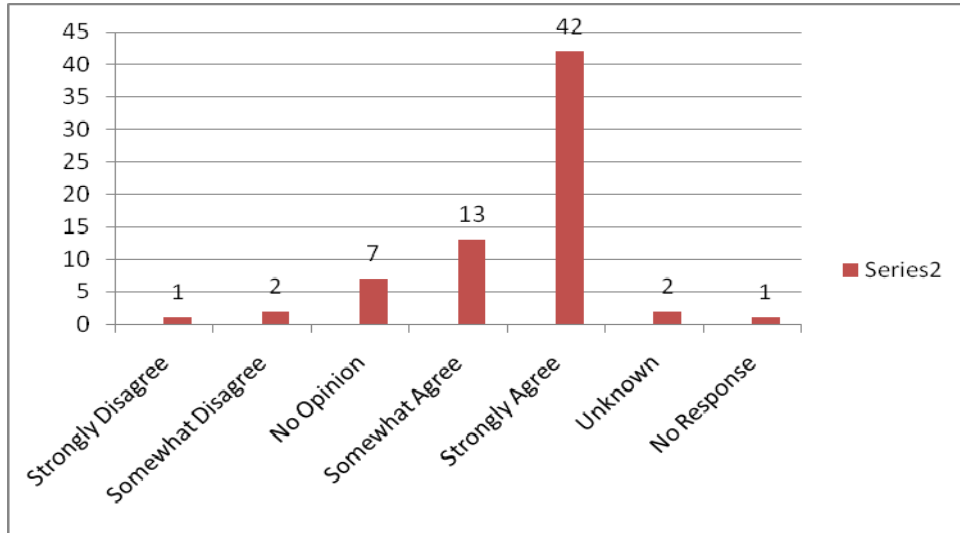
Independent Study

According to the survey, the number one reason parents enroll their high school student in our IS program is because they want an academic program tailored to their child's learning needs; the second highest reason is that their students were failing academically at their local school and at risk of dropping out. Over half of the respondents had attended a local public school prior to enrollment in FAME and 78% live in a two parent household. The following represents the post high school plans for those responding:



The responses were evenly split between having and not having experience in a home-study program. 87% own a computer with internet access. 84% of the respondents indicated strong agreement when answering the statement: *I am satisfied with the quality of education my student is receiving at FAME (IS)*, another 7% somewhat agreed with the statement.

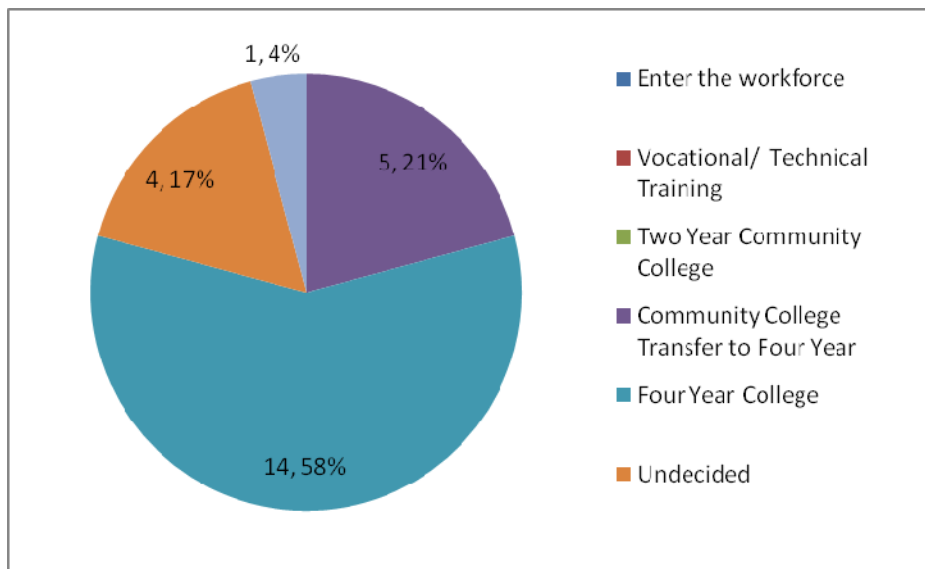
The following graph represents responses to the statement, *FAME has high academic standards*:



81% strongly agreed or somewhat agreed with the statement

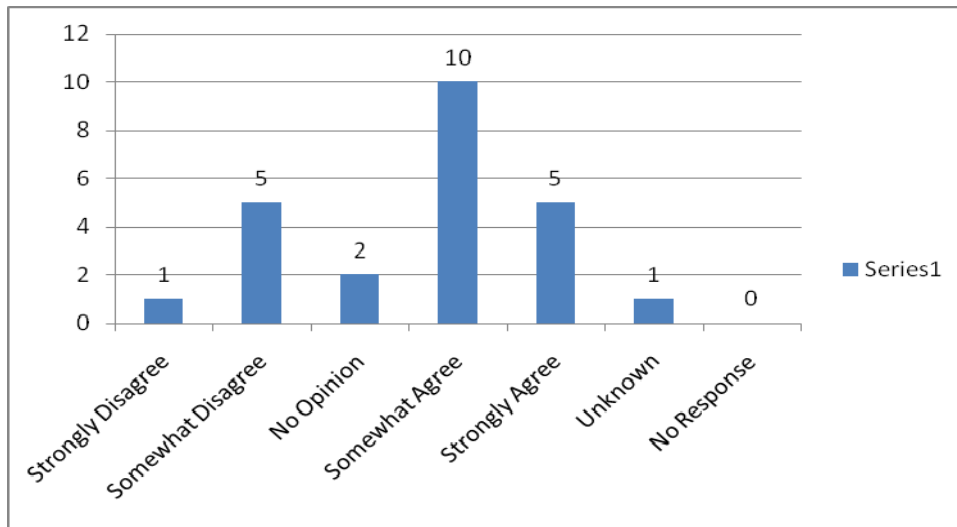
Fremont

Fremont enrollment is more stable than the IS program and the majority of students in that program have matriculated from lower grades. Parents indicated via the survey that the number one reason for enrolling their children in the Fremont program was that the school schedule, calendar and holidays support their family's culture, the number two reason was for Arabic language instruction and support or wanting a small program. The students had either attended their local public schools (17) or private schools (7) prior to enrollment in FAME and 92% live in two parent households. The following represents the post high school plans for those responding:



31% of respondents indicated strong agreement with the statement: *I am satisfied with the quality of education my students is receiving at FAME (Fremont)*, another 23% somewhat agreed with this statement.

The following graph represents responses to the statement, *FAME has high academic standards*:



63% somewhat agreed or strongly agreed with this statement

For this update we also surveyed all FAME teachers to get their input on school processes and program quality. The full survey report can be found in the appendix.

Data Collection

Historically, FAME has used PowerSchool as our main student information system. The IS program has been using SchoolPathways for the past three years and operated the two systems simultaneously. This year we will be transitioning the entire school to the SchoolPathways system. We found that PowerSchool does not allow enough flexibility to accommodate the different reporting needs of our blended independent study and site-based program. SchoolPathways was developed specifically for IS programs and also has modules for site-based scheduling and attendance. We are hoping that by shifting to one system we can streamline our data entry processes and have a system that is user friendly for the many personnel that interface with the program. In addition, this year we created a data coordinator position which will be responsible for insuring that the data system is accurately maintained and for submitting state reports such as CBEDs and SSID.

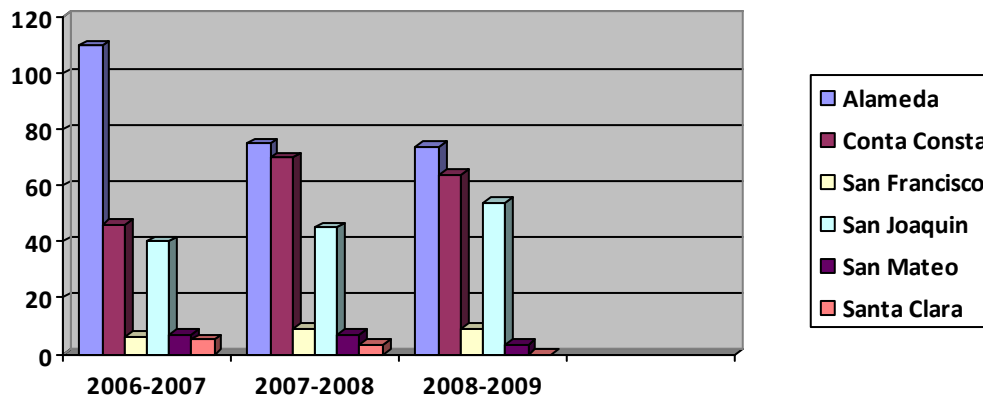
We are currently participating in the BP Cohort project through FCMAT to gear up for the new CALPADS reporting system that will take effect next school year. FAME has also recently purchased the Edusoft test data management system. This is the first year of running this system. Edusoft will enable us to more readily disaggregate state test data, create benchmark assessments, and provide a tool for increased data driven decision making. In addition, during the 2006/2007 school-year FAME contracted with a new vendor, OPS, for a program to manage our purchasing. The system ties into our SIS and enables teachers to more efficiently order and track student curriculum purchases. Administrative staff also has increased oversight of materials purchases and can generate

comprehensive reports on curriculum use and expenditures. Taken together, we expect these upgrades to our various information systems to enable us to maintain more accurate and in-depth student information which will in turn provide a vehicle for more effective use of all kinds of data in planning and monitoring the effectiveness of our instructional programs. These changes address several WASC action items: **1E, 1F, 1M, 2E,**

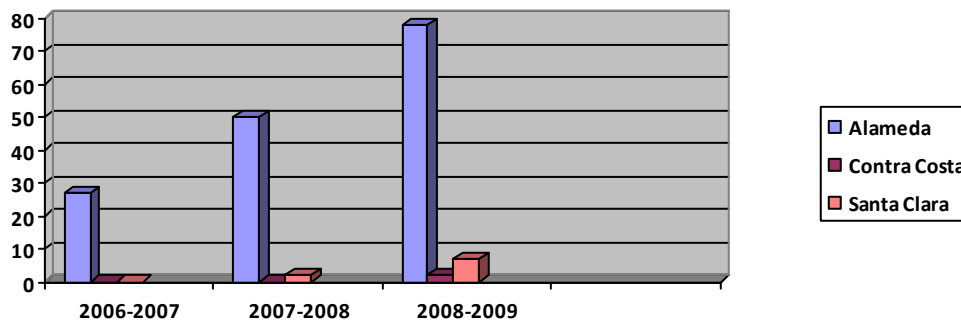
Student Enrollment by Region:

FAME is chartered to serve the student's of Alameda County and the six contiguous counties that surround it: Contra Costa, Stanislaus, San Francisco, San Mateo, San Joaquin and Santa Clara. The following charts indicate enrollment by county in each program:

Independent Study



Fremont



Note: All numbers in this section and those that follow are as of December 2008.

Enrollment Numbers:

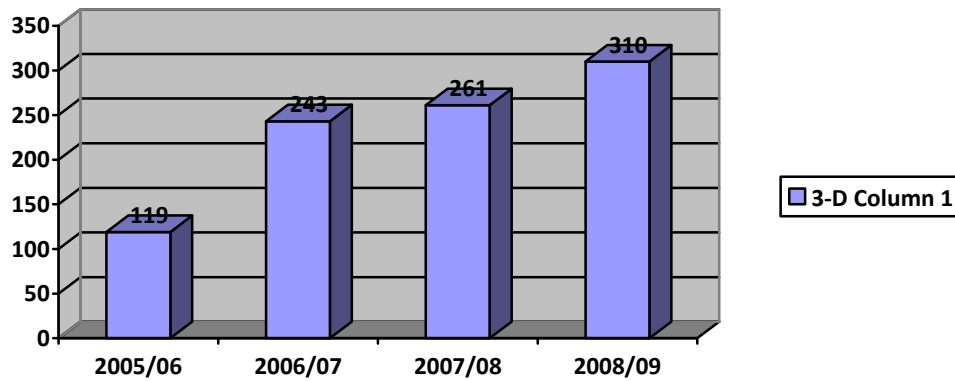
Independent Study

YEAR	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total	% of Total Enrollment
2008/09	58	53	58	50	219	30%/730
2007/08	53	60	52	44	209	30%/703
2006/07	63	63	53	37	216	32%/673

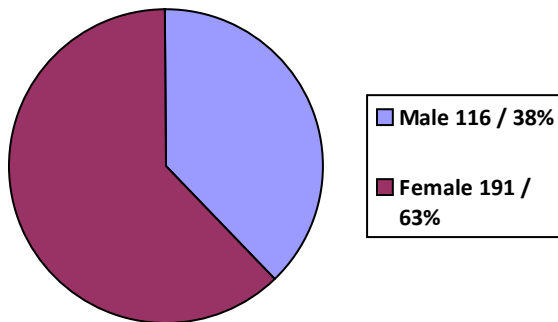
Fremont

YEAR	9th Grade	10th Grade	11th Grade	12th Grade	Total	% of Total Enrollment
2008/09	36	20	20	15	91	20%/464
2007/08	21	17	14		52	13%/411
2006/07	13	14			27	8%/336

Total High School Enrollment



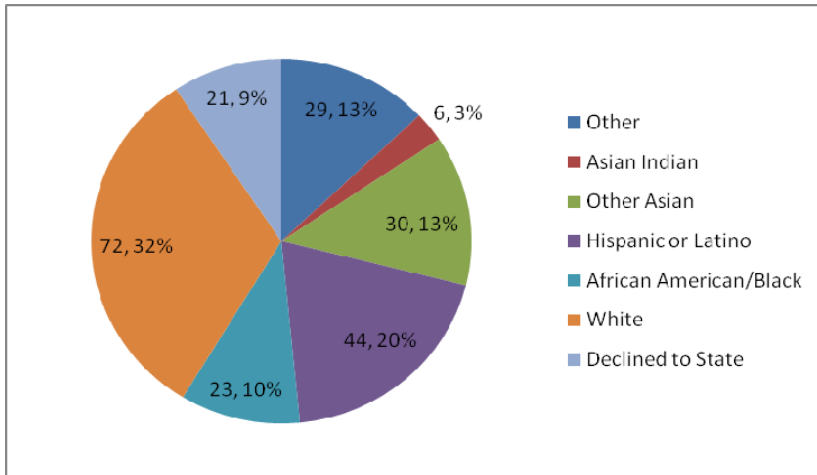
Current Enrollment by Gender:



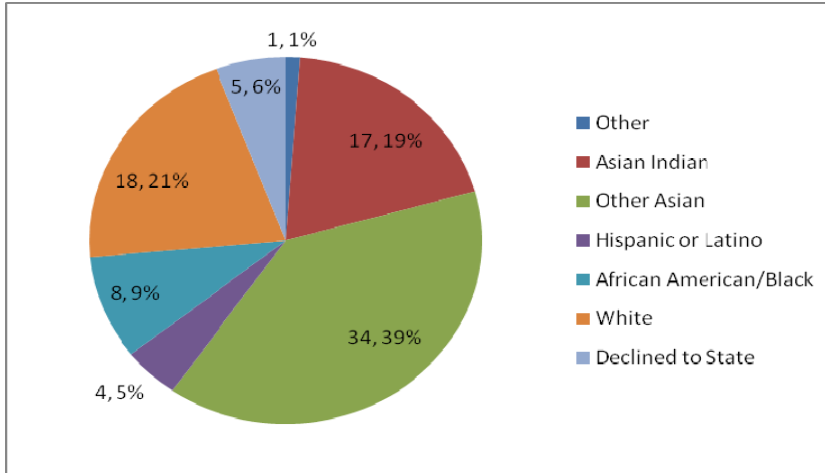
Enrollment by Ethnicity:

FAME serves a very diverse population and has multi-cultural education as one of its key instructional goals. The following graphic indicates high school enrollment by ethnicity for each program.

Independent Study Enrollment by Ethnicity 2008-2009



Fremont Enrollment by Ethnicity 2008-2009



English Language Learners:

Fremont: EL instruction is provided through a combination of English immersion and intensive instruction. EL students receive small group intensive language instruction five times per week for 1 hour. 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. Currently, there are 32 high school students, or 35%, classified as EL. The majority of these students home language is Arabic or Hindi. Our Fremont Curriculum and Instruction coordinator is currently researching options for additional ELL supports that are technology based which would enable the students to gain additional instruction independently either after school or at home.

FAME Independent Study: EL students in the IS program receive curriculum that is designed to support the language learner and as well as individualized tutoring, online supplements, and other targeted learning resources depending on availability and location of student. Currently, there are 29 students (13%) classified as EL students in the IS program. Twenty of those students’s home language is Arabic or Hindi, with only four students from Spanish speaking homes. While we attempt to provide a body of resources to address student needs we are aware that many students need more direct instruction than is currently available through our program. This year we have formed a task force to look at the needs of our EL students and make recommendations for improvements in our program. Some possible solutions are webcam classes and small group classes in targeted geographical areas.

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 have been exposed to marginally effective general education reading curricula and instruction, 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 process 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 program.

FAME is represented by Alameda County Office of Education at the Tri-Valley Special Education Local Plan Area (SELPA). Participants include: The Alameda County Office of Education and the Dublin, Livermore, Pleasanton, Sunol, and Mt. House school districts.

2008-2009 Special Education Status by Grade

Grade Level	# of Special Ed Students, IS	# of Special Ed Students, Fremont
9	1	2
10	3	1
11	5	1
12	4	0
Total	13	3
% of total HS enrollment	6%	3%

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 recently 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. In addition, with the implementation of CALPADS we will be able to reference state data regarding graduation rates of students who have left our program.

Class of 2008 Post High School Graduation Plans

In 2005-06 school-year we began surveying our senior students upon graduation. We ask for feedback on their overall high school experience with FAME and their post high school plans. During the 2007-2008 school-year we attempted to follow-up with prior graduates to gather information on employment and college status wondering if they did what the indicated in the surveys. We were not very successful in reaching students and at this point do not have plans to implement a long term follow-up program. We received responses from 25 of the 40 students in the 2008 graduating class. The following indicates responses to some of the survey questions:

I plan to continue my education after high school with (circle type of education planned):

- a. College (4 year University) = 8 students
- b. Career & Technical = 1 student
- c. Education/Vocational Training = 1 student
- d. Community & Technical College (2 year) = 13 students
- e. Apprenticeship/On the Job Training = 1 student
- f. Undecided = 1 student

Instructions: Please rate the activities below by checking the response that indicates how much your school and the staff helped you to prepare for life after high school.	Check only one				
	Not at All	A Little	Some	A lot	Very Much
14. I feel fully prepared for the transition to college or workplace.	1	1	4	6	12
15. My high school experience prepared me to solve problems.	0	2	4	5	12
16. My high school experience prepared me to communicate effectively.	0	4	3	6	11
17. My high school provided post-high school information and resources.	0	4	4	8	8
18. I am satisfied with the education I received in high school.	1	0	4	5	14
19. My high school has been academically challenging and given me confidence to pursue further education after high school.	1	0	4	6	13
20. My high school has understood my unique needs and helped me form my individualized learning plan.	0	1	3	4	17

Outcome Data

Federal Accountability: Adequate Yearly Progress (AYP)

For 2008 FAME met the AYP requirement meeting 18 of its 18 AYP Criteria.

For 2007 FAME did not meet the AYP requirement meeting 14 of its 20 AYP Criteria.

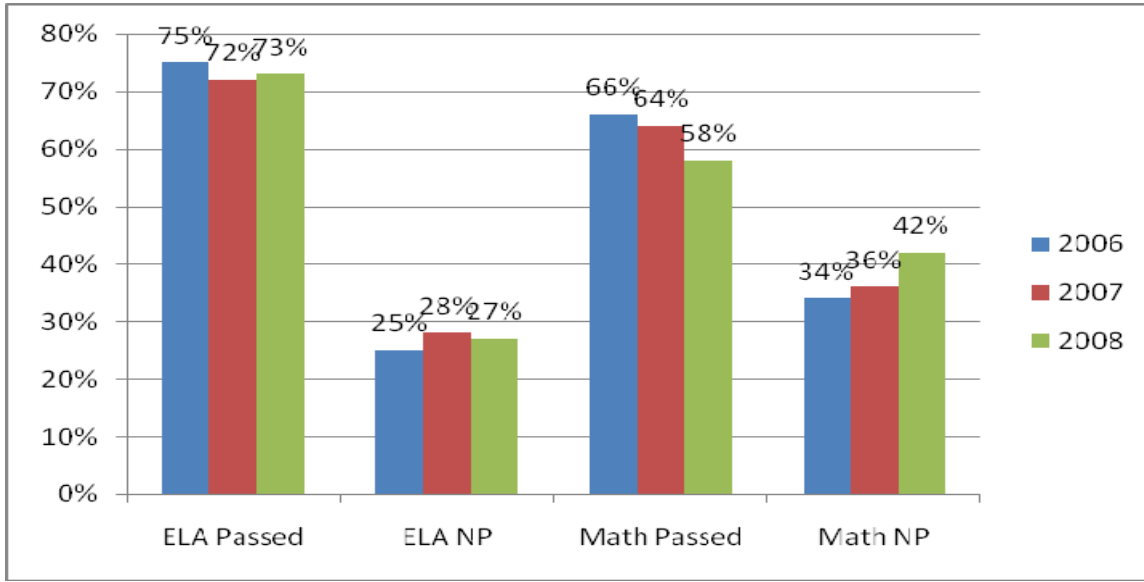
For 2006 FAME met the AYP requirement meeting 20 of its 20 AYP Criteria

Academic Performance Index (API)

Year	Base	Target	Score	Growth
2008	705	5	731	26
2007	722	5	704	-18
2006	709	5	721	12

California High School Exit Exam Data

2008 10TH Grade Census



California State passing rates for the class of 2010 (FAME 2008 admin) were 78.8% for ELA and 78.3% for Mathematics. FAME first time pass rates are lower in both ELA and Math than state levels.

11th and 12 grade Administrations for prior three years

	November 2005	March 2006	November 2006	March 2007	November 2007	March 2008
Passed ELA	41%	33%	33%	59%	36%	55%
Not Passed ELA	59%	67%	67%	41%	64%	45%
Passed Math	23%	26%	23%	30%	25%	43%
NP Math	77%	74%	77%	70%	75%	57%

These numbers include new and returning students; scores of students taking the exam multiple times, and students who entered the program and then left the program before retaking the exam.

The overall passing rate for the class of 2008 was 90% which was the same as CA state pass rate
 The overall passing rate for the class of 2007 was 94% which was same as CA state pass rate
 The overall passing rate for the class of 2006 was 75% which was below the CA state pass rate

Pass Rates as of January 2008 for the class of 2009 and 2010

	Independent Study		Fremont		Total	
	12th Grade	11 th Grade	12th Grade	11th Grade	12 th Grade	11 th Grade
Passed ELA	48	46	12	16	60	62
	96%	80%	80%	80%	92%	80%
Not Passed ELA	2	12	3	4	5	16
	4%	20%	20%	20%	7%	20%
Passed Math	40	35	13	17	53	52
	80%	60%	87%	85%	82%	67%
NP Math	10	23	2	3	12	26
	10%	40%	13%	15%	18%	23%

Of the 12th graders who have not passed; 4 are Special Education Students, 4 are EL students
 Of the 11th graders who have not passed; 6 are Special Education Students, 9 are EL students

STAR Data

	Grade 9			Grade 10			Grade 11		
	2006	2007	2008	2006	2007	2008	2006	2007	2008
CST English-Language Arts									
Students Tested	47.0	78.0	75.0	55.0	77.0	69.0	31.0	55.0	54.0
% of Enrollment	94%	90%	95%	92%	95%	90%	86%	95%	92%
Mean Scale Score	360.4	344.2	343.7	330.0	322.7	344.8	301.3	315.1	314.8
% Advanced	30%	22%	17%	16%	16%	20%	10%	16%	11%
% Proficient	19%	27%	24%	24%	16%	23%	6%	9%	13%
Sub-Total - Proficient or Advanced	49%	49%	41%	40%	32%	43%	16%	25%	24%
% Basic	30%	24%	32%	18%	29%	26%	29%	20%	40%
% Below Basic	13%	18%	21%	24%	17%	20%	29%	24%	19%
% Far Below Basic	9%	9%	5%	18%	23%	10%	26%	31%	17%

The percent proficient or advanced declined for 9th grade students; the 10th grade percentage increased during that same period and 11th grade students remained constant over the past two years. Overall, the number of Far Below Basic students declined in each grade level from 2006-2008.

	Grade 9			Grade 10			Grade 11				
CST General Mathematics	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Students Tested	22.0	23.0	25.0								
% of Enrollment	44%	26%	32%								
Mean Scale Score	284.9	283.3	279.2								
% Advanced	0%	0%	0%								
% Proficient	9%	4%	4%								
Sub-Total - Proficient or Advanced	9%	4%	4%								
% Basic	23%	39%	12%								
% Below Basic	45%	26%	72%								
% Far Below Basic	23%	30%	12%								

The number of students testing Far Below Basic declined as well as the number of students testing Basic; the number testing Below Basic increased dramatically.

	Grade 9			Grade 10			Grade 11				
CST Algebra I	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Students Tested	19.0	38.0	22.0		21.0	27.0	16.0		5.0	15.0	14.0
% of Enrollment	38%	44%	28%		35%	33%	21%		14%	26%	24%
Mean Scale Score	302.6	320.0	282.7		293.7	284.0	285.4		*	259.9	268.1
% Advanced	0%	5%	0%		0%	0%	0%		*	0%	0%
% Proficient	21%	18%	14%		5%	15%	6%		*	0%	0%
Sub-Total - Proficient or Advanced	21%	23%	14%		5%	15%	6%			0%	0%
% Basic	16%	32%	18%		38%	7%	38%		*	0%	14%
% Below Basic	47%	32%	36%		43%	48%	44%		*	60%	50%
% Far Below Basic	16%	13%	32%		14%	30%	13%		*	40%	36%

Algebra 1 proficiency rates have declined.

	Grade 9			Grade 10			Grade 11				
CST Geometry	2006	2007	2008	2005	2006	2007	2008	2005	2006	2007	2008
Students Tested	2.0	14.0	21.0		8.0	24.0	22.0		4.0	14.0	9.0
% of Enrollment	4%	16%	27%		13%	30%	29%		11%	24%	15%
Mean Scale Score	*	293.9	314.1		*	271.7	301.1		*	273.2	*
% Advanced	*	7%	5%		*	0%	5%		*	0%	*
% Proficient	*	7%	19%		*	13%	18%		*	0%	*
Sub-Total - Proficient or Advanced		14%	24%			13%	23%			0%	
% Basic	*	14%	38%		*	21%	18%		*	14%	*
% Below Basic	*	71%	24%		*	25%	36%		*	71%	*
% Far Below Basic	*	0%	14%		*	42%	23%		*	14%	*

Overall, Geometry proficiency levels have increased.

Section 2: Follow-Up Report

During FAME's initial self-study the following critical need areas were identified:

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 measured 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.

The following Expected School Wide Learning Results were developed

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 states 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 centered around three specific ESLRs:

- Academic Achievers
- Effective Communicators
- Self Directed Learners.

Overview

This school-year constitutes our seventh year of operation. Our first three years, as BASIS, were characterized by the challenges of opening a new school and then re-organizing under a new charter, FAME. They were years of much growth and change. Our primary focus was 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 six unqualified audits and have a sound financial structure.

The follow-up to our initial self-study report has essentially been continuous. The process of establishing action items for the self-study became an ongoing part of our “best practices”. Yearly we re-evaluate how we are doing toward our goals and follow a systematic process of program evaluation that includes parent/student surveys, teacher feedback groups, analysis of data, and input from classified staff. Last year we distilled our action plan into a Single Plan and this spring we will again re-evaluate progress made towards our goals.

The establishment of the new charter brought many new challenges to FAME. In the 2005-2006 school-year we opened an entirely new school in Fremont (located on Kearny Street) with ending enrollment of 310 students. This involved securing the building and completing an enormous amount of retrofit plus hiring all of the staff, purchasing all of the curriculum, and securing equipment needed to start the program.

Temporary classrooms were set up while plans for the final configuration were developed. Construction continued during the summer before the 06-07 year to build all of the interior classrooms, exterior fencing, playground, etc. We rapidly outgrew the classroom space at the Kearny street location and began looking for additional space. The 07-08 school-year brought Proposition 39 negotiations with Fremont Unified School district seeking space at a nearby elementary school. After much negotiation, six classrooms, one office space, and space for a computer lab were obtained. We also have shared space for science lab, auditorium and gym. This fall grades four, five, and six were moved to the new site. Currently there are 348 students located at Kearny, including 91 high school students, and 115 students at the Leslie site. There were no significant enrollment or facilities changes to the San Leandro site during this time except for the addition of a playground structure and the elimination of the high school program as detailed in section one.

During this same time Independent Study enrollment increased. 2005-2006 enrollment was approximately 590 students and current enrollment is 730. High school enrollment jumped from 116 to 219. Thirteen new teachers have been hired. We also restructured some of our classified staff positions and made several new key hires of support personnel. Additional office space was added to the Dublin Learning Center and the library was moved into a larger area. During the last WASC team visit three staff members were located in Dublin; currently there are eleven. In addition, a second learning center was opened in Brentwood and we began offering on-site classes. The classes are for both elementary and high school.

During the 2007-2008 school year we synthesized the WASC action items into an overall school-wide single plan. The remainder of this report reflects the content of the plan and which action items are being addressed by the plan. Some modifications to the original plan have been made to eliminate redundancy. Relevant action items are listed in red.

Strategy 1: Instructional Methods for Student Achievement

Addresses WASC Critical Needs Areas 1, 2, and 3
Action Plan Growth Areas: 1, 2, 4

Goal: FAME will meet the needs of students by implementing a differentiated and challenging academic program in which inquiry, discovery, collaboration are fundamental, while developing independent thinkers, responsible, contributing members of society and life-long learners.

Result: Consistent differentiated instruction that creates a community of confident and proficient readers, writers, and mathematicians.

INDEPENDENT STUDY PROGRAM

Analysis of Current Educational Practice that Supports Differentiated Student Learning:

- An individualized learning plan that is designed to meet individual academic needs is developed for every student.

- Students are issued curriculum that supports academic ability and learning style designed to progress them towards grade level standards; teachers are skilled in selecting curriculum based on student learning needs.
- State and localized assessments designed to measure student progress against both California State and national standards are implemented and used to modify instruction and improve student achievement.
- Staff development is aligned to standards, assessed student performance and professional needs and focuses on continuous program improvement and “best practices”. The majority of staff development takes place during ten regularly scheduled staff development days before and during the school year. Training reflects identified teacher need and priorities as determined by staff and the leadership team. Outside of the ten scheduled days, ongoing staff development is provided by the curriculum and instructional coordinator and lead teachers upon request or on an as needed basis. Teachers have access to a variety of support personnel throughout the school year.

The following programs/instructional supports were developed or enhanced during the 2007-2008 school year:

- Learning Center Classes in Brentwood and Pleasant Hill were developed to meet a wide variety of interests and academic need. The sites provide core, intervention, and elective classes. (1G)
- Access to community based instructional support classes and individualized tutoring has increased enabling teachers to incorporate a variety of learning and intervention strategies into the learning plans. (1N)
- The MAP alternative assessment was more widely implemented; additional training and support was provided to teachers to analyze and better use the results to improve student achievement. (1F)
- A systematic, thorough Response to Intervention model was implemented enabling collaboration among staff and intervention for struggling students. (1A, 1B, 1C)
- A curriculum and instructional coordinator provides instructional support and coaching to teachers and parents. In addition, the coordinator facilitates staff development; curriculum and assessment development; and facilitates SST and 504 plan meetings and reporting. (1A, 1B, 1C, 1F, 1J, 2A, 2B, 2G)
- The Language Arts/Social Studies lead teacher provides mentoring, support and staff development in the areas of reading and writing and social studies. (1A, 1C, 1L, 2B, 2G, 2K)
- The leadership team meets monthly or more frequently as needed to discuss program needs. Program planning is collaborative and inclusive of staff and

parent input. Staff task groups are formed each spring to review progress and to prepare feedback to administrators. Student and parent surveys are used to collect information from those groups. (4A, 4C)

- EduSoft software was purchased to enable development and distribution of disaggregated student assessment data. (1E, 1F)

The addition of the CIC, the RtI program, more fully developed learning center classes and community based supports, and the LA/SS lead teacher have led to an increased emphasis on early intervention for struggling students. Implementation of the MAP alternative assessment has provided significant and timely information regarding student learning which has enabled teachers to better develop student instructional plans. Collaboration and team building efforts have enhanced support systems for teachers and focused on “best practices” that we expect will lead to improved student achievement. With the implementation of the web-based Edusoft data management system we anticipate the ability of increasing our data driven decision making process to further support student learning.

Planned Improvement Actions for Strategy #1 for the 2008-2009 School Year, IS:

Identified areas of need:

- Curriculum Development
- Intake assessments for new students
- Benchmark Performance Standards to identify “at-risk” students
- Fully implement the RtI process and develop intervention protocol
- Increase data driven decision making
- Increase supports for Math
- Early intervention for struggling readers
- Development of intervention strategies for high school students not passing the California High School Exit Exam
- Increase parent support and involvement in IS program
- Increase opportunities for parent training and interventions with parents providing inadequate supports to their students

Analysis of the 2006-2007 and 2007-2008 STAR results indicates a continued need for increased math supports. Overall, student math scores decreased. In addition; students fail the CAHSEE math section at a higher rate than the ELA. Systematic efforts aimed at increasing student achievement have been implemented or are in the process of being developed. The following measures are being taken to address the need for increased math and ELA supports: curriculum options have been identified that more closely align with measurable standards (1A, 1B, 1C); red flag standards are being developed for each grade level and staff training will be provided in order to insure that each student is progressing through the standards (1A, 1B, 1C, 2B); benchmark assessments are being developed which will enable teachers to track student progress towards mastery of concepts; the assessment results will be scanned into the EduSoft program so student progress can be tracked over time (1A, 1B, 1C, 1F); an English Department curriculum handbook has been developed that includes updated course outlines and curriculum requirements, assignments and rubrics (1A, 1C, 2C, 2G), supplemental supports have

been identified such as online tutoring and educational contractors, teachers have been provided with resource sheets; a comprehensive CAHSEE intervention program has been implemented and we are currently tracking progress of students and effectiveness of supports; General Math and Algebra 1 math courses are being offered at the Brentwood learning center, staff are being provided with applicable data to enable them to differentiate the learning plan for each student (i.e.; CAHSEE results, STAR test analyses, NWEA results); staff development focuses on identifying struggling students and differentiating instruction.(1A, 1B, 1C, 1F, 1G, 1J)

Currently, intake assessments for high school students are available. These will be modified in order to provide more comprehensive information about an incoming high school student's academic strengths and weaknesses which will enable the teacher to develop an appropriate learning plan for the student. By the 2009-2010 school year all incoming high students will be required to meet with our academic counselor before enrollment. At that time students and parents will be given an overview of the program, identify roles and responsibilities, develop a preliminary four year plan, and the student will be given the MAP intake assessment. These actions will better enable us to determine the needs of the student at time of enrollment and identify potential at risk students. In addition, we are currently attempting to schedule all 10th graders to meet with the counselor to review their four year plan and to discuss post-high school activities.

(3B)

In addition, a lead Math teacher has been appointed who, along with the leadership team, is responsible for developing the new math supports, providing training and support to teachers and parents, developing new high school course descriptions, finals and mid-terms, leading a math task group, and in general, guiding the IS math program. Further, the ELA/SS lead teacher has developed new high school course descriptions, regularly providing staff development training to staff, and insuring that a consistent writing and literature program is being implemented. We believe these actions will enable teachers and leadership to more closely monitor student progress and identify struggling students much earlier. (1A, 1B, 1C, 2B, 2G, 2K)

Along with greater attention to curriculum and assessment, we will continue to develop the Response to Intervention program. The emphasis will be on providing a systematic framework for identifying and addressing the needs of struggling students and building support systems for both teachers and parents. More details on this program can be found in under Strategy #2.

While many changes have been implemented and tasks have been outlined that will address the needs of our students; there is still much to be done. The IS leadership team feels strongly that a collaborative approach to organizational development is key to having a great school with a continuous focus on student learning and improvement. This year we have been working on clarifying how we do business and defining our work within the school. To this end, the leadership team went through a process of developing mission and belief statements for ourselves. We then asked our teaching staff to go through the same process. We believe it is important that there be a unifying set of beliefs that identify what it means to be a good teacher in our program. Teacher mission and belief statements have been developed and we are currently working on the vision or best practice statements. In addition, we have adopted the concept of professional learning communities as a way of informing how we will work together to effect

organizational change for student learning. Mission and belief statements for our professional learning communities have also been developed. And, we have begun our work in our task groups. Five groups have been formed that will be responsible for identifying and developing recommendations on our instructional practices for their focus areas. The groups are as follows: English Language Arts, Early Intervention, Math, ELD and At-Risk students. From our implementation of the RtI safety net groups we have seen firsthand the power of collaboration and the benefit of utilizing our combined expertise to improve our program. We anticipate that these communities of teachers working together will be an effective method of identifying and developing additional programs and methods to increase student learning in the IS program. (1A, 1B, 1C, 4A, 4C)

FREMONT AND SAN LEANDRO PROGRAMS

Analysis of Current Educational Practice that Supports Differentiated Student Learning:

- The program is aligned to state standards in each content area. Performance standards are in place that enables teachers to identify “at risk” students. Teachers encouraged to differentiate instruction to meet the needs of all learners.
- Resources are available for sufficient texts and supplementary materials to teach each child at his or her level of achievement. Programs include materials that address the needs of English Learners, those who need extra support, and gifted students.
- State and localized assessments designed to measure student progress against both California State and national standards are implemented and used to modify instruction and improve student achievement.
- Staff development is aligned to standards, assessed student performance and professional needs and focuses on continuous program improvement and “best practices”. The majority of staff development takes place during ten regularly scheduled staff development days before and during the school year. Training reflects identified teacher need and priorities as determined by staff and the leadership team. Outside of the ten scheduled days, ongoing staff development is provided through grade level collaboration meetings.
- English Language Learners are provided with individualized, targeted English Language instruction

The following programs/instructional supports were developed or enhanced during the 2007-2008 school year:

- Response to Intervention model was implemented enabling collaboration among staff and intervention for struggling students. (1A, 1B, 1C)
- Hillcrest Farm Learning Program was established
- Space Science Outreach and Research
- Art program at San Leandro was implemented

- New computer lab and technology program at Fremont campus
- EduSoft software was purchased to enable development and distribution of disaggregated student assessment data. (1F)

Last year FAME initiated two co-curricular programs that enabled students to further explore the educational opportunities of the Bay Area at large. These initiatives were the Hillcrest Farm Learning Program and the Space Science Outreach and Research (SSOAR). Both of these programs facilitated student trips to off site locations for better understanding of curriculum based objectives. At the Hillcrest Farms in Sunol, students were engaged in early pioneer living and skills needed to live on a ranch. They were exposed to horses and their importance for transportation and overall functionality of ranch life. Students were given optimal opportunities to explore and experiment with survival skills using ropes and other ranch equipment. The SSOAR program was an established relationship that facilitated Chemistry Lab use at UC Berkeley for our 11th grade Chemistry Students (4 hours a month) and various field explorations to NASA, The Tech Museum and Hillary Aviation Museum. The SSOAR Program is also working collaboratively with school administration to provide Math and Science workshops for teachers in August. Also, we added an Art program for our K-8th students at the San Leandro campus. Students were able to optimize visual art standards as well as integration of art in the core content areas. Similarly, we began offering Art Appreciation as an elective at our Fremont site. During the fall of 2007, our Fremont site began its implementation of the new computer lab and upgrade of technology in the middle school and high school classrooms. Currently, there are 25 new computers in our up-to-date 21st century computer lab and 4 new computer stations in grades 6th -11th classrooms. These computers have allowed students and teacher to explore areas of interest and investigate essential questions using the World Wide Web.

Planned Improvement Actions for Strategy #1 for the 2008-2009 School Year, Sites:

Identified areas of need:

- Curriculum and program development for English Language Learners (1A)
- Research and writing program
- Integration of technology in the classrooms
- Building community culture and school identity
- Data management and analysis (1F)
 - Intake assessments for new students
 - Benchmark Performance Standards to identify “at-risk” students
 - Increase data driven decision making
- Effective implementation of ELA program (1A)
 - Early intervention for struggling readers
- Develop and implement curriculum and pacing guides (1F)
 - Establish benchmark test to evaluate student progress towards standards
- Increased supports for math (1B)
- Development of intervention strategies for high school students not passing the California High School Exit Exam (1A, 1B, 1C)
- Implement an effective SST process

Analysis of the 2006-2007 STAR results indicates a need for increased math supports. Overall, student math scores decreased for both Fremont and San Leandro student; however it is worth noting that the decrease was substantially less for San Leandro students. Furthermore, there were noticeable improvements at the San Leandro Campus in the overall language arts results with an overall 6% improvement, whereas there are recognizable decreases at the Fremont campus. Systematic efforts aimed at increasing student achievement will be implemented. The following measures will be taken to address the need for increased math and ELA supports: curriculum options will be identified that more closely align with measurable standards; red flag standards will be identified for each grade level and staff training will be provided in order to insure that each student is progressing through the standards; benchmark assessments will be developed which will enable teachers to track student progress towards mastery of concepts; supplemental supports will be identified; a comprehensive CAHSEE intervention program will be implemented; staff will be provided with applicable data to enable them to differentiate the learning plan for each student; staff development will focus on identifying struggling students and differentiating instruction accordingly. (1A, 1B, 1C, 1F)

In addition, a curriculum and instructional coordinator (CIC) has been appointed who will, along with the lead teachers and administrators, be instrumental in developing the new writing and research and English language learner programs, as well as, curriculum and pacing guides. The CIC will provide training, mentoring and coaching to new and veteran teachers. We believe these actions will enable teachers and leadership to more closely monitor student progress and identify struggling students much earlier. (1A, 1B, 1C, 2B)

Along with greater attention to curriculum and assessment, we will continue to implement the Student Success Team process. The emphasis will be on providing a systematic framework for identifying and addressing the needs of struggling students and building support systems for both teachers and parents.

Finally, both Fremont and San Leandro administrators will continue to collaborate and establish policies and procedures for teachers, students and parents that foster a positive learning and the necessary vessels to lead each individual towards success. The teacher-staff handbooks will be revised so that they are aligned with the BTSA standards for evaluation and the Parent-Student handbook will be revised to address the necessary changes for each site. (2C, 2L)

Strategy 2: Support for At-Risk and ELL students

Addresses WASC Critical Needs Areas 1, 2, and 3
Action Plan Growth Areas: 1, 2

Goal: FAME will develop appropriate interventions, in and out of the classroom, and implement systematic progress monitoring of student growth and program effectiveness.

Result: Students will engage in appropriate interventions based on academic need

During the 2007-2008 school year, FAME adopted and implemented a systematic Response to Intervention (RtI) model at every site. The model takes a three-tiered approach to student intervention. Students will typically be identified by low performance on assessment results and/or by low performance on classroom assignments. Tier I provides for general instruction level supports. Classroom teachers will provide differentiated in-class instruction in addition to the regular curriculum using the extra support and review materials from the adopted series. The IS teacher will make adjustments to the students curricular program and initiate additional supports such as learning center or community level classes. If the struggling student does not make adequate gains with the additional supports, they are referred to the Safety Net process. The Safety Net process takes place during regularly scheduled staff meeting times. Teachers are assigned to Safety Net teams either by grade level or by experience level. A protocol for the Safety Net meeting has been developed. The process provides teachers with suggestions for instructional accommodations and interventions to be implemented in the classroom or the home learning environment. An Individualized Learning Plan is developed for the at risk student which is approved by the parent and the teacher and is implemented by the classroom teacher and/or the IS teacher and parent collaboratively. If the student makes progress, no further action is taken.

If the student still fails to make expected progress, the Safety Net team will refer the student to the Student Study Team (SST) where the parents and selected staff members determine Tier II interventions best suited to the student's needs. At the sites, qualified teachers provide intensive additional instruction in the student's area of need and/or referrals may be made to community resources. In the case of IS, online or face-to-face tutoring or modifications to the home learning environment may be suggested. Progress is closely monitored and reported to the SST team and parents. If the student responds to the intervention by making significant progress, no further action is taken, though the intervention may continue as long as needed. If progress is not sufficient, a second SST is convened and a referral for special education assessment may be made. (1A, 1B, 1C)

The site based and Independent Study programs implement Student Success Teams for students who are at risk either academically, behaviorally or both. The teams are comprised of the classroom or IS teacher, an administrator/SST coordinator, other professionals who can provide assistance to the student, parent(s) and student. Meetings are held based on each individual needs. General resource is provided by one of the teacher's aides usually in a small or one-on-one setting. Referrals for further assessments or evaluations are made to the SPED and monitored by school administration.

FAME provides significant supports to English Learners. Students who are scored Level 1 on the CELDT are pulled out of class four times a week and receive English language intervention. Regrouping is used during the language arts block time for elementary students with below grade level English Language skills. High Point and Avenue Curriculums are used to support English Language Learners in the classrooms as well. There are a total of 6 paraprofessionals between the two campuses who work with English Language Learners in areas of English, Math and Science. The Independent Study program provides supports for EL students through the use of specific curriculum based on student ability and online or individual tutoring. (1A)

Planned Improvement Actions for Strategy #2 for the 2008-2009 school year:

Identified areas of need:

- Continue to implement the RtI program
- Provide staff development on differentiated instruction
- Identify Tier II interventions
- Develop and implement a comprehensive CAHSEE intervention plan
- Identify a support and intervention program administrator for the site programs
- Provide staff development that prepares teachers with SDAIE training

The RtI program will continue to be implemented. Staff development on differentiated instruction will be provided to enable the classroom teacher to implement positive classroom interventions to struggling students. Tier II interventions will be identified and implemented as resources allow. In addition, staff will be trained on developing and using the benchmark assessments provided in the Edusoft program to enable them to closely monitor student progress on targeted interventions.

In addition to the RtI program, a comprehensive model for CAHSEE intervention has been developed and is being monitored for effectiveness. The model constitutes best practices when dealing with high school students who are working below grade level and have academic deficiencies preventing them from passing the exam. The intervention program includes: developing appropriate assessments to determine areas of academic weaknesses; identifying current and relevant intervention methods; identifying supplemental materials to support student learning; and providing staff development on implementing the CAHSEE intervention protocol. In addition, the intervention program is in compliance with the requirements set forth by the Valenzuela/CAHSEE Intensive Instruction and Services Program and annual reporting is provided to the ACOE towards meeting these requirements. (1A, 1B, 1C, 2B)

Strategy 3: Curriculum

Addresses WASC Critical Needs Areas 1, 2, and 3

Action Plan Growth Areas: 1, 2

Goal: Every student will have sufficient texts and supplementary materials necessary to learn at his or her level of achievement. Curriculum will include materials to address the needs of English Learners, those who need extra support, and gifted students.

Result: Each student will have the materials necessary to engage in an academic program in which inquiry, discovery, collaboration are fundamental, enabling them to become independent thinkers, responsible, contributing members of society and lifelong learners.

The FAME site programs have adopted California editions of state approved textbooks. The textbooks are aligned to the California Content standards in each of the content areas. With the development of intervention programs and new high school course descriptions; some textbook adoptions may need to be reviewed and new additions purchased. The FAME Independent Study program is set up to address students'

academic needs on an individual basis. Teachers have access to a student account for each of the students on their roster which allows them to order curriculum, materials, tutoring and small group instruction based on the individual needs of each student. A list of the most frequently used curriculum can be found in Appendix iv.

Planned Improvement Actions for Strategy #3 for the 2008-2009 School Year:

Identified areas of need include:

- Adopt Math and ELA curriculum options for Independent Study Program (1A, 1B, 1C)
- All students on modified learning plans or CAHSEE Intervention must use adopted curriculums in both the site and IS programs (1A, 1B, 1C)
- Revise high school course descriptions and develop a comprehensive high school curriculum manual (1K)
- Review high school adoptions for the Fremont program
- Insure that all students have needed textbooks and materials

As indicated in the above sections, the FAME IS program is currently re-evaluating curriculum selections for math and ELA. A list of recommended curriculum will be adopted and students with modified learning plans or CAHSEE intervention plans will be required to use the adopted curriculum. In addition, the new high school course descriptions will identify required curriculum for UC “a-g” courses which will also be adopted by the Fremont program.

Strategy 4: Culture and Climate

Addresses WASC Critical Needs Areas 1, 2, and 3
Action Plan Growth Area: 3,4

Goal: FAME will provide a safe, non-threatening, inclusive environment in which the FAME School community respects cultural diversity individuality and demonstrates positive lifelong values.

Result: A safe, positive learning environment that enables and encourages students to take an active role in the learning process while respecting the needs of others.

School culture and climate are critical components of a successful school. FAME has taken steps to build a stronger sense of purpose and leadership within both the administrative and teaching staffs. The 2008-2009 school year will bring further opportunities for staff members to work and contribute toward a professional learning community as we continue to focus attention on our at-risk student population. Student families are also critical components of the FAME community and are incorporated into school activities and decision-making whenever possible. The site programs both have very active Parent Teacher Organizations which infuse enthusiasm and community building in to our programs. Communication to the families is frequent and is developed to engage parents in the education of their students.

FAME INDEPENDENT STUDY PROGRAM

Communication with staff, students and their families

A staff email group allows administrators to easily communicate with teachers in the field and for teachers to communicate with each other. Independent study teachers meet regularly with their students and have frequent email and phone contact between their face-to-face meetings. We mail a class schedule for Brentwood Learning Center and other community classes prior to the start of each semester that also contains field trip information. Mailings are sent directly to families regarding upcoming assessments and other tests. Students having compliance issues with the school are also sent letters (to their parents) or called directly by school administrators when necessary. Enrollment forms and Master Agreements were updated to include more information about roles and responsibilities so that parents and students would have a clearer understanding of the requirements of our program. A parent email group was established during the 2007-2008 school year to notify families of upcoming board meetings, fieldtrips, standardized testing and other school information. We found that had limited success and that the best way to communicate with our families is through our teachers. Most communication is sent to teachers to be forwarded to their families. Our counselor maintains an email list for our CP students and frequently sends information out regarding college applications, campus days, etc. In addition, the counselor sends emails to the teaching staff for forwarding to high school students on a variety of topics. The FAME IS parent/student handbook provides valuable information about the program requirements, policies and procedures along with guidance information to our families and is updated regularly. A parent survey is given each year that provides parents an opportunity to provide feedback on our curricular and instructional program, communication, field trips and teacher support. We also survey our senior students at the end of each year to get feedback on their high school experience with FAME as well as information on post high school plans. The FAME website was also developed to provide comprehensive information about our program and contains extensive high school guidance information. Board meeting agendas are sent via email from the director's office and are forwarded on to teachers so that they can be distributed to their families. (2F, 2L, 3A, 3B, 3D, 4A, 4C)

Special events and field trips

FAME IS schedules several activities during the school year for students and their families. Monthly field trips are scheduled with some specific to middle and high school students. We hold high school information meetings in the spring and present both a college planning and financial aid workshop in the fall. We still have an ongoing issue of poor turn-out for special events (except the elementary field trips) and have yet to determine the best way to engage our families in a meaningful way.

Planned Improvement Actions for the 2008-2009 school year

Identified areas of need include:

- Update Parent Handbook
- Improve distribution of student achievement data
- Distribute results from surveys to school stakeholders in a timely manner
- Investigate hosting more events such as a Back-to-school fair, Science Fair, Project demonstration nights, etc.
- Investigate producing a monthly e-bulletin

The parent manual has been updated to clarify parent roles and responsibilities and add new information about programs; student achievement data is being disaggregated and distributed to teachers in a more timely manner; results from teacher and parent surveys still needs to be made available to stakeholders; if time and resources allow we would like to host more events to provide opportunities to display student work and build community; if time and resources allow, a monthly bulletin could be distributed indicating current school events.

FREMONT AND SAN LEANDRO

Our site based administrative team, teachers and parent groups have worked collaboratively to form a safe, secure and comfortable learning environment for our diverse population of students. FAME site-based administration issues a newsletter that goes home with students every 6 weeks. Important notices like policy changes, report cards, assessment results are mailed home as needed. Our site based programs have two very active PTOs which coordinate school events and activities. Parent involvement at the school site level is pivotal for the success of our programs, therefore we encourage parents to volunteer and support school sponsored programs and activities like our recycling program, gardening project, middle school after school sports tournaments. Our high school students participate in the Bay Area Charter School Athletic League; (BASCAL) a consortium of local charter schools who participate in high school sports after school.