

Charter for the Establishment of FAME:
A California Public Charter School

Whereas the Alameda County Board of Education received a valid charter petition on February __, 2004, duly signed by authorized teachers and submitted pursuant to Education Code Section 47605.6, and

Whereas the Alameda County Board of Education, after holding a public hearing on _____ (date) and considering the level of parent and staff support, has determined that the applicants have assembled and presented a valid and meritorious charter petition; and

Whereas the County Board finds that the educational services to be provided by the Charter School will offer services to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates in only one school district of the County; and

Whereas the County Board is satisfied that granting the charter is consistent with sound educational practice and that the Charter School has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605;

Resolved that the Alameda County Office of Education hereby approves and grants this charter petition for a term of five (5) years by a vote of ___ to ___ on _____(date).

Be it further resolved that this charter constitutes a binding contract upon the Alameda County Office of Education and FAME.

Witnessed:

_____ (name)
Alameda County Board of Education

AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for FAME to be located within the Alameda County Office of Education boundaries is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the School:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]
- Will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(5)(M)]
- Will be non-sectarian in its programs, admissions policies, employment practices, and all other operations [Ref. Education Code Section 47605.6(e)(1)]
- Will not charge tuition [Ref. Education Code Section 47605.6(e)(1)]
- Will admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a random lottery process. [Ref. Education Code Section 47605.6(e)(2)(B)]
- Will not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability [Ref. Education Code Section 47605.6(e)(1)]
- Will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Act.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Education Code Section 47605.6, (l); Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
- Will ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605.6(l)]

- Will at all times maintain all necessary and appropriate insurance coverage
- Will comply with any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - FAME shall comply with the Brown Act
 - FAME shall offer at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
 - FAME shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - FAME shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - FAME shall comply with any jurisdictional limitations to location of facility.
 - FAME shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - FAME shall comply with all applicable portions of the No Child Left Behind Act.
 - FAME shall comply with the Political Reform Act.
 - FAME shall comply with the Public Records Act.
 - FAME shall comply with the Family Educational Rights and Privacy Act
 - FAME shall comply with Education Code Section 51745, et. seq., related to independent study as to its nonclassroom-based program.

I. INTRODUCTION

Founding Group

The petitioners for FAME ("Charter School" or "School") created the Bay Area School of Independent Study ("BASIS"), which began operation in the 2002-2003 school year under the oversight of its granting school district, the Sunol Glen Unified School District. BASIS has operated for almost 3 years as a nonclassroom-based charter school. For more information about the successes achieved by BASIS, please see the BASIS website at www.basischarter.org. BASIS parent demand for a site-based option has led to the development of FAME. FAME is an acronym that stands for "Families of Alameda for Multi-Cultural Education" and "Families of Alameda for Multi-Lingual Education" for each of the San Leandro, Fremont programs respectively. A nonclassroom-based component will also be included known as BASIS@FAME. Together all three programs will make up FAME, where students will want to "learn forever."

The developers of FAME Charter School consist of dedicated individuals with backgrounds in curriculum, instruction, assessment, finance, facilities, business management, governance, and administration. Specifically:

- A director with over 7 years experience in charter school development and school management;
- A certified public accountant with both County Office of Education and private audit experience who has been working with charter schools for over 4 years;
- A corporate attorney who has school board experience both with traditional and charter schools and is actively involved in school reform in the Bay Area. She also has extensive expertise in the area of facilities acquisition,
- Two former school district board members, one of who presided over a local school district board for over 17 years and was a founder and President of the Tri-Valley SELPA for at least 12 years, Another member was a school district board member for 7 years and President of the ROP program for at least 4 years.
- Many highly qualified teachers including an existing BASIS teacher who has over 30 years of curriculum and instruction development with Oakland Unified School District. She will serve as a principal for FAME Charter School at San Leandro once approved.

The current BASIS Corporate Board consists of an attorney; a special education expert; a former district board president; and a highly qualified business manager and facilities expert. The articles of incorporation for BASIS will be amended to include the operation of FAME. Ultimately, if FAME is approved by ACOE, BASIS will not seek renewal of its charter with Sunol Glen Unified School District upon its expiration at the end of the 2005-2006 school year. It is the hope of the Petitioners for FAME that existing BASIS students will seek enrollment in FAME.

BASIS' current director and lead petitioner of FAME Charter School, Maram Alaiwat, has extensive business administration experience. She has facilitated the development of over 13 charter schools throughout the United States and managed over 900 students as a regional director for a large charter school in California. As the founder of BASIS Ms. Alaiwat overcame tremendous obstacles to become Alameda County's largest charter school in 2002, driving the school through unqualified audits and achieving WASC candidacy after just one year of operation. BASIS currently has a waiting list of over 300 students that will seek admission to FAME once approved.

Countywide Benefit

The pupil population the School will serve will benefit from the educational program offered by the School that cannot be served as well by a charter that operates in only one school district in the County for the following reasons:

- The School seeks to serve a cross-section of the entire County and not concentrate its enrollment in one school district. A charter school approved by a school district must give a preference for enrollment to the students residing in that school district (Education Code Section 47605(d)), while a countywide charter allows equal footing for admission to all students in the County. (Education Code Section 47605.6(d)(2)(B))
- Centralizing oversight and services of the Charter School at the County Office level streamlines operations for the County Office of Education and the California Department of Education. For example, instead of the submission of three separate audits and attendance reports, only one set will be submitted.
- Centralized oversight ensures the highest level of accountability for all of the School's sites and will provide the school districts of the County confidence as to the operations of the School within their boundaries. County oversight also ensures that the relationships between the local school districts are not impacted by the approval of the School.
- The founders of FAME and the County Office have a history of strong relations as the County currently provides human resource services, payroll services, and financial software maintenance services to BASIS on a fee for service contract. Almost all successful charter schools can point to a healthy relationship with a granting agency as one key to success. One of the legislative intents behind the Charter Schools Act is to "provide vigorous competition within the public school system to stimulate continual improvements in all public schools". While an important goal, this system asks a charter school to "apply to its competitor" for approval a concept that attempts to insert "capitalism" into public education. Unfortunately, the result often is poor relations between charter schools and their granting agencies, or worse, a limited pool of school districts that are willing to approve charter schools.

Accordingly, the Petitioners have provided reasonable justification as to why this charter could not be established by a petition to a school district pursuant to Education Code Section 47605.

School District Notification

Each school district where the Petitioners proposes to operate has received at least thirty (30) days notice of the Petitioner's intent to operate a school pursuant to Education Code Section 47605.6(a)(1)(A). Attached as Exhibit A, please find documentation of such notice.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. --California Education Code Section 47605.6 (b)(5)(A)

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’s educational program can best be summarized as an innovative combination site-based and independent study (“IS”) program with a focus on world languages and culture.

FAME recognizes the cultural diversity and individuality of Alameda County students. Through the delivery of linguistically and culturally appropriate instruction, FAME strives to create an educational community where students from all social, academic and economic backgrounds learn together in a multicultural setting. 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 become self-motivated, competent, lifelong learners.

FAME Charter School will meet the following statutory purposes for the creation of charter schools: 1) increase learning opportunities for all pupils, 2) encourage teachers to use different and innovative teaching methods to meet their goals, and 3) provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

FAME will provide increased learning opportunities for students by providing them with multiple high-quality educational options within one organization. Students will be able to select between a site-based K-8 San Leandro school, a K-12 Fremont school, and an IS program offering a Dublin based resource center and two satellite centers to be located in close proximity to enrolled students (the location and characteristics of each program is outlined in greater detail in the sections titled, “Statement of Need,” and “Students”).

The IS program is entirely driven by individualized learning plans, which are facilitated by the IS teachers and students’ families. Personalization is offered at the site-based schools through an innovative “Academic Discovery Lab” that allows students to reap the benefits of both a traditional education and a technology driven distance learning and “virtual” courses. Site-based students will engage in daily instruction with CLAD certified teachers and Language/ Literacy Coaches that will be integrated into the classroom to support students who have language learning needs. By emphasizing extensive service to English learners and offering foreign language/culture courses at every grade level, FAME will maximize the ability of students to succeed by eliminating language barriers and promoting cultural and linguistic sensitivity. Both the site-based and IS educational programs are described in detail under *Means to Achieve the Mission and Vision*, below.

Goals

The innovative educational plan of FAME synthesizes four distinct program goals (see “Means to Achieve the Mission and Vision” below for details on how FAME will reach its program goals):

- 1) *Rigorous Academic Preparation and College Readiness* – all site-based students will participate in college preparation course work that explicitly teaches academic, social, and financial strategies for obtaining a college education. Furthermore, these students will be required to fulfill the A-G required courses for UC and CSU eligibility. The focus on standards-based instruction within those courses will ensure that all students are engaged in a rigorous curriculum that will make them competitive in any post-secondary setting. Independent Studies students will not be required to pursue a college track, but will receive explicit advisement and guidance towards that path. Specifically, the IS High School Course Manual (see excerpts, Exhibit B) provides students and families with a well-organized chart that demonstrates the requirement for UC and CSU eligibility, and explains how they can fulfill those requirements through IS.
- 2) *Bilingualism and multi-cultural literacy* – all site-based students will develop linguistic proficiency in English and at least one other language. Students will be able to complete academic coursework and converse fluently in two languages, while also developing a deep understanding of the cultures in which those languages are used. Through a combination of classroom and independent research, students will develop multi-cultural literacy and sensitivity. IS students will not be required to master bilingual proficiency, but will have the opportunity to complete course work in languages other than English, enroll in foreign language courses, and receive English Language Development services, as needed.
- 3) *21st Century Technological Literacy* – all students will be able to apply technological solutions (e.g. multi-media presentations, spreadsheet applications, web-design, project management tools, etc.) to academic and real-world situations. Among other applications, they will use technology to complete course work, design and engage in standards-based projects, apply for college, attend virtual courses and research community projects and career aspirations.
- 4) *Independent, self-directed learning* - all students will develop the ability to select topics of interest to them, set personal and academic goals for their chosen course of study, and practice the self-discipline and motivation necessary to independently meet those goals.

Statement of Need

The idea for FAME arose out of a concern that some students were not being adequately served by other Alameda County schools, either because of linguistic or cultural barriers. Statutory purpose five for charter schools is to “provide parents and students with expanded educational opportunities within the public school system without.” Under this statutory purpose, FAME seeks to truly meet the needs of *all* students, by providing both a site-based *and* an independent study environment. While FAME will do its utmost to serve students in a site-based

environment, a great many students in Alameda County and the surrounding counties require alternative options. Specifically, we anticipate that the following categories of students may benefit from the IS program offered by the charter school:

- Students in underserved districts with few alternative educational options (e.g. Richmond Unified School District), who do not have access to adequate transportation to attend the site-based schools in Fremont or San Leandro.
- Students with special needs (gifted and special education) and/or external commitments that prohibit them from attending a traditional school (e.g. migrant families, Olympic developmental athletes, etc.).

Students in the Independent Studies (IS) program will receive comprehensive educational services that extend beyond those of most other IS schools. Students of the FAME IS school will have access to one of three resource centers (which will be strategically placed to provide easy access to the greatest number of students possible.) The resource centers will provide a resource library, credentialed teachers, and paraprofessionals specializing in English language development and individual educational plans.

Students in the target enrollment area come from over a dozen linguistic backgrounds, including Urdu, Punjabi, Hindi, Farsi, Arabic (Sudanese, Somali, Egyptian, Yemenese), Pashto, and numerous Persian dialects. Alameda County schools are currently not equipped to accommodate those languages, and often place those students in Spanish or common language EL programs or ELL programs. The following chart underscores the current insufficiency of language support for many linguistic subgroups in the County (based on 2004 data from the CDE Dataquest website).

Language Needs and Services Provided in Alameda County

Language	# students in language sub-group	# of available paraprofessionals	Ratio of <u>students : paraprofessionals</u>
Arabic	646	1	646:1
Farsi	923	7	132:1
Hindi	726	2	363:1
Punjabi	1,134	7	162:1
Urdu	248	3	83:1
Russian	162	1	162:1
Pashto	153	0	153:0
Hebrew	8	0	8:0

The problem is further reflected in the districts that are in close proximity to the projected school sites:

Language Paraprofessionals Available Per District

Language	San Leandro	Fremont	Newark	San Lorenzo	Hayward	Oakland	New Haven
Arabic	0	0	0	0	0	0	0
Farsi	0	0	1	0	1	0	4
Hindi	0	0	1	0	1	0	0
Punjabi	0	0	0	0	1	0	4
Urdu	0	0	1	0	0	0	0
Russian	0	0	0	0	1	0	0
Pashto	0	0	0	0	0	0	0
Hebrew	0	0	0	0	0	0	0

As a small school that offers individualized linguistic support via strategic hiring of paraprofessionals and a high-technology Academic Discovery Lab, FAME will be in a better position to meet some of even the most underserved linguistic subgroups in the county.

Furthermore, many students’ religions are in conflict with the traditional public school system. Their holidays are not observed, so they often miss school on those days. As an example, many Muslim students are required to attend services on Friday afternoon, and are forced to miss school every Friday. These cultural conflicts create large learning gaps for hundreds of Alameda County students, resulting in lower academic performance, and a sense of disconnectedness from the mainstream school community. FAME will address this disconnect with an innovative schedule that includes an extended school day on Monday – Thursday, and a half-day on Fridays (for more information on the schedule, see “Innovative Schedule” under *Means to Achieve the Mission and Vision*, below).

Students

As stated above, FAME will open two site-based schools, an IS program, and three IS resource centers. The following chart describes the configuration of FAME educational offerings:

School Site/ Program Name	Projected Location	Grade Levels Served	# students in Year 1 (2005-06)	# students at full-enrollment
Families of Alameda for Multicultural Education (FAME)	San Leandro	K-8	240	240
Families of Alameda for Multilingual Education (FAME)	Fremont	K-12	320	560
BASIS@FAME	Resource Center in Dublin + 2 satellite locations + resource center at San Leandro site	K-12	400	700

The San Leandro site will open with a full complement of 240 students, which includes site based students grades K-8 and space designated for IS high school students who require direct instruction. The Fremont site will open with 320 students, grades K-8, in 2005-2006, and will

expand one grade level each year, until it reaches its full complement of 560 in 2009-2010 (see Exhibit C for enrollment projections). The Independent Studies Program will open with 400 students in year one, and will grow by 100 students each year for four years. The IS program will continue to grow until it reaches its full complement of 700 students in year five.

The FAME site-based schools will seek to serve students for whom the traditional classroom dynamics are inhibiting. The students FAME seeks to serve fall into five major categories:

1. Students who are underperforming due to either socioeconomic factors or language barriers.
2. Students who have special needs, whether gifted, disabled, or both and ranging from those that would benefit from acceleration to those who require therapeutic services embedded in their regular educational program.
3. Students whose families, whether for religious or cultural reasons, have avoided public schooling for fear that their children would be ridiculed, threatened or risk losing their personal values.
4. Students who have opted to enroll in independent study as a means by which to avoid traditional schooling but for whom independent study is not an appropriate placement, primarily due to language development needs which will not be met at home.

Despite the personalized, culturally relevant academic program offered at the FAME site-based schools, some students have additional needs that still will not be met in that setting. For those students, FAME will offer a K-12 independent study school, and independent study resource centers in Dublin and two satellite locations, to be determined based on the geographic locations of target students. Students who might benefit from an independent study program are:

1. Students whose personal life circumstances prevent them from fully participating in traditional forms of public or private education
2. Students whose access to rigorous and challenging curriculums and learning resources are limited by economics and remote distances
3. Students whose families have special concerns regarding their social and emotional development
4. Students with specialized skills, talents or abilities that require extensive travel (e.g., athletics, performing arts, etc.)
5. Students who migrate with their families during the year.

All students are welcome and will be supported in achieving academic success through a developmentally appropriate, rigorous, challenging, technology-based, college preparatory curriculum. We believe that students of any and all ethnic backgrounds can benefit from this type of progressive, constructivist approach. Poor academic performance and prior disciplinary

problems will not preclude a student from attending the school, as we believe that the personal attention and quality of our academic program can greatly benefit many students who may have experienced problems at larger schools. We also believe that students with learning and other disabilities can thrive socially and academically in an innovative environment. We therefore seek to recruit an ethnically and academically diverse population from the areas immediately surrounding the school sites.

Student Recruitment

We envision a school that seeks to serve the diverse residents of Alameda County, providing a culturally relevant, linguistically rich academic program that is individualized to each student's needs. FAME does not anticipate having any difficulty recruiting students for both of its campuses or its IS program. As founders and current leaders of BASIS, the school developers have already established a substantial network of students and families that are interested in attending the new site-based campuses. For example, BASIS runs a student resource center in Oakland, which was originally intended to support English language learners and students with special needs. The resource center proved so supportive that attendance at the center has steadily grown. The resource center currently serves over 200 students each day, and now looks and acts much like a site-based school. However, it is not designed to accommodate classroom instruction. The motivation for creating a site-based school is partly in response to the overwhelming need demonstrated at the Oakland Resource Center. Upon the approval and implementation of a site-based school in San Leandro, all of the resource center attendees would be eligible to apply to the new school. Many have already expressed interest in attending a more traditional site-based school.

Likewise, BASIS serves hundreds of students in the Tri-City area, all of whom will be invited to enroll in the Tri-Cities campus of FAME. Student recruitment is also facilitated by the special academic program offered by FAME. As explained in the "Statement of Need," above, FAME addresses the needs of linguistically and culturally underserved students in Alameda County. Although FAME will not exclude any student from enrolling in the school, it tends to attract families whose needs are not being served elsewhere. Given the awareness raised by BASIS, and the specialized academic program it provides, FAME anticipates filling its initial openings with ease.

An Educated Person In the 21st Century

Embedded in the FAME ideals are the following skills and qualities of a well educated person in the 21st century:

- Understanding how to explore issues and problems of personal relevance, whether existing or emerging
- Working cooperatively with peers and as adults in the future, pursuing understanding
- Exhibiting and feeling empathy in consideration of other people's perspectives
- Ability to engage in analysis of situations and circumstances
- Bilingualism and multi-cultural literacy
- Technological proficiency that extends from the classroom to the real-world

- Ability to identify areas of interest, formulate questions, research topics, analyze evidence and set goals
- Literacy and competency in reading, historical context, mathematical reasoning, scientific processes, and inter- and intra-personal interactions
- Skill in written, oral and creative self-expression
- Proficiency in self-reflection, self-assessment and in giving and receiving feedback
- Enthusiasm for learning that lasts beyond the school years, creating self-directed, highly motivated citizens who constantly seek to learn new things

We believe that these skills and qualities are necessary for humankind to adequately resolve the tenacious and long-standing problems facing our world at the dawn of this new century. We believe that fostering the development of these skills and qualities in an educational environment by upholding standards of academic excellence, democratic processes and developmentally appropriate learning experiences, will encourage the creative and critical thinking skills that will enable our students to find workable solutions to these kinds of problems.

How Learning Best Occurs

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). The FAME educational program is based on significant research that has been done in the field of brain-based research on how students learn best (Caine, R. & Caine, G., 1998). 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 supports questioning, experimentation, self-expression, creativity and appropriate risk-taking
- encourages multi-disciplinary, cross-curriculum, and independent study
- is relevant and authentic
- is developmentally supportive
- is democratic and student centered
- models and requires high-level thinking skills and communication skills, including synthesis and analysis
- incorporates language learning and multi-cultural education
- celebrates and brings relevance to cultural and individual diversity
- models reflection and self-assessment
- is rich and demanding and promotes depth of learning (as opposed to memorization only)
- is psychologically safe
- provides a variety of ways for students to engage in coursework and in the school community

FAME will apply the following practices to foster the learning environment described above:

- student-centered curriculum with clearly articulated learning objectives that are aligned to rigorous state standards
- multiple assessment measures (selected response, constructed response, performance assessment, and personal communication)
- “Academic Discovery Lab” – students engage in self-directed study on a topic that is high interest to the students and academically rigorous
- project-based learning
- integration of technology across the curriculum
- mini-lessons that address specific skills within the context of larger projects
- authentic, standards-based assessments
- teacher training on designing rigorous curriculum, meeting the needs of diverse learners, and creating a culturally sensitive, safe classroom climate
- a code of conduct for all members of the school community (students, staff and parents) founded on a set of core values that promote individual and collective responsibility
- extended school day Monday-Thursday, and a half-day schedule on Friday to accommodate students’ cultural and religious practices
- foreign language instruction at every grade-level
- individualized English Language Development (ELD) support
- multicultural and anti-racist teaching
- community-building initiatives (e.g. Tribes) that create a safe and supportive environment for all students and staff
- collaborative planning and professional development
- family and community connections

Means to Achieve Mission and Vision – Site-Based

The innovative educational plan of FAME provides students with a rigorous standards-based college preparatory program while preparing them to succeed in a multi-cultural, multi-lingual world. The California content and performance standards will be the foundation for the schools’ programs, and lesson plans will be tailored around goals and objectives necessary to master each standard.

FAME understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, FAME faculty will be trained to: (1) design standards-based instruction (using the principles of backward design), (2) align appropriate assessments to the standards, (3) implement standards-aligned instructional activities, and (4) integrate technology into their instructional practices. The following educational program components apply to the *site-based schools* only. The independent study program is described in a section that follows, and supplemented by Exhibit B, the BASIS High School Course Description Manual.

Foreign Language Instruction

All students at FAME will be instructed in a foreign language at every grade level. The focus of the foreign language program will be to reinforce the home language of students, and to expose students to new languages and cultures. The goal is to graduate all students with bilingual or trilingual proficiency.

The schools will develop a foreign language program that responds to the needs of the majority of students. For example, if Arabic is the most used language among students' families, the school will provide an Arabic language course. In order to accommodate students from language backgrounds other than the majority languages, the schools will employ Language/Literacy Aids who will: (1) support students in the regular classroom who are not English proficient; and (2) work individually and in small groups with students during Academic Discovery Lab (see below) to support further language learning. During Academic Discovery Lab, Language Aids can work with students in their home language, further reinforcing their bilingual development.

Academic Discovery Lab

For two periods each day in elementary and middle school, and one period a day in high school, students will spend time in Academic Discovery Lab (ADL). ADL is a high-tech computer lab, directly supervised by credentialed employees, that will offer students the opportunity to pursue educational interests, world culture and foreign language, or accelerate in specific areas of learning depending on their English language fluency level.

Through independent research and/or virtual courses, students will explore a topic of their own choice that is both academically rigorous, and applicable to the real world (career, community service, or other projects). For example, an elementary student who is interested in the medical profession may use her ADL time to research the various fields in medicine, and to complete a project that thoroughly describes her favorite field. Students will also spend time in ADL in independent study that relates to a particular language or culture (either their home language and culture or another foreign language and culture). For example, a High School student of Egyptian descent might choose to do an Arabic-Language research project on the different religions present in Egypt, and how they came to exist there.

The role of the teacher in ADL will be to help guide students towards their interests, identify the standards each student will master during ADL, guide students towards appropriate technology-based resources, and grade student work using a rubric that describes the academic content, process, and independent study habits of each student. In this way, teachers will be able to measure and support student progress towards becoming self-directed, life-long learners.

For students with special needs, (EL and Special Education), ADL will be an opportunity for academic intervention and enrichment. Small group and one-on-one instruction for those students will still be largely driven by student-interests and will incorporate relevant language and culture study to the greatest degree possible.

Project-Based Learning

From the White House to our schoolhouse, there is agreement that students must be taught to construct complex understandings, to become independent thinkers, problem solvers, and develop self-efficacy. The California Department of Education believes so strongly in constructivist teaching practices that it has included explicit examples of student designed work in the State curriculum frameworks and standards. Given these objectives, a key instructional approach is standards-based Project Based Learning (“PBL”). Standards-based PBL is a *“systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.”* Research shows that students engaged in PBL *“construct solutions, thus shifting the emphasis [from the product] toward the process of learning”* (Buck Institute for Education, 2004). <http://www.bie.org/pbl/pblhandbook/intro.php>.

Middle and elementary school teachers will each engage students in at least two standards-aligned project-based units each year. In high school, teachers will be expected to use project-based learning for significant portions of their curriculum.

Brain-based research conducted by Kotulak (1996) and Kuhl (1994) has shown that human beings learn what is most meaningful to us. Conversely, new material for which there is no connection is discarded. If an emotional connection is made during learning, the material learned is reinforced. Furthermore, a recent “Review of Research on Project-Based Learning” (Thomas, 2000) suggests that PBL is a teaching method that may be particularly well-adapted to urban disadvantaged youth such as some of those who will be served at FAME. According to this research, PBL makes the content areas more relevant and meaningful to disaffected youth, while enhancing the *quality* of student learning, and the development of self-directed learners. The same review also suggests that PBL can enhance professionalism and collaboration among and between educators. These outcomes are only possible when the PBL initiative is thoughtfully designed, and incorporates the best instructional practices. In order to ensure that PBL at FAME maximizes student engagement and achievement, teachers will be trained and expected to design projects that reflect the “6 A’s” of high quality PBL. The following “6 A’s” have been demonstrated by the Buck Institute for Education to be the cornerstones of effective projects (see Exhibit D for a more detailed description of the Six A’s of PBL):

- Authenticity
- Academic rigor
- Applied Learning
- Active Exploration
- Adult Relationships
- Assessment

All project based units will reflect the principles of backward design – the project content and processes will be framed by an essential question that is aligned to standards. Each project will be anchored by an enduring understanding standard or big idea that teachers have identified within the content standards. Enduring understanding standards generally require high levels of critical thinking (analysis, synthesis and evaluation on Bloom’s Taxonomy) and also require a performance assessment to adequately assess student mastery of such standards. Therefore,

project based learning provides a successful vehicle through which students can demonstrate their mastery of big ideas that reside at the heart of content standards. Along with the enduring understanding standard that anchors each project, teachers will identify standards that represent discrete skills or isolated pieces of knowledge that support the enduring understanding or big idea. Students will address these standards in relation to the big idea which will enable students to see the connections between isolated facts or discrete skills and the big idea. This approach to curricular design and delivery is solidly grounded within the backward design approach to curricular planning and provides for a meaningful, comprehensive way in which to promote mastery of content standards.

College Preparation

In order to achieve a high level of preparation for college, students will begin learning about college and the college admission process as early as the 6th grade. The primary focus of college preparation in middle school will be motivating students to set goals that include attending college, and educating students and parents about what it will take to be academically and financially prepared for college. Students will also begin to learn how to balance the requirements of their academic course load and other co-curricular activities. FAME is exploring the possibility of using the UC Berkeley Center for Educational Outreach curriculum – “Realizing the College Dream” for the middle and early high school college preparation program. The high school component of this program is a series of College Preparation courses. Students will receive group instruction on preparing for college (see Exhibit E for grade-level outcomes of college preparation instruction), as well as individualized support for setting and meeting their post-secondary aspirations.

Integrated Technology Education

All students will be able to apply technological solutions (e.g. multi-media presentations, spreadsheet applications, web-design, project management tools, etc.) to academic and real-world situations. Among other applications, they will use technology to complete course work, design and manage standards-based projects, apply for college, attend virtual courses, and research community projects and career aspirations. For example, students in a seventh grade may use the internet to research rates of animal extinction on a geologic time scale (Earth science standard 4g.), use a spreadsheet application to record and graph their data (Algebra and Functions standard 3.1, 3.3; Statistics, Data, Probability Standard 1.1), and design a web-site and multi-media presentation of their findings (ELA Writing Application Standard 2.3; Investigation and Experimentation Standard 7a.).

FAME will promote technological development in our students by having state-of-the-art technological equipment readily available to students and teachers. A part-time technology coordinator will be on site to support students and teachers in their use of technology. While technology will be integrated into core content courses, the primary opportunity students will have to learn and uses technological applications will be in Academic Discovery Lab (see above description). Teachers will receive professional development enabling them to use technological applications to manage and analyze student performance data, and to integrate technology into their curricula.

Given the location of the schools in and near Silicon Valley, FAME anticipates being able to draw on a variety of community and corporate resources to support a technology program. Many of the parents of students in the target enrollment area are involved in the high-tech industry. The school will proactively engage those parents in the development and implementation of the technology initiative.

Student Advisement and Mentoring

Positive and supportive interaction between students and teachers is essential to ensuring the success of all students. At the elementary school level, teachers will use the Tribes Program to build a sense of community within each classroom and in the school as a whole. “The Tribes approach involves all of the groups mentioned above in long-term membership in mini-communities (tribes-small groups of 4-6 members); parents in classroom groups, teachers in faculty groups and students in cooperative learning tribes. The decentralized structure provides energy and inclusion within any group of peers no matter the age, culture or stage of development. Appreciation for each person's uniqueness (race, culture, gender, abilities and contributions) is assured with the tribes” (www.tribes.com). Tribes uses cooperative groups, meeting circles, and a variety of other strategies and norms to implement two guiding principles:

- Rather than fixing kids, fix the environments of the systems contributing to and sustaining their problems;
- Rather than diagnosing and labeling weaknesses, involve teachers, parents and students to identify, appreciate and celebrate each young person's strengths and importance to self and others.

At the secondary level, each site-based teacher at FAME will serve as an Advisor for 20-30 middle and high school students. The teacher will serve the same 20-30 students for the duration of their middle or high school experience, allowing for the teacher to become invested in the future and interests of each student they serve. Advisors will be available to provide academic guidance and general support to students. This structure is intended to create a network of peer and faculty support in which each and every student feels supported. The advisor/mentor structure is inherently built into the IS program, as each student is assigned a Learning Team (including a teacher, parent, and other instructional aids, as needed) to monitor his or her individual progress.

Parental Involvement

FAME understands that parents play an essential role in the education and development of every child. The school is committed to integrating parents into every aspect of school planning and governance. Parents will be involved in site-councils, advisory committees, and planning committees. Furthermore, every FAME parent will sign a contractual agreement promising to be involved in their child's education. At least one parent/guardian of each student will contribute no less than 20 hours per year of volunteer work at a school site, of which no less than 5 hours will be in their child's classroom.

Innovative Schedule

School outcomes will be facilitated by a school year calendar that provides for 10 full days of teacher professional development throughout the year, and by an innovative bell schedule that allows students to explore topics with more depth, while enjoying a breadth of curricular and co-curricular courses.

Proposed Academic Calendar

Fall Professional Development (Pupil Free Days)	August 15-19, 2005
First Day of Instruction	August 22, 2005
Labor Day	September 5, 2005
No Classes- Islamic Holidays	November 2-4, 2005
Veterans Day	November 11, 2005
Thanksgiving	November 23 - 25, 2005
Winter Recess	December 19, 2005 – January 2, 2006
No Classes- Islamic Holidays	January 12-13, 2005
M.L. King, Jr. day	January 16, 2006
Professional Development Retreat President's Day (Pupil Free Days)	February 13-17, 2006 Feb. 20, 2006
Spring Break (Pupil Free Days)	April 10, 2006 – April 14, 2006
Memorial Day	May 29, 2006
Last Day of Instruction	June 15, 2006

Instructional Days: 185

Pupil Free Professional Development Days: 10

Attendance Expectations

For our site-based students, the Charter School will expect full attendance during the days and times school is in session unless the pupil is excused as ill. ADA shall only be collected for site-based students when they are on campus, engaged in educational activities required of them by the School on days when school is in session.

Our nonclassroom-based students will also be expected to distribute their work in a manner which allows them to engage in an educational activity required of them by the School on each day that school is in session unless the student is excused as ill. The Charter School shall also track the time value of student work product as judged by a credentialed teacher as required by independent study law. ADA shall only be collected for days in which a nonclassroom-based

pupil is engaged in an educational activity required of them by the School on days when school is in session.

Bell Schedules

K-5th Grades

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 9:00 AM	Academic Discovery Lab	Academic Discovery Lab	Academic Discovery Lab	Academic Discovery Lab	Academic Discovery Lab
9:00 – 10:00	Core Classroom	Core Classroom	Core Classroom	Core Classroom	Core Classroom
10:00 - 10:15	Break	Break	Break	Break	Break
10:15 – 12:00 PM	Core Classroom	Core Classroom	Core Classroom	Core Classroom	Core Classroom
12:00 – 12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 – 3:00	Core Classroom	Core Classroom	Core Classroom	Core Classroom	
3:00 – 3:15	Break	Break	Break	Break	
3:15 – 4:30	Academic Discovery Lab	Academic Discovery Lab	Academic Discovery Lab	Academic Discovery Lab	

Average Daily Instructional minutes (including half-day) = 333. Exceeds state requirement of 200 minutes/day (K), 280 minutes/day (grades 1-3), & 300 minutes/day (grades 4-8).

6th-8th Grades

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 9:00 AM	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention
9:05 – 10:50	English/ Social Studies	English/ Social Studies	English/ Social Studies	English/ Social Studies	English/ Social Studies
10:50 - 11:00	Break	Break	Break	Break	Break
11:00 – 12:45 PM	Math/Science	Math/Science	Math/Science	Math/Science	Math/Science
12:45 – 1:35	Lunch	Lunch	Lunch	Lunch	Lunch
1:35 – 3:20	Foreign Language	Academic Discovery Lab	Foreign Language	Academic Discovery Lab	
3:20 – 3:30	Break	Break	Break	Break	
3:30 – 4:30	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention	Academic Discovery Lab/ Intervention	

Average Daily Instructional minutes (including half-day) = 405 (exceeds state requirement of 300 minutes/day)

9th-12th grades

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 AM – 9:40	A	D	Physical Education	A	E
9:40-9:50	Break	Break	Break	Break	Break
9:50 – 10:35	Academic Discovery Lab/ Elective	Academic Discovery Lab/ Elective	Academic Discovery Lab/ Elective	Academic Discovery Lab/ Elective	Academic Discovery Lab/ Elective
10:40 – 12:20 PM	B	E	C	B	Physical Education
12:20 – 1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05 – 2:45	C	A	D	C	
2:50 – 4:30	Physical Education	B	E	D	

KEY
A – English
B – Math
C – Science
D – History
E – Foreign Language

Average Daily Instructional minutes (including half-day) = 405 (exceeds state requirement of 360 minutes/day)

Although these models have been observed and proven as a successful schedule, it is the intention of the planning committee to research and observe additional successful block scheduling programs to explore alternative options that may be appropriate for the FAME program.

Comprehensive Academic Program

The foundational coursework, as outlined above, will use a rich repertoire of instructional strategies, curriculum, and materials. Sample instructional strategies will include:

- Direct instruction
- Project-based learning
- Cooperative group work and projects
- Inter-disciplinary approaches to curriculum
- The presentation of clearly defined “Learning Targets” for all students by all teachers

- Rubric self-assessment
- The involvement of community members and educational partners in instructional presentation
- Mentoring program
- Peer study groups

While the school has made some initial decisions regarding the academic curriculum materials that will be used, all curricular adoptions are subject to change in response to student needs. These needs will be identified through diagnostic assessments, curriculum-embedded tests, and examination of student work. The schools will each have a curriculum committee comprised of teachers, parents, and administrators. The curriculum committees will continuously examine the programs in place at the school, and resulting student achievement, in order to fine-tune academic programs to maximize achievement.

Elementary Curriculum

- English Language Arts: *Open Court SRA/McGraw Hill*
- English Language Arts Intervention/ELL: *Scholastic Read 180*
- Mathematics: *Saxon Mathematics*
- Supplementary/ Intervention Mathematics: *Everyday Math*
- Integrated Science/Social Studies: *International Primary Curriculum (IPC)*
- Hampton Brown and Delayed Readers (AGS) for ELL

Middle School

- English Language Arts: *Prentice Hall Language Arts grades 6-1*
- Mathematics: McDougal Litell & Co. - *Concepts and Skills*
- Science : *Prentice Hall Science*
- Social Studies: *Prentice Hall, McGraw-Hill*
- ELL: *Scholastic Read 180, Longman Shining Star*

High School

- Holt, Glencoe, Prentice Hall and Video text Algebra for mathematics grades 6-12
- Holt, Glenco, Prentice Hall Science grades 9-12
- Holt, Prentice Hall and McDougal Little Social Studies, grades 9-12
- Hampton Brown and Delayed Readers (AGS) for ELL
- ELL: *Read 180, Longman Shining Star*

At all grade levels, core curricular materials will be supplemented by multicultural curriculum including, but not limited to materials available through EMC Paradigm Publishing Company. Other supplementary curriculum selection will depend on student needs as assessed by diagnostic tests administered at the beginning of each academic semester. In addition, the following resources may be used for students with special education and/or ELL needs:

- Globe Fearon’ Special Education Books and Programs including the PaceMaker Passage Series
- EdMark’s Computer Based Reading Program, Functional Word Series and Destination Math Series
- EdMark’s Assistive Technology and Visual Voice Tools if required

All high school students will complete classes that fulfill A-G requirements and satisfy college entrance requirements, while becoming progressively more independent in managing their time and responsibilities. Courses will include, English, Math, Science, Social Science, Foreign Language, Fine Arts, and Physical Education. The focus on standards-based instruction within those courses will ensure that all students are engaged in a rigorous curriculum that will make them competitive in any post-secondary setting. Specific middle and high school course descriptions for required subject matter courses can be found in Exhibit F.

All high school classes provided by FAME will be immediately submitted for UC and CSU approval upon opening. High school courses will also be submitted for WASC approval. Parents will be notified via the parent handbook and information sessions as to the transferability of courses, and will be provided with a course list that details the courses which will satisfy college entrance requirements. It is important to note that FAME intends to provide a college preparatory program for *all* of its students. We understand the importance of building a college-going culture and intend to provide quarterly parent information sessions regarding college timelines, course requirements, and financing options.

High School Graduation Requirement

Students will be required to complete 230 units to graduate from high school. See Exhibit P for an explanation of the courses and units required for graduation.

Formalized Ongoing Professional Development Program

FAME will implement a comprehensive model of continuous school improvement which includes full staff professional development as well as personalized coaching to help teachers implement concepts in their classroom in a practical way that meets their needs. As a demonstration of FAME’s commitment to continuous school improvement, ten (10) full days of professional development on a specified topic have been set aside. Additionally, each day will be complemented by coaching to help teachers implement the concepts discussed during the full-day in-service. Coaching will take place between each of the full-day training sessions. Below is an outline of the ongoing professional development plan, including an overarching objective to be accomplished by each day of training.

DAYS 1-2: *Begin with the End in Mind (desired results, goals, or standards)*

Objective: Participants will examine the backward design process and use specific tools (e.g. Bloom’s Taxonomy, STAR Blueprints) and critical questions to “unpack” and prioritize content standards.

DAY 3-4: *Clustering Standards to Create Standards-Based Units*

Objective: Participants will review their prioritized standards and work collaboratively to cluster standards around “big ideas.” The “big idea” standards will serve as anchors for units.

DAYS 5-6: *Think Like an Assessor*

Objective: Participants will analyze achievement targets embedded in standards, as well as assessment options available to them in order to design effective assessments that are aligned to standards.

DAYS 7-8: *Communicating Criteria for Success to Students*

Objective: Teachers must establish specific criteria that will be used to determine student proficiency on any given task (essay, projects, oral presentations, etc...) and then communicate the criteria to students prior to giving the assessment.

DAYS 9-10 - *Learning Experiences that Promote Understanding and Engagement*

Objective: Participants will develop instructional techniques that are proven to have a positive effect on student achievement. Participants will also learn how to differentiate the strategies in order to meet the needs of students with special needs, English language learners and gifted/talented students. Specifically, teachers will be trained in, and expected to use instructional strategies in which they:

- use multiple strategies to present new information
- inquire about a students’ understanding of concepts to inform lesson planning
- encourage students, at appropriate intervals, to engage in dialogue both with their teacher and with one another (cooperative learning)
- encourage student inquiry by asking thought provoking, open ended questions
- require students to explain their thinking with the intent of allowing students to re-conceptualize and assess for their own errors through elaboration
- engage students in learning experiences that create cognitive dissonance and encourage further exploration
- allow wait time after posing questions so that students who need more time to respond are not locked out of discussion by classmates who respond more quickly
- encourage intellectual autonomy and collegial support through small-group work and independent projects
- provide time for students to construct relationships between different ideas to bolster understanding of concepts
- take advantage of “teachable moments” by designating some classroom time for current events and spontaneous exploration
- provide explicit instruction in organizational and study skills
- use direct instruction in a way that is appropriate and engaging for students

FAME will recruit and hire teachers who are willing to partake in extensive and ongoing staff development, and who are committed first and foremost to the children of our communities. As you will find in the attached budget pages, FAME has allocated over \$60,000.00 per year in staff

development. FAME teachers will receive \$500 stipends towards staff development courses sponsored by Alameda County Office of Education. In addition, pre-approved books may be purchased through the school's teachers' lending library to minimize the cost of higher education beyond the credential stage.

Means to Achieve Mission and Vision – Independent Study

Independent Study instruction and learning opportunities will be provided in-classroom, in-residences or a combination of both. Staff will use a variety of delivery methods that will include but not be limited to: face-to-face instruction, independent learning, computer based instruction, on-line inquiry and specific content based course work to include the use of specialized programs of instruction (elective courses) and possible concurrent attendance at California colleges where appropriate (Advanced Placement Option).

FAME IS will combine the traditional school experience with the power of distance learning in a classroom type setting or in-residences. Using and integrating all types of existing and emerging technologies with the curriculum, the instructional staff will not be restricted by time, place, or learning resources. This approach will help nontraditional students engage in rigorous learning opportunities. It will empower supportive adults to be an active partner in the social development and education of the child. In so doing, the school will focus on addressing the special learning needs and styles of all students while providing learning opportunities for all children to excel. Students in need of support with English as a Second Language (ESL) will receive individualized tutoring and targeted learning resources.

Curriculum

The core curriculum of this charter will be based on the local and state content/performance standards, curriculum frameworks and benchmarks. A variety of supplementary curriculum resources will be used that are aligned to state and local content/performance standards. Curriculum that is not based on California state standards will not be recommended for use. However, parents and independent study teachers will have the option to choose from a variety of curriculum resources. A key component of the program will be individual choice of curriculum within an overall educational framework.

Core Knowledge curriculum, for example; will be offered as a K-8 curriculum. This curriculum is fully aligned with California State standards. The Core Knowledge curriculum focuses literacy-based content on language arts, social studies, mathematics and science. It provides a solid, coherent foundation of learning, providing age appropriate sequencing of content. It is designed to allow flexibility to meet local and state requirements, and provides resources to assess student progress.

The scope and sequence of the curriculum will be articulated in a manner that enables students to enter or return to the programs offered at a traditional school at any grade level. By focusing on multiple assessments through the use of a variety of assessment instruments, students will be diagnosed and placed at an appropriate entry level without regard to age.

Computer based / technology learning options

The curriculum described above will be supplemented with a variety of on-line computer-based instruction programs. Students are able to choose from a large variety of approved vendors providing curriculum packages aligned to California state standards. On-line or self-paced curriculums that could be used to supplement gaps in the curriculum may include:

- APEX Learning – Advanced Placement Courses/print and online
- K12.com/a complete program of interactive studies

All curriculum is performance-based with an individualized learning focus, thus enabling students to move through the curriculum at their own pace. The focus is on students successfully meeting the course standards, i.e., content mastery. Students also have the opportunity to participate in a variety of enrichment courses and related learning opportunities. Courses and learning opportunities in health, physical education, fine arts, and specialized subject or interest areas are offered through use of specialists who are community based.

Independent Curriculum Delivery Options

A Learning Team (LT) comprised of teacher/facilitator, parent or guardian, and student will use a variety of learning systems and methodologies to help students reach high learning standards. The LT will develop individualized, flexible learning plans which will meet individual student and family needs. Independent Study Teachers and students will interact as required in person or via the Internet. Group instruction may be conducted for select topics. This group instruction will be done in one of three resource centers, strategically located for easy student access.

The Charter School will provide non-sectarian instructional materials directly linked to California state standards that are appropriate to the student's individual learning plan and are within the individual student materials budget. Equipment may include computers and software loaned to the student. . With the parameters set by the Learning Team and materials budget, students and their families will be able to choose between five curriculum delivery options: The IS program shall operate in strict compliance with independent study law. Accordingly, pursuant to Education Code Section 47612.5, the Charter School shall comply with Article 5.5 of Chapter 5 of Part 28 and implementing regulations adopted thereunder

Option #1 Print-based learning -- Courses are provided in the traditional paper- and-pencil, textbook format. The teacher and parent will work with the child to develop age-appropriate learning skills. These courses develop and reinforce a basic skills curriculum. Students follow a carefully guided course of study that includes sequenced sets of lessons with learning objectives easily understood by parent, teacher, and student. Students complete their assignments and have them reviewed by parent and teacher. This delivery method is enhanced through systematic contact with the independents study teacher (IST). The IST is available by telephone or Internet to provide learning support and feedback in addition to the written responses and personal attention. Depending on the age of the student, options for enrichment may be provided through the community library, local museums, and other community-based resources. This option enables a student, especially a younger student, to complete all courses without using higher end

technologies. Use of the telephone gives students fast feedback for all inquiries. The IST or a support team for special problem-based learning activities will address inquiries.

Option #2 Print-based plus computer -- Courses are provided that combine textbook, paper-and-pencil, a study guide (lesson objectives and desired outcomes) and commercial computer based program. This delivery method presupposes access to a computer, but no connectivity to on-line services, such as the Internet. This type of course is focused on middle and high school students and provides problem-based learning opportunities. This method of instruction delivery places strong emphasis on performance-based learning and assessment while developing and reinforcing basic content knowledge and skills. Textbook and teacher contact will provide the content knowledge and focus on process skills. This method of delivery requires students to use workplace skills to solve problems and perform tasks that show the students can use information to classify, compare, analyze, evaluate, and present. All tasks are based on age-appropriate problems to be solved or projects to complete. Teachers will provide the feedback and the computer disk provides hints and scores selected exercises. An example would be curriculum or Individual Learning Systems, "Tomorrows Promise" or PLATO course curriculum.

Option #3 Print-based plus Internet and on-line learning -- This model offers the richest learning environment in that it combines a vast amount of age- appropriate learning resources available through the Internet with prescribed print curriculum and electronic learning resources. Students migrate from a dependence on textbooks to a reliance on a variety of learning resources. This option provides a computer-based education network, which serves as the foundation for learning. Various recognized providers will support a system that integrates the power of individualized computer-based instruction with the flexibility of on-line delivery. Teachers use a variety of providers to individualize and customize instruction. A wide range of course and learning options are available via the Internet.

This method of delivery centers on print, quality on-line learning opportunities and the instructional staff guiding and individualizing student learning to obtain maximum results. Directed on-line learning will be supplemented and enhanced with off-line (print-based) activities and assignments, third party software, teacher/parent/student discussion, project-based learning assignments and opportunities for collaborative projects. Use of two-way interactive learning will be encouraged. Local contract agreements will be established, where applicable, to enable students and staff to participate in coursework and special learning opportunities, i.e., community libraries, science fairs, museums.

Option #4 College courses -- When appropriate students will be given the opportunity to attend local colleges to take courses for credit. This option would also be possible via distance learning with colleges and universities around the country. It will be directly dependent on the individualized learning plan of the student.

Regardless of the learning option selected, there are three essential components that enable children to learn and attain high standards. First, the school has developed content and performance standards based on state-approved academic standards for all students. Second, the school has obtained and uses a variety of assessments to determine if children are learning and growing consistent with mutual (school, family or sponsoring agency) expectations. Third, are the various instructional strategies used by the teachers.

Working with curriculum (performance tasks) in a variety of experiential learning settings will enable students to be more engaged in the learning process and foster workplace skills. Part of the learning process will require students and teachers to reflect on their learning, to self-evaluate their progress, and to design steps for improvement and advancement of their growing body of knowledge. Students will learn how to use information as a strategic lifelong resource as they will learn how to identify problems, find and evaluate resources, plan work strategies, synthesize and present information. By working with information in a variety of contexts, students will develop an understanding and appreciation for its importance, and they will be more likely to retain and apply it in real-world applications.

Innovative Curriculum – Site-Based and Independent Study

FAME recognizes the importance of ensuring that a standards-based curriculum program is in place and regularly evaluated for effectiveness. In order to create this environment, a research-based instructional design method will be employed by the school. The method, known as “Backward Design,” is an instructional design method with a strong research base currently being employed in reform efforts across the nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe, this process of instructional planning provides teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that FAME will use. The three stages are as follows:

Stage 1: Unpacking and Prioritizing State Content Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information:
 - Level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)

- Percentage of questions from the STAR exam (CST & CAT 6) that relate to each strand of the standards (this will be tied to creating assessments)
- Identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchor” standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education and visual performing arts will use California State Content Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards

Teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including *ELLs and special needs students) vary in their readiness, interests and learning profiles.

*The California English Language Development Test (CELDT) will be administered to all English language learners in order to determine appropriate instructional sequence and placement for each language learner. Additionally, the Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage. Teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of English language learners.

- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson, as well as Core Knowledge Instructional Resources)
- Creating learning experiences that promote understanding, interest, and excellence

- Innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. FAME teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies they are using. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels and departments at FAME. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

Teachers will be trained on the method outlined above by Insight Education Group, Inc. (IEG), an educational consulting firm specializing in professional development, comprehensive school reform (including work as an approved SAIT provider), and charter development. IEG will design a comprehensive professional development plan aimed at equipping the FAME staff with the knowledge and resources necessary to effectively engage in the Backward Design process.

Students with Special Needs

FAME is committed to the ideals of *Academic Excellence*, *Democratic Leadership* and *Personal Growth* for all students. Our mission includes full inclusion of all students across the range of academic and language achievement from educationally disadvantaged to gifted and talented. Specific special populations we expect to serve include English Language Learners, academically gifted students, academically low-achieving students, and students with Individualized Educational Plans (IEPs). The process of serving these and all students begins with a defined Intake Procedure (currently in development). Families choosing to attend FAME will complete an Intake Packet which may include:

- Parent Survey
- Learning Styles Profile
- Reading/Writing Assessment
- Mathematics Assessment
- Additional measures as needed

Families enrolling with documented special needs students will participate in further discussion with qualified, certificated staff and work together in developing, implementing and/or modifying special needs services. Based on data gathered from existing documentation and the FAME Intake Procedure, the staff of FAME will make every effort to put services in place for students based on students' anticipated needs. Requests, conferences, and assessments will be documented and kept in students' files.

FAME will cooperate with receiving LEAs to ensure that any student transferring out of FAME with an active IEP has a full copy of his/her records including but not limited to the most recent IEP, and FAME staff shall upon request assist a receiving LEA in considering interim placement options.

FAME shall notify the district of residence and the County Office of Education when a special education student enrolls, becomes eligible, ineligible and/or leaves the Charter School.

FAME shall comply with the local plan and any and all policies of the Tri-Valley SELPA including the agreement regarding the organization, implementation, administration and operation of the County Office of Education SELPA.

Charter School agrees to be responsible for any legal fees relating to SELPA application and assurances process.

English Language Learners

The School shall comply with all applicable federal law in regard to services and the education of English Learner (EL) students.

Identification of EL Students

The School will administer the home language survey upon a student's initial enrollment into the School. All students who indicate that their home language is other than English will be CELDT tested within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31 until redesignated fluent English proficient. The School will notify all parents of its responsibility for CELDT testing and of CELDT results within 30 days of testing. The CELDT shall be used to fulfill the requirement under the No Child Left Behind Act for annual English proficiency testing. All EL students will take the California High School Exit Exam with legally appropriate accommodations along with other eligible students.

Program

FAME EL instruction will be offered through English immersion. EL students will also receive special one-on-one attention during the day for a minimum of two 45-minute increments (while other students are in Academic Discovery Time (Computer Lab)) until re-designated as English Proficient.

FAME administrators will train teachers, through consistent and relevant staff development sessions to overcome language fluency issues when teaching other subjects. Staff development will include a focus on multiple strategies to support ELL students, introducing effective ELL strategies such as Scaffolding (schema building, metacognitive inquiry, bridging and text re-presentation). They will learn both quick tips and strategic methods to deal with students struggling to learn their second language, including techniques like having props and cues throughout the classroom or having students slowly enunciate when they write and taking pictures for words.

Teachers will also be trained to identify the similarities between first and second language development, so they can best identify students' strengths and/or weaknesses. By using culturally and linguistically appropriate novels and other literature, calendars, reference books, manipulatives and other support materials from vendors such as "Culture for Kids," teachers will be able to learn with their students, recognizing their individual interests and backgrounds and

thereby enabling them to create non biased assessments to measure their program’s efficacy and make changes as needed throughout the year. This will be possible because core area (English, Math, Social Studies and Science) teachers will have access to non-credentialed aids, or “literacy coaches” that can support the students’ learning both by assisting the credentialed teacher in the classroom and by providing instruction in the student’s home language when necessary (submersion with primary language support).

In general, the classroom systems will be based on an “inclusion” philosophy and is similar to inclusion of special education students in classrooms of their peers. However, teachers will be given autonomy within their classroom to determine, depending on the home languages of EL students, whether a literacy coach is needed to support submersion 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.

Qualified Teachers

Each teacher providing specialized academic instruction for EL students at the charter school must hold a CLAD or BCLAD credential or certificate.

English language support aids, also called “literacy coaches” will be hired to assist CLAD and BCLAD teachers with English language development issues and to provide classroom support to the homeroom teacher.

Academically Gifted Students

Some students will enter the school better prepared to learn at a faster pace than the majority. Since the mission of FAME includes assuring that all students’ educational experience is rigorous, teachers will be prepared to provide additional challenges for these students. Portfolios and exhibitions are particularly useful in assuring that students are accountable for working up to potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material more challenging. Brain-based research shows that people deepen understanding through the process of teaching others (Caine & Caine, 1998)

Academically Low-Achieving Students

Services for academically low-achieving students will begin with an assessment of academic deficiencies. Low achieving students will be defined as students who are either (a) performing 2 or more grades below their assigned grade-level, and/or (b) students who scored basic or below on any portion of the STAR tests. Staff will be trained in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instructional activities will vary to accommodate different learning styles to draw out students’ various strengths. Students’ simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues with their advisor.

When additional interventions are needed, the staff will be proactive in coordinating support services.

Plan For Serving Students With Disabilities

Section 504 of the Rehabilitation Act

The School shall comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Act (“IDEA”).

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Further, the School will adopt a policy, which outlines the requirements for identifying and serving students with a 504 accommodation plan. Attached as Exhibit G, please find a draft 504 policy. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School.

A 504 team will be assembled by the site administrator and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student’s existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to be ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Individuals with Disabilities in Education Act (“IDEA”)

The School intends to function as a local educational agency for purposes of providing special education instruction and related services under the IDEA pursuant to Education Code Section 47641(a). Upon approval of the Charter, the School intends to apply for membership with the Tri-Valley Special Education Local Plan Area (“SELPA”). The School anticipates SELPA approval in time to start the 2005-2006 school year. However, in the case that SELPA membership is delayed, until such time as the School is accepted as an LEA member of a SELPA, the School shall operate, by default, as a public school of the County for purposes of special education instruction and related services. However, it is the understanding of the Petitioners that special education services are not available through the County Office of Education and that the County Office of Education receives less AB 602 special education funds in the SELPA allocation plan than member school districts. Accordingly, if the School operates transitionally as a school of the County, the Petitioners understand that the School will be required to provide any and all necessary special education instruction and related services required by each student’s individualized education program (“IEP”) and in accordance with the IDEA with the amount of funds allocated under the SELPA allocation plan to the County Office.

Special education instruction and related services shall be provided internally by appropriately credentialed staff and/or through a contract with Total Education Solutions (“TES”).

As Education Code Section 51745(c) states that no individual with exceptional needs may participate in independent study unless his or her individualized education program specifically provides for that participation, all students entering the nonclassroom-based program with a current IEP shall be given an interim placement to the extent possible until an evaluation can be done and an IEP team meeting held to consider whether or not independent study is an appropriate placement. Further, those students identified as individuals with exceptional needs during their enrollment will be evaluated as to whether or not independent study is an appropriate placement as part of the IEP team meeting discussing the development of an IEP.

We would anticipate that a special education agreement would be developed between the County and the Charter School which clearly requires the Charter School to assume full responsibility for IDEA compliance.

The School has already submitted an application to the Tri-Valley SELPA, and has met with SELPA Director, Kent Rezowalli. Attached as Exhibit H, please find the application for SELPA approval and correspondence from SELPA Director.

The Charter School pledges full compliance with the Individuals with Disabilities in Education Act (“IDEA”). Attached as Exhibit I, please find the School’s proposed policy with regard to the School’s implementation of the child find, assessment, identification, and service requirements of the IDEA.

Independent Study Laws And Regulations

The Charter School shall comply with all applicable laws related to independent study. As such, the provision of education through an independent study model shall be governed by the independent study policy adopted by the Board of the Charter School after a public hearing and implemented in accordance with individual master agreements and work and assignment agreements for each student.

Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements

Upon enrollment and annually thereafter, students will receive a student/parent handbook, which, amongst other information will provide information about the transferability of courses to other public high schools and the eligibility to meet college entrance requirements. As stated above, all site-based students will participate in college preparation course work that explicitly teaches academic, social, and financial strategies for obtaining a college education. Furthermore, these students will be required to work towards the A-G required courses for UC and CSU eligibility. The focus on standards-based instruction within those courses will ensure that all students are engaged in a rigorous curriculum that will make them competitive in any post-secondary setting. Independent Studies students will not be required to pursue a college track, but will receive explicit advisement and guidance towards that path. Specifically, the IS High School Course Manual (see excerpts, Exhibit B) provides students and families with a well-organized chart that

demonstrates the requirement for UC and CSU eligibility, and explains how they can fulfill those requirements through IS.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the Charter School. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. --California Education Code Section 47605.6 (b)(5)(B)

Methods Of Assessment

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. --California Education Code Section 47605.6 (b) (5) (C)

OUTCOMES

FAME administrators will implement a culture in which its pupil outcome goals and school outcome goals are continuously evaluated for effectiveness. It is intended that students will advance and progress by demonstrating mastery of these pupil outcome goals at designated times to be determined during the planning phase. Students will be expected to demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Exit outcomes will align to the mission, curriculum and assessments.

Attendance Accounting

The charter school will implement an attendance recording and accounting system which complies with state law and will fully comply with ACOE, and DOE requirements (i.e. Classification and Statistical Reports).

Pupil Outcome Goals

FAME will achieve the following pupil outcome goals, as measured by multiple and varied benchmark assessments (detailed under "Element 3") that are aligned to state standards and reflect proficiency measures required by the STAR:

- a. All students will demonstrate grade-level proficiency in reading and writing
- b. All students will demonstrate mastery of designated outcome goals in the areas of English Literature, History, Math, Science, Art, and a Foreign Language. Suggested goals, subject to revision, are listed in Section C below.
- c. All students will demonstrate mastery of skills related to college preparation and success in continued education and/or career objectives
- d. All students will demonstrate the development of a social conscience by planning and implementing significant projects in the school and their community based in the context of project-based coursework.
- e. All site-based students will complete coursework and related activities needed to be considered for admission at the University of California and California State Universities (i.e. A-G requirements).

- f. All site-based students will develop bilingual proficiency in English and one other language.

School Outcome Goals

At this time, FAME will pursue the following school outcome goals:

- a. The schools will demonstrate progress in the aggregated results of the pupil outcomes listed above.
- b. The schools will demonstrate student improvement on standardized tests, including appropriate standardized tests used by other districts in Alameda County, that exceed the outcomes of schools that have similar student populations (e.g. race, gender, socioeconomic status, etc.)
- c. The site-based schools will have a higher student attendance rate than other schools in Alameda County.
- d. The schools will achieve a positive rating on an Academic Performance Index (API) that compares favorably with schools that have similar student populations.
- e. The Schools will close the achievement gap: standardized test score data will demonstrate a pattern of raised achievement over time for traditionally underserved minority students.
- f. The Schools will have a lower percentage of dropouts than the average dropout rate of the comprehensive high schools in the county.

As the schools become more familiar with their student population, school-wide performance goals may be modified to reflect the needs of actual students. It is expected that the FAME charter will be renewed if we can demonstrate that we have met or made significant progress on these or reasonably revised pupil outcome goals.

Subject Matter Competencies

As indicated above, FAME expects its graduates to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards for Reading/Language Arts, Math, Science, History, and recommended standards in Fine Arts, Physical Education, and Foreign Language. The following is a list of suggested goals for subject matter competencies. It should be noted that the lists have been developed from the State Content Standards and are by no means meant to replace the standards. The following lists detail broad learning targets by content area. State content standards detailing specific learning targets as mandated by the State of California will be utilized by all faculty. Students' progress towards mastery of standards will be assessed every six to eight weeks using benchmark assessments that mirror the standard of proficiency required on the STAR tests.

A. English/Language Arts

In the area of English/Language Arts, students will:

- Understand and appreciate literature and the arts as expressions of and ways to interpret the human experience
- Obtain meaning from a variety of complex texts

- Be well read as demonstrated by reading a variety of literary works representing different genres
- Make informed interpretations of the purpose and meaning of literary works
- Convey interpretations of the purpose and meaning of literary works
- Explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Evaluation how the form and content of literary work contributes to its message and impact

B. History

In the area of History, students will:

- Understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world
- Apply information, concepts, and perspectives from the history of our nation and the history and development of other nations
- Deliberate on public issues which arise in a representative democracy
- Use historical research to ask and answer questions about the past
- Recognize that regions can be defined in cultural, physical, or political terms
- Accurately interpret and summarize information from maps, charts, and graphs
- Understand the building blocks of representative government
- Understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought
- Recognize that events in the past inform the present
- Understand the rich and varied achievements of diverse peoples

C. Math

In Math, students will:

- Construct mathematical models
- Use a variety of problem solving strategies
- Use advanced computing systems
- Understand and apply advanced properties of numbers
- Understand and apply advanced methods of measurement
- Understand and apply advanced concepts of geometry
- Understand and apply advanced concepts of functions and algebra
- Understand and apply advanced concepts of probability and statistics
- Understand and apply advanced concepts of data analysis

D. Science

In Science, students will:

- Analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.)
- Use the scientific method to ask and answer questions about the world
- Understand essential ideas about the compositions and structure of the universe and the motions of objects in it
- Know basic earth, biological, physical, and chemical concepts
- Understand basic concepts of matter and energy, motion and forces

E. Arts

In the Arts, students will:

- Participate in artistic activities
- Make informed interpretations of the purpose and meaning of artistic works
- Convey interpretations of personal experiences in expressive forms
- Explain how art from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions
- Explain how the form and content of an artistic work contributes to its message and impact
- Explain the role of the artist in providing service to the community and world

F. Foreign Language

In the area of Foreign Language, students will:

- Obtain sufficient verbal fluency and written proficiency to communicate effectively in a foreign language
- Understand and appreciate the culture underlying a foreign language

G. Physical Education

In the area of Physical Education, students will:

- Exhibit a physically active life style
- Demonstrate the ability to make healthy choices (e.g. nutritionally, avoiding harmful substances, etc.)
- Demonstrate responsible personal and social behavior in physical activity settings
- Understand and apply the rules of multiple sports
- Understand how individual contributions lend themselves to the success of a team

ASSESSMENT

Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- As is integral to the process of Backward Design, there should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.
- Knowledge Targets (Stiggins) should be studied and aligned to student assessment. Identifying what we expect students to know and be able to do with specific information is a vital piece of all assessment methods.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Assessment of Pupil Outcome Goals

FAME has identified the following assessment tools to measure student progress towards the pupil outcome goals:

Pupil Outcome Goal	Assessment Tool(s)/ Method(s)
All students will demonstrate grade-level proficiency in reading and writing	<ul style="list-style-type: none"> • Pre-post reading/language Arts diagnostics (e.g. Jerry Johns Reading Inventory, K-12) • Curriculum embedded benchmark assessments (e.g. Open Court, Read 180 assessments) • STAR test data • Informal classroom-based assessments
All students will demonstrate mastery of skills related to college preparation and success in continued education and/or career objectives	<ul style="list-style-type: none"> • PSAT/ SAT • SCANS Competencies-based rubric (to be developed by FAME) • Post-secondary application and enrollment data
All site-based students will complete coursework and related activities needed to be considered for admission at the University of California and California State Universities (i.e. A-G requirements).	<ul style="list-style-type: none"> • Student Transcripts • Course accreditation records
All students will demonstrate mastery of designated outcome goals in the areas of English Literature, History, Math, Science, Art, and a Foreign Language.	<ul style="list-style-type: none"> • Pre-post diagnostic assessments • Curriculum embedded benchmark assessments, aligned to standards (see “Assessment Design”, below, for a description of how assessments will be aligned to standards) • STAR test data • Informal classroom-based assessments
All students will demonstrate the development of a social conscience by planning and implementing significant projects in the	<ul style="list-style-type: none"> • Project-based learning rubrics (Buck Institute for Education “Project-Based Learning Handbook”)

school and their community based in the context of project-based coursework.	<ul style="list-style-type: none"> • “Healthy-Kids, Healthy Communities” Pre-Post Survey
All site-based students will develop bilingual proficiency in English and one other language.	<ul style="list-style-type: none"> • Curriculum-embedded benchmark assessments • CELDT • SABE • Informal classroom-based assessments

Assessment Design

The pupil student performance and assessment will take into account several assessment methods, specifically based upon the assessment program created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed., 2001*. Stiggins’ work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Teachers will be trained to use the chart provided in Exhibit J, along with other tools such as Bloom’s taxonomy and the STAR blueprints to identify the exact achievement target that is required by each content standard. Those tools and resources will allow them to determine the most appropriate type of assessment to measure student mastery of a given standard. This method has been included based on proven successful use in secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Cumulative portfolios will include self-selected works that exemplify mastery of standards-based content knowledge and skills. Report cards will be issued on a quarterly basis accompanied by detailed teacher narratives.

Mandated Assessments

As is required by the California Department of Education, students will also participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, CAHSEE, etc.). FAME will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) will be in place to ensure that students surpass the performance of their peers in comparable high school settings.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will FAME become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Data Management, Analysis and Reporting

STAR data will be used to help the school plan to meet its API growth goals. FAME will identify a data management system (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom. The staff will be trained on how to interpret standardized test data, and will be engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The data analysis will be tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data, and modify their instructional designs accordingly. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Assessment of School Outcome Goals

Assessments of the school outcome goals listed in Section II above include the following, in corresponding order:

1. Aggregate progress on the individual pupil outcomes, and chart progress over time. Student progress will be held against the following standards: students performing on grade level will demonstrate the equivalent of one year of academic growth each year. Students performing below grade-level will demonstrate the equivalent of one and a half years of academic growth each year until they catch up to their grade level. In all cases, academic growth will be measured based on mastery of grade level standards, as indicated by standards-aligned assessments.
2. Compare FAME standardized test scores to those of comparable schools.
3. Compile annual FAME attendance records and compare to ACOE attendance statistics.
4. Compile FAME dropout records and compare to ACOE dropout statistics
5. Identify whether the school has met annual Academic Performance Index (API) and Adequate Yearly Progress (AYP) targets as defined by the California Department of Education and NCLB legislation, respectively.
6. Analyze and compare graduation and college enrollment rates of site-based high school students to other students in other schools in the County.

In this way, all school outcome goals will be measured against a set of criterion, and normatively compared to the performance of other schools. Data gathered from these processes will allow the school to understand its strengths and areas for improvement, and to tailor its academic program and operations to ensure the greatest possible degree of success for all students.

Use And Reporting Of Data

The School will compile and provide to the County Office of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above.

- An analysis of whether student performance is meeting the goals specified in above. This data will be displayed on both a Charter school-wide and program wide basis and disaggregated by major racial and ethnic categories to the, extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in the School's governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year,
- Information demonstrating whether the School implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of the School's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the School's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of the School relative to compliance with the terms of the charter generally.

The School and County Office of Education will jointly develop the content, evaluation criteria, timelines and process for the annual performance report.

The School and County Office of Education will also jointly develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the school's performance and compliance with the terms of this charter.

The School will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary.

Future renewal of the charter shall be in accordance with Education Code Section 47607.

IV. FACILITIES

Governing Law: the facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

The Charter School will operate at least three locations within the County boundaries and potentially may operate resource centers in adjacent counties as allowed by Education Code Section 47605.1(c). Attached as Exhibit Q, please find the existing lease for the San Leandro site. FAME has negotiated with landlords for the other sites and is prepared to execute leases upon approval of the charter petition. Currently, the following locations are proposed:

1) First Year:

- a. Dublin – A strategic resource/learning center location will be secured in the Dublin area. The petitioner is currently working with Colliers International Realtors and has visited with three landlords in Dublin who are willing to rent to the school and help it secure necessary permits once the petition is approved.
- b. San Leandro – To be located at 16248 Carolyn Street, San Leandro, CA 94518. The landlords have already committed this property to the FAME petitioners upon approval of the petition.
- c. Fremont/Tri-City area - A second location will be secured in the Fremont/Tri-City area. The petitioner is currently working with the CEO Of Balch Enterprises, one of the largest developers in the Bay Area to secure a space that will meet the needs of a Fremont/Tri City FAME charter location. Mr. J. Balch, owner, is working closely with our board of directors to determine the best possible scenario for our school including a possible build to suit on one of his many properties or bringing an existing building up to code. As of the time of submission of this petition, several buildings in the vicinity of the Alameda County Water District Complex are under negotiation (Grimmer Road).

2) Second Year:

Resource Centers – Once the BASIS school is closed at the end of the 2005-2006 school year, FAME may take over the leases of the BASIS resource centers for its nonclassroom based programs or open at least two other resource center locations as needed to best serve students enrolled in the IS program.

V. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605.6 (b)(5)(E)

The School will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. The School shall not charge tuition and shall not discriminate on the basis of race, ethnicity, national origin, gender or disability.

The School shall be operated by a California 501(c)(3) non-profit public benefit corporation. The Articles of Incorporation of BASIS will be amended as needed to also include the operation of FAME and shall be filed with the California Secretary of State upon approval of the School. The School shall be governed pursuant to its Corporate Bylaws, which shall be consistent with this charter. Pursuant to Education Code Section 47604(c), the County in performing its oversight of the Charter School as required by law, shall not be liable for the debts and obligations of the School, operated by a California nonprofit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School, if the authority has complied with all oversight responsibilities required by law. As a non-profit corporation, the School may not operate to the private inurement of any individual or group of individuals.

The School shall operate autonomously from the County with the exception of supervisory oversight as required by law and agreed upon contracted services.

Non-Profit Board Of Directors

The School will be governed by the existing BASIS five-member non-profit board of directors, whose major roles and responsibilities will include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the School's annual budget, overseeing the school's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff. The County is entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation.

The Charter School will encourage and facilitate the creation of local site parent and teacher advisory counsel(s) to provide recommendations to the Board on all matters within the jurisdiction of the Board.

Ideally, Board members will possess expertise in education, law, accounting, or business to maximize the benefit to the School. The School shall provide Board governance training for a minimum of eight hours per year to its Board members.

Attached, as Exhibit K, please find the proposed bylaws related to the operation of the Board.

Board members shall be elected/appointed and replaced in accordance with the Bylaws.

Duties

The Board of Directors shall have ultimate responsibility for the operation and activities of the School. The Board of Directors have a responsibility to solicit input from, and opinions of, the parents of School students regarding issues of significance and to weigh 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.

The Directors will meet at least once monthly or additionally as needed and will be responsible for carrying out School Board responsibilities including, but not limited to, the following:

- Development, review, or revision of the School's accountability and mission;
- Development of the school calendar and schedule of Board meeting;
- Development of Board policies and procedures;
- Development and approval of the annual budget;
- Review of requests for out of state or overnight field trips;
- Participation in the dispute resolution procedure and complaint procedures when necessary;
- Election of the Board annually and other Officers as necessary;
- Approval of charter amendments;
- Approval of annual fiscal and performance audits;
- Approval of personnel discipline (suspensions or dismissals) as needed;
- Appoint an administrative panel to act as a hearing body and take action on recommended student expulsions;
- Hiring, supervision, evaluation and if necessary, termination of the School Officers;
- Creation of external or sub-committees as needed, including but not limited to, compensation committee and an audit committee.

The Board may initiate and carry on any program, activity or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by any law and which are not in conflict with the purposes for which schools are established.

All meetings of the Board shall be held in accordance with the Brown Act.

A Board member shall disclose and recuse him/her self from voting or participating in a discussion relating to a matter in which he/she has a personal financial interest. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Board Policies

Attached as Exhibit L, please find draft policies related to the operation of the School beyond those attached elsewhere in the charter regarding health and safety of pupils, suspension and expulsion, and IDEA compliance. The Board shall be responsible for finalizing and adopting these policies within ninety (90) days prior to operation.

Administrative Duties

Charter School Director

- Attend County Administrative meetings as necessary and stay in direct contact with County Office of Education changes, progress, etc.
- Develop Board meeting agenda in conjunction as the Board secretary in compliance with the Brown act.
- Supervise, either directly or through subordinates, all employees of the school.
- Provide timely performance evaluations of all school employees at least annually.
- Submit Proposals of policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the board.

- Communicate with School legal counsel.
- Staying abreast of school laws and regulations.
- Approve or manage approval of all purchase orders, pay warrants, and requisitions and upon approval, forward on for processing.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Perform Grant writing as available or manage consultants who perform such services
- Establish and execute enrollment procedures.

Chief Financial Officer

- Attend meetings with the Chief Financial Officer of the County Office of Education on fiscal oversight issues periodically.
- Provide all necessary financial reports as required for proper ADA reporting
- Make budget line item revisions when necessary and report changes regularly to the Board.
- Development and administration of the budget in accordance with generally accepted accounting principles.
- Presentation of a quarterly financial report to the Board.

Principal

- Provide assistance and coordination to the Faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attendance at IEP meetings when necessary.
- Student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.

In addition, the entire Administrative team will be responsible for the following duties:

Officer Team

- Attendance at all Board meetings and attendance as necessary at County Board of Education meetings as charter representatives.
- Site safety
- Fostering an amicable relationship between County Office of Education and School and facilitate a sharing of resources between both entities.
- Establish a Communication Model to facilitate communication among all the groups within the School, between the School and the County Office of Education, and between the School and the community at large.
- Establishment of procedures designed to carry out Board policies.
- Create and appoint committees to assist in the execution of certain planning and administrative functions (known as Officer appointed committees).
- Scheduling
- Graduations
- Manage communications between County Office of Education and Board.
- Develop the School annual performance audit.
- Present performance audit to the Board and upon review of the Board present audit to the County Board of Education and the County Superintendent of Schools, or designee.
- Facilitate open house events.

Faculty

The Faculty, as provider of the day-to-day teaching and guidance to the children, is the primary resource of the school. All Faculty report to the Principal. The Principal shall provide ongoing feedback during the course of the year to foster continuous improvement along with periodic evaluations as appropriate.

The Faculty will be responsible for making recommendations to the Principal and assisting in the creation of and the implementation of the curriculum and ensuring that the curriculum reflects the mission of the School as well as recommendations regarding the purchase of any supporting curricular materials, programs or devices. Such recommendations include but are not limited to:

- selection of textbooks
- selection of computer programs
- selection of learning programs
- selection and planning of field trips
- selection and administration of assignments, projects and exams
- selection of and implementation of the grading rubric
- student counseling as appropriate
- initiation and implementation of new curriculum or classes
- selection of extra-curricular activities
- participation in the School dispute resolution procedure and complaint procedure when necessary

Participation in an advisory capacity to the Board shall not disqualify any employee of the School from the full exercise of any right or the entitlement to any benefit afforded employees of the school.

Faculty Chair

The Faculty Chair, or designee, will be responsible for attending all School Board meetings and all Faculty meetings. The Faculty Chair shall be elected by the faculty at the first staff meeting at the beginning of the school year. The Faculty Chair will be responsible for communicating the recommendations of the faculty to the Administration and assisting the Administration with curriculum implementation. The Faculty Chair will participate in the dispute resolution procedure and the complaint procedure as necessary.

Parent Participation

During operation, the School will encourage the development of a parent committee made up of parents and guardians of the students of our school which will act in an advisory capacity to the Board of the Charter School. The parent committee will be governed by bylaws adopted by the parents involved in the parent committee. Meetings shall be held throughout the year allowing parents to hear how a Charter School operates, how it provides an educational service and how it is accountable to the community.

The Charter School promotes a **parent participation** program, strongly encouraging a minimum of 20 hours per year of volunteer work of which no less than 5 hours will be in their child's classroom. Parents are encouraged to express their concerns, to visit our school and meet with

the staff. To this end, the Charter School shall annually distribute **Parent Surveys** to all parents requesting them to give their opinions on the progress of their child and encouraging them to express suggestions of how the school might improve its services. The responses shall be returned to the school and reviewed with faculty and administration in order to address any concerns.

To encourage additional parent involvement, the School shall at a minimum do the following:

- develop an on going list of extensive participation opportunities for parents;
- offer extra-curricular activities for both student and parent participation.

The Charter School shall hold an annual Open House as an integral part of its continual effort to improve communication and increase the participation of parents and guardians in the instructional programs available.

Conflicts Code

The School shall adopt and shall abide by a Conflicts Code aligned with the Corporations Code and the Political Reform Act.

Brown Act

The School shall comply with the Brown Act.

Flow Chart of Organization

The FAME Organizational Charter is attached as Exhibit M.

VI. HUMAN RESOURCES

Qualifications Of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the School. California Education Code Section 47605.6 (b)(5)(F)

Employees

All employees will be teachers and role models. Because of their dedication to students, employees will be not only innovative individuals with a passion for life-long learning, but also coaches and facilitators of learning. They will be committed to developing the social, civic, character, and academic potential of each student. It is the intent of FAME to hire employees who are dedicated to providing instruction for children according to the academic content standards adopted by the California State Board of Education.

Selection and appointment of employees at the school will be the exclusive prerogative of FAME. As such, those who work at FAME shall be selected, employed, and released by the Board of Directors, which will set the terms and conditions of employment by establishing personnel policies.

FAME will not discriminate against any applicant on the basis of his/her race, creed, color, national origin, age, gender, disability, or any other basis prohibited by law. Decisions relative to the selection of the Charter Director rest with the Board of Directors. Decisions relative to the selection of all remaining employees rest jointly with the Charter Director and BASIS Board of Directors. The school shall comply with all applicable criminal background check laws, including Education Code, sections 45125.1 (vendors) and 44237.

Administrators

The Charter Director and Principal(s) and Chief Financial Officer should possess leadership abilities and a comprehensive educational vision consistent with FAME's mission and educational program, as well as experience related to their areas of responsibility. In addition, the Charter Director and Principal(s) should have strong knowledge of the content standards adopted by the California State Board of Education.

Teachers

FAME will comply with all applicable laws in regards to employee qualifications. Teachers in core, college preparatory subjects will be required to hold a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing and shall meet the "highly qualified" criteria under the No Child Left Behind Act. These documents shall be maintained on file at the school and shall be subject to periodic inspection by the County. Under Education Code, section 47605(1), "It is the intent of the Legislature that charter school be given flexibility with regard to non-core, non-college preparatory courses." Any such non-core, non-college preparatory courses will be identified in the Student/Parent Handbook.

Teachers will provide instruction in core subjects, including English/language arts, mathematics, history/social science, and science. They will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. The most important qualifications for our teachers are: (1) commitment to developing the academic and vocational potential of all FAME students; (2) demonstrated competency in subject matter they will be teaching; (3) proficiency in instructional practices relevant to diverse populations; (4) familiarity with or willingness to be trained in learning styles and the school's curriculum sequence; and (5) willingness to work hard, take responsibility, and exercise leadership for the school as a whole.

Specific teacher qualifications include:

- Possession of a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing;
- Strong knowledge of state-adopted academic and vocational content standards;
- Willingness to devote time, energy, and effort towards developing the school's program;
- Commitment to working with parents as educational partners;
- Willingness to become learners as well as teachers/coaches in the school;
- Knowledge of or willingness to become knowledgeable about the development needs of the students;
- Sensitivity to social as well as academic and vocational needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curricula and learning styles in the classroom;
- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the administration by providing any information regarding a student's behavior change, attitude and/or classroom performance;
- Willingness to take a leadership role in some aspect of the school's development;
- Strong knowledge of their personal strengths and weaknesses;
- Willingness to continue education through additional courses and training, workshops, seminars, and professional development; and
- Willingness to work collaboratively with FAME's university, college, business, and community partners.

All other staff members shall meet the basic criteria for employment as identified by the BASIS Board of Directors and shall possess those qualities referred to in "Employee Qualifications" above. In addition, all other staff members will possess experience and expertise appropriate for their position according to the school's adopted personnel policies.

Instructional support staff shall be required to hold certification in accordance with the highly qualified criteria under the No Child Left Behind Act. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher, except in non-core or non-college preparatory courses.

Plan For Assessing Staff Performance

The Board of Directors will carry out a program evaluation plan on an on-going basis. Stakeholders (students, parents, teachers) will be surveyed twice a year. The surveys will include questions on the degree to which staff are meeting the goals of the FAME. The FAME teacher and parent Advisory Committee(s) will use this evaluation information to develop advice pertaining to programs and the FAME Director will communicate with staff members about the feedback on their performance. The FAME Director may recommend professional development for staff based on the feedback from the surveys. In addition, the FAME Director and staff will receive on-going information about the effectiveness of staff and may make modifications based on this feedback on an on-going basis. FAME Director or School Principal will observe and evaluate all instructional staff annually, or as required.

Compensation And Benefits

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605.6 (b)(5)(K)

The Board of Directors shall establish compensation and benefits. Initially, FAME shall offer credentialed employees coverage under the State Teachers' Retirement System ("STRS") and non-credentialed employees retirement coverage by the Public Employees' Retirement System ("PERS") and social security as applicable to their positions. The School reserves the right to social security and other reciprocal retirement systems in the future.

The Charter School will develop a mix of salaries and benefits necessary to attract and retain well-trained teachers and staff.

Employee Representation

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. —California Education Code Section 47605.6(b)(5)(M)

The School shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act.

Health And Safety

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237. —California Education Code Section 47605.6 (b)(5)(G)

Procedures For Background Checks

FAME will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers and work-site participants prior to employment and/or any contact with pupils of the Charter School. The Director of the School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

Role Of Staff As Mandated Child Abuse Reporters

All non-credentialed and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by schools within the Alameda County Office of Education Service Area.

TB Testing

All staff at the FAME will meet the Alameda County Office of Education TB testing requirements.

Immunizations

FAME will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication in School

FAME will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

FAME shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School.

Emergency Preparedness

FAME shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of each school site. This handbook shall be adopted and submitted to the County at least 90 days prior to operation and shall include, but not be limited, to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

FAME staff shall be provided training on emergency and first aid response.

Bloodborne Pathogens

The Director, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Director, or designee, shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

The School shall maintain a drug, alcohol, and smoke free environment.

Procedures

FAME shall adopt procedures to implement the policy statements listed above at least 90 days prior to operation.

Dispute Resolution

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605.6 (b)(5)(L)

Disputes Between the County Office of Education and the School

In the event of a dispute between the School and the County Office of Education, the staff and School Board/Board members of the Charter school and County Office of Education agree to first frame the issue in written format and refer the issue to the Superintendent of Schools and Director of the School. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The Director and Superintendent of Schools or designee shall informally meet and confer in a timely fashion, to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective Boards who shall jointly meet with the Superintendent of Schools or Designee and Director of the Charter School and attempt to resolve the dispute within 10 school days of the informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent of Schools or Designee and Director shall meet to jointly identify a neutral third party mediator to mediate the dispute. The format of the mediation session shall be developed jointly by the Superintendent of Schools or Designee and Director and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Mediation shall be held within 30 school days of the informal meeting. All timelines under this Section may be extended by mutual agreement.

If the County Board of Education believes it has cause to revoke this charter, the Board shall notify the Board of the School in writing, noting the specific reasons for which the charter may be revoked and grant the School reasonable time to respond to the notice and take appropriate corrective action unless the County Board of Education determines, in writing, that an imminent threat to the health and safety of pupils exists.

Internal Disputes

- Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and School Board members of the School shall be resolved pursuant to policies and processes developed by the School. The County Office of Education shall not intervene in any such internal disputes without the consent of the Board of the Charter School and shall refer any complaints or reports regarding such disputes to the School Board or the Director. The County Office of Education agrees not to intervene or become involved in the dispute unless the dispute has given the County Board of Education reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of the School has requested the County Office of Education to intervene in the dispute.
- Disputes shall first be brought informally to the Director of the Charter School for resolution.
- The Director shall track all disputes in writing.
- The Director shall facilitate discussion and resolution between all parties involved in the dispute.
- If the resolution is not resolved by discussion facilitated by the Director, the matter may be brought before the Board for resolution. The Director shall provide a written summary of the dispute and all attempts at resolution for the School Board.
- The decision of the Board shall be final.

Employee Rights to Return to ACOE Employment

Former employees of the County Office who leave County Office employment for employment with FAME shall have no automatic right of return to employment at the County Office by virtue of this charter. Further, there is no automatic transfer of sick leave, accrued vacation time, service credit, or other benefits for employee transferring between the County Office and FAME.

VII. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admissions Policies And Procedures

Enrollment Policy

All students who reside in the State of California may attend the School subject only to capacity at each grade level, and any jurisdictional limitations imposed by law.

Application Process

The application process is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunization.
- Proof of Withdrawal from previous school
- Home Language Survey
- Signed Cumulative Record Request
- Completion of Emergency Medical Card

Applications will be accepted during an open enrollment period in the Spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level at any site has received more applications than availability. In this event, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed as follows:

1. Siblings of currently enrolled students
2. Children of School employees
3. County residents
4. Students on a prior year wait list.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a wait list carry over to the following school year.

Non-Discrimination

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. —California Education Code Section 47605.6 (b)(5)(H)

The School will strive, through recruiting, to achieve a racial and ethnic balance of students that reflects the general population of the County. The School will rigorously recruit students in impacted areas and provide assistance to families in completing and returning registration applications. The School will draw students from the attendance boundaries of 11 program improvement schools. Students from these schools will be heavily recruited.

The School's Outreach Plan will entail 1) distributing flyers at local churches, mosques and synagogues in multiple languages (English, Spanish, Hindi, Urdu, Arabic, Farsi, Hebrew). 2) A multi-language website; 3) parent information nights throughout Alameda County with locations, dates and times scheduled in a manner which ensures, to the greatest extent possible, the greatest amount of community knowledge and interest in the School. 4) advertisements in free community papers,

Suspension And Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605.6 (b)(5)(J)

Attached as Exhibit N, please find the FAME suspension and expulsion procedures.

Students shall be suspended or expelled in accordance with FAME's policy. The County Office of Education shall have no obligation to participate in the suspension or expulsion process. FAME will notify the County Office of Education of any and all expulsions.

Attendance Alternatives

No student shall be required to attend FAME. Students who choose not to attend FAME may attend school district of residence schools or pursue and inter-district transfer to attend schools outside their district of residence in accordance with applicable local policies. This charter does not grant any special rights or privileges for charter school students to obtain admission via inter-district transfers or to attend other schools of the County Office of Education or the County in general.

VIII. REPORTING AND ACCOUNTABILITY

Budgets

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. (Education Code Section 47605.6(h))

Attached, as Exhibit O, please find the following documents:

- A proposed five year consolidated budget including Dublin Resource Center, San Leandro and Fremont/Tri-City Area sites' budgets broken down by location and by year
- A detailed five-year cash flow analysis by location and by year
- Revenue Calculations per location per year
- A salary spread sheet with positions distributed by location
- An enrollment projections sheet by grade and location for each year
- A Budget Assumptions Narrative

These documents are based upon the best data available to the petitioners at this time. The information provided regarding finances, financial reporting, insurance, transportation, and administrative services is intended for informational purposes only and to assist the County Office of Education in understanding how the proposed school may affect the County Office of Education. This, information, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the School and County Office of Education, and shall not be considered a part of the charter of Charter School or any related agreements or memoranda of understanding.

Financial Reporting

The Charter School shall annually prepare and submit the following reports to the County Superintendent of Schools:

1. On or before July 1, a preliminary budget
2. On or before December 15, an interim financial report
3. On or before March 15, a second interim financial report
4. On or before September 15, a Charter School Unaudited Actuals Financial Report - Alternative Form.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for a school of similar size and location.

No later than 90 days prior to opening, the Charter School shall provide evidence of the above insurance coverage to the County Office of Education.

Administrative Services

*Governing Law: the manner in which administrative services of the School are to be provided.
(Education Code Section 47605.6(h)).*

The Director will assume the lead responsibility for administering the School under the policies adopted by the School's Board of Directors. The petitioners anticipate that the Charter School will provide or procure most of its own administrative services, including but not limited to budget management, accounts payable, accounts receivable, payroll, human resources, and instructional program development. The petitioners are interested in discussing the possibility of purchasing some of these or other services from the County Office of Education if available in the same manner that BASIS has contracted for services through the County Office of Education. The specific terms and cost for these services will be the subject to an annual memorandum of understanding between the Charter School and the County Office of Education and subject to County Office of Education availability.

Timeline

Upon approval of the charter, if not completed during the charter approval process, the Charter School shall begin MOU negotiations with the County Office of Education over contracted services. Should services be unavailable, or by July 1, 2005, if no MOU has been executed between the Parties, the Charter School shall obtain its own administrative services either in house or through a third party contractor.

Transportation

With the exception of special education students whose transportation is mandated by their Individualized Education Program, the Charter School shall not provide transportation of students to and from School.

Audits

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605.6 (b)(5)(I)

Fiscal Audit

The Director will facilitate an annual independent audit of the school's financial affairs.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School. The auditor shall be experienced in conducting education audits. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars along with any State Controller adopted K-12 audit guide specific to charter schools. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the chief financial officer of the County Office of Education, the State Controller and to the CDE by December 15th each year. The School's Chief Financial Officer along with an audit committee will review any audit exceptions or deficiencies and report to the School Board with recommendations on how to resolve them. The School Board will submit a report to the County Office of Education describing how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

Closure Protocol

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

1. The decision to close the School will be based upon an official action of the Board or revocation or non-renewal by the County and will identify the official reason for the school closure.
2. Closure of the School shall occur at the end of the academic year if the School is in a viable position to do so.
3. Notification will be initiated by the School and County and directed to the Charter Schools Unit at the CDE. The notification should include the following information:
 - a. Charter School name, charter number and CDS code;
 - b. Date of closure action;
 - c. Effective date of the closure, if different; and
 - d. Reason for the closure (Specify revoked, not renewed or other reason. If the charter is revoked pursuant to Education Code sections 47604.5 or 47606, or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the Charter School is being closed, but not revoked).

4. Parents and students of the Charter School should be notified as soon as possible when it appears that school closure will be imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.
5. Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. High school students will receive specific information on completed courses and credits that meet graduation requirements and college entrance requirements.
6. The Charter School will notify any school district that may be responsible for providing education services to the former students of the Charter School so that the receiving district(s) may assist in facilitating student transfers.
7. The Charter School and the authorizing entity will establish a process for the transfer of student records to the students' district of enrollment eligibility or other school to which the student will transfer. The School will request that the County will agree to maintain and store student records in the event the Charter School is unable to do so.
8. The Charter School will have an independent audit of the Charter School completed within four months after the closure of the school. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The assessment will include an accounting of all Charter School assets, including cash and accounts receivable and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include, reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation. The audit should also assess the disposition of any restricted funds received by or due to the Charter School. The cost of the audit will be accounted for as a liability of the Charter School.
9. In addition to a final audit, the Charter School shall submit any required year-end financial reports to the CDE and the County in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.
10. Upon completion of the closeout audit the Charter School will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the Charter School.
11. The nonprofit corporation will be dissolved according to its bylaws and remaining assets liquidated to pay outstanding liability. Restricted funds shall be returned to their original source. Any net assets remaining shall be distributed in accordance with the articles of incorporation.

IX. IMPACT ON THE COUNTY OFFICE OF EDUCATION

Governing Law: Potential civil liability effects, if any, upon the school and upon the County Office of Education. (Education Code Section 47605.6(h)).

Potential Civil Liability Effects

Intent

This statement is intended to fulfill the terms of Education Code Section 47605.6(h) and provides information regarding the proposed operation and potential effects of the Charter School on the County Office of Education. This information is intended for informational purposes only and to assist the County Office of Education in understanding how the proposed school may affect the County Office of Education. This, information, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the School and County Office of Education, and is not a part of the charter of Charter School or any related agreements or memoranda of understanding.

Civil Liability

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debits or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the County complies with all oversight requirements.

Further, the Charter School and the County shall enter into a memorandum of understanding which shall provide for indemnification of the County.

The corporate bylaws of the Charter School shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and the School will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Board of Directors will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

Process, Activities and Associated Fees for Oversight of Charter

In exchange for county oversight as defined by 47604.32, the Charter School shall pay the County Office for its oversight in accordance with 47613.