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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sonali Murarka, Executive Director, Office of Charter Schools
Kelly Krag-Arnold, Deputy Director, Office of Charter Schools

Meeting Date February 9, 2022

Subject Material Revision to Francophone Charter School of Oakland's Location – Introduction of New Legislative Matter

Ask of the Board Introduction of the Francophone Charter School - Grades TK-8 - July 1, 2020 - June 30, 2025 - Material Revision Request to revise the charter school's current facilities to reflect the partial re-siting to the former St. Jarlath Parish School Site located at 2620 Pleasant St, Oakland, CA 94602.

Background

- On 8/20/21, the Office of Charter Schools issued a Notice of Concern to Francophone for failing to submit a Material Revision request prior to a partial re-siting to the former St. Jarlath Parish School Site located at 2620 Pleasant St, Oakland, CA 94602.
- At the direction of the Office of Charter Schools, Francophone submitted a material revision request which was deemed complete on 12/22/21. The material revision request revises the charter school's current School Location to include the St. Jarlath Parish School Site.
- Following the initial public hearing (to be agendized for February 23, 2022), the Office of Charter Schools will conduct an evaluation of the request and will present their findings and recommendation to the District Board for a vote.

Discussion N/A

Fiscal Impact N/A

Attachment(s)

- 22-0170 - Francophone Charter School of Oakland Revised Petition REDLINE
- 22-0170 - Francophone Charter School of Oakland Revised Petition CLEAN



FRANCOPHONE CHARTER SCHOOL OF OAKLAND

**RESPECTFULLY SUBMITTED TO THE OAKLAND UNIFIED SCHOOL DISTRICT
FOR THE TERM JULY 1, 2020-JUNE 30, 2027.**

[Material Revision Submitted On September 28, 2021](#)

Submitted by Annette Dennett, Board Chair and Lead Petitioner

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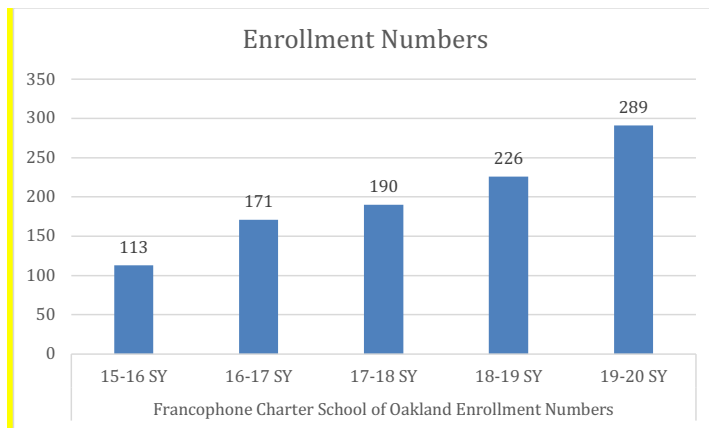
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Introduction and Executive Summary

Francophone Charter School of Oakland (“FCSO” or “The Charter School”) hereby respectfully submits this charter renewal to the Oakland Unified School District. Francophone Charter School of Oakland was founded by parents in 2015 to contribute to innovation in the local public school system by offering a dual-immersion learning environment while excelling in both English and French.

Francophone Charter School of Oakland opened its doors for the 15-16 SY, with 113 students in grades Kindergarten-3rd. Over the last four years, we have grown from an idea hatched by a few Oakland Francophone families, to the only French language immersion public charter school in all of Alameda County, which serves 289 students in grades TK-7 as of October 2, 2019, with the school graduating its first class of 8th graders in the 2020-2021 SY.



Source: California Department of Education Dataquest Enrollment by Numbers

Below, FCSO’s key outcomes and processes are highlighted according to the OUSD s.

Highlights from 18-19 School Year

Francophone Charter School of Oakland students are achieving as well as or better than schools in Oakland Unified School District with similar student populations. More detailed information about The Charter School’s performance compared with similar schools is outlined in the section below.

Standard I: The school is academically sound.

Francophone's academic program, in terms of design and outcomes, is sound. The school's academic results on local and state assessments (SBAC, F&P, GB+, Eureka Math) show that most students are performing at or above grade level and that the school, as a whole, performs as well as or better than most schools with similar pupil populations.

Recent Wins:

- 94% of Francophone students were reading English language texts at or above grade level (*Fountas & Pinnell Reading Assessment, Spring 2019 administration*).
- 71% of Francophone students were reading French language texts at or above grade level (*GB+ Reading Assessment, Spring 2019 administration*).
- 100% of Francophone students, based on their successful passage of the DELF-Prim test in March 2019, were awarded the *Diplome d'Etude de la Langue Francaise* (DELF), an internationally recognized diploma and recognition system for people learning French as a second language. Moreover, 91% of the Francophone students excelled on the exam, demonstrating proficiency or advanced competency in French language (*DELF-Prim, Spring 2019 administration*).
- 85% of Francophone students were meeting or exceeding math expectations (*Eureka Math, End of Module Assessments, average of all 2018-2019 administrations*).

Program Strengths:

- Students who enroll at Francophone in kindergarten with no exposure to or mastery of any French language domains are typically able to read, count, sing, and converse in basic French by the conclusion of first grade. This can be attributed to the dual language program design that immerses students at the optimal stage, to the Francophone teachers' fidelity to the language of instruction, and to the strategies they use to compel students to participate frequently and practice their oral language in class and in informal settings, such as recess.
- English language instruction, coupled with environmental design that fosters dual language literacy (bilingual word walls, classroom libraries, and instructional protocols), is a strong element of Francophone's program. Teachers charged with multiple classes and multiple grade levels take an efficient approach to planning. They complement the French language program by emphasizing crucial foundational literacy skills in English, such as letter recognition and concepts of print, to students in grades K, 1, and 2.
- The creative arts are central to the mission of Francophone. Instruction in the arts (visual, performing, and musical) is integrated into the curriculum for some grade levels, or taught as an enrichment class during the school day in others. Students prepare showcases for school celebrations several times a year, incorporating dance, song, and themes of global citizenship into their performances for the school and family community of Francophone.

Similar Schools Analysis

Francophone Charter School of Oakland’s English Language Arts and Mathematics Smarter Balanced Assessment Consortium (SBAC) results are on par with, or exceed those of other schools in Oakland Unified School District with similar student populations.

Enrollment data for the Similar Schools 18-19 SY

	2018-19 Enrollment	African American #	African American %	Latinx #	Latinx %	EL #	EL %	SPED #	SPED %	Socio-economically Disadvantaged #	Socio-economically Disadvantaged %	Homeless #	Homeless %	Foster #	Foster %
Francophone Charter School of Oakland	226	36	15.9%	52	23.0%	41	18.1%	18	8.0%	62	27.4%	0	0.0%	0	0.0%
K-5 Schools															
Cleveland Elementary	404	67	16.6%	44	10.9%	81	20.0%	34	8.4%	186	46.0%	0	0.0%	0	0.0%
Glenview Elementary	465	85	18.3%	65	14.0%	44	9.5%	47	10.1%	127	27.3%	0	0.0%	3	0.6%
Kaiser Elementary	268	56	20.9%	44	16.4%	16	6.0%	20	7.5%	87	32.5%	0	0.0%	0	0.0%
Montclair Elementary	640	92	14.4%	83	13.0%	34	5.3%	36	5.6%	138	21.6%	0	0.0%	0	0.0%
Redwood Heights Elementary	372	66	17.7%	50	13.4%	33	8.9%	39	10.5%	72	19.4%	0	0.0%	0	0.0%
Thornhill Elementary	410	40	9.8%	54	13.2%	15	3.7%	32	7.8%	54	13.2%	0	0.0%	0	0.0%
6-8 Schools															
Hillcrest Elementary (K-8)	388	34	8.8%	29	7.5%	8	2.1%	23	5.9%	37	9.5%	0	0.0%	0	0.0%
Claremont Middle	485	136	28.0%	97	20.0%	27	5.6%	80	16.5%	204	42.1%	1	0.2%	2	0.4%

Source: California Department of Education DataQuest Report 2018-19, Enrollment by Ethnicity and Grade

In English-Language Arts, FCSO is outperforming seven of the eight similar schools that were assigned as comparison schools by the Oakland Unified School District’s Office of Charter Schools. The following two tables show the percentage of students meeting or exceeding grade level standards, as measured by the SBAC in English and in Mathematics, respectively, at Francophone and its eight comparable school sites.

**English-Language Arts Performance
Smarter Balanced Assessment: English-Language Arts, May 2019 Administration**

Name of School	Percentage of Students Meeting or Exceeding Standards
<i>Redwood Heights</i>	57.1%
<i>Claremont Middle</i>	58.3%
<i>Glenview Elementary</i>	58.3%
<i>Cleveland Elementary</i>	61.6%
<i>Kaiser Elementary</i>	67.4%

<i>Montclair Elementary</i>	77.9%
<i>Thornhill Elementary</i>	82.8%
Francophone Charter School of Oakland (K-8)	85.9%
<i>Hillcrest Elementary (K-8)</i>	87.4%

Source: California Assessment of Student Performance and Progress (CAASPP)

Mathematics Performance

Smarter Balanced Assessment: Mathematics, May 2019 Administration

Name of School	Percentage of Students Meeting or Exceeding Standards
<i>Redwood Heights</i>	45.2%
<i>Glenview Elementary</i>	48.0%
<i>Claremont Middle</i>	53.8%
<i>Cleveland Elementary</i>	61.1%
<i>Montclair Elementary</i>	67.5%
<i>Kaiser Elementary</i>	70.5%
<i>Thornhill Elementary</i>	72.2%
Francophone Charter School of Oakland (K-8)	74.3%
<i>Hillcrest Elementary (K-8)</i>	82.5%

Source: California Assessment of Student Performance and Progress (CAASPP)

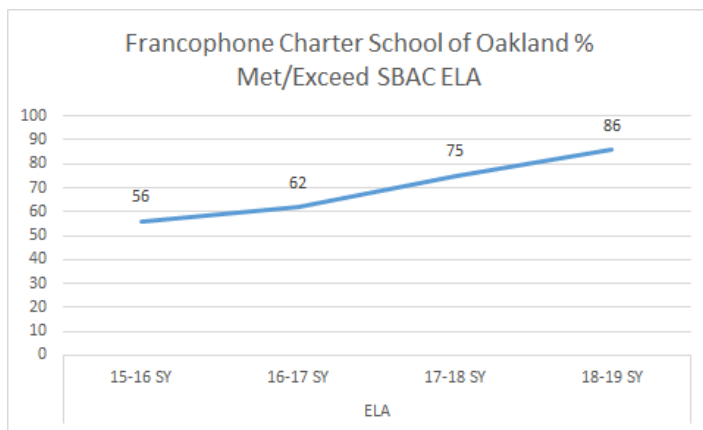
The only school that had a marginally higher percentage of students meeting or exceeding standards on the ELA and Math SBAC was Hillcrest Elementary, located in Upper Rockridge. As noted above, FCSO serves higher numbers of African-American, Latinx, English-Learner, Special Education, and socioeconomically disadvantaged students than Hillcrest Elementary. FCSO serves the highest number of Latinx students amongst all the comparison schools.

In sum, the above English and Math SBAC data from 2018-2019 indicate that Francophone prepares its diverse students to meet grade level standards as well or better than most similar schools.

Improvement in Student Achievement: English-Language Arts

In addition to outperforming many comparable schools within the last academic year, Francophone counts among its successes the performance of its students over time in English Language Arts. Francophone, since its establishment in 2015, has steadily grown the percentage of students performing at or beyond grade level expectations as measured by the English SBAC assessment for grades 3 and up. The following table shows school-wide gains in the percentage of students performing at or beyond expectations in English Language Arts over the last four years, with the percentage of students performing at or beyond grade level growing from 56% in May 2016 to 86% in May 2019.

**School-Wide English-Language Arts Performance, Multi-Year Comparison
Smarter Balanced Assessment: English-Language Arts, 2015-2019**



Source: California Assessment of Student Performance and Progress

Improvement in Student Achievement: Mathematics

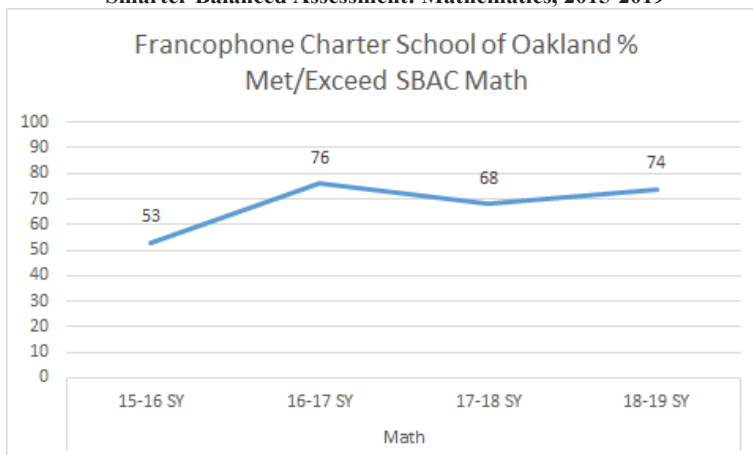
With respect to Mathematics achievement over the last four years, Francophone has, overall, improved the percentage of students (at grades 3 and above) performing at or beyond grade level expectations as measured by the Mathematics SBAC assessment, from 53% in May 2016 to 74% in May 2019. The following table shows school-wide percentages of students performing at or beyond expectations in Mathematics over the last four years. While the overall progress in the last four years has been positive, the school’s results in mathematics on the May 2018

administration of the CAASPP prompted the development of program changes and new approaches to teacher support for the 2018-2019 school year, including the following:

- Purchase of *Eureka* mathematics curricula translated into French language for teachers whose first language is French.
- Access to *Eureka* professional development webinars to support teachers in planning mathematics instruction and assessing student needs.
- Five early release days dedicated to professional development for teachers on the subject of differentiation in mathematics, led by Laurence Champomier.
- Purchase of *Zearn*, a web-based digital supplement to *Eureka* math curriculum, which provided students in grades 3-5 with self-paced math practice and opportunities for independent problem solving.
- Grade level and vertical collaboration among teachers focused on mathematics instruction. Example 1: kindergarten teachers implemented math instruction in an *atelier* (center/workshop) format to facilitate differentiation and to promote variety and choice of platforms for math learning (tablets, games, partner work, independent practice). They also trained interns (graduate level student teachers) to lead mini-lessons reviewing mathematics concepts to targeted students. Example 2: First grade teachers planned math instruction based on time of day and student need, recruiting an experienced third grade colleague to lead small group instruction to students in need of engaging review and remediation. Example 3: peer visits, in which teachers offered demonstration lessons for colleagues, and colleagues visited their classrooms to observe.

As a result, the school’s results in mathematics on the May 2019 administration of the CAASPP improved to 74% of students performing at or beyond grade level.

**School-Wide Mathematics Performance, Multi-Year Comparison
Smarter Balanced Assessment: Mathematics, 2015-2019**



Source: California Assessment of Student Performance and Progress

Innovative and Collective Models for Measuring Student Growth

Francophone Charter School is a member of the CORE Data Collaborative. Alongside other schools and districts, Francophone shares its results on standardized assessments of student learning, including the English Language Proficiency Assessment of California (ELPAC) and the English-Language Arts and Mathematics Smarter Balanced Assessment Consortium tests (SBAC). This permits Francophone to compare its results to another group of schools in the CORE Data Collaborative and to see its growth in a platform not available to all schools, the CORE Data Dashboard, from which the following data were extracted.

In the CORE Data Collaborative, Francophone's elementary English Language Arts and Mathematics growth percentiles for 18-19 were 70th percentile and 58th percentile, respectively. In other words, relative to other schools in the CORE Data Collaborative, Francophone students, on average, grew in English Language Arts more rapidly than 70 percent of CORE schools, and grew in Mathematics more rapidly than 58 percent of CORE schools. Based on the performance bands that CORE has defined to classify schools' growth, in which schools at the 71st percentile are considered "high growth", Francophone's growth in English Language Arts is nearly high. Math growth, on the other hand, is average, and remains, as discussed on page 17, an area of needed focus and improvement.

French Language

The success of the school's French immersion program is demonstrated by the school's results on the DELF Prim, with 100% of students passing with DELF Prim A1.1, A1, or A2. The DELF Prim is an official diploma awarded by the French Ministry of Education to certify the skills in French as a foreign language of children aged 8 to 11. The examination topics correspond to the interests of the age group: the surrounding environment (family, personal information, interests, friends). The students are evaluated for their oral comprehension, their oral production, their written comprehension, and their written production.

Standard II: The school is demonstrably likely to be able to implement the proposed program.

The following features, summarized below, are assets which strengthen Francophone’s foundation and contribute to its capacity to implement the program proposed in section III.

Adherence to the Proposed Educational Program

FCSO has adhered to the academic program it proposed in its initial charter petition. The Charter School’s instructional program is aligned with what was initially proposed in the initial charter petition. Examples of this fidelity include:

- A successful two-way immersion program, demonstrated by students’ success on both the DELF Prim assessment of French language and literacy and the SBAC assessment of English language and literacy.
- A focus on the wellness of the whole child, with robust programming in social-emotional learning (SEL) and restorative practices. The school has had no suspensions or expulsions during its initial charter term.
- Comprehensive professional development opportunities for staff, to ensure that they continue to build the skills needed to achieve gains in student assessments.

FCSO puts a high value on using data to ensure that it is meeting the terms and commitments of its charter. The school centers its practice on its commitments. The school believes that it has implemented its educational program with fidelity, resulting in strong measurable pupil outcomes, and compliance with regulatory elements.

Pursuit of Measurable Pupil Outcomes

The Charter School adopted the Oakland Unified School District’s Collective MPOs, and has achieved its goals in meeting the growth targets and/or proficiency levels. The Collective MPOs can be viewed in Element 1 of this petition.

Standing with Families

Francophone Charter School of Oakland is well-perceived by community partners, stakeholder groups, and families of enrolled students. The summary results from the 18-19 SY Family Survey reflect how families feel about Francophone:

Question	Average Answer (1 = lowest rating; 5= highest rating)
How much of a sense of belonging does your child feel at his/her school?	4.5

Overall, how much respect do you think the teachers at your child's school have for the children?	4.5
How well do administrators at your child's school create a school environment that helps children learn?	4.3
How much does the school value the diversity of children's backgrounds?	4.3

Source: Francophone Charter School of Oakland Families Survey Data 18-19 SY, administered Spring 2019

Governance

The Charter School is governed by a seasoned and committed board of directors. More detailed information about the Governance efforts of the school can be found in Element 4. Board members also serve on committees, to ensure the successful operation of the school. The committees include the Governance Committee, which is responsible for recruiting, nominating, training, and evaluating board members, as well as overseeing the functioning of the Board as a governing entity; the Education Committee, which has primary responsibility for supporting and overseeing the school's academic goals; the Finance Advisory Committee, which has primary responsibility for the financial management of the organization in coordination with the Executive Director; the Facilities Committee, which leads the process for applying for, searching for, evaluating and securing a suitable facility for the operations of the school (short term and long term); and the Audit Advisory Committee, which has primary responsibility for the coordination of the School's annual audit.

Talent Development

FCSO has a strong focus on talent development, in order to continue to improve student outcomes. The Charter School continues to review assessment data, surveys, and other sources of data to identify areas that teachers would benefit from further training on. Upon identifying an area that teachers could benefit from further training on, the Administrative Team works to identify the best way to provide that professional development to teachers, and in some cases may use an external expert to deliver the trainings. Below are examples of recent professional development opportunities that were delivered to the staff at The Charter School.

Internal Professional Development Topics:

- Toolbox: Social Emotional Learning Curriculum
- Restorative Practices: Introduction
- Technology integration
- Safe and supportive schools & PBIS framework
- Positive reinforcement strategies

- Communicating student learning to families via report card and conference
- Multi-Tiered System of Supports (MTSS)
- Using Pathways (SIS) and Google Sheets to monitor student progress
- Scaffolding mathematics reasoning from concrete to abstract
- Readers' Workshop
- Assessment of French reading using GB+ leveled reading
- Assessment of English reading using Fountas & Pinnell running records
- Playworks: Group management, structured transitions, and inclusive play

External Professional Learning for Teachers and Staff:

- Contra Costa County Office of Education, Teacher Induction Program
- Restorative Practices: 4 day workshop, International Institute for Restorative Practices
- Responsive Classroom
- Equity and White Fragility

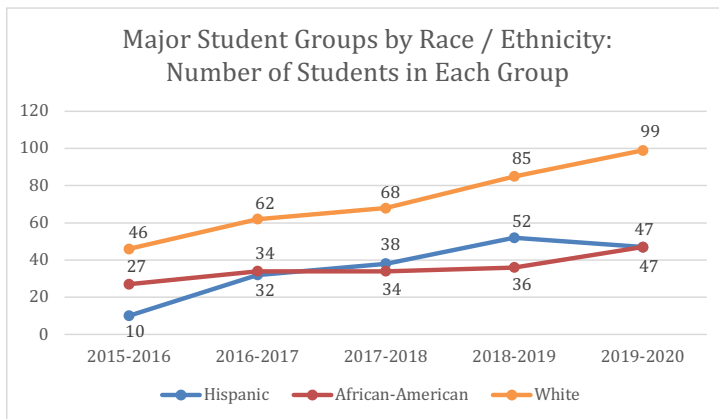
Finance

FCSO maintains fiscal responsibility as demonstrated in the latest audits findings, for the year ending in June 2018. The audit report states that there were no findings of lack of internal controls, and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. As a result of prudent financial management, the school has been able to accumulate a fund reserve equal to 18% of its yearly expenses at the end of fiscal year 2019.

Standard III: The school’s plans for a future charter term are “reasonably comprehensive”.

FCSO’s general course for next term is to continue the existing program and scale up the accomplishments of the first term. The Charter School will adhere to the successful two-way immersion program and whole-child approach to learning, and it will continue to use data to build and strengthen the program. Recent investments in new or additional curricula include new Positive Behavioral Interventions and Supports (PBIS) curricula, new middle school math curricula, and *Second Step* advisory curriculum for middle school (6th & 7th grades).

Further, the Charter School has worked hard to ensure that the school is diverse and has seen the number of Black and African American students and Latinx/Hispanic students grow significantly as the school invests heavily in strategic recruiting efforts. The number of White students and the number of Black/African American students have doubled since the beginning of the charter term, and the amount of Hispanic/Latinx students has almost quintupled since the beginning of the charter term. More information about the Charter School’s recruitment efforts can be found in Element 7.



Mission

The mission of the Francophone Charter School of Oakland (Francophone Charter School) is to provide a dual immersion curriculum to a diverse community of students. FCSO’s goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity.

While private language immersion programs have been in the area for decades, families unable to afford a private school education for their children have historically been denied this invaluable educational opportunity. Within the last few years, education leaders have recognized this unmet demand for language immersion education, resulting in the opening of multiple

language immersion charter schools in the Bay Area and the development of language immersion programs in a variety of languages, including French, Arabic and Farsi. These programs provide some offerings for parents but continue to receive more applications for admission than they can accommodate and leave parents scrambling for other high-quality, affordable language immersion opportunities for their children.

A small number of schools in the East Bay offer language immersion programs to public school students starting in elementary school. These programs teach Spanish and Mandarin Chinese, but no French language immersion program existed until Francophone Charter School of Oakland. Offering a broader range of languages through public language immersion programs leads to a richer linguistic and cultural tapestry in the community and enhances its overall diversity.

The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

In accordance with the Charter Schools Act of 1992, Francophone Charter School of Oakland hereby respectfully petitions Oakland Unified School District (“the District”) to renew the charter for the Charter School for a five-year period, from July 1, 2020 to June 30, 2025, [which has been extended by operation of law \(Education Code Section 47607.4\) to June 30, 2027.](#)

The Charter Schools Act of 1992 states that: It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold The Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter Schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. - California Education Code Section 47601(a)-(g)

The Charter School has made and will continue to make important contributions to the legislative goals outlined above. By granting this renewal, the District will help fulfill the intent of the Charter Schools Act of 1992 (“Charter Schools Act”), while providing students in the District with a small school option, and providing the District with the only public French two-way immersion language program in Alameda County.

Measurable Pupil Outcome	Amount 1	Amount 2	15-16 SY	16-17 SY	17-18 SY	18-19 SY	MPO Met?
1 By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of 45 percent.	5%	45%	56% ELA. Source: FCSO report to OUSD OCS	62% ELA. Source: FCSO report to OUSD OCS	75% ELA. Source: FCSO report to OUSD OCS	86% ELA. Source: CAASPP student data report (preliminary results prior to public release)	yes
2 By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of percent.	-	-					
Native American Asian or Alaska Native							
Asian							
Pacific Islander							
Filipino							
Hispanic or Latino							
African American	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
White	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	82%		yes
Two or More Races							
English Learners							
Students in Foster Care							
Low-Income Students							
Special Education							

3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	5%	50%	53% ELA. Source: FCSO report to OUSD OCS	76% ELA. Source: FCSO report to OUSD OCS	68% ELA. Source: FCSO report to OUSD OCS	74% ELA. Source: CAASPP student data report (preliminary results prior to public release)	yes
4	By the end of the charter term, for each numerically significant student group,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.			yes
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								
Special Education								

5	Each year, 50 percent of students will increase one grade level on the F& P or achieve proficiency.	50%	one grade level	64% Source: FCSO report to OUSD OCS	71% Source: FCSO report to OUSD OCS	64% Source: FCSO report to OUSD OCS	94% Source: Staff assessment of student reading reports.	yes
	<i>ELA/Reading Assessment: Fountas and Pinnell Benchmark Assessment</i>							
6	Each year, for each numerically significant student group,* 50 percent of students will increase one grade level on the F& P (same assessment as #5) or achieve proficiency.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	50%	one grade level	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	50%	one grade level	65% Source: FCSO report to OUSD OCS	Hispanic: 10% Black / African-American: 50% White: 40% Two+: 5% Economically disadvantaged: 20% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	yes
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								

	Special Education							
7	Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.	50%	No data reported	83% of English Learners improved one or more proficiency level.	CELDT-->ELPAC Transition year			
8	Each year, have less than 20 percent of students absent more than 10% of the school days (chronic absence).	20%	3% Source: FCSO report to OUSD OCS	14% Source: FCSO report to OUSD OCS	9% Source: FCSO report to OUSD OCS	11.6% Source: Core Data Collaborative	yes	
9	Each year, for each numerically significant student group,* have less than 25 percent of students absent more than 10% of the school days (chronic absence).	-						
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	25%	No data reported	Black / African-American: 3% Source: FCSO report to OUSD OCS	Black / African-American: 9% Source: FCSO report to OUSD OCS		yes	
	White	25%	No data reported	White: 2% Source: FCSO report to OUSD OCS	White: 4% Source: FCSO report to OUSD OCS		yes	
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								
Special Education								
10	Each year, at least 60 percent of students and families positively rate school safety.	60%						

	<p><i>Student Survey Question: I feel safe at school. Agree/Disagree</i></p> <p><i>Family Survey Question: I feel that my child/children is/are safe at school. Agree/disagree</i></p>		No data reported	60% of students positively rate school safety/culture by agreeing with survey item: <i>I feel safe at school</i> (response options: <i>agree/disagree</i>).	Students not reported.	81% of respondents strongly agreed or agreed that their student feels safe at the school for the item: <i>Overall, how unsafe does your child feel at school?</i>	yes
11	<p>Each year, at least 60 percent of students and families positively rate academic instruction.</p> <p><i>Student Survey Question: I believe my school provide quality academic instruction. Agree/Disagree</i></p> <p><i>Family Survey Question: I believe the school provides quality academic instruction. Agree/Disagree</i></p>	60%	No data reported	65% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: <i>agree/disagree</i>).	97% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: <i>agree/disagree</i>).	79% of families agree or strongly agree that the teaching matches their students' learning style: <i>How well do the teaching styles of your child's teachers match your child's learning style?</i>	yes
12	Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	60%					

	<p>Student Survey Question: <i>I feel that I can make suggestions and be part of decisions made at school.</i> Agree/Disagree</p> <p>Family Survey Question: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school.</i> Agree/Disagree</p>	<p>No data reported</p>	<p>65% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</i></p>	<p>80% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</i></p>	<p>Question not asked on survey</p>	<p>Yes when tracked</p>
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Summary Table of Substantive Changes

Item	Revision
Statement of Assurances	Updated Statement of Assurances per OUSD
Introduction	<ul style="list-style-type: none"> ● Added information about accomplishments from the first charter term ● Removed language that was specific to a pre-approved school that outlined the success of existing and established two-way French immersion schools around the country
Element 1	<ul style="list-style-type: none"> ● Updated DRL ● Updated Collective MPOs ● Updated LCAP ● Updated students served section ● Updated instructional methods ● Updated instructional technology used ● Updated parental involvement requirements to align with current Ed Code ● Updated instructional minutes ● Updated plans for special learners ● Updated ELPAC information
Element 2	<ul style="list-style-type: none"> ● Updated DRL ● Updated MPOs ● Updated LCAP
Element 3	<ul style="list-style-type: none"> ● Updated DRL ● Updated assessment information
Element 4	<ul style="list-style-type: none"> ● Updated DRL ● Updated information about board committees
Element 5	<ul style="list-style-type: none"> ● Updated DRL ● Updated information about job descriptions ● Updated information about evaluations
Element 6	<ul style="list-style-type: none"> ● Updated DRL ● Updated student health and safety to align with most recent Ed Code

	requirements
Element 7	<ul style="list-style-type: none"> • Updated DRL
Element 8	<ul style="list-style-type: none"> • Updated DRL • Updated lottery preferences
Element 9	<ul style="list-style-type: none"> • Updated DRL • Removed references to NCLB • Updated description of audit
Element 10	<ul style="list-style-type: none"> • Updated DRL • Updated language around suspension and expulsion procedures
Element 11	<ul style="list-style-type: none"> • Updated DRL • Updated information about retirement systems
Element 12	<ul style="list-style-type: none"> • Updated DRL • Updated section
Element 13	<ul style="list-style-type: none"> • Updated DRL • Updated section
Element 14	<ul style="list-style-type: none"> • Updated DRL
Element 15	<ul style="list-style-type: none"> • Updated DRL

Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Francophone Charter School of Oakland (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

Deleted: Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. The most up-to-date version of this form can be found on our website.

As the authorized representative of the petitioner group, I hereby certify under the penalty of perjury that the information submitted in this petition for a charter for FRANCOPHONE CHARTER SCHOOL OF OAKLAND to be located at 9736 Lawlor Street, Oakland, California (grades 2-7) and 8755 Fontaine Street, Oakland, California (grades TK-K-1) is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations, including but not limited to Education Code section (d)(2)(B).
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement.
5. Will not exclude admission based on the student’s or parent’s/guardian’s place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the reauthorization of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act . 20 U.S.C. ch. 28 § 1001 et seq.

... [1]

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(1))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

a. The California Code of Regulations

b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)

d. Displaying all required postings at school site and online

e. Following the minimum and maximum age requirements for enrollment

f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

Grade Level	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
TK	26	26	26	26	26
K	78	78	78	78	78
1	58	72	72	72	72
2	45	53	66	66	66
3	37	43	51	63	63
4	46	36	41	49	60
5	37	44	35	39	47
6	18	36	42	34	37
7	7	17	35	40	33
8	6	7	16	34	38
9	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA
Other	NA	NA	NA	NA	NA
Total	358	412	462	501	520

Deleted: Element 1: The Educational Program

1. Annual Goals for All Pupils and Subgroups of Pupils in the State Priorities

DRL: “ Under Education Code section 47605(b)(5)(A)(ii), Francophone Charter School of Oakland sets forth the following pupil outcomes related to annual academic achievement goals, set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052(including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations), in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals. Francophone Charter School of Oakland further sets forth any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals as follows:”

2. Local Control Accountability Plan (LCAP)

DRL: “Francophone Charter School of Oakland shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Francophone Charter School of Oakland shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:”

A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.”
Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.”
To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.”

Francophone Charter School of Oakland shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Francophone Charter School of Oakland “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update. (Ed. Code § 47606.5(e).)”

3. Western Association of Schools and Colleges (WASC) Accreditation

DRL: “If Francophone Charter School of Oakland serves students in grades 9-12, Francophone Charter School of Oakland shall obtain Western Association of Schools a ... [2]

Maximum enrollment of school during the upcoming charter term: 520

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Deleted: Francophone Charter School of Oakland acknowledges that it is the position of the District that any deviation from the enrollment or grade levels served above exceeding 5%, by grade level or total, shall be considered a material revision of the Charter under Education Code section 47607(a)."

Mission

The mission of the Francophone Charter School of Oakland (Francophone Charter School) is to provide a dual immersion curriculum to a diverse community of students. Our goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity.

Vision

Francophone Charter School will achieve its mission by:

- Providing an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges;
- Preparing students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Recruiting and maintaining a diverse student body and staff;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision-making process;
- Fostering values of accountability and responsibility.

What It Means To Be An Educated Person in the 21st Century

An educated person in the 21st century needs a strong foundation of knowledge and skills to be able to address and solve complex problems. Rapid changes in technology bridge gaps between continents and cultures that were once isolated and are now closer and more interconnected than ever before. These changes emphasize the increased pace of globalization and crystallize the importance of self-awareness, cross-cultural sensitivity, multiple language proficiency, global citizenship, and technological skills in developing an educated person who appreciates and values the perspectives of others. Awareness and knowledge of cultures, histories, and stories of

resilience within their own families, local communities and global communities, help students develop better self-awareness¹ to manage and succeed in this increasingly complex world.

The French language provides a common link between geographically and culturally diverse communities that span five continents. After English, French is the most frequently taught language in the world. French language mastery provides a framework by which students can explore the diversity of francophone arts and culture, the global impacts of their actions, civic engagement on a global scale, and how language can unite and provide context to cultural diversity. Learning French also allows students to develop deeper relationships with francophones and positions them well for opportunities with many businesses, governments, non-profit organizations and large multi-national organizations that conduct business in English and French². Francophone Charter School plans to provide the following – as outlined in the vision – in order to ensure that each one of its students is an educated person in the 21st century.

- Providing academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges;
- Preparing students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision-making process;
- Fostering values of accountability and responsibility

Students Served

Francophone Charter School of Oakland seeks to serve a diverse student population. It is important for students to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people, and the school seeks to attract students from many different neighborhoods across Oakland Unified School District. The following table shows the many different zip codes represented at the school. More information about the Charter School's recruitment efforts can be reviewed in Elements 7 and 8.

¹ http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&_r=3&

² Canada (our largest trade partner), the United Nations, NATO and The International Red Cross conduct their business in English and French. Additionally, many of the emerging economies of Africa are French-speaking nations.

Zip Code	15-16 SY Count	16-17 SY Count	17-18 SY Count	18-19 SY Count	Neighborhood(s) in Zip Code
94601	1	5	8	12	Fruitvale
94602	3	6	7	12	Upper/Lower Dimond, Oakmore
94603	1	6	6	12	Cox, Elmhurst Park, Sobrante Park
94605	11	20	25	40	Bancroft, Millsmont, Eastmont, Sequoyah
94606	2	4	4	5	Rancho San Antonio, Merritt, Laney
94607	2	3	5	5	Acorn, Lower Bottoms, McClymonds
94608	0	1	3	2	Clawson, Hoover-Foster
94609	4	5	6	11	Temescal
94610	7	8	9	11	Crocker Highlands, Lakeshore, Grand Lake
94611	3	8	11	18	Montclair, Piedmont
94612	0	0	1	1	Downtown Oakland
94614	4	0	0	0	Coliseum
94618	3	3	3	3	Rockridge, Upper Rockridge
94619	3	6	8	13	Maxwell Park, Redwood Heights, Leona Heights
94621	0	1	2	4	Coliseum, Lockwood Gardens, Highland

Table 1. Zip codes represented at school, extract from Pathways SIS

Benefits of Two-Way Immersion for Special Populations

There are clear benefits of language immersion education for low-income students. Research shows that low-income African American children in a language immersion program outperform

children of similar background in English-only programs³, and that low-income African American children who enrolled in a French language immersion program performed as well as their African American peers in a non-immersion setting⁴. Just over half of the students in Cincinnati's foreign language magnet program receive free and reduced lunch. Students in this magnet program show math and reading scores far better than the national average and better than any of the other magnet programs in Cincinnati⁵. A study of the Milwaukee Public Schools showed that African American students and students of disadvantaged backgrounds who enrolled in the district's French immersion program had better test scores than students with the same characteristics who enrolled in other public schools in the district,.

Data also show that English Learners (ELs) enrolled in a two-way immersion program outperformed ELs in every other EL program on English reading standardized tests⁶. ELs in the TWI program showed continued improvement in English reading skills from kindergarten through 12th grade, while ELs in non-TWI programs⁷ showed improvement until middle school or early high school followed by decline. While late-exit bilingual programs was the only other program in which ELs reached the 50th percentile in English reading and maintained it through 12th grade, average reading scores for ELs in 12th grade were just over 50% for this group versus over 60% for ELs in the TWI program. Research conducted by the Berkeley Unified School District on its TWI programs shows that its EL students in the TWI program perform on par – or better than – their non-TWI peers in English reading. These data indicate that TWI programs can help close the achievement gap for ELs.

To ensure that teachers are prepared to teach a diverse community of learners, Francophone Charter School will offer professional development opportunities in cultural competence through an organization such as The Center for Culturally Responsive Teaching and Learning, which builds teachers' background knowledge in the cultures and languages of underserved students to ensure that teachers and administrators are able to adequately teach and maintain a diverse and successful student body.

Francophone Charter School's plans for addressing the needs of low-income students and other special populations are included in the Plan for Special Learners.

³ Lightbown, 2007

⁴ Haj Broussard (2002); Holobow, Genesee, Lambert, Gastright, and Met (1987); Holobow, Genesee and Lambert (1991)

⁵ <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>

⁶ http://www.berkeleyschools.net/wp-content/uploads/2011/09/Effectively_Implementing_Two-Way_Immersion_in_Berkeley_-_M_Rivera_-_APA1.pdf

⁷ Non-TWI programs included in the study are (1) late-exit with content ESL, (2) early-exit with content ESL, (3) early-exit with traditional ESL, (4) ESL through academic content, and (5) traditional ESL pull-out.

How Learning Best Occurs

Becoming bilingual expands a student's world view. In an increasingly global society, being able to communicate with others in multiple languages is paramount to cross-cultural understanding. Through early and sustained immersion in the French language, students of Francophone Charter School will excel academically, become highly proficient in two languages and develop an appreciation for and sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the grade-level content is taught in a language other than English⁸. Research shows that students in two-way immersion language programs like the one that will be implemented at Francophone Charter School achieve greater academic success than their peers in monolingual programs⁹, are more advanced readers¹⁰, perform better on standardized tests, and are less likely to drop out of school¹¹. Research also indicates that students can simultaneously master a rigorous academic curriculum taught in the target language and master both languages.¹² Language immersion programs particularly benefit young children, such as those in elementary or TK-8 schools. Of the few schools that offer a second language program to students in the Oakland Unified School District (not including schools that offer a transitional bilingual program), most are high schools that offer second language courses. However, these language offerings come well after then best time for initial exposure to learning multiple languages (before age seven)¹³ and the period when children have the greatest facility to learn multiple languages (from the time they are infants until they are in their early teens¹⁴). Francophone Charter School will offer a French immersion program for students starting in transitional kindergarten, which allows students to take advantage of these benefits of early language acquisition.

The benefits of second language acquisition go beyond performance in school. Research shows numerous other benefits to learning more than one language, which include increased executive functioning and cognitive development¹⁵, better problem solving skills¹⁶, delaying the onset of

⁸ Center for Applied Linguistics, <http://www.carla.umn.edu/immersion/bibliographies/one-way.html>. Also see <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf> for a complete summary of the varied benefits of second language acquisition at a young age.

⁹ Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56-59.

¹⁰ <http://www.sfgate.com/education/article/S-F-seen-as-model-in-bilingual-education-over-5229826.php>

¹¹ Pimentel, C. (2011). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos & Education*, 10(4), 335-353. doi:10.1080/15348431.2011.605686

¹² Tong, F., Lara-Alecio, R., Irby, B. J., & Mathes, P. G. (2011). The effects of an instructional intervention on dual language development among first-grade Hispanic English-learning boys and girls: A two-year longitudinal study. *Journal of Educational Research*, 104(2), 87-99. doi:10.1080/00220670903567364; Met, Myriam, "Improving Students' Capacity in Foreign Languages," *Phi Delta Kappa*, November, 2004.

¹³ http://carla.acad.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

¹⁴ Conboy & Kuhl, 2011; Giannakopoulou, Uther, & Ylinen, 2013; Klein, Mok, Chen & Watkins, 2013; Kuhl, 2011.

¹⁵ Curtain, H. & Dahlberg, C.A. (2004). *Languages and children: Making the match. New languages for young learners, grades K-8*. Boston, MA: Allyn & Bacon.

¹⁶ Center for Applied Linguistics

dementia and other forms of Alzheimer’s disease¹⁷, better conflict resolution skills, and increased adaptability to new environments¹⁸. Further, research has shown children who speak more than one language are more highly attuned to processing sound, can pay attention better than their monolingual peers, showed reduced levels of anxiety, loneliness, and poor self-esteem, and were less likely to argue, fight, or act impulsively.¹⁹

Learning a second language also creates economic and sociocultural opportunities locally and around the world. Proficiency in multiple languages provides access to additional employment opportunities in international business, tourism, communications, non-profit service, and diplomatic and outreach industries. Research shows that competence in multiple languages increases both job opportunities and wages in a wide range of career opportunities, including – but not limited to – business, technology, the US military, and non-profit humanitarian organizations²⁰. Learning multiple languages also expands a student’s world view, helps connect people, and provides a bridge to deeper relationships with people from diverse backgrounds. Learning about diversity both within the French-speaking world and among the families and staff at Francophone Charter School can provide a unique opportunity to make the celebration of diversity an integral part of the school’s culture and build on the school’s mission and teachings in global citizenship.

The Charter School’s two-way immersion model, configuration, use of time, teaching strategies, curriculum materials, assessments, and support systems will all be aligned with best practices in language immersion education.

Language Immersion Model

The focus of the instructional approach of Francophone Charter School is the two-way immersion (TWI) model, a specific type of language education that allows students to learn a second language while continuing to develop their first language. In the TWI model, two languages are used for instruction at different ratios throughout the educational experience of the student, with at least 50% instruction in the second language. Francophone Charter School will offer instruction in French and English. TWI programs promote bilingualism and bi-literacy, academic achievement and cross-cultural awareness and behaviors for all students.

For the TWI model to be most successful, the program should enroll an equal number of students with proficiency in each of the languages (50% with some level of French proficiency and 50% with English or other language skills). Students are integrated throughout the school day,

¹⁷ Bhattacharjee, 2012

¹⁸ Marian & Shook, 2012

¹⁹ Gillette, 2013

²⁰ The US military offers a Foreign Language Proficiency Bonus as a financial incentive for members to help the armed services enhance its foreign language capabilities. The law authorizes payment of a bonus up to \$12,000 for a 12-month period. (<http://militarypay.defense.gov/pay/specialindex.html#316>)

regardless of their French language skills. This strategy allows for students to model their French and English language skills, thus enhancing the learning environment for both groups. In language immersion programs, the emphasis is on learning the content being taught, rather than the language. While TWI programs vary in implementation, fidelity to the model includes the following characteristics: instruction in two languages, one language at a time, and peer-to-peer facilitated language sharing²¹.

The ratio of French to English instruction will gradually decrease over a student’s experience at Francophone Charter School. Students in transitional kindergarten, kindergarten, first and second grades will receive 90% of their instructional time in French and 10% in English. This ratio was chosen to provide more contact hours for non-French speakers in order to enhance their French proficiency at an earlier age and to maximize language acquisition early and fully.²² Starting in third grade, students will receive 70% of their instruction in French and 30% in English. The ratio will decrease to 50/50 in sixth grade and will remain that way through eighth grade. Subjects taught in French will be taught by native or near-native francophones who are also proficient in English. Subjects taught in English will be led by teachers with native English proficiency. The following table shows the approximate allocation of instructional time by language and subject for each grade level.²³

Approximate Instruction of French by Subject Area

Grades	% of Instruction in French	Subjects Taught in French²⁴	Subjects Taught in English
TK-2	90%	Math Science	English

²¹ <http://www.ksbe.edu/spi/pdfs/bilingual%20immersion%20full.pdf>

²² Research shows that students in language immersion programs transfer literacy and math skills developed in French to literacy and math skills in English. Despite receiving classroom instruction in English for the first time in 4th grade, one study found that the majority of French language immersion students in grades 3 to 5 performed at or above grade level on math assessments and English reading assessments. Longitudinal analysis of student data show increased performance in both math and reading in English between grades 3 and 5, with fewer than 3% of students in 5th grade scoring below grade level in these subject areas.

http://www.carla.umn.edu/immersion/acie/vol10/may2007_researchfindings.html,
<http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>

²³ Percentage of time spent in each language at any particular grade may shift over time, depending on the latest findings in language immersion research and the school’s experience.

²⁴ In preparation for state testing, teachers may conduct some lessons in English in order to provide the best preparation for students. Some of this preparation will include teaching applicable English vocabulary and providing necessary vocabulary sheets and study materials. Dual immersion math vocabulary worksheets have been developed by the Granite School District in Salt Lake City, Utah and are samples of what can be used by teachers:
<http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/DIMathVocab.aspx>.

		History/Social Science French Language Arts Music Visual Arts Physical Education ²⁵	
3-5	70%	Math Science French Language Arts Music Visual Arts Physical Education	English Language Arts History/Social Science
6-8	50%	Math Science French Language Visual Arts Physical Education	English Language Arts History/Social Science Math Science Visual Arts

The approximate ratio of French to English allocated at each grade level by year is shown in the table below.

Additional Instructional Strategies

As a two-way immersion school, Francophone Charter School will employ a variety of instructional methodologies to support students' academic success. In addition to established language acquisition methodologies, the Charter School founders believe that the following strategies²⁶ are central to the mission and vision of Francophone Charter School:

1. Differentiated instruction
2. Inquiry-based learning
3. Social Emotional Learning

²⁵ Francophone Charter School will attempt to teach physical education courses in French. Since recess may be part of physical education in elementary school, and children are less directed during this time, instruction in French may not occur at recess.

²⁶ These instructional methodologies may be revised depending on the latest educational research and Francophone Charter School's experiences with these strategies

4. Technology
5. Looping
6. Specialized language acquisition strategies
7. Educational and career planning

Differentiated Instruction

Providing differentiated instruction is essential given the diverse learning needs of students in two-way immersion. A key component of learning a language well is continued practice. In order to provide students of varying language abilities the opportunity to practice at their level and build upon that level, differentiated instruction may include different exercises during which students of comparable language abilities are grouped together for a short time²⁷. The teacher will provide guidance to each of the groups and will gather the class as a whole at the end of the lesson for students to share what they learned. Teachers may also use aides or parent and community volunteers to help guide small groups. This strategy may mix students of different grade levels, depending on language proficiency of the student body, and will allow beginners to become more confident in their language skills and proficient speakers to enhance and grow their language skills.²⁸

Inquiry-Based Learning

In Inquiry-Based Learning (IBL), students will be given a question or a problem for which they will need to design and test hypotheses in order to find a solution. This style of learning aligns well with the mission and values of Francophone Charter School by teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for decision-making and deeper understanding of concepts. Research shows that more involvement in the learning process leads to greater engagement and deeper understanding for students²⁹ and can improve academic performance, motivation, and participation in group work for students with learning disabilities.³⁰

²⁷ The founding Principal and student body will determine actual strategies so that the latest in educational research and the needs of the student population are taken into consideration for instructional strategies used in the classroom.

²⁸ In its first year of operation, the Santa Rosa French American Charter School learned that students with higher levels of French proficiency needed more differentiated instruction and small group time with other highly proficient French speakers in order to continue advancing in the French language.

55 Content Based Instruction (CBI) has achieved popularity in Canadian French Immersion

²⁹ <http://www.edutopia.org/inquiry-project-learning-research>; C Wirkala, D Kuhn (2011). Problem-Based Learning in K-12 Education: Is it effective and how does it achieve its effects? American Educational Research Journal, 48(5):1157-1186.

³⁰ Filippatou, D. Kaldi, S. (2010). The effectiveness of project-based learning on pupils with learning difficulties regarding academic performance, group work and motivation. International Journal of Special Education, 25(1):17-26.

When implemented in small groups, IBL requires collaboration among group members and enhances learning by allowing students in one group to learn about the processes and outcomes of other groups. With an emphasis on collaboration and community at Francophone Charter School, using IBL in small groups helps achieve the mission and vision of the school. Francophone Charter School will integrate IBL into its science, math and social studies curriculum. In its inaugural year, Francophone Charter School will use inquiry-based curriculums for both science and social studies (FOSS science curriculum and Teacher Curriculum Institute's Social Studies Alive!). Prior to the third year of operation, the Curriculum and Education Program Evaluation Team will work with math teachers to develop inquiry-based math lessons to complement the Eureka math curriculum.

Social Emotional Learning

Social Emotional Learning (SEL) is a comprehensive pedagogical approach that develops core life competencies associated with lifelong learning and success and is known for creating a positive school climate and classroom culture conducive to maximizing every child's academic and intellectual development. SEL also aligns well with the personal integrity and citizenship aspects of the mission of Francophone Charter School and is a current initiative in the Oakland Unified School District (OUSD). The Charter School plans to adhere to the current SEL curriculum goals outlined by OUSD.³¹ OUSD goals³² for SEL include:

- Students will develop and demonstrate self-management skills, regulate emotions, monitor and achieve behaviors related to school and life success.
- Students will develop self-awareness skills, have knowledge of one's emotions, develop an accurate and positive self-concept, and recognize individual strengths and external support systems.
- Students will develop social-awareness skills needed to establish and maintain positive relationships, including recognizing feelings and perspectives of others, appreciating individual and group differences, and contributing to the well-being of one's school and community.
- Students will demonstrate interpersonal skills needed to establish and maintain positive relationships, including using social skills and communication skills to interact effectively with others while developing healthy relationships and demonstrating an ability to prevent, manage, and resolve interpersonal conflicts.
- Students will demonstrate decision-making skills, problem-solving skills, and responsible behaviors in school, personal, and community contexts.

³¹ <http://www.thrivingstudents.org/46/social-and-emotional-learning-oakland-unifed-school-district>

³² Francophone Charter School will consider revising its goals in the event that OUSD modifies its goals for this curriculum or in the event that the latest educational research suggests modifications to these goals.

The K-5 SEL curriculum is Toolbox. The SEL curriculum for the middle school is Second Step-Middle School/Advisory.

Positive Behavior Interventions and Support (PBIS)

Positive Behavior Interventions and Support (PBIS) is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional and behavioral competence of all students. The components of the Charter School’s PBIS program include:

- a. Monthly celebrations of student art, citizenship, and diverse cultural themes.
- b. Core values: Safe, Respectful, and Responsible.
- c. School-wide pledge and behavior expectations.
- d. Explicit instruction to students of our expectations for each area of campus.
Lesson plans.
- e. Emphasis on prevention of unwanted behavior: active supervision, clear expectations posted in all classrooms and campus locations,, and frequent, positive interactions between staff and students.
- f. Classroom environment designed to prevent and reduce unwanted behavior.
- g. Monthly review of climate and behavior data in a team-based format focused on inclusive and culturally responsive school practices. Identify patterns and recommend interventions. Curate and propose materials to support equity and inclusion, e.g. Anti-Racism, Bullying Prevention, Diverse Learners.

Restorative Practices

Restorative practices is an alternative to addresses wrongdoings by punishment. Restorative practices promote dialogue, accountability, and a stronger sense of community. Restorative practice is a philosophical framework that can be applied in a variety of contexts -- the justice system, schools, families, communities, and others.

The school’s restorative practices include the following:

- a. Proactive circles: build community and relationships to support learning in classrooms.
- b. Problem solving circles: address issues in classrooms.
- c. School-wide pledge and behavior expectations.
- d. Explicit instruction to students of our expectations for each area of campus.

Looping

Whenever possible, Francophone Charter School loops teachers with students. Looping is a process whereby students stay with the same teacher for two years in a row. This strategy builds a stronger community by building stronger relationships between students and teachers and between teachers and parents. The better the teacher knows the student, the better the lessons can be targeted to the learning style of the student and promote greater academic success.³³ Looping has also shown to increase student attendance and decrease discipline problems.³⁴ Since looping is most effective in well-established schools in which the teachers have had multiple years to refine their teaching strategies for a particular curriculum, the Founding Team began looping in Year 4.

Technology

The use of computers and/or tablet computers and learning software will promote differentiated instruction, increase the number of educational modalities available to teachers and students, provide alternate ways of learning and assessment, and allow for communication with francophone communities across the globe. Computers and/or tablet computers will be used as tools for conducting research, communicating locally and globally, and producing works that demonstrate self-expression and understanding of content. The school currently has a 2:1 device to student ratio.

The current technology platforms that The Charter School uses are:

- Google classroom
- Adobe Spark video (students realize digital short videos with sound and work on their language acquisition, reading, writing, editing skills)
- Book Creator: students create their personal digital book " all about me"
- Illini Phonics (in both ELA and FLA)
- TV 5 Monde multimedia for the francophone world and education to the media

Specialized Language Acquisition Strategies

- Gestures and facial expressions
- Speaking more slowly
- Repetition of key words and phrases
- Using context to convey meaning
- Building on learned vocabulary to teach new vocabulary

³³ <http://www.ascd.org/publications/newsletters/education-update/mar98/vol40/num02/Looping.aspx>;
<http://eric.ed.gov/?id=ED496341>

³⁴ <http://eric.ed.gov/?id=ED496341>

Educational and Career Planning

Francophone Charter School is committed to preparing all of its students for college and career. The Charter School offers activities and instruction that introduce students to colleges, businesses, career opportunities, and the use of their francophone skills in a context outside the school will foster college and career readiness. Programs and field trips in middle school grades highlight various industries and media to students (performing arts, music, health, community activism, podcasting, theater), showing a wide range of career possibilities to students.

Curriculum

The Common Core State Standards and the California State Standards will provide the foundation for building curriculum and guiding instruction for English Language Arts, Math, Science and History/Social Science. Francophone Charter School will offer the aforementioned core courses, creative arts, additional world languages when possible (Spanish was offered in 17-18 and 18-19, and the school may offer Arabic in the current or next school year), health and physical education in order to provide a comprehensive and well-rounded education for its students. For subjects and grades taught in English, the Charter School will use texts and materials adopted by the State of California or ones that align with the California Common Core State Standards.

For subjects taught in French, Francophone Charter School will adapt and align grade-appropriate and linguistically accessible French teaching materials and may also use curriculum from other established French immersion programs (i.e. Santa Rosa French American Charter School, Le Monde Charter School, New York French American Charter School). Curriculum will be standards-based and will include formative, benchmark and summative assessments. Curriculum maps will be developed by the Charter School's Curriculum and Education Program Evaluation Team at least annually and reviewed and approved by Francophone Charter School leadership. All Francophone Charter School staff and leadership understand that the development of curriculum maps will be a continuous and collaborative process aligned with the best educational practices and current research considering the Charter School's mission, vision and educational program described herein.

Subject Areas

Curriculum maps will be developed for all subjects and all grades and will include the major themes for each subject, the materials that will address those themes, the standards for content knowledge and skills that students are expected to master, and the benchmark and summative assessments that will measure student success. Teachers will determine the benchmark assessments used in courses they teach, and all teachers will use formative assessments to regularly evaluate student learning and needs for differentiated instruction and other modifications to ensure student success.

Language Arts

Literacy skills are vital to the academic and career success of students. The language arts curriculum will focus on the acquisition and application of oral, reading, writing and comprehension skills and will provide materials and instruction that serve to increase complexity of vocabulary and content as methods of preparing students for challenging academic and career environments. Literacy skills will be incorporated into all courses at Francophone Charter School so that students have the opportunity to develop these skills across the curriculum. Technology will be incorporated into language arts activities as a way to illustrate student command of both technological devices and the languages being studied.

English Language Arts

The Charter School adopted the reading and writing curriculum developed by the highly-respected Teachers College Reading & Writing Project (TCRWP)³⁵ at Columbia University, because it is aligned to the Common Core State Standards, state priorities and the mission and goals of the Charter School. Some strategies that may be used to enhance literacy are: reading aloud, phonics and phonemic awareness, shared reading, guided reading, independent reading, shared and modeled writing, and reading and writing workshops. The scope and sequence for ELA will focus on English language development to teach transferable skills. Teaching during ELA time will be intentional so that it is about the English language and not just in the English language. Literature will come from a wide variety of sources and will cover topics that enhance the global citizenship component of the Charter School's curriculum.

French Language Arts

Research shows that in addition to Content Based Instruction and teaching multiple subjects in a second language, there is a need for formal instruction in the second language in order to achieve native-like fluency and grammar. Francophone Charter School plans to use leveled books that are available in French from Reading A-Z. Leveled books are a component of differentiated instruction and can be used in guided reading and small-group instruction. Francophone Charter School also plans to use materials such as Alpha-jeunes: trousse d'évaluation de lecture ("Alpha-youth: kit for reading evaluation") as reading resources in grades one and two. French Language Arts will incorporate strategies, such as Reading and Writing Workshops, as used in the English Language Arts curriculum developed by Teachers College Reading & Writing Project. Francophone Charter School is committed to providing students with a library of French language books for their reading time that align with the global citizenship mission and vision of the school, allowing students to explore the rich cultural diversity within francophone culture through books. The Charter School will also collaborate with other established French immersion programs in order to benefit from their experiences and to incorporate lessons they have developed into Francophone Charter School.

³⁵ <http://readingandwritingproject.com/about/overview.html>

Mathematics

Francophone Charter School will use Eureka Math, which aligns with the Common Core State Standards for Mathematics and centers on problem-solving and a three-step learning process (concrete, pictorial and abstract) to help students master mathematical concepts and apply those concepts to complex math problems. Eureka Math is used by many leading schools. Francophone Charter School teaches its math content in French.

Science

The Charter School will use the inquiry-based Full Option Science System (FOSS) to inform the science curriculum. FOSS is a research-based program designed for grades K-8 that was developed by the Lawrence Hall of Science at the University of California, Berkeley. The FOSS curriculum aligns well with Francophone Charter School's focus on technology: one of the hallmarks of this program is its interactive site which provides students and their families opportunities to participate in instructional games and interactive simulations.

Each module has tips on how to connect the concepts in the lesson with activities at home, providing parents another way in which to participate in their child's learning experience.

Social Science

Social studies content will be based on the California Common Core State Standards and will develop student knowledge and understanding of local and global communities, including those of the francophone world. The curriculum will include history, geography, civics and economics and will incorporate the history of the francophone diaspora. Social studies units will draw from a wide variety of resources and materials, including lessons from the Teacher Curriculum Institute's (TCI) Social Studies Alive! (K-5) and History Alive! (6-8).

These TCI lessons and units are inquiry-based, incorporate language arts and global citizenship themes, and align with the California Common Core State Standards. In addition to these lessons, social studies will incorporate family history and origin into its curriculum in order to provide examples of the rich diversity within the school community. Francophone Charter School will also celebrate International Francophonie Day (March 20), giving students and their families an opportunity to experience food, art, dance and music from the francophone world. Students will have an assembly related to this event during school hours, and the Parent-Teacher Association will organize an event with activities for the whole family on a weekend day.

Creative Arts

Development of student artistic expression and appreciation for art and music are integral to a well-rounded education, and a core part of a student's experience at Francophone Charter School. Students will receive instructional examples of art and music from around the world, including from the francophone world, which will provide additional context and depth to their

French language education. According to the California Department of Education, the virtues of arts education extends beyond creativity and artistic literacy and has a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social-emotional development.

Health

Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies. Health instruction follows the California Health Framework and the California Healthy Youth Act which requires sexual health education in middle school.

Physical Education

Francophone Charter School students will learn the lifelong benefits of regular exercise and physical activity by participating in physical education courses for a minimum of 200 minutes per ten days of school (Education Code 51210(g)). In addition to physical activity, teamwork and cooperation will be incorporated into physical education courses. The Charter School will conduct all mandated physical fitness tests.

Technology

Students will have access to computers and/or tablet computers with the expectation that they will become technologically proficient in ways that will prepare them for the best high schools and colleges. Most subject areas will incorporate technology into their lessons so that students gain adequate exposure to and experience with technology and understand how it can be used in both pragmatic and creative ways. Availability of computers also offers additional opportunities for differentiated instruction within the classroom. Reflecting the State Board of Education's 2019 Visual and Performing Arts Standards dedicated to Media Arts, the school's use of chromebooks, a digital platform for yearbook design, and Padcaster Studio for Visual and Performing Arts, among other technologies, integrates the arts with original storytelling and purposeful communication.

Life Skills

For students to be well-rounded and most successful, they need to develop more than knowledge and skills in academics. Francophone Charter School's teaching of life skills will center on: social-emotional skills (self-awareness, self-management, social awareness, relationship skills, and social decision making); collaboration; and personal integrity, including personal accountability and responsibility. Teachers will explicitly guide students in learning how to use these life skills every day, and reinforce this behavior through norms, incentives, and other classroom management practices. For the younger grades, teachers may build these skills during the morning meeting and may also have other time dedicated to explicit development of these

skills. The curriculum that the Charter School uses is TOOLBOX™. TOOLBOX™ is a Kindergarten through 6th grade program (being used in preK-8) that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

The [Executive Director](#) will manage the selection, adaptation, development and regular reviews of curricula at all grade levels to ensure continued alignment with the California Common Core State Standards. Every year, the [Executive Director](#) will work with the Curriculum and Education Program Evaluation Team, the Advisory Board, and mentors from more established immersion programs, to conduct a review of all curriculum and materials, using student achievement results and a variety of other metrics outlined in Elements B and C to evaluate the effectiveness of the curriculum

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Learning Environment

Small School Environment

Francophone Charter School plans to be a small community in which each student is known as an individual. Small schools have increased student engagement, stronger and more positive personal relationships for students and teachers, and increased academic achievement, particularly for underserved student populations³⁶.

Providing a strong sense of community is a core part of the mission of Francophone Charter School, and maintaining a small school will allow us to stay true to the mission. Additionally, studies comparing small and large schools found that there are fewer behavior problems and higher attendance rates at small schools³⁷.

³⁶ A number of large-scale studies have demonstrated that small schools are more productive and effective than large ones. Findings from these studies show that students in small schools learn more and better, make greater progress toward graduation, persist in larger numbers, and behave better. (Raywid, Mary Anne. 1999. "Current Literature on Small Schools," West Virginia: ERIC/CRESS.) In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling," West Virginia: ERIC.) Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

³⁷ Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

Francophone Charter School intends to have a teacher to student ratio of 26:1 in transitional kindergarten through eighth grades. If additional funding becomes available, the school may reduce the ratio, especially in grades TK-3, or add native or near-native French-speaking aides in grades TK-3 to increase the intensity of French exposure and provide more opportunities for differentiated instruction.

School Dress Code

Francophone Charter School will require all students to abide by a school dress code. A dress code shows that all students are part of the school community and will promote a culture of inclusiveness by limiting words, pictures, logos, commercial characters, and other embellishments. These guidelines will provide choices for students and families while also reducing distractions and disruptions caused by clothing, making economic disparities between students less obvious, minimizing the use of clothing to signal gang affiliation and other risks to student safety, and promoting student achievement. Colors and other specifications of the dress code are determined by the Board of Directors in consultation with the Parent-Teacher Association. The dress code specifications are detailed in the Parent-Student Handbook, and there will be several options so that students can express their creativity within the confines of the dress code. Francophone Charter School will designate funds to support families who may need assistance in meeting the dress code requirements.

Family Engagement

Developing a strong sense of community and engagement among families of Francophone Charter School students is a central part of the Charter School's mission and vision. Long-term parental involvement is a key factor in student achievement. A variety of events will be organized and scheduled throughout the year to encourage family involvement. Parents will be encouraged to share their family history as part of classroom lessons that teach students about community-building, diversity and history. Francophone Charter School will also celebrate International Francophonie Day in March with specific activities for families on a weekend day. These festivities will showcase the variety of cultures, foods, traditions and arts within the francophone world and provide families an opportunity for social involvement with the school. Additional social and educational events hosted by the Charter School will promote community-building and might also include Family Literacy Nights, student performances and exhibits of student work.

Parent representatives on the Parent-Teacher Association will provide families with opportunities to take part in decisions about the Charter School. The Charter School will also have a monthly Coffee Hour that occurs on a weekday at least every four weeks for parents to interact with the [Executive Director](#) and ask questions. Parents will also be asked to complete an annual survey evaluating Francophone Charter School, the [Executive Director](#) and their child's teachers as a

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method for continued improvement for the Charter School and its teachers, students and community.

According to EC 47605 (n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. Opportunities for participation will be varied and may occur during or outside of the school day so that all families can be included. Parent participation may include, but will not be limited to, volunteering in the classroom, preparing materials at home, providing language support for other families, supervising field trips, and helping with school-wide events.

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Three-Way Contract

Student learning is best facilitated by a three-way partnership between the student, family, and school. Accordingly, the Charter School will have a Three-Way Contract, which all parties will sign as part of the enrollment process. The contract will include expectations for student behavior and academic effort, family support of the student, and school responsibility for supporting the student and communicating with the family.

Schedule and Calendar

The academic calendar of Francophone Charter School will provide at least 180 regular days of instruction, which exceeds the 175 instructional days required by Education Code §47612.5. Francophone Charter School will operate on an academic calendar similar to that of schools within the Oakland Unified School District (OUSD) in order to provide families with children at multiple schools within OUSD flexibility in scheduling.

School Day

An extended school day will provide students with more opportunities for learning and will allow them to have time for their core subjects, French Language Arts and elective courses. The school day will run from approximately 8:30 am to 3:30 pm for for grades 2- 7. TK/K have a 2 pm dismissal and 1st grade has a 2:35 dismissal. This exceeds the minimum number of instructional minutes set forth in Education Code §47612.5, is more daily instruction than students receive in many traditional public schools, and is similar to the schedule implemented by other language immersion programs in the area³⁸.

The Charter School may also provide after-school programs to provide homework help, enrichment activities, and aftercare for working families. After-school programs will be designed based on the interest of Francophone Charter School families and will be self-sustaining by having a fee-based structure. The programs will provide a sliding fee scale or use other methods

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to ensure that students from economically disadvantaged families have access to after-school opportunities.

Extended Lunch Hour

Francophone Charter School intends to have a 60-minute lunch hour in which all students have the opportunity to eat together. This strategy provides enough time for students to eat a nutritious lunch, socialize with their classmates, have interactions with students from different grades and classes, and engage in a choice of activities (i.e. sports, playground, reading, community clean-up). Students may also serve in roles (e.g. Recycling Ambassador) to reinforce aspects of the global citizenship curriculum throughout the school day.

Eating nutritious food takes time. Francophone Charter School will offer healthy lunches for students and will develop a mindful eating policy with input from students, staff and parents. As recommended by California Food Policy Advocates, the importance of healthy eating habits — choosing nutritious foods and taking the time to eat them — needs to be modeled and taught. Mindless eating can lead to obesity; forcing people to eat quickly often leads to higher caloric intake and feeling hungry sooner than when sitting to eat at a slower, mindful pace. Providing a venue for students to sit and eat their lunch according to a mindful eating policy models this important behavior.

The lunch hour will be supervised by all staff members on a rotating schedule.

Maximizing Attendance

The Charter School has a target of 95% attendance and will use a variety of strategies to maximize attendance, including:

- Clearly highlighting the longer school day in all student recruiting and enrollment materials;
- Emphasizing the importance of attendance for learning during family orientation;
- Proactively working with families as soon as students demonstrate a pattern of tardiness or absenteeism.
- Francophone Charter School daily schedule exceeds the minimum number of instructional minutes set forth in Education Code §47612.5, as shown in the table below.

Grade	Required Minutes	Francophone Charter School	Minutes Beyond State Requirements
Transitional Kindergarten	36,000	59,070	23,070
Kindergarten	36,000	59,070	23,070

1 st grade	50,400	51,850	1,450
2 nd -3 rd grades	50,400	57,840	7,440
4 th -7 th grades	54,000	57,840	3,840

Professional Development

Francophone Charter School understands the value of teacher collaboration in curriculum design and is committed to providing time for teachers to work together. Teachers will be given a minimum of five planning and professional development days for which they will be paid. In addition to these dedicated days, teachers will have early dismissal days, recess, and the daily 60-minute lunch hour to meet with other teachers, plan collaborative lessons and conduct other administrative tasks (i.e. lesson plan preparations, grading, calling parents, conducting parent meetings, etc.).

The Charter School will also invest in the continued professional development of its teachers and provide support and encouragement for such activities, especially as they relate to current research and strategies for language immersion education and the mission and vision of the Charter School. Every year, Francophone Charter School will provide support for teachers to attend a conference on language immersion education or early acquisition of a foreign language (e.g. Association of Two-Way & Dual Language Education’s National Two-Way Immersion Conference). In addition, Francophone Charter School may contract with language immersion experts to provide additional support to teachers in this area.

Francophone Charter School will also provide teachers with professional development and/or training in:

- Cultural Competence through an organization such as The Center for Culturally Responsive Teaching and Learning, which builds teachers’ background knowledge in the cultures and languages of underserved students to ensure that teachers and administrators are able to adequately teach and maintain a diverse and successful student body;
- Social Emotional Learning (SEL) online professional development opportunities through an organization such as the Developmental Studies Center’s Caring School Community; Students with Disabilities Training and professional development in order to address the needs of special education students as detailed in the Plan for Students with Disabilities section of this charter petition will also be provided.

In the 2019-2020 school year, teachers new to Francophone had six days dedicated to onboarding and collaborative planning. Returning teachers had four days.

Plans for Special Learners

With its small school and longer school day, the Francophone Charter School educational program is designed to meet the needs and promote academic success of all students. In addition to the educational program, the Charter School is committed to assessing and evaluating student needs so that all students receive the most effective education possible.

Plan for Students Who Are Academically Low-Achieving

Francophone Charter School will have high expectations for the academic achievement of all its students. For students who are not meeting defined outcomes for grade-level standards in any of the core subjects or French Language Arts, Francophone Charter School staff will work with these students and their families to help students reach expected levels of achievement. Identification of low-achieving students will include, but will not be limited to, the following.

- External and internal assessments
 - Smarter Balanced ELA and Math
 - CAST in science
 - DELF Prim French language proficiency assessment
 - Incomplete Homework
 - Difficulty understanding knowledge, skills and concepts as determined through formative assessments
 - Fountas & Pinnell Reading level
 - GB+ Level
 - Word inventories in both English and French

- Observations in the classroom
 - Difficulty completing work
 - Disruptive behavior in the classroom

As soon as classroom teachers have evidence of low achievement, they will contact parents to discuss student performance and strategies for improvement. Some strategies may include:

- Differentiated instruction and mini-lessons targeted to the academic challenges of the student occurring in the classroom;
 - During English and French Language Arts, the Readers and Writers Workshop model is structured to break students into groups that allow for targeted teaching and learning for students who need additional help in certain areas. Students may receive one-on-one help from the classroom teacher, teaching aide, community/parent volunteer, or student mentor.
- Small group tutoring by classroom teachers, aides, other students and/or volunteers before, during or after school;
 - In alignment with the community engagement focus of Francophone Charter School's mission and vision, students who have been identified as high-achieving

by the classroom teacher will be designated as student mentors and provide individualized and small-group tutoring for other students during break-out sessions in the class.

- Office hours by classroom teachers at the end of the instructional school day;
 - Classroom teachers will have at least two hours per week in which they are available to help students outside of regular instructional time. Students who need extra support will be encouraged to attend office hours so that they can receive targeted help in areas of need.
 - Individual or small group tutoring by non-classroom teachers before or after school;
 - Community/parent volunteers will be available to help students work on specific knowledge and skills needed for success in the classroom.
- A Student Study Team (“SST”) for any student who is persistently tardy, absent, has behavior challenges, or is struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student’s needs.

Parents/guardians are encouraged to discuss their child’s academic, social and emotional performance with the child’s teachers if they are concerned about low achievement that has not been identified by any of the aforementioned means so that appropriate interventions can be discussed and implemented. Francophone Charter School is committed to working with families to ensure student academic, social and emotional success.

In addition, pedagogical practices to support low-achieving students will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own learning. Teachers will use the following best practices in order to reach and engage the greatest number of low-achieving students.

High Expectations:

By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

Reality-Based Teaching:

Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-promise students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

Deleted: risk

Active Learning:

Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who learn only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

Varied Grouping:

Keeping students in stagnant groups for the entire year or semester is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and they change often with different activities.

Cooperative Learning:

Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning, contributes to active participation and team work, and reinforces the mission and vision of the Charter School. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

Peer Tutoring and Cross Age Tutoring:

Tutoring students in one's own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in academic areas. Benefits are the tutor and the student being helped. A variety of both cross-age and peer tutoring models can be used successfully, and teachers can use these in our multi-age classrooms.

Metacognition:

Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

Direct Instruction:

As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned. Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge.

Elements of Direct Instruction include:

Clearly communicating goals for students. Structuring academic tasks for students.

- Demonstrating the steps necessary to accomplish a particular academic task. Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, to discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

Plan for Students Who are Academically High Achieving

The Charter School will support students achieving above grade-level so that they continue to be challenged and supported in the classroom.

Identification of high achieving students will include, but will not be limited to, the following.

- External and internal assessments
 - Smarter Balanced ELA and Math
 - CASs in scienco DELF Prim French language proficiency assessment
- Observations in the classroom
 - consistently finishing their work more quickly than other students
 - asking questions that tend to differ from their classmates in depth of understanding and frequency

Research finds that high-achieving students differ from their classmates in their intellectual ability, pace at which they learn, task commitment, and depth of understanding. The following strategies address these differences in order to ensure that this group of students will be engaged and supported in the classroom.

Strategies to support these students may include:

- Differentiated instruction that provides a challenge to the student in the applicable content area;
- Opportunities to work in groups with other high-achieving students;
- Additional opportunities to lead and mentor other students;
- Engaging and supporting these students in developing their own supplemental learning goals and objectives

It is well-documented in research and practice that high-achieving students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with

their intellectual peers with appropriately challenging and engaging curriculum. GATE programs and AP classes provide evidence of such research put into practice.

Plans for English Learners

The goal of the Charter School is to meet the educational needs of all students and foster an environment that appreciates, understands and values other languages and cultures. The two-way language immersion program that will be offered at Francophone Charter School uniquely positions the school to provide English Learners (ELs) full access to the curriculum. Differentiated instruction is an instructional strategy in language immersion programs that help students with varying linguistic backgrounds learn the language(s) of instruction. These strategies are well-researched and successful teaching techniques for making curriculum accessible to all students.³⁹ In the case of Francophone Charter School, this strategy will be used to help ELs learn English and non-French speaking students learn French, developing both English and French literacy skills for all students.

All students who indicate that their home language is other than English will be given the ELPAC within 30 days of enrollment to evaluate their Listening, Speaking, Reading and Writing abilities in English. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient.

FCSO will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELLs understand all communications and are involved in all processes related to the English language development of their child. As soon as the ELPAC data is received from the state, it will be imported into the Charter School's student information system. Parental Notification of Initial Assessment Results and Program Placement: All Parents of EL students who are administered the annual ELPAC must receive official notification within 30 calendar days, informing them of their child's:

Annual English language proficiency level and how it was assessed

- Official language classification
- Instructional program placement
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELLs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

³⁹ Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program [Abstract]. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No. DA3175715.)

Parents of ELLs and IFEP students are informed of the above information via the school’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria.

FCSO will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to:

Reclassification Criteria 2018-2019:

Criteria	Grades 1-3	Grades 4-8
Language Proficiency	Assessment: Summative ELPAC Criterion: Level of 4 overall	
Basic Skills	Assessment: Fountas & Pinnell Criterion: At or above expected reading level.	Assessment: Smarter Balanced Assessment Consortium (SBAC) Summative Exam, English Language Arts Criterion: At or beyond grade level expectation in ELA SBAC
Teacher Evaluation	Assessment: Standards-Based Report Card and Consultation with Teachers Criterion: 3 or above on ELA and math standards assessed via report card and teacher recommendation for reclassification	
Parent / Guardian Evaluation	Assessment: Consultation with Parents Criterion: Parent recommendation for reclassification	

Reclassification Steps 2018-2019:

- Step 1: Review Summative ELPAC results Students who achieve an overall level of 4 on the ELPAC will be considered for reclassification. See Step 2. A student who achieves an overall level of 1, 2, or 3 will remain an English Learner.
- Step 2: Comparison of Performance in Basic Skills Students who have passed step 1 and are reading at or beyond grade level (as measured by the Fountas & Pinnell reading assessment and/or CAASPP in English Language Arts) will be considered for reclassification. See step 3. If step 2 requirements are not achieved, the student will remain an English Learner.

- Step 3: Evaluation of Student Academic Performance Students whose academic performance is on or beyond grade level, specifically with regard to their progress toward grade level standards in ELA and math, as measured on their recent report cards. If step 3 requirements are achieved, then proceed to Step 4. If step 3 requirements are not achieved, the student remains an English Learner.
- Step 4: Parent or Guardian Opinion and Consultation If a student has met the criteria for reclassification in steps 1-3, school staff will contact their parent or guardian for consultation. If the parent/guardian provides support of the school recommendation to reclassify, then the student will proceed to Step 5, in which reclassification begins to take place. If the parent/guardian does not support the school recommendation, then the student remains an English Learner.
- Step 5: Reclassification of Student Congratulations! If all criteria listed in steps 1-4 above are met, the Student is reclassified to Fluent English Proficient (RFEP). Parent/guardian is notified of reclassification and student records are updated.

The Multiple Effects Principle used in linguistic research states that the “length of exposure, increased proficiency and typological closeness between a native language and the second and third languages learned” increases language transference and the ability of students to acquire multiple languages more quickly. Research also shows that bilingual students display greater facility in learning additional languages when compared with monolinguals.⁴⁰ Since French and Spanish are Romance languages, cognates and similar grammatical construction between the two languages provides an advantage for Spanish-speaking ELs in that these students, with no prior exposure to the French language, will be able to draw parallels between their primary language and French in accordance with the Multiple Effects Principle. Francophone Charter School teachers and other staff will encourage Spanish-speaking ELs to look for patterns and familiar elements between the languages. For courses taught in French, all non-French speaking students will benefit from the immersion strategies listed here.

For students whose native language is neither English nor French, the two-way language immersion model is ideal as it supports both French Language Learners (FLs) and ELs within the curriculum. If a student is not proficient in English or French and wants to enroll in Francophone Charter School, the school will assess the child’s English proficiency and develop a plan for mastering English literacy skills. Annual performance expectations for English language development for ELs, including progress on the ELPAC and reclassification are described in Element B, State Priority 2 (Implementation of the Common Core State Standards). The French Early Immersion Program in Holliston, Massachusetts is an example of a public dual immersion program that has successfully included students whose native language was neither French nor English.

⁴⁰ Sanz, C. (2000). Bilingual education enhances third language acquisition: Evidence from Catalonia. *Applied Psycholinguistics*, 21, 23-44.

In addition, Francophone Charter School plans to provide additional language support in the form of aides, other students and/or community volunteers that will serve as additional resources to ELs for differentiated instruction, tutoring, questions about the language, etc. In 2018-2019, English learners eligible for designated ELD, in grades K-3, received supplemental practice and support from an instructional assistant 2-3 times per week. In addition, English learner students in grades K received push in support from bilingual interns who facilitated small group instruction and practice.

In this way, Francophone Charter School expects students to acquire English language skills in reading, writing, listening, speaking, viewing and thinking and to proficiently meet grade level ELA standards.

Plan for Socioeconomically Disadvantaged Students

In addition to the benefits of TWI for low-income or socioeconomically disadvantaged students described above, research also shows that many components of Francophone Charter School have explicit advantages for socioeconomically disadvantaged students.

- Transitional Kindergarten – Francophone Charter School will offer transitional kindergarten (TK), which provides students from socioeconomically disadvantaged backgrounds an opportunity to begin school in a high-quality educational program at an early age. Research shows that many students from socioeconomically disadvantaged backgrounds are more likely to start school behind and stay behind. Before entering kindergarten, the average cognitive score of children in the highest socioeconomic status (SES) group is 60% greater than the scores of the lowest SES group⁴¹, and low-SES children are more likely to begin school in lower-quality elementary schools than their more advantaged counterparts.⁴² Research also shows that early academic experiences for students of all backgrounds – especially those from socioeconomically disadvantaged families – has profound long-term benefits on cognitive development, increased readiness to learn, and academic achievement.⁴³ Francophone Charter School will offer TK as part of a two-year kindergarten program (TK followed by kindergarten), that will provide early, high-quality education to all families whose children qualify based on state-designated age requirements.

⁴¹ Burkam, David T. and Valerie E. Lee. "Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School." (2002) Retrieved on 2/13/14 from http://www.epi.org/publication/books_starting_gate/.

⁴² Ibid.

⁴³ Laurie M. Anderson, PhD, MPH, Carolynne Shinn, MS, Mindy T. Fullilove, MD, Susan C. Scrimshaw, PhD, Jonathan E. Fielding, MD, MPH, MBA, Jacques Normand, PhD, Vilma G. Carande-Kulis, PhD, MS, and the Task Force on Community Preventive Services. "The Effectiveness of Early Childhood Development Programs: A Systematic Review." (pg. 38) Retrieved on 2/13/14 from <http://www.thecommunityguide.org/social/soc-AJPM-evrev-eed.pdf>

- Small school community – Francophone Charter School will be a small, supportive school community. Research on small schools shows that their students are more likely to be recognized as individuals, which correlates with better academic performance, a lower dropout rate, and better social and emotional skills, regardless of their economic background⁴⁴. The Parent-Teacher Association will also plan activities for families to have multiple opportunities throughout the year to be engaged in the Charter School’s community.
- Socioeconomic diversity within the classroom – Students from socioeconomically disadvantaged families do better in school if they are educated with students from a variety of socioeconomic backgrounds. Our public random drawing provides preference to children living in Oakland, and our outreach efforts⁴⁵ will seek to recruit families of all backgrounds across the East Bay to enroll their children in the school.
- School lunch program – Francophone Charter School will offer school lunches for all students eligible for Free and Reduced Lunch. Francophone Charter School will work with local non-profit organizations to implement a healthy school lunch and health education program to help students understand the role of food in healthy living. Since rates of childhood obesity are highest among low-income youth, using opportunities within the school day to incorporate habits of healthy living can have long-term positive benefits for the health of these students.⁴⁶

Plan for Students with Disabilities

Language immersion programs can be beneficial placements for students with learning disabilities. Learning through two languages does not increase the risk for developing learning disabilities, children with language impairment can become bilingual, and monolingual education programs are no more beneficial for students with learning disabilities than two-way immersion programs similar to what Francophone Charter School will offer.⁴⁷ Research also indicates that:

- learning impairments would be evident in any language and that diagnosis of any impairment would not be hampered by the language immersion program;⁴⁸

⁴⁴ Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

⁴⁵ <http://ajcn.nutrition.org/content/79/1/6.long>

⁴⁶ Genesee, Fred. 2006. Paper presented at the Two-Way Bilingual Immersion Conference. Long Beach, CA.

⁴⁷ Genesee, F., Paradis, J. & Crago, Mb, 2004, Dual Language Development and Disorders. Paul H. Brookes Publishing Co., Inc.

⁴⁸

- the rate at which students with learning disabilities acquired linguistic, cognitive and academic skills was similar in language immersion and traditional English-only educational programs; and
- students with disabilities are better able to gain proficiency in a second language if they are introduced to the language at a young age.

Francophone Charter School recognizes its responsibility to enroll and support students with disabilities and pledges to work in cooperation with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate public education (“FAPE”) is provided to all students with exceptional needs. Francophone Charter 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 Improvement Act (“IDEA”). The Charter School is its own local educational agency (“LEA”) for the purpose of special education and is a member in good standing with El Dorado County Office of Education

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Francophone Charter School may request related services (e.g. speech, occupational therapy, adapted physical education, nursing and transportation) from the SELPA, subject to SELPA approval and availability and a signed agreed upon memorandum of understanding (MOU). The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Francophone Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the IDEA

Francophone Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter 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 Improvement Act (“IDEIA”).

The Charter School is its own local educational agency (“LEA”) and holds membership in a

Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA.

In the event The Charter School seeks membership in a different state-approved SELPA, The Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by The Charter School shall be accessible for all students with disabilities.

Francophone Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures. Francophone Charter School shall utilize SELPA forms in (1) seeking out, identifying and serving students who may qualify for special education programs and services and (2) responding to record requests and parent complaints and maintaining the confidentiality of pupil records. All students with disabilities will be fully integrated into the programs of the Charter School, with the necessary materials, services and equipment to support their learning. Francophone Charter School will ensure that any student with a disability attending the Charter School is properly identified, assessed and provided with necessary services and supports. Francophone Charter School will meet all the requirements mandated within a student’s Individual Education Plan (IEP).

Francophone Charter School assures that it will comply with all Child Find requirements. The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and allow the SELPA access to Charter School students, staff, facilities and equipment and records required to fulfill all legal requirements.

**Element 2 (Measurable Pupil Outcomes) and
Element 3 (Method of Measuring Pupil Outcomes)**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Deleted: Element 2: Measurable Pupil Outcomes

I. Pupil Outcome Goals: Increases in Academic Achievement by Subgroup

DRL: “In accordance with Education Code section 47607(b)(5)(B), Francophone Charter School of Oakland’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.”

Francophone Charter School of Oakland’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”

Measurable Pupil Outcome	Amount 1	Amount 2	15-16 SY	16-17 SY	17-18 SY	18-19 SY	MP Met
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1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of 45 percent.	5%	45%	56% ELA. Source: FCSO report to OUSD OCS	62% ELA. Source: FCSO report to OUSD OCS	75% ELA. Source: FCSO report to OUSD OCS	86% ELA. Source: CAASPP student data report (preliminary results prior to public release)	yes
2	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of percent.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	82%		yes
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								
Special Education								

3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	5%	50%	53% . Source: FCSO report to OUSD OCS	76% . Source: FCSO report to OUSD OCS	68% Source: FCSO report to OUSD OCS	74% Source: CAASPP student data report (preliminary results prior to public release)	yes
4	By the end of the charter term, for each numerically significant student group,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.			yes
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								
Special Education								

5	Each year, 50 percent of students will increase one grade level on the F& P or achieve proficiency.	50%	one grade level	64% Source: FCSO report to OUSD OCS	71% Source: FCSO report to OUSD OCS	64% Source: FCSO report to OUSD OCS	94% Source: Staff assessment of student reading reports.	yes
	<i>ELA/Reading Assessment: Fountas and Pinnell Benchmark Assessment</i>							
6	Each year, for each numerically significant student group,* 50 percent of students will increase one grade level on the F& P (same assessment as #5) or achieve proficiency.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	50%	one grade level	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	50%	one grade level	65% Source: FCSO report to OUSD OCS	Hispanic: 10% Black / African-American: 50% White: 40% Two+: 5% Economically disadvantaged: 20% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	yes
	Two or More Races							
English Learners								
Students in Foster Care								
Low-Income Students								

	Special Education							
7	Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.	50%	No data reported	83% of English Learners improved one or more proficiency level.	CELDT-->ELPAC Transition year			
8	Each year, have less than 20 percent of students absent more than 10% of the school days (chronic absence).	20%	3% Source: FCSO report to OUSD OCS	14% Source: FCSO report to OUSD OCS	9% Source: FCSO report to OUSD OCS	11.6% Source: Core Data Collaborative	yes	
9	Each year, for each numerically significant student group,* have less than 25 percent of students absent more than 10% of the school days (chronic absence).	-						
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	25%	No data reported	Black / African-American: 3% Source: FCSO report to OUSD OCS	Black / African-American: 9% Source: FCSO report to OUSD OCS		yes	
	White	25%	No data reported	White: 2% Source: FCSO report to OUSD OCS	White: 4% Source: FCSO report to OUSD OCS		yes	
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								
Special Education								
10	Each year, at least 60 percent of students and families positively rate school safety.	60%						

	<p><i>Student Survey Question: I feel safe at school. Agree/Disagree</i></p> <p><i>Family Survey Question: I feel that my child/children is/are safe at school. Agree/disagree</i></p>		No data reported	60% of students positively rate school safety/culture by agreeing with survey item: <i>I feel safe at school</i> (response options: <i>agree/disagree</i>).	Students not reported.	81% of respondents strongly agreed or agreed that their student feels safe at the school for the item: <i>Overall, how unsafe does your child feel at school?</i>	yes
11	<p>Each year, at least 60 percent of students and families positively rate academic instruction.</p> <p><i>Student Survey Question: I believe my school provide quality academic instruction. Agree/Disagree</i></p> <p><i>Family Survey Question: I believe the school provides quality academic instruction. Agree/Disagree</i></p>	60%	No data reported	65% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: <i>agree/disagree</i>).	97% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: <i>agree/disagree</i>).	79% of families agree or strongly agree that the teaching matches their students' learning style: <i>How well do the teaching styles of your child's teachers match your child's learning style?</i>	yes
12	Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	60%					

<p>Student Survey Question: I feel that I can make suggestions and be part of decisions made at school. Agree/Disagree</p> <p>Family Survey Question: I feel that the school involves families in decision-making and allows families to give feedback about the school. Agree/Disagree</p>	<p>No data reported</p>	<p>65% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</p>	<p>80% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</p>	<p>Question not asked on survey</p>	<p>Yes when tracked</p>
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Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

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DRL: "Under Education Code section 47607.3, if Francophone Charter School of Oakland fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.

The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter."

Francophone Charter School will provide a challenging and comprehensive academic program that will prepare students for high school, college and career, and life as engaged global citizens. In accordance with Cal. Ed. Code §47605(c)(5)(A)(ii), Francophone Charter School of Oakland shall include a description of annual goals for all pupils and for each student group of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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Francophone Charter School of Oakland's pupil outcomes, disaggregated by major student group in compliance with Education Code section 47607(c)(5)(A)(ii), are shown below in Francophone Charter School's Student Outcomes. In accordance with SB 1290, Francophone Charter School of Oakland pupil outcomes will be set related to increases in pupil academic achievement both school wide and for all subgroups of pupils served by the charter school, as that term is defined in subdivision (a) of section 52052. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Francophone Charter School's pupil outcomes, related to increases in pupil academic achievement both school wide and for all subgroups of pupils served by the charter school, as that term is defined in subdivision (a) of section 52052, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows.

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Francophone Charter School's Student Outcomes

The measurable pupil outcomes and corresponding assessments listed below are the summative assessments that will measure students' progress and content mastery for each of Francophone Charter School's student outcomes. However, Francophone Charter School will also use benchmark and formative assessments throughout the year in order to continuously modify teaching activities based on students' needs.⁴⁹

Pursuant to Education Code Section 47605(c)(5)(B), the figures below describes the Charter School's outcomes goals and actions to achieve the state priorities identified by the California Department of Education (CDE). In addition, the Charter School has aligned these outcomes with the Oakland Unified School District's Collective MPOs and has engaged staff and families through the Local Control Accountability Plan (LCAP) process to identify measures and targets.

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⁴⁹ Research shows that students in dual language immersion programs like the one that will be implemented at Francophone Charter School will ultimately score as well, or better than, students in monolingual programs. It may, however, take students until 6th grade to reach that point. <http://www.sfgate.com/education/article/S-Fseen-as-model-in-bilingual-education-over-5229826.php>

Outcomes Aligned to State Priorities

Francophone Charter School will comply with all requirements pursuant to California Education Code §47605(c)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each student group of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, Francophone Charter School has complied with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. The adoption of the Local Control Funding Formula (LCFF) in California requires charter schools to develop a Local Control Accountability Plan (LCAP) for eight (8) state priorities. The tables below describe how Francophone Charter School will measure pupil outcomes as they relate to the eight priorities.

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LCAP Year (select from 2017-18,

2018-19

2018-19, 2019-20)



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations [Appendix B](#):

Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
Francophone Charter School of Oakland	Heidi Hughes Executive Director	heidi@francophoneschool.org 510.746.0700

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Because of the uniqueness of our school, offering a free, French-English education to all, Francophone Charter School of Oakland (FCSO) students come from all over the Bay Area. Approximately 60% are Oakland residents, and the rest come from as far as Vallejo, El Cerrito, Richmond, Albany, Berkeley, Walnut Creek, Dublin, Hayward and Castro Valley.

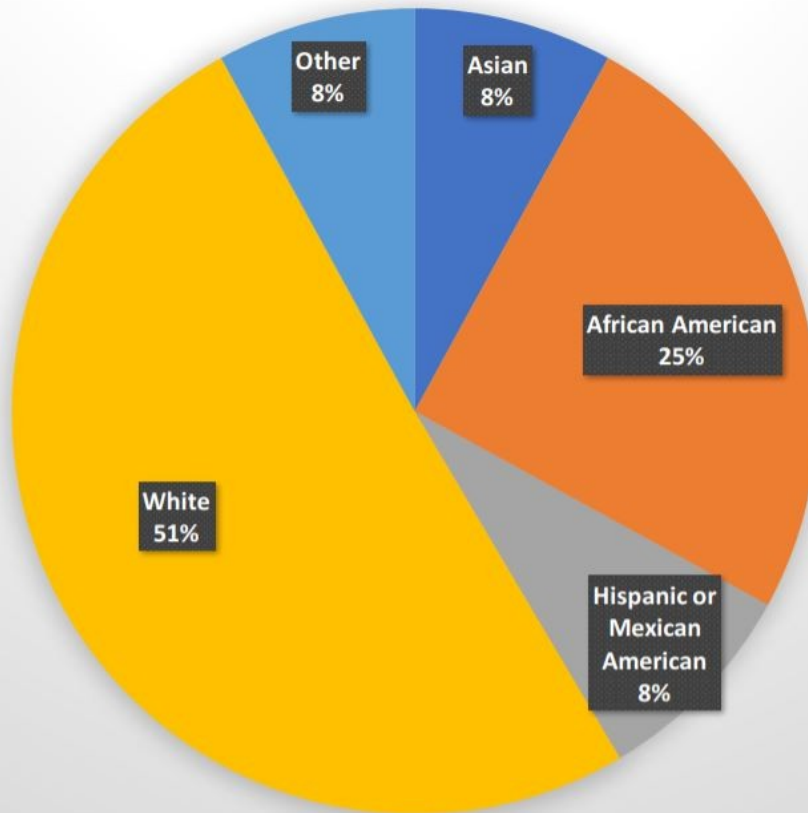
Our school and parent community is diverse, including francophone families from countries like France, Belgium, Congo, Senegal, Switzerland, Algeria and Ivory Coast, as well as non-francophone families who identify as Asian, Hispanic, African American and White. Our families span economic ranges, including 24% who qualify for free or reduced lunch. We are committed to increasing the

diversity of our community by giving preference in our enrollment lottery to families who qualify for free or reduced lunch and to families who reside in our local neighborhood. The Francophone Charter School serves our school community in the following ways:

1. We are intentional about honoring diversity in our teaching, hiring, event planning and budgeting.
2. We give our students a quality Two-Way Immersion education.
3. We value artistic endeavors and weave art into our curriculum, allowing students varied opportunities to excel academically by using artistic modalities to learn and express learning.
4. We are committed to providing a rigorous education that prepares students for college and career.

Our parent community is very active and involved in nearly every aspect of the school, from volunteering in classrooms to planning field trips to shepherding new teachers to fundraising. We also have parent representation on the Board of Directors, Board Committees, the Francophone Charter School Community (FCSC, our parent organization), and parent-led committees.

Racial Composition of Francophone Students



LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Goal 1 -- Global Communities

We will advance our goal of Global Citizenship by incorporating Social Studies projects that focus on world cultures, Read-Ins highlighting literature from around the world, and celebrating the week of the Francophonie, a week of global kindness, and two school-wide markets. We will continue our Social Emotional Learning (SEL) curriculum and introduce restorative justice practices school-wide.

Goal 2 -- Bilingual Education

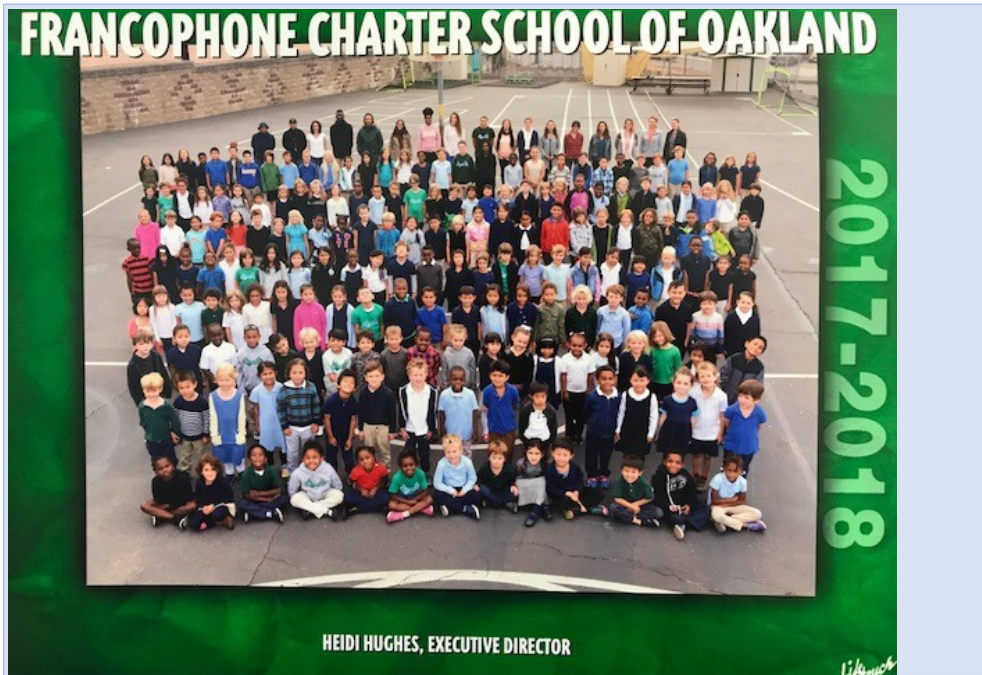
We will advance our goal of Bilingual Education by teaching French and English writing and reading using a workshop model for maximum student independence and learning, and holding professional development each week where the staff will increase their knowledge of Content-Based Instruction, and by administering the DELF Prim examination.

Goal 3 -- Creative Education

We will advance our goal of Creative Education by teaching content through art in each class, continuing the Music for Minors II program, offering dance and music opportunities for students during and after school, and conducting two school-wide choir events that include musically complex songs from around the world and address global citizenship.

Goal 4 -- Rigorous Education

We will advance our goal of Rigorous Education, using ongoing benchmark assessments to guide instruction, professional development on common core math problem solving, and preparation for Smarter Balanced Assessment and the California Science Test.



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFE Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

State Priority 1 -- Basic Service

- A. Teachers are fully credentialed in the subject area and for the pupils they are teaching, including teachers who were educated in other countries.
- B. Students have sufficient access to the standards-aligned instructional materials. Teachers spend time each month in staff meetings analyzing standards and creating formative assessments to guide instruction and summative assessment with backwards mapping.
- C. School facilities are maintained in good repair.

State Priority 2 -- Common Core Standards Implementation

- A. Teachers implemented State Board-adopted academic content and performance standards for all students.
- B. English Learners have access to the Common Core state standard and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

State Priority 3 -- Parent Engagement

A. The school sought parent input in making decisions for the school in monthly Executive Director (ED) meetings, monthly Parent Organization meetings, an annual State of the School event, and numerous surveys.

B. The school sought to engage parents of unduplicated students in monthly Executive Director meetings and equity events, as well as in creating a Parent Involvement Policy. The Educational Equity Leadership Group met quarterly and held two community events.

C. The school sought to engage parents of students with special needs in formal Student Success Team and Individualized Education Plan meetings, as well as numerous informal face-to-face meetings and email exchanges.

State Priority 4 -- Pupil Achievement

A. The school used benchmark data to target instruction and professional development, and it reviewed Smarter Balanced Assessment data to better prepare upper-grade students in the rigors of Common Core.

State Priority 5 -- Pupil Engagement

A. The school monitored student attendance and communicated it weekly to the parent community. The school continued "Golden Bravo" recognition of perfect attendance to encourage attendance. Average Daily Attendance has consistently been higher than projected this year.

State Priority 6 -- School Climate

A. The climate of the school is positive. The school employs a systematic way to handle student discipline based on positive in-class methods of engagement and a positive restoration process to help students make amends for disciplinary infractions. The Office handles an average of 1 student per week for disciplinary reasons.

State Priority 7 -- Course Access

A. The school intentionally offers students a variety of academic and extra-curricular learning opportunities including narrative and informational writing, poetry, research, music, art, global studies, field trips, and cooking.

State Priority 8 -- Pupil Outcomes -- other

A. School benchmark data in Math, English and French Language Arts (FLA) for Quarter 3 is provided below.



Referring to the LCFE Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While FCSO performance data related to LCFF Evaluation Rubrics is still limited, and there are no state or local performance indicators for which overall performance is in the "Red" or "Orange"

performance category, the school has determined the following needs for significant improvement based on a review of both state and local performance indicators:

Need #1: To see annual growth for the majority of students in English Language Arts (ELA).

Need #2: To see annual increase in English Learner (EL) progress.

To achieve significant improvement in these areas of need, the school will take the following steps:

1. Provide technological integration for learning and communication, particularly as relates to the instruction of ELA to all students and to the instruction of all subjects to English Learners.
2. Recruit and retain high quality teachers, prioritizing those who have taught English Learners and/or who have experience teaching ELA in an immersion context.
3. Provide teachers with professional development in strategies to maximize instructional effectiveness in ELA and with English Learners, and in the use of data-driven instruction as a tool for improving student understanding.
4. Purchase curriculum designed for English Learners and other students requiring additional support in ELA, which can be used for the instruction of all students.
5. Employ an Instructional Aide or other educator to provide support to English Learners and other students requiring additional support in ELA.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Current 2017-18 FCSO enrollment is 186 students: 28.1% designated as Socioeconomically Disadvantaged, 12.3% as English Learners, and 0% as Foster Youth.

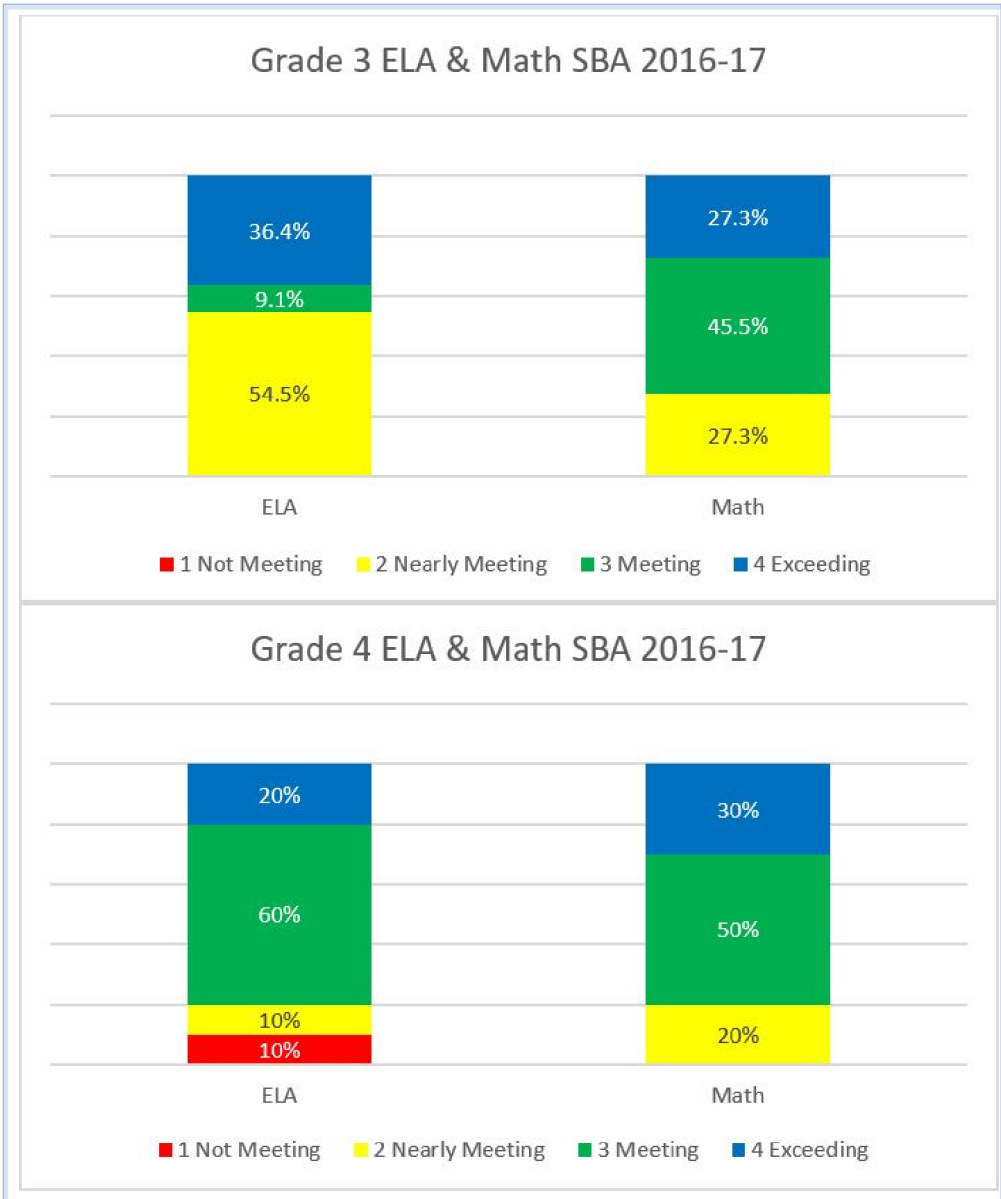
2017 SBAC results show that 36% of all students (grades 3 and 4) tested scored 1 or 2 (therefore not meeting standard) on the ELA test and 18% scored 1 or 2 (not meeting standard) on the Math test. Included in these results are two Grade 3 English Learners. One scored "2" (Standard Nearly Met) in both ELA and Math. The second student scored "3" (Standard Met) in Math and "2" or (Standard Nearly Met) in ELA. These results are from a total of 11 third grade students in 2016-2017. Students identified as Socioeconomically Disadvantaged included one grade 4 student who opted out of testing; another is the same EL student who scored "2" in ELA in Grade 3 indicated above; and the other two students in this category scored "3" or Standard Met in both ELA and Math in 2017.

The 2016 SBAC results indicate two third-grade English Learners who scored "1" (Standard Not Met) in both ELA and Math (one of whom is also designated as Socioeconomically Disadvantaged).

These numbers provide only limited data from which to address our Performance Gaps or how to meet the needs of students in those demographic groups.

However, data indicates that overall, the 2017 ELA scores show a significant increase of +38.9 points from the previous year's scores (or +31.7 points above Level 3), including all major sub-groups. Additionally 79.6% of English Learners showed "high progress" towards English proficiency. Likewise in Math, FCSO student scores school-wide in 2017 increased significantly over the previous year's scores, +33.5 points higher, or +42.9 points above Level 3.

To address performance gaps, the school conducted math professional development and coaching and examined the ELA Common Core state standards in reading and writing to ensure students were receiving rigorous instruction. The school then intensified efforts to identify students, particularly unduplicated pupils, who evidenced particular need for support in ELA and provided them with additional, small-group instruction. The school is considering revamping its ELA and FLA curriculum to more efficiently target English Learners, in particular, and to increase the rigor required by the Common Core.



If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Using formative assessments while teaching integrated and designated EL students to ensure that our methods and curriculum are helping them.

Employing an Instructional Aide to deliver small-group instruction to students, including unduplicated students, who require extra support.

Purchasing curriculum that is targeted toward support of English Learners.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,474,281
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$889,028.94

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP

Some of the General Fund Budget Expenditures that are not included in the LCAP: insurance, rent, utilities, communications services, janitorial services and supplies, equipment leases, accounting fees, administrative fees, banking fees, business services, district oversight fees, fingerprinting, legal fees, licenses, payroll fees, postage and delivery.

year not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,794,208

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: To provide an education and school environment rooted in our individual, collective and global communities

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
 4: Pupil Achievement (Pupil Outcomes) Priority 6:
 School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none">1. Educational Equity Leadership Group Events2. Purchases3. Community Involvement <p>17-18</p> <ol style="list-style-type: none">1. Increase by one event.2. Add one project with written and digital resources per class.3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.	<ol style="list-style-type: none">1. Held two community events organized by Educational Equity Leadership Group (EELG)2. Introduced Google Classroom & Google shared documents for classroom assignments; established school library, with digital catalog, for all students and staff.3. Held one Middle School Parent Information Meeting (11/29/17), Middle School Parent-ED Conferences (04/2018); Alameda County Asthma Start and Health Homes Program presentation to parents regarding asthma (12/11/2017); two "Showcases" for parents, featuring students who participated in after-school programs led by outside service providers; Alameda County Safe Water Puppet Show for students in grades K-3; presentation to all students by conductor of Oakland Symphony Orchestra. New officers (Co-Presidents and Vice President) of FCSC elected.

Expected

Actual

Baseline

1. 3 events for stakeholders
2. Establish basic library for global citizenship.
3. Hold FCSC elections, 1 parent education event, and 3 outside events.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
<p>1. Foster conversation and implement processes to ensure educational equity (Global Citizenship)</p>	<p>Hosted two community equity events, which included open discussions about increasing awareness of educational equity issues and opportunities for students and families in the school.</p>	<p>Budgeted in Goal 2 – professional development and conferences and staff time</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 4217</p>
<p>i. Educational Equity Leadership Group to hold multiple stakeholder engagement opportunities for the school community around educational equity. Develop metrics for effective engagement and useful outcomes.</p>	<p>PD for teachers in equitable teaching practices and creating inclusive classrooms.</p>		<p>For Goal 1 4000-4999: Books And Supplies LCFF 328.48</p>
	<p>Increased and diversified membership in Educational Equity Leadership Group (EELG). EELG met quarterly.</p>		<p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I 1104</p>
	<p>EELG created a parent survey regarding educational equity and inclusiveness and recorded responses to the survey and to in-person discussions in order to</p>		<p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures LCFF 660</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Integrate Global Citizenship and civic engagement into the Social Studies curriculum (Global Citizenship)</p> <p>i. Develop the Social Studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie</p> <p>ii. Additional time for administrator and purchase of additional books and supplies</p>	<p>Hired English Program Assistant to help craft Social Studies and Global Citizenship curricula.</p> <p>Contracted with Generation Citizen to bring civic engagement program to Grades 5-6 next year.</p> <p>Identified and purchased books by francophone authors from different areas of the Francophonie to incorporate into the curriculum.</p> <p>Incorporated Social Studies projects, including pen pal exchanges and celebration of the Week of the Francophonie, that focus on world cultures.</p> <p>Created and introduced the Francophone Pledge, a statement of school identity drawn from the charter's mission statement, and chose a school mascot, both in an effort to reinforce school culture and values such as global citizenship.</p> <p>Established school library with</p>	<p>Budgeted in Goal 2 – administrator time and books and</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries</p> <p>For Goal 1 4000-4999: Books And Supplies LCFF 363.11</p>

Action 3

Planned
Actions/Services

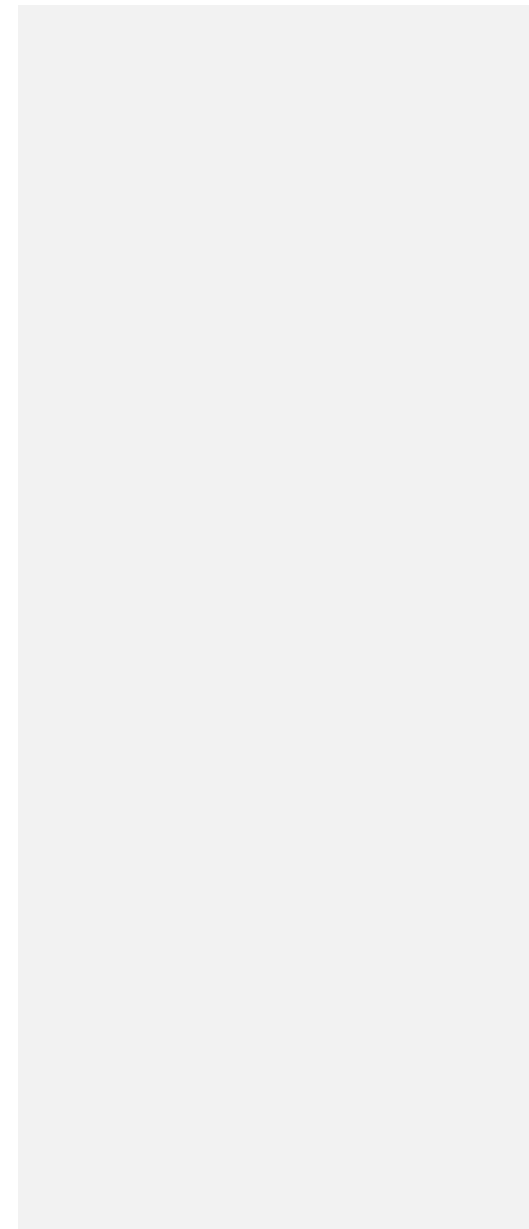
Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures



For Goal 1 5800:
Professional/Consulting Services
And Operating Expenditures



<p>3. Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC and develop system to assess FCSC's effectiveness</p> <p>ii. Provide 1 parent education event</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 1 event</p>	<p>Created Board Education Committee, which met monthly and includes non-Board Member parents, staff and community members.</p> <p>Continued to develop and engage the FCSC, whose President met weekly with the ED, and an active Outreach and Community Engagement Committee (reorganized from the former Outreach Committee) with regular presence at local events and organizations.</p> <p>Created FCSC Leadership Handbook, as well as "debrief" and "how-to" template documents for all annual FCSC events.</p> <p>Held Middle School Parent Meetings, both as a large group and individually, in the form of Parent-ED conferences for families of next year's middle school students.</p> <p>Annual Gala, Walkathon, and Winter and Spring Markets were open to the wider community and included members of francophone</p>	<p>Budgeted in Goal 2 administrator time</p>	<p>For Goal 1 4000-4999: Books And Supplies L.C.F.F. 584</p>
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Welcomed outside organizations to school for special events, including Mark Foehringer's Nutcracker Sweets, Alameda County Clean Water Program, Shoo the Flu vaccination program, Big Smiles Dental Program, Revolution Foods DinnerHero program, and various outside vendors throughout the year in our after-school program (United Fencers of Oakland, Rock Star Guitar, vocal music teacher, Haitian Dance teacher).

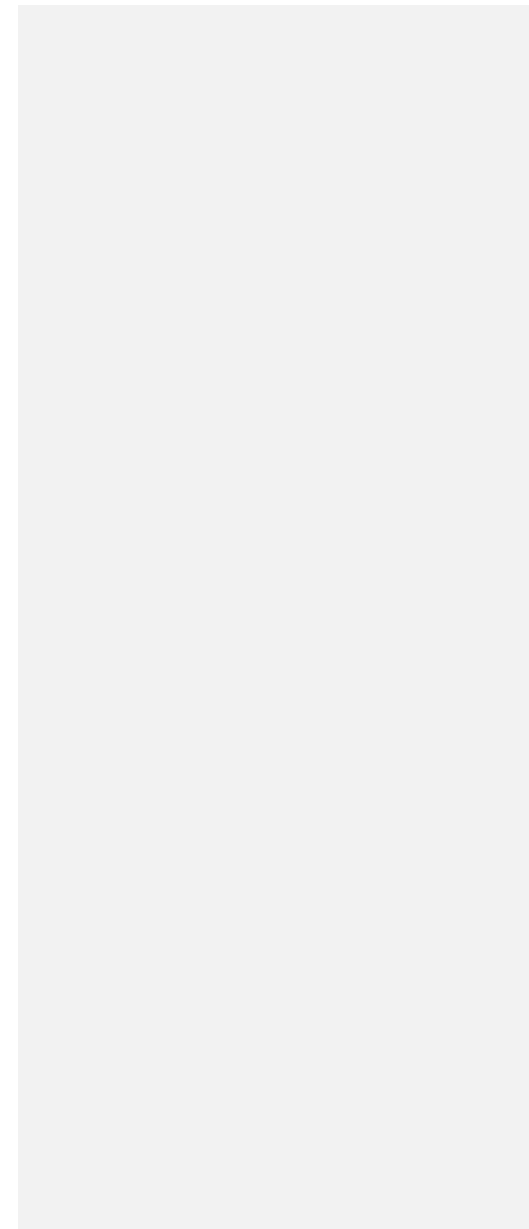
Partnered with Bishop O'Dowd High School and Cal State University East Bay, which provided us with volunteers for

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Teach and model life skills, including communications, social emotional learning and lifelong learning as ways to embrace and interact with others in healthy ways</p> <p>i. Continue integrating social emotional learning curriculum into the classroom and the school day</p> <p>ii. Continue developing responsive classroom techniques in the classroom</p>	<p>School-wide implementation of the SEL Toolkit curriculum, which promotes positive communications, and emotional and social success between students. Participation, via activities at both the classroom and school levels, in The Great Kindness Challenge, an international week to promote kindness in schools (01/2018).</p>	<p>Budgeted in Goal 2 – professional development and administrator time and books and supplies</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 12767</p> <p>For Goal 1 2000-2999: Classified Personnel Salaries LCFF 304.50</p> <p>For Goal 1 4000-4999: Books And Supplies LCFF 773.30</p>



For Goal 1 5000-5999: Services
And Other Operating
Expenditures LCFE 4950



iii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations

lunch to better equip them to handle conflicts between students.

PD for teacher in 21st century techniques for supporting boys in school (05/11/18).

Evidence of classroom use and regular review/integration of the tools in classroom routines. SEL instruction given in both English and French. 6 Tenets of Positive Play used in classrooms and on playground.

Trained staff in techniques of mindfulness, restorative justice and creating inclusive classrooms, as well as in the Toolkit curriculum and its many uses. Created Recess and Lunch Supervision Handbook to ensure consistency in procedures. Focused walk-through observations of classrooms on FCSO Best Practices, including Positive Behavior Plan.

Expanded use of ParentSquare



For Goal 1 1000-1999:
Certificated Personnel Salaries
Special Education 9887.5

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions/services set forth in the 2017-18 plan were implemented to meet the articulated goal, including addition of projects with written and digital resources in the classrooms (via Google Classroom, Google Suite and the new school library), election of new FCSC officers (Co-Presidents and a Vice President), and inclusion of 2 additional parent education events (goal for this year was only 1) and at least 1 additional outside organization event.

The school did not offer four separate events hosted by the Educational Equity Leadership Group, as expected in the AMOs. Instead, the group opted to maximize attendance by offering two well-planned Equity Events, one of which was a new concept (Family Taco Night, including an open discussion guided by a survey distributed prior to the event) that was well-received by the school community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services helped the school to achieve most of its AMOs, with the only exception being increasing the number of Equity Events to four. As stated, however, the choice to limit the number of Equity Events two of higher quality and attendance, proved to be effective in engaging the school community.

Although the school provided PD for teachers in equitable teaching practices and creating inclusive classrooms, responsive classroom techniques were not specifically introduced, and it was not possible given time, budget and language restrictions to fully support the staff in integrating these practices into their classrooms. This is an area of growth for next year.

Integration of Global Citizenship into Social Studies curriculum was done, although student and parent surveys indicate that the community is not always able to identify "Global Citizenship" when it is present. This is an area of growth for next year.

Education of staff in positive discipline practices and Social Emotional Learning was a larger task than expected, given the number of staff members new to the school and to American education this year; it was not as successful as expected. Greater emphasis on this, as well as increased depth of training, is planned for next year, and an increase in the number of returning teachers will support this learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent less than budgeted on Certificated Supervisor & Administrator Salaries following the departure of an administrator in early October; some savings were realized from this, and additional expenditures were made for a non-instructional consultant and two other administrators who increased their hours as a result. The school spent less than budgeted on Classified Salaries following the departure of an Instructional Aide, who was replaced by a long-term substitute. The school spent less than budgeted on Approved Textbooks & Core Curricula Materials than budgeted, due to the ability to reuse materials from prior years, although the budgeted and actual expenditures are expected to better align next year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal of providing an education and school environment rooted in our individual, collective and global communities.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal 2 -- To provide a bilingual education in French and English

We will advance our goal of Bilingual Education by teaching French and English writing and reading using a workshop model for maximum student independence and learning, by holding professional development each week where the staff will increase their knowledge of Content-Based Instruction, and by administering the DELF Prim examination.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none">• French language abilities as measured by French literacy assessments• Advertising and Staff recruitment strategies• Staff retention strategies• Weekly professional learning community meetings• Professional development trainings related to annual school goals• Purchase of French, English and bilingual books• Staff attendance at conferences• Staff-specific surveys	<p>76% of students are meeting or exceeding the standard for French language ability as measured by French literacy assessments.</p> <p>DEL F (Diplôme d'études en langue française) Certification established and first assessments given in March 2018. 97.6% of students who took the DELF Prim examination (of French as a foreign language) passed.</p> <p>Job posting for French teachers advertised on at least 10 online platforms and with all of the community organizations with which we have relationships to help recruit a diverse staff. Ongoing recruitment and interviewing via Skype of qualified Francophone teaching candidates, with recruitment steps and interview questions modified and refined based on lessons learned from previous years.</p>

Expected

17-18

- 10% more students show improvement in French language abilities as measured by French literacy assessments.
- Advertise in 2 additional places and with all of the community organizations with which we have relationships to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.
- Implement at least one additional staff retention strategy prior to the next school year.
- Discuss staff retention strategies with staff.
- Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program
- Conduct at least 3 professional development trainings related to annual school goals
- Purchase additional French, English and bilingual books to enhance student literacy in both languages
- Send 1 educator to a conference or school visit related to immersion education
- Conduct staff-specific survey

Actual

Implementation of additional staff retention strategies, including salary bonuses for staff who become certified to administer DELF examination and

for staff who pass the CBEST, creation of a funding request process for professional development chosen by staff, relocation benefits and assignment of "Shepherd Families" to new staff to help them with the transition to life in the U.S., as well as additional opportunities given to staff to develop their leadership abilities.

Retention strategies discussed with staff both formally, in the context of staff meetings, and informally, via encouragement by administration to grow professionally (supported by funding for PD or for taking on additional responsibility) along lines that interest them.

Ongoing staff development activities designed to support faculty and staff included provision of CBEST preparation support, training in Social Emotional Learning and Restorative Practice, and PD in cultural differentiation practices.

Weekly professional learning community meetings held with instructional staff to ensure collaboration and professional growth in both French language and English language programs.

Conducted at least 4 professional development trainings related to annual school goals: Readers & Writers Workshop Training (08/2017), Social Emotional Learning instruction in French and English (01/2018), ELA/FLA Standards Repartition (02/2018), Black History Month curriculum design partnership between English and French programs (02/2018).

Purchased additional French, English and bilingual books to enhance student literacy in both languages, including Flat Stanley/Clement Aplati, a subscription to Readers A to Z (French and English), and parallel GB+/Rigby books (non-fiction) in both French and English.

Director of Curriculum and Instruction participated in 2 conferences related to immersion education.

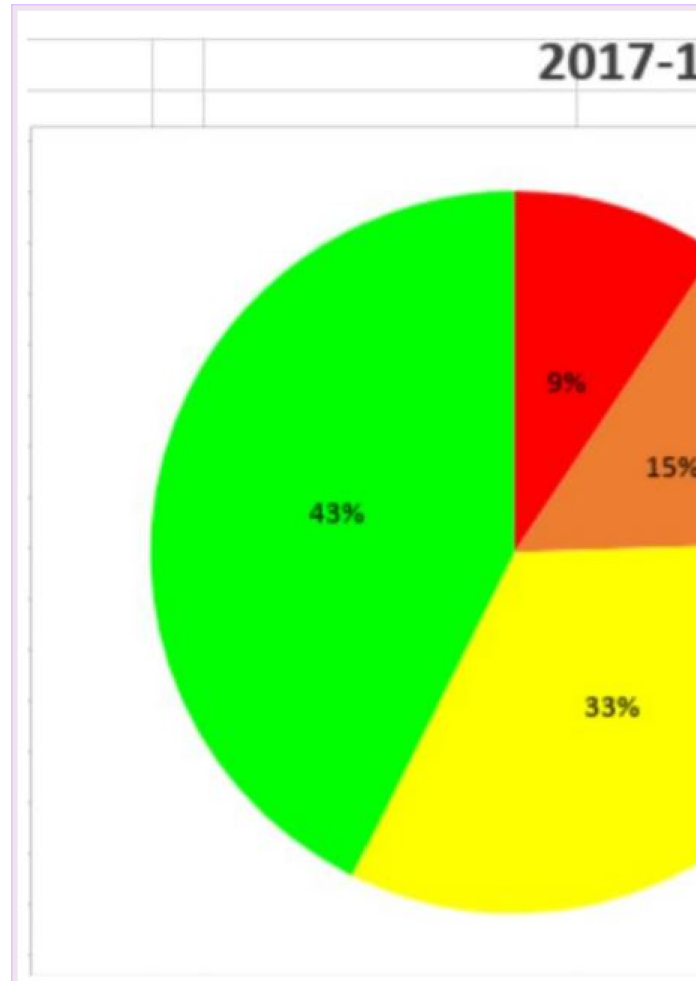
All teachers took 2017-18 Oakland Teacher Engagement Survey. Results, which were discussed with staff, are driving design of PD for next year.

Expected

Baseline

- Majority of students show improvement in French language abilities as measured by French literacy assessments.
- Advertise in at least 5 different places and with all of the community organizations that we have relationships with for teachers and staff to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.
- Implement at least one additional staff retention strategy prior to the next school year.
- Discuss staff retention strategies with staff.
- Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program
- Conduct at least 3 professional development trainings related to annual school goals
- Purchase French, English and bilingual books to enhance student literacy in both languages.
- Send 1 educator to a conference or school visit related to immersion education
- Conduct staff-specific survey

Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie	Job posting for French teachers advertised on at least 10 online platforms and with all of the community organizations with which we have relationships to help recruit a diverse staff. Ongoing recruitment and interviewing via Skype of qualified Francophone teaching candidates, with recruitment steps and interview questions modified and refined based on lessons learned from previous years. Native francophone teachers in 2017-18 represented backgrounds	Compensation and benefits LCFF \$1,312,955	Recruiting 5800: Professional/Consulting Services And Operating Expenditures
		Instructional LCFF \$25,799	
		Recruiting LCFF \$22,000	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops	Ongoing staff development activities designed to support faculty and staff included provision of CBEST preparation support, training in Social Emotional Learning and Restorative Practice, use of	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF	Travel and conferences 5000-5999: Services And Other Operating Expenditures LCFF
		Travel and conferences 5000-5999: Services And Other	Professional Development 5800: Professional/Consulting Services

Weekly professional learning community meetings held with instructional staff to ensure collaboration and professional growth in both French language and English language programs. 7 full-day professional development programs, including 5 days of Summer Institute prior to the start of the school year.

Conducted at least 4 professional development trainings related to annual school goals: Readers & Writers Workshop Training (08/2017), Social Emotional Learning instruction in French and English (01/2018), ELA/FLA Standards Repartition (02/2018), Black History Month curriculum design partnership between English and French programs (02/2018).

Operating Expenditures LCFF \$3,000

And Operating Expenditures LCFF 2356.75

Action 3

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
3. Retain staff with competitive employee compensation plans; revisit additional retention strategies annually	Employee compensation packages reviewed and improved where appropriate. Salary Scale created in December 2017 and teacher salaries adjusted upwards where appropriate.	Compensation and Benefits Budgeted in Action Step 1 LCFF	Compensation Budgeted 1000-1999: Certificated Personnel Salaries LCFF 456,011 Benefits Budgeted 3000-3999: Employee Benefits LCFF 74,003

	<p>Implementation of additional staff retention strategies including salary bonuses for staff who become certified to administer DELF examination and for staff who pass the CBEST, creation of a funding request process for professional development chosen by staff, assignment of "Shepherd Families" to new staff to help them with the transition to life in the U.S., as well as additional opportunities given to staff to develop their leadership abilities.</p> <p>Reevaluated benefits packages, explored options that are more affordable to staff members with dependents.</p> <p>Began offering relocation benefits for teachers moving to Oakland.</p> <p>All teachers took 2017-18 Oakland Teacher Engagement Survey. Results, which were discussed with staff, are driving design of PD for next year.</p> <p>Purchased CBEST preparation</p>
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Action 4

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

4. Purchase French language curriculum, books, and supplies, including assessments to assess student French language abilities and changes over time

Purchased additional French, English and bilingual books to enhance student literacy in both languages, including Flat Stanley/Clement Aplati, a subscription to Readers A to Z, and parallel GB+/Rigby books (non-fiction) in both French and English.

New books in both French and English added to newly created, digitally catalogued, school library.

Purchase of DELF Prim

4000-4999: Books And Supplies
LCFF \$131,538

For goal 2, action 4 4000-4999:
Books And Supplies LCFF

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school administered the GB+ and DELF Prim assessments in French Language Arts to measure their ability to read, write, speak and understand French. To continue providing a strong French education, the school developed and refined teacher recruitment and retention strategies, including financial bonuses, support in both English and French for preparation to take the CBEST, purchase of CBEST preparation materials, increased involvement of "Shepherd Families" in new teacher support, and encouragement of teacher leadership opportunities. The school offers a robust weekly professional development program for staff and continues to purchase both French and English books and materials to support the academic program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Year Three academic goals have been met, as evidenced by quarterly benchmark assessments and student performance on the DELF Prim examination. Teacher recruitment and retention strategies have been refined and made more effective, with a higher percentage of teachers planning to return for the next school year than did last year, and strong candidates hired to fill vacancies. Nonetheless, teacher retention continues to be an area for growth, and could be more effective with increased compensation and cultural support for new teachers. Current teachers have all made the required two attempts to pass the CBEST, and all but one have

passed at least one of the three sections, a significant step toward gaining California teaching certification. Several teachers have also identified personal professional development projects that they will undertake during the summer break, to supplement their development during the school year. The French and English curriculum is aligned to the instructional program, and the school's library of books and materials continues to grow.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent less than budgeted on Certificated Supervisor & Administrator Salaries following the departure of an administrator in early October; some savings were realized from this, and additional expenditures were made for a non-instructional consultant and two other administrators who increased their hours as a result. The school spent less than budgeted on Classified Salaries following the departure of an instructional aide, who was replaced by a long-term substitute. The school spent less than budgeted on Approved Textbooks & Core Curricula Materials than budgeted, due to the ability to reuse materials from prior years, although the budgeted and actual expenditures are expected to better align next year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal 3: To provide a creative education

We will advance our goal of Creative Education by teaching content through art in each class, continuing the Music for Minors II program, offering dance and music opportunities for students after school, and conducting two school-wide choir events that include musically complex songs from around the world and address global citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none">• Arts and music supplies and equipment• Art throughout the school and integrated into school projects and lessons• Theatre performances during the regular school day• Access to the music curriculum• School field trips• ADA	<p>Additional art and music supplies purchased. Each class produced works of art for auction at the annual Gala.</p> <p>Over 77% of families agree that the school integrates art and music into the academic program.</p> <p>At least 2 theatre performances presented during the school day: Nutcracker Sweets (12/2017) and Alameda County Clean Water Program Puppet Show (10/2017).</p> <p>All students have access to music curriculum, through integration of the Music for Minors II program into the instruction for all grade levels.</p> <p>The school acquired a piano via donation, which is located in a classroom with a teacher who plays frequently during class and after school.</p>

Expected

17-18

- Additional arts and music supplies and equipment purchased
- Majority of parents report seeing art throughout the school and integrated into school projects and lessons
- Have at least 2 theatre performances during the regular school day
- Majority of students have access to the music curriculum
- Majority of students participate in a school field trip
- 1% increase in percentage of ADA

Baseline

- All classroom will have starter sets of arts and music supplies and equipment
- Majority of parents report seeing art throughout the school and integrated into school projects and lessons
- Have at least 2 theatre performances during the regular school day
- Majority of students have access to the music curriculum
- Majority of students participate in a school field trip
- At least 95% ADA

Actual

Music, both live and recorded, integrated into the lunchtime hour by staff members who are professional musicians.

All students participated in at least one field trip, including an all-school field trip to hear the Oakland Symphony Orchestra perform (10/2017). Maestro from the Oakland Symphony visited school in April 2018, as a follow-up to the October performance.

ADA increased to 96% at P-2.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

Budgeted as part of 4000 series in Goal 2. \$994

1. Arts integration
i. Purchase art and music supplies and equipment
ii. Offer performances for students during the regular school day
iii. Continue implementing music curriculum

Additional art and music supplies purchased. Each class produced works of art for auction at the annual Gala.

At least 2 theatre performances presented during the school day:

Budgeted in Goal 2 for professional development and

Part of 4000 series in Goal 3
4000-4999: Books And Supplies
LCFF 2025

Alameda County Clean Water Program Puppet Show (10/2017).

All students have access to music curriculum, through integration of the Music for Minors II program into the instruction for all grade levels.

The school acquired a piano via donation, which is located in a classroom with a teacher who plays frequently during class and after school.

Music, both live and recorded, integrated into the lunchtime hour by staff members who are professional musicians.

All students participated in La Grande Lessive, an international ephemeral art project (03/2018).

Students, in a collaboration with

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2. Use project and inquiry-based learning throughout the curriculum

i. Train teachers on project and inquiry-based learning and implementation

Teachers used project/inquiry-based curriculum in both Social Studies and Science. Science curriculum in all grades included participation in first-ever school Science Fair (04/2018). Science

Budgeted in Goal 2 for professional development and conferences

Part of 5000 series in Goal 3 5800: Professional/Consulting Services And Operating

ii. Organize field trips

of what plants need to grow, how butterflies are "born," the water cycle, and ways to purify water. In Social Studies, students made videos about national monuments and created 3D maps.

Purchased materials for science projects including owl pellets, "volcano" chemicals and tools for measuring air and water quality.

Teachers trained on techniques for supporting project and inquiry-based curriculum, including use of video applications, how to create a digital book using Spark Adobe Voice, and Google Classroom.

Generation Citizen organization engaged to provide project-based civic engagement/Social Studies learning for next year's grades 5 and 6.

All students participated in at least one field trip. Field trips were taken to the local fire station, the Oakland Symphony Orchestra, the Oakland Zoo, the Exploratorium

Field trips 5000-5999: Services
And Other Operating
Expenditures: \$5,150

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Actions/Services

Expenditures

Expenditures

3. Pupils engaged in education, as indicated by attendance rates

Attendance rates improved in 2017-18. Students were engaged in education, with 96% ADA at P-2.

Student Information System
5000-5999: Services And Other
Operating Expenditures \$3,236

Student Information System
5800: Professional/Consulting
Services And Operating

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school engaged the Music for Minors II program for all students, which provided instruction to all grade levels on a weekly basis by two trained docents. Teachers were provided with time to plan arts and music integration into their teaching, and to work in collaboration with the Music for Minors II docents. Outside artists came to school to perform for students, and students had opportunity to experience learning off-campus through numerous field trips. To increase attendance, both attendance and tardy rates were reported to families weekly, beginning the first week of school. Additionally, Golden Bravos were awarded on a monthly basis to recognize perfect attendance, the availability of Short Term Independent Study during absences was deliberately communicated to parents, and Chronic Absenteeism was addressed via phone calls and quarterly letters to parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Engagement of Music for Minors II was hugely effective in incorporating formal music education into the curriculum for all students. Art continues to be present in all classrooms, although the Annual Family Survey and the Annual Student Survey both indicate that progress should be made on encouraging creativity in students. The performances brought to school and the number and diversity of field trips were effective in helping to meet the articulated goal, although more and different performances and field trips should be sought for next year. Weekly reporting of attendance and tardy rates, increased communication to parents about the availability of Short Term Independent Study during absences, and increased communication regarding perfect attendance and chronic absenteeism were all effective in increasing attendance rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent on field trips than budgeted because some field trips were free of charge and the others were made possible by community fundraising. More was spent on art and music supplies due to the Music for Minors II program cost, which was not anticipated in the 2017-18 budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made to this goal, expected outcomes, metrics or actions and services to achieve this goal, other than stating the AMO for attendance more generally as "increasing ADA" for the 2018-19 school year, rather than increasing by 1%.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Goal 4: To provide a rigorous education that ensures preparation for the best high schools, colleges and careers.

We will advance our goal of providing a rigorous education using ongoing benchmark assessments to guide instruction, professional development on common core math problem solving, and preparation for Smarter Balanced Assessment and the California Science Test.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ul style="list-style-type: none">Academic dataBenchmark assessmentsAccess to technology during the school dayWell-trained and highly qualified teachers retainedProfessional Learning Communities	<p>Academic data shared quarterly with staff, parents and Board of Directors.</p> <p>Over the first 3 quarters of the school year, 81% of students are performing at grade level in math, 50.4% of students performing at grade level in English Language Arts, and 73.3% are performing at grade level in French Language Arts on benchmark assessments.</p> <p>100% of students have access to technology during the school day, at minimum through the teachers' use of laptop, projector and document camera in the classroom. 100% of students use iPads weekly. 44% of students use Chromebooks weekly. 100% of students use Chromebooks at least once per year.</p>

Expected

17-18

- Academic data shared with community stakeholders at least twice a year
- Majority of students performing at grade level in math and English Language Arts
- 70% of students have access to technology during the school day
- 60% of well-trained and highly qualified teachers retained
- Teachers participate in Professional Learning Communities the majority of weeks school is in session

Baseline

- Academic data shared with community stakeholders at least twice a year
- Majority of students performing at grade level in math and English Language Arts on benchmark assessments
- Majority of students have access to technology during the school day
- Majority of well-trained and highly qualified teachers retained
- Teachers participate in Professional Learning Communities the majority of weeks school is in session

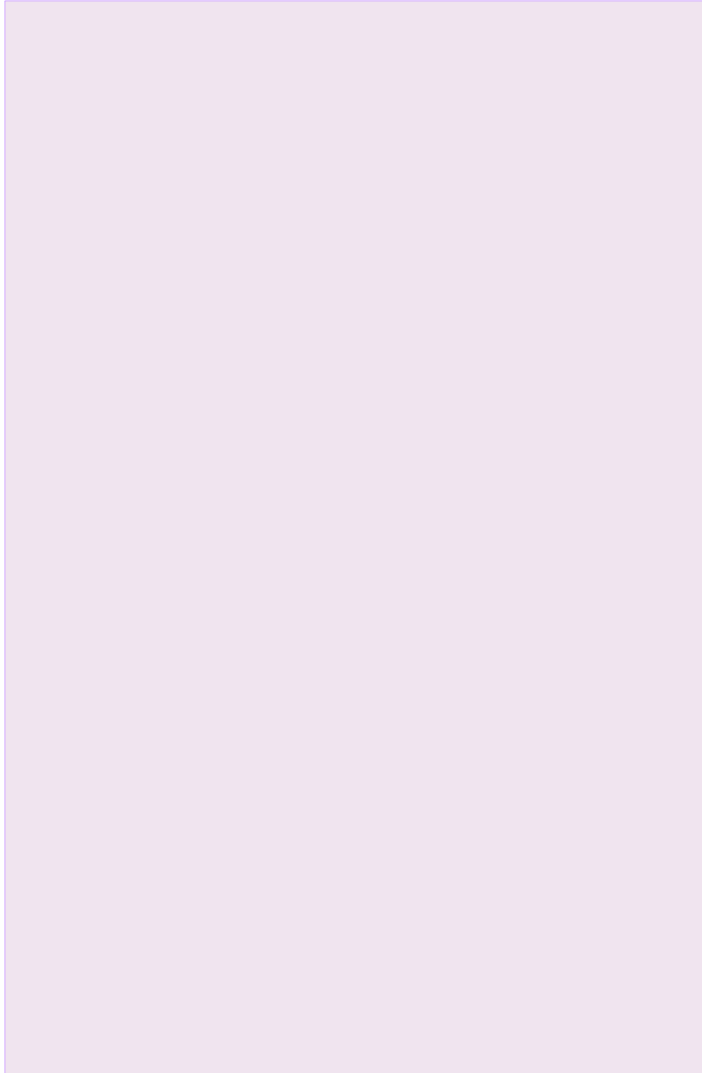
Actual

40% of well-trained and highly qualified teacher retained.

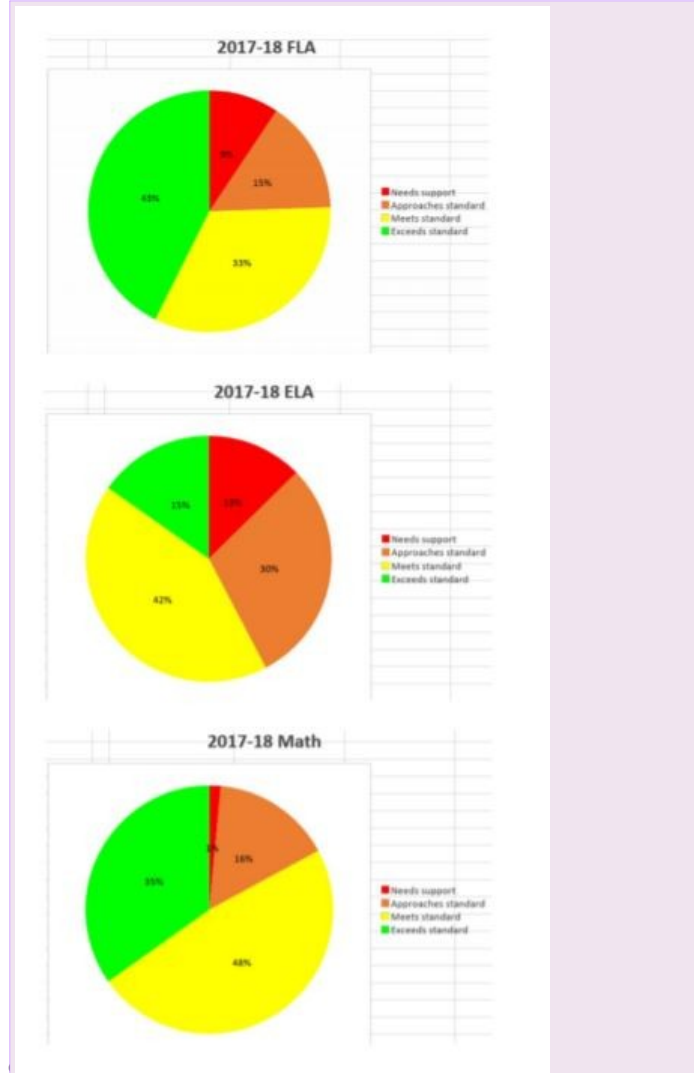
Teachers participate in professional learning communities each week that school is in session.

Graphs below show overall assessment results from 2017-18 school year in FLA, ELA and Math.

Expected



Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

Budgeted in Goal 2 under books and supplies 4000-4999: Books And Supplies

For Goal 4 under services & other operating expenditures 5800: Professional/Consulting Services And Operating Expenditures

1. Achieve grade level academic standards (College & career readiness)

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals
- iii. Continue implementing an integrated English and French Language Arts curriculum

Data informing the California School Dashboard indicates students are achieving significant growth in English Language Arts and Math.

Teachers trained to use test scores in FLA, ELA and Math to improve student achievement.

Assessment data shared quarterly with staff, parents and the Board of Directors.

Benchmark assessments indicate that a majority of students are performing at grade level in Math and English Language Arts.

Continuing to build integrated ELA/FLA curriculum for grades K-

6. Purchased books in French (Yves Nadon, Canada) that follow Lucy Calkins' Readers and Writers Workshop.

Budgeted in administrator salaries and benefits 3000-3999: Employee Benefits

For Goal 4 under books and supplies 4000-4999: Books And Supplies LCEE 10802 46

	Spent time during staff meeting dividing ELA standards among ELA and FLA curricula; weekly staff collaboration ensured adherence to the plan and alignment in instruction.
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Budgeted in Goal 2	For Goal 4 through 5000 series 5000-5999: Services And Other Operating Expenditures LCFF for Goal 4 through 5000 series 5800: Professional/Consulting Services And Operating

2. Teach technological proficiency through integration of technology and integrate technology in school (21st century skills)

i. Train teachers on how to integrate technology into the classroom

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program

iii. Use technology to enhance home-school communications

Teachers were trained and are using technology integrated into their curriculum, including Chromebooks, iPads and document cameras with projectors.

Software used by teachers in instruction includes RazKids, NitroType (typing program), Google Classroom, Google Drive, and Zearn. Software, apps and devices purchased to ensure staff and student access to technology. A majority of students have access to technology during the school day.

Several professional development meetings focused on integration of technology in the classroom.

Staff trained on the use of ParentSquare for home-school communication.

Budgeted in Goal 2 through 4000 series 4000-4999: Books And Supplies

For Goal 4 through 4000 series 4000-4999: Books And Supplies LCEE 616 28



of ParentSquare extended this year to include permission slips and both emergency and non-emergency alert messages.

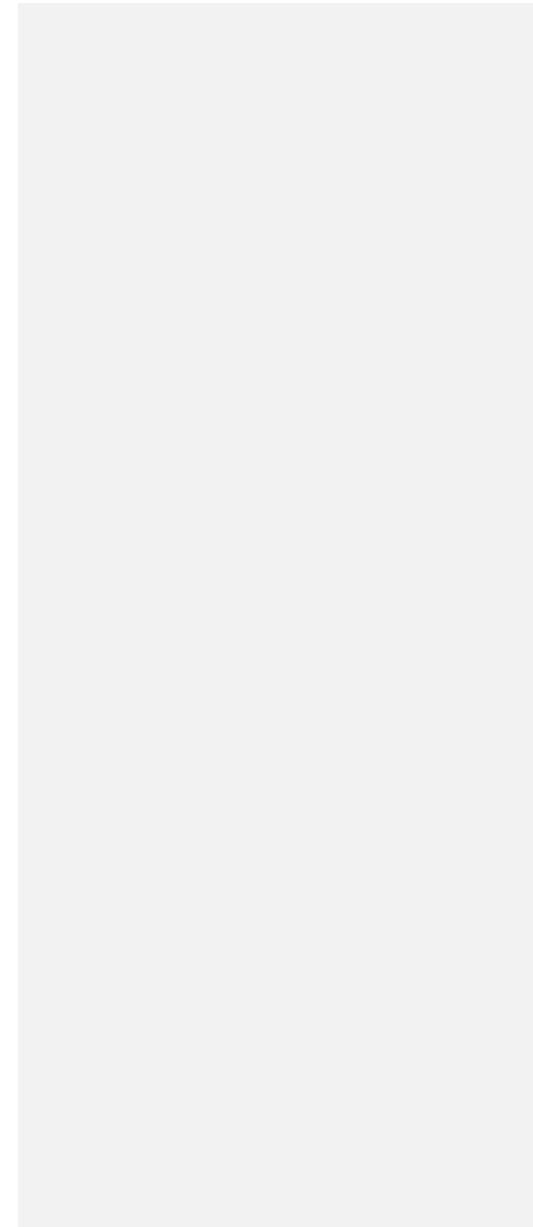
Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures



3. Recruit and retain well-trained and highly qualified teachers

i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.

ii. Offer opportunities for teachers to become leaders in specific areas (e.g. arts, science, technology, French Language Arts)

Recruited well-trained and highly qualified teachers and staff. 40% of classroom teachers plan to return for next school year, a higher percentage than last year.

Collaborative learning opportunities throughout the year included weekly grade-level meetings and instructional alignment among FLA and ELA teachers around special projects like the Science Fair, the Gala Art Auction and Field Trips. Teachers were able to choose topics and areas of interest to them in their own professional development.

Collaboration between FCSO teacher and French teacher from Head Royce School, focusing on language instruction and global citizenship.

Teachers led sessions for their

Budgeted in Goal 2

For Goal 4 in 5000 series 5800: Professional/Consulting Services And Operating Expenditures

	<p>work done in another country around global citizenship.</p> <p>Plan developed for all teachers to have some leadership responsibility/opportunity next year. This year, teacher leaders served as STIS Coordinator, English Program Assistant, and participated in the screening of new teacher candidates.</p> <p>Teachers participated in professional learning communities each week that school was in session.</p> <p>Four teachers completed the training to become certified administrators of the DELF examination (11/2017), and two completed the training to become administrators of the DALF (2/2018) examination.</p> <p>Teacher attended training on supporting boys in school plans to</p>
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Action 4

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

4. Provide a facility that is well kept and ready for learning (basic services)

i. Maintain a cleaning service

Maintained a private cleaning service that cleaned facilities once per day and did larger maintenance projects during

Budgeted in Goal 2 under custodial supplies

For Goal 4 in 4000 series 4000-4999: Books And Supplies
LCFF 1702 70

ii. Purchase additional furniture to ensure student needs are met	Purchased additional furniture to ensure student needs were met.	2000-2999: Classified Personnel Salaries \$34,719	For Goal 4 in 5000 series 5000-5999: Services And Other Operating Expenditures LCFF 30973.34
iii. Train staff and students on emergency procedures	Trained staff and students on emergency procedures and conducted regular fire, earthquake and lockdown drills. Fortified emergency communication plan and identified an off-site evacuation site at Bishon O'Dowd High		For Goal 4 in 5000 series 5800: Professional/Consulting Services And Operating Expenditures LCFF 499

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year, professional development work with teachers was guided by a yearlong assessment calendar, which also helped to determine technology needs. Curriculum maps were created and used across French and English programs, and teachers collaborated on instruction and best practices. Administration organized and led professional development in technology, home-school communication and use of data, and teachers also led professional development on topics in which they had interest or expertise. Regular benchmark assessments were conducted, and results were shared with all stakeholders. Effort was made to maintain a clean and functional school facility.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of efforts to train and support teachers with professional development, technology and clear curriculum and assessment plans was high. Data indicates that students are receiving a rigorous education that is made possible by ongoing staff collaboration and home-school partnership. Although the school maintained a regular cleaning service, responses from the Annual Family Survey and Annual Student Survey indicate that the cleanliness and functionality of the school facility is an area for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less was spent on Classroom- and Non-Classroom Furniture, Equipment & Supplies due to a large donation of furniture and other materials from a school that closed. Savings were also realized in Professional/Consulting Services by only having one French intern and having francophone volunteers and French student teachers help fill the need for classroom support.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics or actions and services to achieve this goal.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

09/13/2017, 10/4/2017, 01/26/2018, 02/09/2018: Educational Equity Leadership Group meetings - Discussed LCAP goals and set plan for the 17-18 and 18-19 school years to achieve equity goals. (Goal 1)

10/19/2017: Community Equity Event #1 - Discussed LCAP Goal 1 with representatives of all stakeholder groups, particularly in the context of equity and global citizenship, and received community input.

12/01/2017: Parent Meeting (Coffee with the ED) - Discussed LCAP goals and received parent input.

12/06/2017: Staff Meeting - Discussed ELA and FLA curriculum, given rigor of Smarter Balanced Assessment and the school's Two-Way Immersion model; administered Oakland Teacher Engagement Survey.

12/21/2017: Board of Directors Meeting - Reviewed hiring goals and approved new salary scale for teacher recruitment and retention.

01/10/2018: Staff meeting - Discussed LCAP Goal 3 and 4, having more field trips in second half of year, set classroom goals for schoolwide art event and began collaborative planning for Science Fair.

01/22/2018: Board of Directors Meeting - Presented academic data for public comment.

02/02/2018: Parent Meeting (Coffee with the ED) - Discussed LCAP goals and received community input.

02/12/2018: FCSC Parent Group Meeting - Discussed LCAP goals and received community input. Particular emphasis on Goals 1-3.

03/02/2018: State of the School Preview for Staff – Discussed school finances and growth with teachers and other staff and received input.

03/05/2018: State of the School - Presented school budget and finance, staffing, school priorities and focus areas, to community stakeholders and received input.

03/15/2017: Community Equity Event #2 - Discussed LCAP Goal 1 with representatives of all stakeholder groups, particularly in the context of equity and global citizenship, and received community input.

04/23/2018: Board of Directors Meeting - Presented academic data for public comment.

05/01/2018: Annual Family Survey distributed to all families via ParentSquare, with questions addressing LCAP goals and annual Measurable Pupil Outcomes, plus opportunity for free narrative response.

05/01/2018: Annual Student Survey administered to all students via paper during class, with questions addressing LCAP goals and annual Measurable Pupil Outcomes.

05/04/2018: Parent Meeting (Coffee with the ED) - Presented LCAP development update, received community input. Particular emphasis on Goal 1.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parents asked that Global Citizenship be a more obvious feature of the school and suggested formation of a Global Citizenship Committee. (Goal 1)

Input given to increase number of Equity Events each year and to make more information available to families in languages besides English, particularly Spanish. (Goal 1)

Decision to increase effort to include outside organizations in community events. (Goal 1)

Set priorities and processes for hiring for 2018-19 and established processes to fortify actions in Goal 2.

Decision to provide Music for Minors II program again during 2018-19. (Goal 3)

Parents want more assurance that teacher and Executive Director retention will increase, in part through transparency around processes for hiring and evaluation. (Goal 2)

Input on academic data encouraged school to reconsider ELA curriculum and support for English Learners. (Goal 2)

Staff suggested having more support for foreign teachers around early logistics of moving and settling in the U.S., in particular in conveying accurate information regarding finances required to live in Bay Area. (Goal 2)

School considering changing ELA curriculum and modifying FLA curriculum to increase rigor and align more to Common Core within Two-Way Immersion model. (Goal 2)

Identified need to educate parents and teachers about differing expectations of each other in the school setting, based on cultural background. (Goal 2)

Condition and cleanliness of school facilities emerged as concern for both students and families, which can be addressed in Goal 4 for next year.

Perceived lack of respect for adults at school by students (as reported by both students and parents) requires increased focus in the context of Social-Emotional Learning. (Goal 1)

Parents report that arts integration is more traditional than expected; goal for next year should incorporate innovative ways to bring art to school and classroom. (Goal 3)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

To provide an education and school environment rooted in our individual, collective and global communities.

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
 4: Pupil Achievement (Pupil Outcomes) Priority 6:
 School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To further develop our social emotional learning and global citizenship curricula and their implementation and to engage our school community in education and conversation around educational equity.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Educational Equity Leadership Group Events 2. Purchases 3. Community Involvement	1. 3 events for stakeholders 2. Establish basic library for global citizenship. 3. Hold FCSC (formerly PCN) elections, 1 parent	1. Increase by one event. 2. Add one project with written and digital resources per class.	1. Increase by one event. 2. Add one project with written and digital resources per class.	1. Increase by one event. 2. Add one project with written and digital resources per class.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	education event, and 3 outside events.	3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.	3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.	3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>1. Foster conversation and implement processes to ensure educational equity (Global Citizenship)</p> <p>i. Educational Equity Leadership Group to hold multiple stakeholder engagement opportunities for the school community around educational equity. Develop metrics for effective engagement and useful outcomes.</p>	<p>Foster conversation and implement processes to ensure educational equity (Global Citizenship)</p> <p>i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will begin to shape decision-making in school culture and academics. Use metrics for effective engagement and useful outcomes.</p>	<p>Foster conversation and implement processes to ensure educational equity (Global Citizenship)</p> <p>i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will continue to shape decision-making in school culture and academics. Modify engagement approaches based on metrics.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		4446.51	4579.91
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 – professional development and conferences and staff time	1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1
Amount		338.33	348.48
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1
Amount		1137.12	1171.23
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 1	5800: Professional/Consulting Services And Operating Expenditures For Goal 1

Amount		679.8	700.19
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 1	5800: Professional/Consulting Services And Operating Expenditures For Goal 1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2. Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Develop the social studies curriculum to include aspects of global citizenship, civic

2018-19 Actions/Services

Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Continue developing the social studies curriculum to include aspects of global

2019-20 Actions/Services

Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Effectively use the social studies curriculum to include aspects of global

engagement, and the Francophonie – additional time for administrator and purchase of additional books and supplies

citizenship, civic engagement, and the Francophonie. Work with school volunteers and teacher leaders on events promoting the Francophonie. Include additional time for administrator and purchase of additional books and supplies.

citizenship, civic engagement, and the Francophonie. Work with school volunteers and teacher leaders on events promoting the Francophonie. Develop metric for school-wide global citizenship effectiveness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		10626.51	10945.31
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 – administrator time and books and supplies	1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1
Amount		374	385.22
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	New Action
<p>2017-18 Actions/Services</p> <p>3. Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC and develop system to assess FCSC's effectiveness (survey).</p> <p>ii. Provide 1 parent education event</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 1 event</p>	<p>2018-19 Actions/Services</p> <p>Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC, create new committees as necessary (potentially around Global Citizenship and Staff Support), develop system to assess FCSC's effectiveness (survey) and plan for incorporation in 2019-20, if appropriate.</p> <p>ii. Provide 2 parent education events, including at least 1 with a translator</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 2 events, which are publicized in at least two languages</p>	<p>2019-20 Actions/Services</p> <p>Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC, including its committees, and use results of effectiveness survey. Incorporate if appropriate.</p> <p>ii. Provide 3 parent education events, including at least 1 with a translator</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 3 events, which are publicized in at least two languages</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		601.52	619.57
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 administrator time	4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1

Amount		27636.27	28465.36
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 1	5800: Professional/Consulting Services And Operating Expenditures For Goal 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

4. Teach and model life skills, including communications, social emotional learning and lifelong learning as ways to embrace

2018-19 Actions/Services

Teach and model life skills, including communications, social-emotional learning and lifelong learning as ways to embrace

2019-20 Actions/Services

Teach and model life skills, including communications, social emotional learning and lifelong learning as ways to embrace

and interact with others in healthy ways (Life Skills)

i. Continue integrating social emotional learning curriculum into the classroom and the school day

ii. Continue developing responsive classroom techniques in the classroom

iii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations.

and interact with others in healthy ways (Life Skills)

i. Implement training on restorative justice

ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations

and interact with others in healthy ways (Life Skills)

i. Monitor effective use of restorative justice practices

ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and continue to evaluate training's effectiveness using weekly walk-through observations

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		13150.01	13544.51
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 – professional development and administrator time and books and supplies	1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1
Amount		313.64	323.04
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries For Goal 1	2000-2999: Classified Personnel Salaries For Goal 1

Amount		796.50	820.39
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1
Amount		5098.5	5251.46
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures For Goal 1	5000-5999: Services And Other Operating Expenditures For Goal 1
Amount		10184.13	10489.65
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

To provide a bilingual education in French and English

Goal 2

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To see annual growth in French language abilities for the majority of our students. To see a staff representative of the cultural diversity of the Francophonie and of Oakland.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> French language abilities as measured by French literacy assessments Advertising and Staff recruitment strategies Staff retention strategies 	<ul style="list-style-type: none"> Majority of students show improvement in French language abilities as measured by French literacy assessments. Advertise in at least 5 different places and with all of the community 	<ul style="list-style-type: none"> 10% more students show improvement in French language abilities as measured by French literacy assessments. Advertise in 2 additional places and with all of the community 	<ul style="list-style-type: none"> 10% more students show improvement in French language abilities as measured by French literacy assessments. Advertise in 2 additional places and with all of the community 	<ul style="list-style-type: none"> 10% more students show improvement in French language abilities as measured by French literacy assessments. Advertise in 2 additional places and with all of the community

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • Weekly professional learning community meetings • Professional development trainings related to annual school goals • Purchase of French, English and bilingual book • Staff attendance at conferences • Staff-specific surveys 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program • Conduct at least 3 professional development trainings related to annual school goals • Purchase French, English and bilingual books to enhance student literacy in both languages. 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program. • Conduct at least 3 professional development trainings related to annual school goals. • Purchase additional French, English and bilingual books to enhance student literacy in both languages. 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct cultural education for parents and staff regarding expectations for the school-home relationship. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program. • Conduct at least 3 professional development trainings related to annual school goals. 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct cultural education for parents and staff regarding expectations for the school-home relationship. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program. • Conduct at least 3 professional development trainings related to annual school goals.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Send 1 educator to a conference or school visit related to immersion education Conduct staff-specific survey 	<ul style="list-style-type: none"> Send 1 educator to a conference or school visit related to immersion education. Conduct staff-specific survey. 	<ul style="list-style-type: none"> Purchase additional French, English and bilingual books to enhance student literacy in both languages. Send 2 educators to a conference or school visit related to immersion education. Conduct staff-specific survey and gauge effectiveness of the tool. 	<ul style="list-style-type: none"> Purchase additional French, English and bilingual books to enhance student literacy in both languages. Send 3 educators to a conference or school visit related to immersion education. Conduct staff-specific survey and adapt based on analysis of tool.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.	Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.	Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,312,955	16,865.14	17,371.09
Source	LCFF	LCFF	LCFF
Budget Reference	Compensation and benefits	5800: Professional/Consulting Services And Operating Expenditures Recruiting	5800: Professional/Consulting Services And Operating Expenditures Recruiting
Amount	\$25,799		
Source	LCFF		
Budget Reference	Instructional		
Amount	\$22,000		
Source	LCFF		
Budget Reference	Recruiting		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

2. Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops

2018-19 Actions/Services

Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops

2019-20 Actions/Services

Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,450	2427.45	2356.28
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

Amount	\$3,000	665.51	685.48
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and conferences	5000-5999: Services And Other Operating Expenditures Travel and conferences	5000-5999: Services And Other Operating Expenditures Travel and conferences

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

2018-19 Actions/Services

Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

2019-20 Actions/Services

Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		573,746	711,721
Source	LCFF	LCFF	LCFF
Budget Reference	Compensation and Benefits Budgeted in Action Step 1	1000-1999: Certificated Personnel Salaries Compensation Budgeted	1000-1999: Certificated Personnel Salaries Compensation Budgeted
Amount		104,476	142,403
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits Benefits Budgeted	3000-3999: Employee Benefits Benefits Budgeted

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase French language curriculum, books, and supplies, including	Purchase French language curriculum, books, and supplies, including	Purchase French language curriculum, books, and supplies, including

assessments to assess student French language abilities and changes over time.

assessments to assess student French language abilities and changes over time.

assessments to assess student French language abilities and changes over time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$131,538	3608.68	3716.94
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies For goal 2, action 4	4000-4999: Books And Supplies For goal 2, action 4

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

To provide a creative education

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Identified Need:

To provide additional elements to our educational program that focus on project-based learning and arts education

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Arts and music supplies and equipment Art throughout the school and integrated into school projects and lessons Theatre performances during the regular school day 	<ul style="list-style-type: none"> All classroom will have starter sets of arts and music supplies and equipment Majority of parents report seeing art throughout the school and integrated into school projects and lessons 	<ul style="list-style-type: none"> Additional arts and music supplies and equipment purchased Majority of parents report seeing art throughout the school and integrated into school projects and lessons 	<ul style="list-style-type: none"> All classroom will have starter sets of arts and music supplies and equipment Majority of parents report seeing art throughout the school and integrated into school projects and 	<ul style="list-style-type: none"> All classroom will have starter sets of arts and music supplies and equipment Majority of parents report seeing art throughout the school and integrated into school projects and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • Access to the music curriculum • School field trips • ADA 	<ul style="list-style-type: none"> • Have at least 2 theatre performances during the regular school day • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • At least 95% ADA 	<ul style="list-style-type: none"> • Have at least 2 theatre performances during the regular school day • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • 1% increase in percentage of ADA 	<ul style="list-style-type: none"> • lessons in innovative ways • Have at least 2 theatre performances during the regular school day • Establish partnership with an arts-based residency. • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • Increase in overall percentage of ADA 	<ul style="list-style-type: none"> • lessons in innovative ways • Have at least 2 theatre performances during the regular school day. • Maintain partnership with an arts-based residency. • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • Increase in overall percentage of ADA

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Modified Action Modified Action New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Arts integration i. Purchase art and music supplies and equipment. ii. Offer performances for students during the regular school day. iii. Continue implementing music curriculum.	Arts integration i. Purchase art supplies for all. Purchase musical instruments for grade 6 class. ii. Offer performances for students during the regular school day. iii. Continue implementing music curriculum. Begin more formal basic music in grade 6.	Arts integration i. Purchase art supplies for all. Purchase musical instruments for another class. ii. Offer performances for students during the regular school day. iii. Continue implementing music curriculum. Continue more formal basic music in grades 6 and 7.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		2147.55	2211.98
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 for professional development and conferences	4000-4999: Books And Supplies Budgeted as part of 4000 series in Goal 2	4000-4999: Books And Supplies Budgeted as part of 4000 series in Goal 2
Amount	\$994		
Budget Reference	Budgeted as part of 4000 series in Goal 2		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2. Use project and inquiry-based learning throughout the curriculum.
i. Train teachers on project and inquiry-based learning and implementation.
ii. Organize field trips.

2018-19 Actions/Services

Use project and inquiry-based learning throughout the curriculum.
i. Continue training teachers on project and inquiry-based learning and implementation.
ii. Organize field trips.

2019-20 Actions/Services

Use project and inquiry-based learning throughout the curriculum.
i. Continue training teachers on project and inquiry-based learning and implementation.
ii. Organize field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		2108.41	2171.66
Source		Title I	Title I
Budget Reference	Budgeted in Goal 2 for professional development and conferences	5800: Professional/Consulting Services And Operating Expenditures Part of 5000 series in Goal 3	5800: Professional/Consulting Services And Operating Expenditures Part of 5000 series in Goal 3
Amount	\$5,150		
Budget Reference	5000-5999: Services And Other Operating Expenditures Field trips		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3. Pupils engaged in education, as indicated by attendance rates	Pupils engaged in education, as indicated by attendance rates	Pupils engaged in education, as indicated by attendance rates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,236	4041.08	4162.31
Source		LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System	5800: Professional/Consulting Services And Operating Expenditures Student Information System	5800: Professional/Consulting Services And Operating Expenditures Student Information System

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

To provide a rigorous education that ensures preparation for the best high schools, colleges and careers

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
 7: Course Access (Conditions of Learning) Priority 8:
 Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To show assessment data at regular intervals to community stakeholders. To provide technological integration for learning and communication. To recruit and retain high quality teachers. To provide a clean and safe facility that facilitates learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • Academic data • Benchmark assessments • Access to technology during the school day 	<ul style="list-style-type: none"> • Academic data shared with community stakeholders at least twice a year. • Majority of students performing at grade 	<ul style="list-style-type: none"> • Academic data shared with community stakeholders at least twice a year. • Majority of students performing at grade 	<ul style="list-style-type: none"> • Academic data shared with community stakeholders at least twice a year. • Majority of students performing at grade 	<ul style="list-style-type: none"> • Academic data shared with community stakeholders at least twice a year. • Majority of students performing at grade

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Well-trained and highly qualified teachers retained Professional Learning Communities 	<ul style="list-style-type: none"> level in math and English Language Arts on benchmark assessments. Majority of students have access to technology during the school day. Majority of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities the majority of weeks school is in session. 	<ul style="list-style-type: none"> level in math and English Language Arts. 70% of students have access to technology during the school day. 60% of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities the majority of weeks school is in session. 	<ul style="list-style-type: none"> level in math and English Language Arts. 80% of students have access to technology during the school day. 70% of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities each week that school is in session. 	<ul style="list-style-type: none"> level in math and English Language Arts. 90% of students have access to technology during the school day. 80% of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities each week that school is in session.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

1. Achieve grade level academic standards (College & career readiness).

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French Language Arts curriculum.

2018-19 Actions/Services

Achieve grade level academic standards (College & career readiness).

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French Language Arts curriculum.

2019-20 Actions/Services

Achieve grade level academic standards (College & career readiness).

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French Language Arts curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		11127.56	11461.39
Source		LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Budgeted in administrator salaries and benefits	4000-4999: Books And Supplies For Goal 4 under books and supplies	4000-4999: Books And Supplies For Goal 4 under books and supplies
Amount		2108.41	2171.66
Source		LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Budgeted in Goal 2 under books and supplies	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 under services & other operating expenditures	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 under services & other operating expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2. Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		634.77	653.81
Source		LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Budgeted in Goal 2 through 4000 series	4000-4999: Books And Supplies For Goal 4 through 4000 series	4000-4999: Books And Supplies For Goal 4 through 4000 series
Amount		1028.97	1059.84
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2	5000-5999: Services And Other Operating Expenditures For Goal 4 through 5000 series	5000-5999: Services And Other Operating Expenditures For Goal 4 through 5000 series
Amount		37532.35	38658.32
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 4 through 5000 series	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 through 5000 series

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

- 3. Recruit and retain well-trained and highly qualified teachers.
- i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.
- ii. Offer opportunities for teachers to become leaders in specific areas (e.g.

2018-19 Actions/Services

- Recruit and retain well-trained and highly qualified teachers.
- i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.
- ii. Offer opportunities for teachers to become leaders in specific areas (e.g.

2019-20 Actions/Services

- Recruit and retain well-trained and highly qualified teachers.
- i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.
- ii. Offer opportunities for teachers to become leaders in specific areas (e.g.

arts, science, technology, French Language Arts).

arts, science, technology, French Language Arts).

arts, science, technology, French Language Arts).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		16865.14	17371.09
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4. Provide a facility that is well kept and ready for learning (basic services).

i. Maintain a cleaning service.

ii. Purchase additional furniture to ensure student needs are met.

iii. Train staff and students on emergency procedures.

Provide a facility that is well kept and ready for learning (basic services).

i. Maintain a cleaning service, increase spending on janitorial services.

ii. Purchase additional furniture to ensure student needs are met.

iii. Train staff and students on emergency procedures.

Provide a facility that is well kept and ready for learning (basic services).

i. Maintain a cleaning service.

ii. Purchase additional furniture to ensure student needs are met.

iii. Train staff and students on emergency procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1846.57	1901.97
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 under custodial supplies	4000-4999: Books And Supplies For Goal 4 in 4000 series	4000-4999: Books And Supplies For Goal 4 in 4000 series
Amount	\$34,719	31902.54	32859.62
Source		LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	5000-5999: Services And Other Operating Expenditures For Goal 4 in 5000 series	5000-5999: Services And Other Operating Expenditures For Goal 4 in 5000 series
Amount		513.97	529.39
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$120,194	7.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Funds for contractors for extra support for our students are principally directed to unduplicated students and also effective for the student body as a whole, as our Multi-Tiered System of Support focuses on high-needs students and helps all students. The school also funds its own free and reduced lunch program and offers reduced rates for before- and after-school care for families who qualify.

In 2017-18, the school applied for and received a grant to help fund its Multi-Tiered System of Support, which improves services for all students, but particularly for unduplicated pupils with greater needs in the form of more one-on-one and small group support.

The school gives preference in its admissions lottery to students who are economically disadvantaged, and it has collaborated with families of unduplicated pupils to create a Parent Involvement Policy. Further, the school provides support to English Learners through small group instruction and one-on-one teacher support during English-French co-teaching time in the classroom.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$73,570	5.10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Funds for contractors for extra support for our students are principally directed to unduplicated students and also effective for the student body as a whole, as our Multi-Tiered System of Support focuses on high-needs students and helps all students. The school also funds its own free and reduced lunch program and offers reduced rates for before- and after-school care for families who qualify.

The school applied for and received a grant to help fund its Multi-Tiered System of Support, which improves services for all students, but particularly for unduplicated pupils with greater needs in the form of more one-on-one and small group support.

The school gives preference in its admissions lottery to students who are economically disadvantaged, and it has collaborated with families of unduplicated pupils to create a Parent Involvement Policy. Further, the school provides support to English Learners through small group instruction and one-on-one teacher support during English-French co-teaching time in the classroom.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education- operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

- Plan Summary
- Annual Update
- Stakeholder Engagement
- Goals, Actions, and Services
- Planned Actions/Services
- Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table. The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION

INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052? 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,554,841.00	735,580.93	1,554,841.00	889,028.94	1,071,111.15	3,514,981.09
	44,099.00	0.00	44,099.00	0.00	0.00	44,099.00
LCFF	1,510,742.00	722,542.43	1,510,742.00	875,599.28	1,057,278.61	3,443,619.89
Special Education	0.00	9,887.50	0.00	10,184.13	10,489.65	20,673.78
Title I	0.00	3,151.00	0.00	3,245.53	3,342.89	6,588.42

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,554,841.00	735,580.93	1,554,841.00	889,028.94	1,071,111.15	3,514,981.09
	1,361,748.00	0.00	1,361,748.00	0.00	0.00	1,361,748.00
1000-1999: Certificated Personnel Salaries	0.00	494,199.50	0.00	612,153.16	751,280.38	1,363,433.54
2000-2999: Classified Personnel Salaries	34,719.00	304.50	34,719.00	313.64	323.04	35,355.68
3000-3999: Employee Benefits	0.00	74,003.00	0.00	104,476.00	142,403.00	246,879.00
4000-4999: Books And Supplies	131,538.00	20,849.99	131,538.00	21,475.48	22,119.75	175,133.23
5000-5999: Services And Other Operating Expenditures	26,836.00	37,568.47	26,836.00	41,122.97	42,212.68	110,171.65
5800: Professional/Consulting Services And Operating Expenditures	0.00	108,655.47	0.00	109,487.69	112,772.30	222,259.99

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,554,841.00	735,580.93	1,554,841.00	889,028.94	1,071,111.15	3,514,981.09
		994.00	0.00	994.00	0.00	0.00	994.00
	LCFF	1,360,754.00	0.00	1,360,754.00	0.00	0.00	1,360,754.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	484,312.00	0.00	601,969.03	740,790.73	1,342,759.76
1000-1999: Certificated Personnel Salaries	Special Education	0.00	9,887.50	0.00	10,184.13	10,489.65	20,673.78
2000-2999: Classified Personnel Salaries		34,719.00	0.00	34,719.00	0.00	0.00	34,719.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	304.50	0.00	313.64	323.04	636.68
3000-3999: Employee Benefits	LCFF	0.00	74,003.00	0.00	104,476.00	142,403.00	246,879.00
4000-4999: Books And Supplies	LCFF	131,538.00	20,849.99	131,538.00	21,475.48	22,119.75	175,133.23
5000-5999: Services And Other Operating Expenditures		8,386.00	0.00	8,386.00	0.00	0.00	8,386.00
5000-5999: Services And Other Operating Expenditures	LCFF	18,450.00	37,568.47	18,450.00	41,122.97	42,212.68	101,785.65
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	105,504.47	0.00	106,242.16	109,429.41	215,671.57
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	3,151.00	0.00	3,245.53	3,342.89	6,588.42

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	0.00	73,187.22	0.00	75,382.84	77,644.32	153,027.16
Goal 2	1,510,742.00	553,794.37	1,510,742.00	701,788.78	878,253.79	3,090,784.57
Goal 3	9,380.00	8,055.38	9,380.00	8,297.04	8,545.95	26,222.99
Goal 4	34,719.00	100,543.96	34,719.00	103,560.28	106,667.09	244,946.37

* Totals based on expenditure amounts in goal and annual update sections.

Since July 1, 2015, and annually thereafter: Francophone Charter School of Oakland has updated the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil student group (or, if less than 3, all pupil student group in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter school
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that:(1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; (2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Annual Update

The plan above will drive work at the Charter School. Grade level teaching teams will spend dedicated time to develop and review their plans for the achievement of the outcomes indicated, align those plans with the diagnostic assessment data of their students, and develop plans to differentiate teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations.

Methods to Measure Progress

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes. Francophone Charter School will adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As described in Element 2, Francophone Charter School will use a diverse set of assessments that are aligned with the curriculum and instructional program and compliant with state expectations to measure its student outcomes and each of the eight (8) state priorities.

The Charter School will use the Local Control and Accountability Plan (LCAP) framework developed by the State Board of Education (BOE) to help monitor progress toward its objectives and will comply with the related regulations and compliance outlined in the LCAP, including the eight state priority areas, any local priorities Charter Petition – Francophone Charter School of Oakland identified by the Oakland Unified School District (OUSD), and any population student groups as required by law. The Board of Directors will review and update its LCAP annually in accordance with the timelines outlined by the BOE and OUSD and will consult with Francophone Charter School employees, parents and students when developing the annual update. Assessments that will be used to evaluate progress on measurable outcomes were described in detail in Element 2 and will be administered according to the assessment cycle below.

Recent Highlights of Assessment at Francophone

- Strength of assessment of student reading in French and English: Fountas & Pinnell and GB+ reading levels are aligned and benchmarked to indicate grade level expectations.
- Report cards are updated annually to reflect essential standards or units of study being emphasized by a grade level team.
- The sources of data about student learning and well-being have historically been shared with families on an ongoing basis. In 2018-2019, reading levels were added to report cards. In 2019-2020, a comprehensive assessment calendar has been constructed to inform parents at Back to School Night of all the ways in which their child's performance will be reviewed, and when to expect their results.
- Francophone's participation in a regional cohort of California Scaling up Multi-Tiered System of Supports (CA SUMS Initiative) has yielded a detailed assessment inventory, a decision tree that maps assessment results to tiered intervention provided on campus

Assessment Modifications and Accommodations

Francophone Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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DRL: "Pursuant to the implementation of California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Francophone Charter School of Oakland will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."

DRL: "If Francophone Charter School of Oakland does not test with the District, Francophone Charter School of Oakland hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school."

Test results for the prior year, if not provided directly to the District by the State, will be provided by the Francophone Charter School of Oakland to the District no later than September 1 of each year."

Pursuant to the transition to California's Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Francophone Charter School of Oakland will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter."

"If Francophone Charter School of Oakland does not test with the District, Francophone Charter School of Oakland hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school."

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."

External Reporting

Francophone Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Use and Reporting of Data

Francophone Charter School is committed to a consistent data-driven improvement process to ensure success for all of its students. Francophone Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. Data are collected, analyzed, reported and used regularly, at every grade level and in every subject area and will be collected and reported in compliance with the Local Control Funding Program adopted by the California State Board of Education and any additional priorities of the Oakland Unified School District.

Annually, Francophone Charter School will analyze data collected for all of the outcomes detailed above – including assessment of student groups – (1) to show annual school-wide changes in outcomes and how those changes compare to the goals set for each outcome and (2) to compare Francophone Charter School to other schools. These data will be shared with students, parents, staff, Francophone Charter School leadership, and the broader community. The Board of Directors and the [Executive Director](#) will evaluate these data prior to the beginning of the subsequent school year to determine what actions should be taken to improve student outcomes in order to achieve the goals outlined above and to ensure adherence to the mission and vision of the Charter School.

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The Board of Directors and the [Executive Director](#) will also determine a subset of data from the above, including student groups, for which the [Executive Director](#) and/or his or her designee will collect, analyze and report to the Board and to teaching staff on a monthly basis. These data will include measures of student achievement related to both state and Francophone Charter School priorities. The [Executive Director](#) will discuss strengths and weaknesses of these data with the Board of Directors to determine if specific action should be taken to address any items that are not in alignment with Francophone Charter School’s goals and desired outcomes for student achievement. The [Executive Director](#) will review strengths and weaknesses identified through the data, including outcomes identified for action, with teaching staff and collaborate with them to develop recommendations for improvement so that a process of continual data driven improvement is integrated into the Charter School.

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In addition, teachers for all subjects and all grades will use formative, interim and benchmark assessments to determine student knowledge, understanding, and skills as they relate to the curriculum. Results of these assessments will guide changes in instruction to improve

performance on summative assessments and to ensure success for all students. Formative assessments will be ongoing and will occur regularly throughout the school day. These assessments will guide teachers in modifying instruction to increase student understanding in order to meet the learning needs of all students. Interim assessments will include benchmark assessments that will occur at the end of each quarter and additional interim assessments throughout the quarter to measure student understanding of specific content or topic areas. Summative assessments will occur at the end of the school year and will be used to assess outcomes school-wide and for particular subgroups, including but not limited to ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged.

Assessment results are evaluated by the teacher for the individual class and by the [Executive Director](#) and/or his or her designee across multiple subjects and grade levels to monitor and understand student performance. Students are informed about their assessment results by the teacher and via report cards at the end of each marking period and progress reports halfway through each marking period.

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Parents are informed about both their individual student's and Francophone Charter School's achievement progress. Students and parents will discuss individual student achievement and performance on classroom and state assessments under the direction of the classroom teacher during Parent-Teacher Conferences conducted at least once a year. At this time they will learn about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based and character report cards. Parents can request more frequent progress information.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual ELPAC testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. Francophone Charter School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section.

If Francophone Charter School does not test (i.e., CAASPP) with the District, Francophone Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Additionally, Francophone Charter School will publish student results annually through the School Accountability Report Card (“SARC”). The report includes pertinent facts and data about the Charter School and will be made available to the public as required by law. All state mandated test results will also be reported to Francophone Charter School stakeholders and posted on the Charter School’s website.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

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Deleted: 1. → Operation by or as a Nonprofit Public Benefit Corporation

DRL: “As an independent charter school, Francophone Charter School of Oakland, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Francophone Charter School of Oakland. Francophone Charter School of Oakland shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.”

Francophone Charter School of Oakland shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Francophone Charter School of Oakland amend the bylaws, Francophone Charter School of Oakland shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

2. → Indemnification of District

DRL: “Francophone Charter School of Oakland through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Francophone Charter School of Oakland’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Francophone Charter School of Oakland, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.”

3. → Governing Board Operation

DRL: “Francophone Charter School of Oakland shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Francophone Charter School of Oakland shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.”

... [3]

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records,

and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Nonprofit Public Benefit Corporation

Francophone Charter School of Oakland (Francophone Charter School) will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Francophone Charter School holds tax-exempt status under Internal Revenue Code Section 501(c)(3).

Francophone Charter School of Oakland will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change. Francophone Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of Francophone Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Francophone Charter School of Oakland will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor

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discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, [gender identity](#), [gender expression](#), nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. Included in the Appendix are the Articles of Incorporation (Appendix 9) and Bylaws (Appendix 10) for Francophone Charter School, which will be amended from time to time by the Board of Directors in accordance with the bylaws.

Board of Directors

Francophone Charter School of Oakland is an independent charter school governed by the FCSO Board of Directors. Biographies of the current FCSO Board of Directors are attached in Appendix 14. FCSO is a California nonprofit, public benefit corporation. Proof of FCSO's tax exempt status is attached in Appendix 8. FCSO is governed by the FCSO Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (<http://francophoneschool.org/meetings-minutes/>), in accordance with the Brown Act. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the charter authorizer chooses to have a representative on the Board, the Board may elect an additional member so that the Board maintains an odd number of directors.

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The number of Directors shall be no less than five (5) and no more than [seven \(7\)](#), unless changed by amendments to the bylaws. Each Director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Director has been designated and qualified. [After an extensive governance best practices training, the Board has moved to a Board-designated director system, whereby candidates are selected from a pool of interested individuals who meet specified qualifications, including, but not limited to membership for at least one year on a Board committee. The Charter School's Board is predominantly comprised of parent members, so there is no need to hold aside representative seats.](#)

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Deleted: Beginning in the 2016-17 school year, the Board added one (1) family representative to the Board. To qualify as a family representative, one must have a student enrolled in Francophone Charter School, and may not be employed nor have an immediate family member employed in a certified position by the District. Parent representatives shall be elected by majority vote of the families of currently enrolled students with one vote per family. In the event that parent representatives fail to be elected to the Board of Directors, in any year, then the Board of Directors may appoint an additional director to fill that seat. Each person who is elected as a director by virtue of being a parent of one or more children attending Francophone Charter School shall automatically be deemed to have resigned from and removed from the board at any time at which their children no longer attend Francophone Charter School. No Charter School employees shall serve on the Board.

Board Selection

The Charter School seeks outside directors with experience in not-for-profit governance, education program design, school administration, legal and risk management, finance, and

community relationships. New directors can be nominated by sitting directors and will be elected by a majority vote of the Board.

Name	Board Role	Focus / Expertise
Annette Dennett	Chair	Governance
Jean Johnstone	Vice-Chair, Education Committee Chair	Education
Frédéric Boulay	CFO	Finance
Erin O’Donohue	Secretary, Governance Committee Chair	Governance, Legal
Hervé Bruckert	Board member, Facilities Committee member	Finance
Carolyn Choy	Board member, Facilities Committee Chair	Facilities
David Philipps	Board Member, Governance and Education Committees member	Governance, Education
Daniel Kokodoko	Board member, Finance Committee member	Finance

Governance Training

Each year the Board of Directors sends representatives to the annual Governance Academy and other Brown Act update trainings provided by Young, Minney and Corr and other experts. These representatives update the full Board and the Governance Committee on relevant developments and ensure Francophone is in compliance with all regulations and standards. All new members to the Board attend an orientation session with the Governance Committee to review ethical and legal responsibilities of board membership and develop an individualized plan for additional governance training or mentorship.

Duties of the Board of Directors

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect the Charter School. The Board of Directors has ultimate responsibility to oversee the program to ensure the school’s success; however, the Francophone Charter School [Executive Director](#) and teachers will carry out the day-to-day operations of the school. The [Executive Director](#) will be the overall site manager and will report directly to the Board of Directors. The [Executive Director](#) will be responsible for implementing policy, overseeing

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operations, and carrying out the provisions of the charter and the Board’s directives. The teaching faculty will work closely with the [Executive Director](#) to implement the educational program. The [Executive Director](#) will be responsible for hiring, evaluating and terminating all teaching faculty with the approval of the Board and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the [Executive Director](#).

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The Board’s duties include but are not limited to the following:

- Appoint and remove, as deemed necessary by the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- Change the principal office or the principal business office in California from one location to another; designate a place in California for holding any meeting of members.
- Manage the financial affairs of the Charter School so as to ensure the Charter School's financial stability and the continued integrity of its academic programs.
- Monitor the operational budget and finances for long-term viability.
- Borrow money and incur indebtedness on the Corporation’s behalf and cause to be executed and delivered for the Corporation’s purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- Approve the construction or remodeling of facilities or the sale, transfer, lease, or purchase of real property by the Charter School and to maintain in good condition, and approve all use of, the property of the Charter School.
- Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.
- Establish the job description, goals, and responsibilities for the school [Executive Director](#) position, and recruit, hire, and evaluate the performance of the [Executive Director](#) via a process to be approved by the Board.
- Define or refine, consistent with the Charter School’s charter, the corporation’s mission, values and vision.
- Ensure curriculum aligns with mission as outlined in charter.
- Set strategic direction.
- Develop annual goals for the Charter School and long range plans with input from the [Executive Director](#), teachers, and Parent-Teacher Association.
- Adopt policies to ensure that the Charter School and related educational programs are run effectively, legally, and ethically.
- Serve as a review board if any complaint cannot be resolved through the usual channels of Charter School administration. The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for the Charter School and increasing

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public awareness of the Charter School's work. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established. The Charter School shall comply with the Brown Act.

Governance Committee

Overall Role:

The Governance Committee is responsible for recruiting, nominating, training, and evaluating board members, as well as overseeing the functioning of the Board as a governing entity.

Appointments:

- A member of the School's Board (Chair)
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise and/or experience, and capacity to serve

Responsibilities:

- To identify priorities for board composition overall and for selecting new members
- To create a short and long-term board recruitment strategy
- To work with the Board Chair and School Administrator to create a succession plan for board officers
- To meet with prospective board members and officers and recommend candidates to the Board
- To develop and conduct orientation sessions for new board members
- To develop and revise a Board Member Handbook, outlining the responsibilities of the Board and board members, board policies, and other relevant information
- To revise the Board Member Agreement as necessary
- To organize annual training sessions for the Board in the areas of governance and finance, and others, as needed
- To create specific measurable Board-level goals for the year
- To coordinate and lead an annual evaluation process for the Board as a whole as well as its individual board members
- To evaluate its own work as a committee in achieving its goals
- To develop, where appropriate, proposed amendments or additions to the Bylaws regarding the appointment and terms of service of members of the Board
- To review the Board's Bylaws and policies to ensure compliance with state and federal laws while meeting the needs of the School

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Finance Advisory Committee

Overall Role:

The Finance Advisory Committee has primary responsibility for the financial management of the organization in coordination with the Executive Director.

Appointments:

- The Chief Financial Officer (CFO) shall serve as the Chair of the Finance Committee
- The Charter School’s Executive Director shall serve on the Finance Committee
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant financial expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws

Responsibilities:

- Prepare an annual budget for the organization in collaboration with the Executive Director and the financial services provider
- Oversee the process for budget preparations to ensure consistency between the budget and the school’s goals and plans
- Develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast
- Provide oversight of the procurement process
- Review monthly financial statements and variances from budget
- Oversee short-term and long-term investments
- Work with financial services provider to design and deliver accurate and timely financial reports to the Board, including any financial irregularities, concerns, opportunities, and any related recommended actions
- Create specific measurable board-level goals for the year as part of the full board planning process
- Develop and implement a board-level training program to ensure that all Board members (especially those without a financial background) can be effective stewards of the organization’s financial resources
- Revise and recommend financial guidelines and policies to the board for approval (e.g. establishing a reserve fund, obtaining a line of credit)
- Recommend selection of the auditor and work with the auditor to prepare and present annual audited financials to the Board of Directors
- Annually evaluate its work as in achieving its objectives

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Overall Role:

The Education Committee has primary responsibility for supporting and overseeing the school’s academic goals.

Appointments:

The Education Committee shall be chaired by a Board member elected by the Board

It shall include the school’s Academic Director
Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise, experience, and capacity to serve

Appointments of the Chair shall be made annually in accordance with the bylaws

Responsibilities:

Creating education goals for each school year which are reflective of, and/or enhance the school’s charter, and are created with consideration of the school’s LCAP, pending Renewal, and the Board’s strategic plan.

Overseeing an education plan to achieve those goals

Regularly gathering data and making Professional Development recommendations or others as necessary

Annually evaluate its work in achieving the school’s educational objectives

Monitor and collaborate on large-scale education projects

Communicate, advise, and align with the Finance committee regarding funding allocations and the financial viability of Education goals.

Facilities Advisory Committee

Overall Role:

The Facilities Committee leads the process for applying for, searching for, evaluating and securing a suitable facility for the operations of the school (short term and long term), including Proposition 39 facilities and private facilities.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Facilities Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant facilities expertise, experience, and capacity to serve

Responsibilities:

- To recommend criteria for the search for a school facility according to the evolving needs of the school
- To develop and submit the school's application for a district facility under Proposition 39
- To select and retain qualified professionals to assist with search and selection for a private school facility
- To manage a comprehensive and efficient process of searching for suitable facilities
- To evaluate and communicate the tradeoffs between potential facilities; make a recommendation to the Board
- To manage the negotiation process and secure a suitable facility
- To research best practices in long-term planning possibilities and funding for a more permanent facility for the school

Audit Advisory Committee

Overall Role:

The Audit Advisory Committee has primary responsibility for the coordination of the School's annual audit.

Appointments:

- Appointments of the Chair shall be made annually in accordance with the bylaws
- The Audit Committee shall include at least two (2) members
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant financial expertise, experience, and capacity to serve

Responsibilities may include:

- Help select the audit firm for the School’s annual audit: solicit and review proposals, interview final candidates, and present a recommendation to the board for board vote
- Oversee logistics of the audit process and address logistical issues as/if they occur
- Review the audit draft in conjunction with the finance committee
- Respond to any findings or other issues raised by the auditor
- Spearhead the 990 filing
- Evaluate the Auditor’s qualifications, performance, fees and independence no less than annually, and report its findings and recommendations to the Board.
- Conduct an evaluation of the Committee’s performance at least annually, including the Committee’s composition, responsibilities, structure and processes, and effectiveness. As part of this evaluation, the Committee shall also review this committee description, and make recommendations to management, the Governance Committee, or the full Board.

Conflict of Interest

The Board will adopt a Conflict of Interest Code which shall comply with the Political Reform Act. The Conflict of Interest Code is included in Appendix 10. As required, the Conflict of Interest Code will be submitted to the Alameda County Board of Supervisors for approval. 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 Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. 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 of Directors 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.

Stakeholder Participation in Governance

FCSO encourages all stakeholders to participate in and share responsibility for the educational process and educational results of The Charter School.

Parent Teacher Organization

Francophone Charter School encourages all groups to participate in and share responsibility for the educational process and educational results. One mechanism for participation is the Parent Teacher Organization, the Francophone Charter School Community (FCSC). The FCSC meets monthly, and is open to all parents/guardians and staff members. It hosts several committees such as the Arts Committee, Garden Committee, STEM committee, and others, which serve to plan community events, raise funds for the school, increase awareness of the

Charter School and its accomplishments, and make connections with community organizations. The FCSC is led by a Leadership Team, typically a set of 2-3 parents, plus committee chairs. This Leadership Team meets regularly with the Charter School [Executive Director](#) to plan and coordinate events and activities, and to provide feedback on school policies and practices. They will also make recommendations about issues related to the Charter School, and serve as a liaison for other parents.

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Addressing Concerns

The Charter School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the Charter School [Executive Director](#) at any time. If the [Executive Director](#) is unable to resolve a parent's concern, parents are able to contact the President of the Board of Directors. A formal complaint process will be used if necessary to address any community concerns that are not resolved through informal conversations. The Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the District. The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. The Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with The Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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The Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner." Francophone Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to inquiries

regarding financial records from the District and shall consult with the District regarding any such inquiries.

The Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Francophone Charter School of Oakland, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Francophone Charter School by law or charter provisions. Members of Francophone Charter School of Oakland's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school

Uniform Complaint Procedures (UCP) Overview

Some matters lie within the Uniform Complaint Procedures (UCP) scope. A copy of FCSO's Uniform Complaint Procedures Policy is in Appendix 11. Federal and state laws and regulations specify which programs and issues do. Not all complaints are within the scope of the UCP, even if they involve alleged violations of law. FCSO shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures (5 CCR 4620). The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, (5 CCR 4610). 85 Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical programs, career technical and technical education and career technical and technical training programs, and special education programs (5 CCR 4610).

Element 5 (Employee Qualifications)

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

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1. Nondiscrimination

DRL: “EQUAL EMPLOYMENT OPPORTUNITY”

Francophone Charter School of Oakland acknowledges and agrees that all persons are entitled to equal employment opportunity. Francophone Charter School of Oakland shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.”

2. Teacher Credentialing Requirements

DRL: “CREDENTIALING REQUIREMENTS”

Francophone Charter School of Oakland shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Francophone Charter School of Oakland shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Francophone Charter School of Oakland shall maintain current copies of all teacher credentials and make them readily available for inspection.”

3. Reports of Educator Misconduct to C.C.T.C.

DRL: “OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING”

Francophone Charter School of Oakland shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.”

4. Employment of Felons

DRL: “EMPLOYMENT OF FELONS”

The Francophone Charter School of Oakland shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.”

All Francophone Charter School staff are qualified and trained teachers who are regularly evaluated. All the French teachers are Native French Speakers from abroad. All teachers have undergone credential requirements, background checks, CharterSafe support and training, and other training for teachers and administrators.

FCSO supports professional development as evidenced by the school schedule which includes an early release day on Wednesday. During these early release days, teachers collaborate around curriculum, instruction, and assessment. Additionally, 15 days a year are dedicated to teacher professional development.

Evaluation Teachers will be evaluated in a variety of ways, including but not limited to:
Classroom observation by the [Executive Director](#) and/or his or her designee, Evidence of using formative assessments to improve instruction and student achievement, Development of an annual professional development plan (PDP) and efforts made to achieve goals outlined in the PDP, Quarterly data from report cards and summative assessments indicating that students are achieving at expected levels and are improving each quarter, and Annual data from community surveys (including the Parent Annual Survey, Staff Annual Survey, and Student Annual Survey) indicating that the parents and students are satisfied with the teacher and that the teacher collaborates with other staff and is supporting the mission and vision of the Charter School in classroom instruction and conduct. Data from these evaluation strategies will be used when considering merit raises for teachers.

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Francophone Charter School will recruit and is committed to attracting, developing and inspiring professional, effective and highly qualified personnel. All prospective employees will successfully complete a Department of Justice fingerprinting background check, tuberculosis test and reference checks to ensure the health and safety of the faculty, staff and students of the Charter School. Prospective employees are also expected to have the qualifications for employment outlined in their job descriptions and will be screened to ensure such. All employees will be at-will.

School Leader Qualifications

The responsibilities of Francophone Charter School's [Executive Director](#) are to ensure compliance with the mission, vision and student outcomes outlined in this charter petition and to lead and inspire teachers, staff and students to achieve academic and operational excellence.

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Required knowledge, skills and abilities:

- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated knowledge of curriculum development

- Demonstrated knowledge of curriculum development and program design related to dual immersion and French language development in both native and non-native French-speaking students
- Demonstrated knowledge of evaluation and assessment of student progress
- Experience with developing teachers
-
- Proven ability to be a collaborative team member
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills
- Highly proficient in English required; bilingual and bi-literate in French and English preferred
- Knowledge of customs and culture of parts of the French-speaking world

Required education and experience:

- 3+ years of professional teaching experience, preferably in bilingual, immersion or foreign language classrooms
- 3+ years of professional experience as a school administrator or leader
- Charter school experience preferred
- Bachelor's degree; Master's degree or Ph.D. in relevant professional area preferred
- Current California or transferable School Administrator/Principal Credential preferred

Responsibilities may include but are not limited to:

- Foster a strong sense of community and fulfillment around the mission and vision of the Charter School
- Collaborate with the teaching staff to implement the educational program
- Hire, evaluate and terminate all teaching staff
- Supervise and develop all teaching staff and other administrative staff

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Director of French Curriculum and Instruction Qualifications

The responsibilities of Francophone Charter School's Director of French Curriculum and Instruction are to ensure that the school offers a rigorous French language curriculum.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Coordinate with Academic Director all facets of curriculum including developing curriculum, purchasing curriculum materials and creating curriculum maps
- Use a collaborative approach to accurately identify and prioritize teacher professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal professional development time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Plan and facilitate professional development meetings in collaboration with the Academic Director

- Coach teachers, including modeling lessons, co-teaching, conducting observations and reflective planning.
- Train and supervise teaching interns and substitutes for francophone teachers when on site
- Oversee the hiring and credentialing process for francophone teachers.
- Attend weekly cabinet meetings
- Collaborate with Academic Director to administer teacher evaluation process, including identifying and overseeing individualized professional development goals for the year**
- Support and promote the school's implementation of the RtI (Response to Intervention) program for general education students in collaboration with the Director of Student Support Services
- Serve as liaison with the Attaché De Cooperation Educative at the French Consulate and as coordinator of French grant opportunities and pursuit of the French Label
- Organize the DELF-DALF training for teachers and the DELF-DALF testing for students
- Work with the Executive Director and Academic Director on scheduling
- Work with the Executive Director and Academic Director on transition from year to year
- Other duties as assigned by the Executive Director

Academic Director Qualifications

The primary job specifications of the Employee are to lead, manage and oversee all functions of the school's Education program in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Oversee all California education compliance, including CASSP, ELPAC and teacher induction.
- Plan and develop the instructional program in partnership with Executive Director, Director of French Curriculum and Instruction (DFCI) and teachers.
- Responsible for academic and behavioral data collection for LCAP, SARC and MPOs.
- Coordinate all facets of English curriculum including developing curriculum, purchasing curriculum materials and creating curriculum maps
- Coordinate benchmark assessments, curriculum-embedded assessments and updating of report cards and progress reports as needed
- Use a collaborative approach to accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and

school goals; maximize the impact of formal professional development time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.

- Train and supervise substitutes for English teachers.
- Collaborate with DFCI to administer teacher evaluation process, including identifying and overseeing individualized professional development goals for the year
- Coach teachers including modeling lessons, co-teaching, conducting observations and reflective planning.
- Plan and facilitate weekly professional development meetings in collaboration with the DFCI
- Work with Director of Student Support Services to coordinate services for students and participate in IEP and 504 meetings and reviews as needed
- Work with Director of Student Support Services to develop and administer RTI (Response to Intervention) program, including coordinating and implementing Tier 1-3 interventions, overseeing SST (Student Study Team) process and Special Ed referrals, and delivering services to students
- Oversee teacher credentialing and compliance.
- Work with the Executive Director and Operations Administrator on English teacher hiring
- Collaborate with technology provider and participate in weekly phone meetings, as needed
- Work with the DFCI and Executive Director on scheduling
- Work with the DFCI and Executive Director on transition from year to year
- Other duties as assigned by the Executive Director

Director of Special Education Qualifications

The primary job specifications of the Employee are to lead, manage and oversee all functions of the school's Special Education program in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Coordinate work, schedule and supervision for Special Education services staff and instructional aides
- Coordinate Special Education services for students, including evaluation and referral process, and oversee IEP and 504 meetings and reviews as needed
- Work with Academic Director to develop and administer RTI (Response to Intervention) program, including supporting Tier 2-3 interventions and Special Ed referrals
- Review behavior data with classroom teams, and design, support, and update behavior plans to meet student needs
- Work with families to mitigate Special Education questions/concerns

- Develop and administer professional development for teachers on special education in coordination with the school’s administration
- Ensure compliance with regulations and laws, coordinating with El Dorado County Office of Education (EDCOE) SELPA
- Attend monthly meetings with EDCOE SELPA
- Attend weekly Cabinet meetings
- Find and interview CTC-approved providers to provide direct special education services and assessments, as needed.
- Additional duties as assigned

ELA Teacher Qualifications

The primary job specifications of the Employee are to deliver a rigorous, standards-based curriculum in accordance with the Francophone Charter School of Oakland’s (“FCSO”) standards. The ELA teacher oversees students’ English language and literacy development.

Required knowledge, skills and abilities:

- Plan instruction based on the California standards for English Language Arts and English Language Development, and using adopted materials (Units of Study for Reading and Writing for grades K-8, Units of Study for Phonics for grades K-1)
- Deliver instruction to multiple groups of students, monitors progress using formative assessment, and differentiates accordingly.
- Partner with French-speaking colleagues and with families to promote the success of each child.
- Lower grades: Multiple Subject California teaching credential or equivalent.
- Upper grades: Multiple Subject California teaching credential, Single Subject California teaching credential, or equivalent.

French Teacher Qualifications

The primary job specifications of the Employee are to deliver a rigorous, standards-based curriculum in accordance with the Francophone Charter School of Oakland’s (“FCSO”) standards. The French teacher oversees students’ French language and literacy development. All Francophone Charter School of Oakland teachers will have a passion for bilingualism and an enthusiasm for the dual French/English language model of the school. FCSO especially interested in candidates who can contribute to the excellence of the academic community through their research, teaching and/or service.

Required knowledge, skills and abilities:

- Native or native level French speaker
- Previous experience in teaching students
- Bachelor’s degree with a teaching certificate

Special Education Teacher Qualifications

The primary job specifications of the Employee is to provide case management and services to students with IEPs in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Provide individual and group instruction as appropriate with students with moderate/severe language and learning needs
- Have experience and willingness to work with a lower elementary (Kindergarten-Grade 3) age range at a developmentally appropriate level
- Demonstrate professional, fun, positive attitude to engage diverse learners and students with challenges with language and life skills (toileting, dressing, learning, communication)
- Can safely manage physical behavior under school guidelines and maintain neutral, calm, professional manner
- Collect and maintain data on student IEP goals
- Enforce school policies and procedures and maintain confidentiality of all students
- Manage student behavior as needed to reinforce appropriate behavior through praise and positive reinforcement
- Develop/implement student behavior plans as directed
- Collaborate with a multi-disciplinary team to ensure all students get the support they need to achieve academic and personal success at school
- Provide direct supervision to Instructional Assistants working with Special Education students
- Develop and write student IEPs with all legal guidelines and requirements; mentor teacher available for intern or new teachers
- Work with parents to develop an established working relationship to help support their student's educational progress
- Have a willingness to learn, ask questions and self-manage work expectations
- Maintain positive and professional behavior with staff, teachers and students at all times
- Schoolwide support duties, such as recess and/or lunch oversight
- Other duties as assigned
- Ability to speak/read/write in French is a plus, but not required
- Experience working within ABA environment is preferred, but not required.
- Experience working with students with autism or intellectual disability a plus, but not required

Physical Education Teacher Qualifications

The primary job specifications of the Employee is to provide physical education to students in accordance with the Francophone Charter School of Oakland's ("FCSO") standards and state standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Engage students in both team sports and individual activities, while explaining the safe and correct way to engage in physical fitness
- Collaborate with other PE Instructor(s) to construct age-appropriate lesson plans
- Teach both physical fitness and social interaction skills
- Involve students equally and plan activities that benefit all students
- Stress the importance of maintaining a healthy way of life, through both exercise and positive lifestyle choices
- Be able and willing to reflect and improve on his or her own performance
- Demonstrate interest in and ability to collaborate with colleagues, parents and community
- Conduct state physical fitness tests as needed and complete reporting requirements

Instructional Assistant Qualifications

The primary job specifications of the Employee is to provide services to students with IEPs, and possibly general education students receiving "Tier 2" academic support, in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
 - Provide individual and group instruction as appropriate, i.e. run reading and math groups as directed.
 - Teach skills in Math, Reading, Writing, Science, Social Studies to students as directed.
 - Collect and maintain data on student goals as directed by Special Education teacher
 - Enforce school policies and procedures and maintain confidentiality of all students
 - Manage student behavior as needed to reinforce appropriate behavior through praise and positive reinforcement; Implement student behavior plans as directed
 - Lead small groups of students in activities to enhance their academic, behavioral, and interpersonal and social skills as appropriate
 - Collaborate with a multi-disciplinary team to ensure all students get the support they need to achieve academic and personal success at school
 - Collaborate and implement feedback from classroom teachers and other providers
 - Have a willingness to learn, ask questions and self-manage with little oversight
 - Maintain positive and professional behavior with staff, teachers and students at all times
- Schoolwide support duties, such as recess and/or lunch oversight

- Assist Director of Student Support Services with administrative duties: preparation of confidential documents for meetings, maintain and organize confidential student files, provide instructional record keeping support, perform related work as needed
- Other duties as assigned
- Ability to speak/read/write in French is a plus, but not required

Afterschool Instructor Qualifications

The primary job specifications of the Employee is to provide quality afterschool programming in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Supervise outdoor and indoor play.
- Collaborate with Lunch and BASC Program Coordinator and other staff to plan grade appropriate activities for your students in craft, music, athletics, etc. depending on talents and interests.
- Provide a fun, safe and positive environment for kids during the after-school hours.
- Actively engage with students (unless on a break) and demonstrate a genuine interest in individuals, encouraging them to play together well, and generally offering support.
- Help students with homework as needed.
- Communicate with teachers and parents, offer excellent customer service to families and help with setup at the beginning of the program and cleanup at the end of the day.
- Serve afternoon snack.
- Attend regular check-in meetings with BASC staff.
- Other duties and responsibilities as determined.

Office Manager Qualifications

Francophone Charter School's Office Manager will be responsible for overall business office activities, will report to the [Executive Director](#), and will work with students, parents, and external parties. The Office Manager will have the following qualifications:

Required knowledge, skills, and abilities:

-
- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Fluency with office technology, including Microsoft Office applications
- Experience with office management, business administration, and budgets
- Ability to work independently as well as with a team

Required educational level:

- A.A. degree or equivalent work experience; B.A./B.S. preferred

Required experience:

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- 3 plus years in fast-paced administrative position
Experience in school front office preferable

Recruitment

The Executive Director is recruited and hired by the Board of Directors. When a Executive Director is hired, a Executive Director Hiring Committee is convened and includes Board members, and parents of students of Francophone Charter School, and other community stakeholders. The committee will advise the Board and provide input into the hiring decision, although the ultimate decision rests with the Board.

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Teacher Hiring

Francophone Charter School will use a rigorous multi-staged approach to teacher selection that includes: a resume screen, interview(s), writing sample, demonstration lesson with students, and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice

Community-oriented Francophone Charter School's Executive Director will make hiring decisions with input from a Teacher Hiring Committee at all stages in the selection process.

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The Hiring Committee may include:

- Office Manager: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and communicating with candidate.
- Teachers: Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their grade level.
- Parents: Conduct interview(s) and observe demonstration lessons.

Staffing

Francophone Charter School will use a variety of different staff schedules to accommodate the shift in teaching time in each language, and to ensure that native or near-native speakers are teaching each subject as scheduled.

For grades TK-2, English Language Arts is essentially treated as a “special subject” and staffed in the way that art and music are typically handled in many schools (i.e. a single special subject teacher rotates through each class, giving the regular classroom teacher time to plan, grade assignments, or prepare for the next lesson.) In this way, a single English Language Arts Teacher can cover all the classes in grades TK-2 once the school has reached full capacity. In grades 3-5,

students spend 70% of their time in French and 30% in English, requiring two native English-speaking teachers at full scale for these grades. Grades 6-8 would have a dedicated English teacher for each grade, since students will spend their time 50/50 in each language.

Evaluation

Historically, instructional effectiveness has been measured through the lens of locally selected “Best Practices”. Francophone’s leadership teams, in past years, agreed on collective practices for student learning and engagement. They used these practices to focus their weekly classroom walkthroughs, to gather data on teachers’ practices, and to inform 1-1 coaching of teachers and school-wide professional development. In 2019-2020, the leadership team is engaging in research and inquiry about instructional evaluation, with the focus of striking a balance between high expectations for instructional quality and teacher support. In addition, the team seeks to define signature instructional practices that are unique to dual language schools.

In the 2018-2019 school year, Francophone added an additional system for measuring school effectiveness in several domains, including instruction, by participating in a CA-SUMS MTSS grant. Twice annually, the school conducts a Fidelity Integrity Assessment.

In the 2019-2020 school year, the Executive Director will continue to use past practice and existing forms for formal teacher evaluation, while other members of the leadership team will iterate new models with precision around dual language instruction or French immersion and models that can be used for coaching, classroom walkthroughs, peer visits, and self-reflection.

-

Element 6: Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Deleted: 1. → Site Safety Plan

Add the following text and remove any text to the contrary:

DRL: “Francophone Charter School of Oakland shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) → Child abuse reporting procedures;
- (B) → Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) → Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) → Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) → A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) → The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) → Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) → A safe and orderly environment conducive to learning at the school;
- (I) → The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) → Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

2. → Pupil Safety

DRL: “VISION, HEARING AND SCOLIOSIS
Francophone Charter School of Oakland shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school.
Francophone Charter School of Oakland shall maintain student immunization, health examination, and health screening records on file.

EPINEPHRINE AUTO-INJECTORS

Francophone Charter School of Oakland shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector, and shall comply with the requirements of Education Code section 49414.

... [4]

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

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CPR

Francophone Charter School of Oakland requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Custodian of Record

Per EC § 45125.01, Francophone Charter School of Oakland has identified Charlette Richardson, Operations Administrator, as the Custodian of Record.

Fire, Earthquake, and Evacuation Drills

Students and staff participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Blood-Borne Pathogens

The Charter Schools meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace, through SafeSchools annual training.

Francophone Charter School of Oakland has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Comprehensive Sexual Harassment Policies and Procedures

Francophone Charter School of Oakland is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. FCSO has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

Diabetes

Francophone Charter School of Oakland shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

The information sheet shall include, but shall not be limited to, the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Feminine Hygiene Products

The Charter School shall stock at least 50% of its restrooms with feminine hygiene products and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Drug-free, alcohol-free, smoke-free environment

The Charter School shall function as a drug-, alcohol- and smoke-free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

These strategies may include:

- Francophone participates in EnrollOAK to maximize its reach to the largest numbers of families across Oakland. EnrollOak translates information into multiple languages.
- Creating and distributing enrollment brochures and forms in various languages, including – but not limited to – English and French and emphasizing Francophone Charter School’s commitment to celebrating cultural identity and diversity of all people, not just those from the French-speaking world.
- Meetings with and presentations to local preschools and Head Start programs, afterschool and weekend French language programs, neighborhood groups, community organizations, churches and youth service organizations.
- Posting enrollment information on the website in multiple languages.
- Holding open houses and hosting scheduled tours for interested parents. During open enrollment season, Francophone Charter School will typically have 3-5 open houses, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores and sending information via direct mail.
- Francophone is offering more classes in the entering grades to allow more access to the local community and thus better represent the demographics of its neighboring families. In the 2021-22 school year Francophone is offering one (1) TK class (started with two but did not fill up) and three (3) Kindergarten classes.
- Word of mouth about our school and Special Education program has created demand resulting in increased Special Education and English Learner student population.

Francophone Charter School will evaluate the racial, ethnic, English learner, and special education diversity of its students and staff annually and, if necessary, modify its recruitment strategies in order to maintain a balance that is representative of the jurisdiction in which Oakland Unified School District resides.

The Charter School is committed to ensuring that they serve a diverse student body. The plan for the 2019-2020 school year’s recruitment efforts are as follows:

- Jul. 28, 2019 ANN Annual African BBQ - San Francisco Golden Gate Park
- Sept.21,2019 Best Foot Forward - Oakland Coliseum

Deleted: Element 7: Means to Achieve Racial and Ethnic Balance

Francophone Charter School will conduct a variety of outreach activities to attract an applicant pool reflecting the racial and ethnic balance of people living in the jurisdiction comprising the Oakland Unified School District.

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- Oct. 5, 2019 Black Cowboy Festival - West Oakland Deferemy Park
- Oct. 27, 2019 Mini Maker Faire - Oakland Temescal Park Day School
- Oct. 2019 Verdese Park - Oakland 98th ave.
- Castlemont Community Market
- Durant Square
- Eastmont Mall
- Foothill Square

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School will comply with the above requirements and preferences “shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii). The Charter School grants a preference for children who qualify for free or reduced-price meals and who reside in Oakland, as well as for children who reside in the attendance area where the Charter School is located. Other than the preference for siblings, which promotes access for all families, the only other high priority preferences for founding families and children of families represents a nominal percentage of enrollment.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is

Deleted: I. → Admissions Lottery

DRL: “DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES”
As part of the Fall Information Update, Francophone Charter School of Oakland will notify the District in writing of the application deadline and proposed lottery date. Francophone Charter School of Oakland will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Francophone Charter School of Oakland shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all communications with parents. These records shall be made available to the District upon request.

Francophone Charter School of Oakland shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

[Add additional provisions showing how Francophone Charter School of Oakland will comply with the above requirements, including how the preferences “shall not result in limiting enrollment access for pupils listed in Education Code section 47605(d)(2)(B)(ii).]”

2. → Homeless and Foster Youth

DRL: “HOMELESS AND FOSTER YOUTH”
Francophone Charter School of Oakland shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Francophone Charter School of Oakland shall provide specific information, in its outreach materials, ... [5]

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open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admissions Overview

Francophone Charter School shall admit all students who wish to attend, in accordance with the legal assurances mentioned above. If the number of student applicants exceeds the Charter School's capacity, enrollment (except for existing students of the Charter School) shall be determined by a public random drawing. Admissions preference will be given in the following sequence of priority, provided all enrollment materials are fully completed and submitted by the announced deadlines:

1. Children of Francophone Charter School Founding Team and Founding Families*
2. Siblings of admitted or attending Francophone Charter School students
3. Children of Francophone Charter School employees, where "employees" are defined to be persons who are under direct paid employment by FCSO and work an average of 18 hours or more per week at FCSO.
4. Children who qualify for Free or Reduced Lunch and reside in Oakland, CA
5. Children who reside in the OUSD local elementary school attendance area where the Francophone Charter School is located, or children who are enrolled in this local elementary school, if this school serves 55% or more students who qualify for free or reduced price meals. For 2017-18, this preference concerns children living in the attendance area of Howard Elementary.
6. Children who reside within the boundaries of Oakland Unified School District
7. All other children in the State of California

*Founding Families are families committed to the mission and vision of the Charter School who completed 50 hours of volunteer-based service prior to January 31, 2015. Enrollment priority through Founding Family status is afforded to recognize the effort needed to start a new school within a short amount of time.

Volunteering for the school is always optional and outside of Founding Family status, does not grant any enrollment priority. The school will not rescind a student's enrollment if the student/family does not complete volunteer hours. Similarly, monetary contributions or attendance of school tours and open houses prior to enrollment are not required and do not grant any advantages for admissions. The Charter School hereby notifies the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. The Charter School agrees to adhere to the requirements related to admission preferences as set forth in of Education Code Section 47605(e)(2)(B)(i)-(iv).

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Application forms and enrollment packets will be made available in multiple languages through EnrollOAK in all the languages that EnrollOAK offers translations in. Application forms will be made available online at the Charter School's website, at the Charter School's administrative

office, and through participation in any Parent Information Meeting held throughout the open enrollment period. The availability of applications for admission and the deadline for these applications will be coordinated with local schools to give families the opportunity to consider the full range of educational opportunities available to them.

Families are highly encouraged – but not required – to attend a Parent Information Meeting to better understand the Charter School and its educational programs. Francophone Charter School of Oakland participates in EnrollOAK and abides by the EnrollOAK timelines.

Submitted application forms will be date and time stamped when they are received and student names added to an application roster to track receipt. If by the close of open enrollment, the number of applications received is less than the number of spaces available, all applicants will be accepted and enrolled in the Charter School, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission will result in the loss of opportunity for admission and enrollment preferences as listed above. However, late applications will be saved in case the school wait list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission priority list as defined above. In this scenario, students may be placed at the end of the wait list. Wait lists will be used for the school year for which they were created and will not carry over to any subsequent school year.

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet⁵⁰ including:

- signed Three-Way Contract
- emergency medical information,
- proof of age (e.g. birth certificate),
- proof of address, and
- immunization records.

⁵⁰ [The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.](#)

Public Random Drawing

Should the number of students applying for admission exceed capacity, a Public Random Drawing will be held to determine admission, per the requirements of Education Code § 47605(c)(2)(B). Any families who decline admission or who fail to confirm will lose their position to the next name on the wait list. The wait list will be valid for the duration of the school year and will not carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the wait list. To be effective, the two-way language immersion (TWI) model requires roughly equal numbers of francophone⁵¹ and non-francophone students⁵². Therefore, the single public random drawing will allocate enrollment based on the French language proficiency of the student (determined by a review of French language skills if necessary)⁵³.

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Public Random Drawing Lottery Procedures

1. The public random drawing will take place within 14 days of closing the open enrollment period.

⁵¹ Children will be tested for their French proficiency and must be proficient in French at the grade level to which they are applying. For students applying for Transitional Kindergarten and Kindergarten, the French language review will consist of an interview with a designated francophone. For students applying for 1st grade and up, the review will assess reading, writing and conversation abilities of the student and will be conducted by a francophone teacher or someone designated by the [Executive Director](#) or Board of Directors. The [Executive Director](#) and/or Board of Directors may modify French language review requirements so that they continue to be aligned with best practices in language immersion education and early language acquisition.

Deleted: Principal

⁵² Francophone Charter School aims to have 50% francophone in each inaugural class in order for the language immersion program to be most successful. After the first year of operation, all students applying to fill any available spaces in first grade and above will be tested for French language proficiency and will be expected to have a level of French proficiency similar to students in the grade for which they will be enrolling in the Charter School.

Deleted: Principal

⁵³ This approach to the public random drawing is designed to enable Francophone Charter School to achieve its program goals, is used by other TWI language immersion schools in the area, and conforms with the enrollment balance described by the California Department of Education in its FAQs related to two-way immersion programs (www.cde.ca.gov/sp/el/ip/faq.asp). However, the lottery procedure may need to be amended during any period of eligibility for the Public Charter Schools Grant Program (PCSGP) in accordance with the Request for Applications approved by the State Board of Education. Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.

2. The drawing will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
3. The drawing will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. Families who submit complete application forms prior to the February deadline will be notified in writing regarding the date, time and location of the drawing, and rules for the process of the drawing. The drawing will be held on the school grounds. While all families are welcome to attend, attendance at the drawing is not required for admission to the Charter School.
5. All interested parties will know, prior to the holding of the drawing, how many openings are available per grade level at the Charter School. This information will be posted on the school's website and emailed to all school applicants.
6. All students claiming grade-level French language proficiency (francophone) will be scheduled for a French Language Review on a Saturday shortly after the close of the open enrollment period.
7. The drawing shall draw names for francophone and non-francophone children for Transitional Kindergarten and Kindergarten.
8. In line with recommendations from the California Department of Education's Two-Way Language Immersion Program FAQ (www.cde.ca.gov/sp/el/ip/faq.asp), applicants applying to the Charter School after Kindergarten will need to have some level of proficiency in French similar to that of the students who have already been in the program for a year or more.
9. Beginning with the highest grade, francophone and then non-francophone names shall be drawn by a Charter School administrator. The drawing will be structured to balance the number of francophones and non-francophones. The target for the composition of each grade is half francophones minus 1 and half non-francophones plus 1. This ratio may be adjusted depending on the number of francophone applicants. There will be a separate drawing for each language group, and fifty percent (50%) of the slots in each grade will be reserved for francophones. Francophones are children who are considered fluent in French at a level similar to that of the students in the class they are enrolling in (and may be fluent in English or other languages). Non-francophones are children who are not fluent in French. Before entering the drawing, francophone/bilingual applicants may be assessed to determine their language proficiency by a qualified staff member. In all other aspects, the drawing for students enrolling in the Charter School will follow all of the above school wide guidelines.
10. The drawing shall continue until all names in each grade level are drawn.
11. If an applicant who is offered a slot during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period, that sibling(s) will be offered the next available slot(s) that matches their grade and language proficiency, or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waitlist.
12. Subject to the Executive Director's determination, as applicable, if slots for Francophone Kindergarten students remain and all the remaining Kindergarten applicants on the waitlist are non-Francophone, then these slots will be assigned to Kindergarten applicants who are non-Francophone. The slots will be assigned to applicants based on their order

on the non-Francophone waitlist. If the ratio of Francophone/non-Francophone students is drifting away from the school's goal of about 50/50 for a dual immersion program, the ED may recommend to the Board of Directors that an additional round of enrollment take place in order to allow the school to meet its dual immersion model.

13. Those individuals whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn, except if the preferences described above require otherwise.
14. Potential students on the waitlist shall provide contact information on their application/drawing forms in the event that space becomes available. Families promoted off of the waitlist shall be informed by telephone and in writing and shall have a maximum of five (5) business days to respond, or two (2) business days once the school year as started. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
15. If a student is admitted from the waitlist, and also has a sibling on the waitlist, the sibling will move to the top of the waitlist for the applicable grade.
16. If a person becomes employed by the Charter School after the lottery is conducted, his or her child(ren) is entitled to be placed at the top of the waitlist for the applicable grade(s), after siblings of enrolled or admitted students.
17. Any families who decline admission or who fail to confirm will lose their position to the next name on the waitlist. The waitlist will be valid for the duration of the school year and will not carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the waitlist.
18. If after the end of the enrollment period and/or public random drawing, unfilled spots remain for an individual grade, the ED or their designee may announce and undertake a second enrollment period, followed by another public random drawing, if appropriate.
19. . Applications received after the close of open enrollment will be added to the waitlist after the drawing, in order received, and will be contacted for enrollment when the drawing waitlist is exhausted.
20. Results of the drawing will be published in English, French and Spanish and will be posted online and in hard copy outside the school. Results will also be mailed to all applicants and follow-up phone calls will be made. Applicants may also contact the Charter School to ascertain an individual student's status on the waitlist.
21. Applicants offered slots for the coming academic year will have acceptance decisions mailed to them within one week of the date of the public random drawing. Families of applicants accepted for enrollment must confirm their enrollment by the published confirmation deadline.
22. Applicants who do not return their acceptance form by this date will have their offer of enrollment withdrawn and if such an applicant changes their mind at a later date, they will be placed at the end of any and all waitlists that exist at that time. Enrollment offers are valid only for the applied for academic year. There is no option to defer an offer for enrollment.
23. The Board of Directors authorizes the Executive Director or their designees to take the necessary reasonable steps to address issues raised on the evening of the public random drawing that are not addressed specifically by this policy.

Student Recruitment and Enrollment Growth

Francophone Charter School will use a variety of strategies to actively recruit a diverse student population that understands and values the Charter School's mission and is committed to the Charter School's instructional and operational philosophy. The Charter School will conduct an annual review of the diversity of its students in order to target outreach to underserved communities so that the student body of Francophone Charter School is representative of the jurisdiction in which OUSD resides.

Element 9: Independent Financial Audits

“The manner in which annual, independent financial audits 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.” – Ed. Code § 47605(c)(5)(I)

Deleted: Annual

- An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.
- The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.
- The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 1st of December of each year. The Head of School, COO/CFO, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Deleted: Please provide a reasonably comprehensive description of “[t]he manner in which annual, independent financial audits shall be conducted” pursuant to Education Code section 47605(b)(5)(I).

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Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

Deleted: Element 10: Suspension and Expulsion Procedures

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Francophone. The full Policy can be found at Front Office.

No student shall be involuntarily removed by Francophone for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing to challenge the involuntary removal, before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Francophone issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Executive Director or designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.
3. The Executive Director or designee in writing may extend a student's suspension pending final decision by the Governing Board on a recommendation for expulsion.
4. The Executive Director or designee may discipline a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). This student is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Francophone Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Francophone Charter School has a basis of

Deleted: I. → Student Due Process Protections

DRL: "The Francophone Charter School of Oakland's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:"

(i) For suspensions of fewer than 10 days, the Francophone Charter School of Oakland shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the Francophone Charter School of Oakland shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by the Francophone Charter School of Oakland for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the Francophone Charter School of Oakland issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

[Insert other procedures designed to ensure that the Francophone Charter School of Oakland's disciplinary procedures comply with federal and state constitutional procedural and substantive due process requirements.]

2. Required Notifications

REQUIRED NOTIFICATIONS

DRL: "Francophone Charter School of Oakland shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Francophone Charter School of Oakland without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Francophone Charter School of Oakland shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of ... [6]

knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

A. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and database
7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

Deleted: <#>Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or student by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - b) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- (c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)

22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

Deleted: Education Code Section 48900(n)

C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.

12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- a) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Francophone Charter School.
 - b) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (d) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (e) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

D. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- 1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in [Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code](#), or committed a sexual battery as defined in [Penal Code Section 243.4](#).

Deleted: Education Code Section 48900(n)

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or [destructive device on campus](#), the student shall be expelled for one year,

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pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Francophone Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Francophone Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Francophone Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

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At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Francophone Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Francophone Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations:

- 1) the pupil's presence will be disruptive to the education process; or
- 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

AUTHORITY TO EXPEL

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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A student may be expelled either by the Governing Board following a hearing before it or by the neutral and impartial Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The Charter School will provide advanced notification (in alignment with parent notification) of the expulsion hearing to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend.

The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Francophone Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Francophone Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Francophone Charter School will proceed with the expulsion process even if the student/family does not attend the hearing or if the student is withdrawn prior to the hearing, so that the new/next school is notified if the student was recommended for expulsion, if the student was ultimately expelled due to an expellable offense, and/or if an alternative school placement is necessary.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

Francophone Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Francophone Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Francophone Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Francophone Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Francophone Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or certified written transcript, of the hearing. All documentation shall be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion hearing decision.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, which will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Francophone Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student

In accordance with AB 1360 Bonta, no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. For all suspensions under 10 days, the school will provide students/family with the required notice of suspension.

For suspensions that are greater than 10 days and expulsions, the school will provide the student/family with the required expulsion notification and due process rights. Furthermore, the hearing will be conducted by a "neutral officer."

DISCIPLINARY RECORDS

Francophone Charter School shall maintain records of all student suspensions and expulsions at Francophone Charter School. Such records shall be made available to the authorizer upon request.

NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from Francophone Charter School as the Governing Board decision to expel shall be final.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

REHABILITATION PLANS

Students who are expelled from Francophone Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for

readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Francophone Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Francophone Charter School's capacity at the time the student seeks readmission.

NOTICE TO TEACHERS

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OR INVOLUNTARY REMOVAL OF STUDENTS WITH DISABILITIES

1. Notification of District

Francophone Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who Francophone Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Francophone Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- c) If Francophone Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Francophone Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that Francophone Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Francophone Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Francophone Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Francophone Charter School believes that maintaining the

current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Francophone Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

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In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

5. *Special Circumstances*

Francophone Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. *Interim Alternative Educational Setting*

The student's interim alternative educational setting shall be determined by the student's IEP /504 Team.

7. *Procedures for Students Not Yet Eligible for Special Education Services*

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Francophone Charter School's disciplinary procedures may assert the

procedural safeguards granted under this administrative regulation only if Francophone Charter School had knowledge that the student was disabled before the behavior occurred.

Francophone Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Francophone Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Francophone Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Francophone Charter School supervisory personnel.

If Francophone Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Francophone Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Francophone Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Francophone Charter School pending the results of the evaluation.

Francophone Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11- Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

All employees of Francophone Charter School of Oakland are eligible for a 403b or Roth 403b account through a select list of service providers. Employees may contribute at any rate.

The Operations Administrator of FCSO ensures that appropriate arrangements for the coverage have been made. FCSO makes contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. FCSO does not participate in STRS or PERS.

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Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

▼ Francophone Charter School of Oakland recognizes that pupil attendance is voluntary and no pupil shall be required to attend FCSO. Students who opt not to attend The Charter School may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in The Charter School will be notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by Oakland Unified School District.

Deleted: DRL: *“Pupils who choose not to attend the Francophone Charter School of Oakland may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Francophone Charter School of Oakland shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Francophone Charter School of Oakland, except to the extent that such a right is extended by the District.”*

Element 13 (Employee Rights of Return)

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Francophone Charter School of Oakland (FCSO) shall be deemed the exclusive public school employer of FCSO teachers, staff and other employees of FCSO. No employee shall be required to work at Francophone Charter School of Oakland (FCSO). Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to FCSO. Employment by FCSO provides no rights of employment at any other entity, including any rights in the case of closure of FCSO.

Deleted: Element 13: Rights of District Employees

Deleted: DRL: *“Employees of the District who choose to leave the employment of the District to work at Francophone Charter School of Oakland shall have no automatic rights of return to the District after employment at Francophone Charter School of Oakland unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Francophone Charter School of Oakland, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”*

Element 14 (Dispute Resolution)

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Deleted: Element 14: Mandatory Dispute Resolution

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

Deleted: I. → Procedures for Complaints against Charter School

DRL: "Francophone Charter School of Oakland will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Francophone Charter School of Oakland will not, at any time, refer such complaints to the District for handling."

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Francophone Charter School of Oakland will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Francophone Charter School of Oakland alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Francophone Charter School of Oakland will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Francophone Charter School of Oakland shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Francophone Charter School of Oakland under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form."

DRL: "Francophone Charter School of Oakland will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

... (7)

To Francophone Charter School of Oakland, c/o School Director:
Francophone Charter School of Oakland
9736 Lawlor Street
Oakland, CA 94605

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Deleted: To Director, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, certified mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Element 15 (Closure Procedures)

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

Deleted: Element 15: Charter School Closure Procedures

DRL: “CLOSURE ACTION”

The decision to close Francophone Charter School of Oakland, either by the governing board of Francophone Charter School of Oakland or by the OUSD Board of Education, must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Francophone Charter School of Oakland votes to close Francophone Charter School of Oakland; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Francophone Charter School of Oakland, including its nonprofit corporation and governing board.

A) Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Francophone Charter School of Oakland or the OUSD Board of Education, the governing board of Francophone Charter School of Oakland shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Francophone Charter School of Oakland will fund, these activities.

B) Notification of Closure Action

Upon the taking of a Closure Action, Francophone Charter School of Oakland shall send written notice of its closure to:

1. The OUSD OCS. Francophone Charter School of Oakland shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Francophone Charter School of Oakland, Francophone Charter School of Oakland shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Francophone Charter School of Oakland within 72 hours of the Closure Action. Francophone Charter School of Oakland shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Francophone Charter School of Oakland shall send wr... [8]

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final “closeout audit” within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for

the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any

contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter.
- Internal controls, both financial and operational in nature.
- The accuracy, recording and/or reporting of school financial information.
- Charter School's debt structure.
- Governance policies, procedures and history.
- The recording and reporting of attendance data.
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices.
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))

- Information/documentation related to Charter School’s facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies).

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The Charter School will operate its program at two facilities:

1. Proposition 39 Facility at 9736 Lawlor Street (Toler Heights Campus) - 8,757 square feet consisting of one building with four classrooms and four portable rooms. Three of the portables serve as classroom and the fourth is used for special education and EL Intervention services. The facility also consists of two playground spaces that includes a tent with lunch tables. The Toler Heights facility serves grades 3rd -8th grade.

2.

Private Leased Facility at 2620 Pleasant Street (St. Jarlath Site) 20,819 square feet consisting of a building with three floors. The bottom floor has two offices, an auditorium and a cafeteria. The second floor has five rooms of which four are used for classrooms (TK-Kinder) and one for special education services. The third floor has five classrooms of which four are used for classrooms (1st-2nd) and one for teacher lounge and a library. The auditorium and the cafeteria are shared spaces that are used by the church every day after 6pm and through the weekend up to 7am on Monday. The outdoor space contains a play structure and parking spaces that can double as space for recess and outside lunch as cars are not allowed while school is in session.

Deleted: ADDITIONAL REQUIREMENTS UNDER EDUCATION CODE SECTION 47605(G)

A. FACILITIES

Add the following text and remove any text to the contrary:

1. Use of District Facilities

DRL: “Francophone Charter School of Oakland shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Francophone Charter School of Oakland shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Francophone Charter School of Oakland and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Francophone Charter School of Oakland’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Francophone Charter School of Oakland from conducting its educational programs. If Francophone Charter School of Oakland will share the use of District facilities with other District user groups, Francophone Charter School of Oakland agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

Co-Location: If Francophone Charter School of Oakland is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Francophone Charter School of Oakland shall pay the Pro Rata Share.

Sole Occupant: If Francophone Charter School of Oakland is a sole occupant of District facilities, the District shall allow Francophone Charter School of Oakland, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit ... [9]

Deleted:

APPENDIX

2019-2020 Instructional Minutes Overview

KINDERGARTEN										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses are considered instructional activity for kindergarten and therefore may be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM				
End Time	12:30 PM	3:00 PM	12:45 PM	2:00 PM	12:45 PM	2:00 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Instructional time]	60	60	60	60	45	60				
Lunch Duration [Including Passing Time]	30	30	30	30	30	30				
Total Number of Hours	4:30	7:00	4:45	6:00	4:45	6:00				
Total Daily Number of Minutes	270	420	285	360	285	360				
Actual Daily Instructional Minutes	240	390	255	330	255	330				
Annual Number of Minutes	240	780	3060	14190	1530	39270	59070	36000	23070	
GRADE 1										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM				
End Time	12:30 PM	3:00 PM	12:45 PM	2:30 PM	12:45 PM	2:20 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Non-instructional time]	60	60	60	60	45	60				
Lunch Duration [Including Passing Time]	30	30	30	30	30	30				
Total Number of Hours	4:30	7:00	4:45	6:30	4:45	6:20				
Total Daily Number of Minutes	270	420	285	390	285	380				
Actual Daily Instructional Minutes	180	330	195	300	210	290				
Annual Number of Minutes	180	660	2340	12900	1260	34510	51850	50400	1450	
GRADES 2 - 3										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:30 AM	8:30 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM				
End Time	1:00 PM	3:30 PM	1:00 PM	3:15 PM	1:00 PM	3:15 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Non-instructional time]	30	30	30	30	30	30				
Lunch Duration [Including Passing Time]	30	60	60	60	60	60				
Total Number of Hours	4:30	7:00	4:45	7:00	4:45	7:00				
Total Daily Number of Minutes	270	420	285	420	285	420				
Actual Daily Instructional Minutes	210	330	195	330	195	330				
Annual Number of Minutes	210	660	2340	14190	1170	39270	57840	50400	7440	
GRADES 4 - 7										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:30 AM	8:30 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM				
End Time	1:00 PM	3:30 PM	1:00 PM	3:15 PM	1:00 PM	3:15 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Non-instructional time]	30	30	30	30	30	30				
Lunch Duration [Including Passing Time]	30	60	60	60	60	60				
Total Number of Hours	4:30	7:00	4:45	7:00	4:45	7:00				
Total Daily Number of Minutes	270	420	285	420	285	420				
Actual Daily Instructional Minutes	210	330	195	330	195	330				
Annual Number of Minutes	210	660	2340	14190	1170	39270	57840	54000	3840	

2019-2020 Instructional Minutes and Bell Schedule Detail by Grade Level

Grades TK-K

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
TK-K	36,000	59,070	23,070	183

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
				240

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	12:45 PM	Instruction	Instructional time	45
				255

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	11:45 AM	Recess	Recess/Break	15
11:45 AM	12:45 PM	Instruction	Instructional time	60
				255

Grade I

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
1	50,400	51,850	1,450	183

Bell Schedule: 8/21 - 8/23 (W)

Days Used 1

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
				180

Bell Schedule: 8/21 - 8/23 (M,T,H,F)

Days Used 2

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
12:30 PM	3:00 PM	Instruction	Instructional time	150
				330

Bell Schedule: 8/26 - 11/15 (W)

Days Used 12

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	12:45 PM	Instruction	Instructional time	45
				195

Bell Schedule: 8/26 - 11/15 (M,T,H,F)

Days Used 43

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	2:30 PM	Instruction	Instructional time	150
				300

Bell Schedule: 11/18 - 6/17 (W,Mm)

Days bell schedule used: 6

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	11:45 AM	Recess	Recess/Break	15
11:45 AM	12:45 PM	Instruction	Instructional time	60
				210

Bell Schedule: 11/18 - 6/17 (M,T,H,F)

Days bell schedule used: 119

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	2:30 PM	Instruction	Instructional time	140
				290

Grades 2-3

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
2-3	50,400	57,840	7,440	183

Bell Schedule: 8/21 - 8/23 (W) # Days Used: 1					Bell Schedule: 8/21 - 8/23 (M,T,H,F) # Days Used: 2				
Start Time	End Time	Description	Category	Minutes	Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90	8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30	10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:30 PM	Instruction	Instructional time	120	10:30 AM	12:00 PM	Instruction	Instructional time	90
12:30 PM	1:00 PM	Lunch	Lunch	30	12:00 PM	1:00 PM	Lunch	Lunch	60
				210	1:00 PM	3:30 PM	Instruction	Instructional time	150
									330

Bell Schedule: 8/26 - 11/15 (W) # Days Used: 12					Bell Schedule: 8/26 - 11/15 (M,T,H,F) # Days Used: 43				
Start Time	End Time	Description	Category	Minutes	Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105	8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30	10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90	10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60	12:00 PM	1:00 PM	Lunch	Lunch	60
				195	1:00 PM	3:15 PM	Instruction	Instructional time	135
									330

Bell Schedule: 11/18 - 6/17 (W,Min) Days bell schedule used: 6					Bell Schedule: 11/18 - 6/17 (M,T,H,F) Days bell schedule used: 119				
Start Time	End Time	Description	Category	Minutes	Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105	8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30	10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90	10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60	12:00 PM	1:00 PM	Lunch	Lunch	60
				195	1:00 PM	3:15 PM	Instruction	Instructional time	135
									330

Grades 4-7

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
4-7	54,000	57,840	3,840	183

Bell Schedule: 8/21 - 8/23 (W)

Days Used 1

Bell Schedule: 8/21 - 8/23 (M,T,H,F)

Days Used 2

Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:30 PM	Instruction	Instructional time	120
12:30 PM	1:00 PM	Lunch	Lunch	30
				210

Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:30 PM	Instruction	Instructional time	150
				330

Bell Schedule: 8/26 - 11/15 (W)

Days Used 12

Bell Schedule: 8/26 - 11/15 (M,T,H,F)

Days Used 43

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
				195

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:15 PM	Instruction	Instructional time	135
				330

Bell Schedule: 11/18 - 6/17 (W,Min)

Days bell schedule used: 6

Bell Schedule: 11/18 - 6/17 (M,T,H,F)

Days bell schedule used: 119

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
				195

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:15 PM	Instruction	Instructional time	135
				330

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: **Francophone Charter School**
 (name continued)
 CDS #: **01-61259-0132514**
 Charter Approving Entity: **Oakland Unified School District**
 County: **Alameda**
 Charter #: **1708**
 Fiscal Year: **2019/20**

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,893,434.59	0.00	1,893,434.59	2,268,842.76	2,738,587.76
Education Protection Account State Aid - Current Year	8012	80,420.00	0.00	80,420.00	66,730.00	80,940.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8098	760,343.41	0.00	760,343.41	877,503.24	1,018,573.24
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,714,198.00	0.00	2,714,198.00	3,216,076.00	3,838,101.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	28,464.00	28,464.00	28,464.00	28,464.00
Special Education - Federal	8181, 8182	0.00	28,250.00	28,250.00	39,750.00	45,875.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	56,714.00	56,714.00	68,214.00	74,339.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	164,040.30	164,040.30	189,316.65	219,752.10
All Other State Revenues	StateRevAO	65,148.49	0.00	65,148.49	76,057.89	88,252.25
Total, Other State Revenues		65,148.49	164,040.30	229,188.79	265,374.84	308,004.35
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	542,824.65	0.00	542,824.65	546,974.76	551,262.38
Total, Local Revenues		542,824.65	0.00	542,824.65	546,974.76	551,262.38
5. TOTAL REVENUES						
		3,322,171.14	220,754.30	3,542,925.44	4,099,839.80	4,771,706.73
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	898,264.80	116,855.20	1,014,920.00	1,252,083.10	1,502,526.76
Certificated Pupil Support Salaries	1200	273,024.00	0.00	273,024.00	281,214.72	289,651.16
Certificated Supervisors' and Administrators' Salaries	1300	412,983.28	19,557.12	432,540.40	445,516.81	458,882.11
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,584,272.08	136,212.32	1,720,484.40	1,978,794.43	2,251,060.03
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	178,866.12	42,080.00	220,746.12	227,388.50	234,189.55
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	140,903.00	0.00	140,903.00	145,130.09	149,483.99
Other Non-certificated Salaries	2900	181,508.60	0.00	181,508.60	202,282.65	208,330.52
Total, Non-certificated Salaries		501,077.72	42,080.00	543,157.72	574,781.23	592,004.07

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Francophone Charter School
(name continued)

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
QASDI / Medicare / Alternative	3301-3302	98,236.77	13,639.36	111,876.13	116,263.91	119,490.86
Health and Welfare Benefits	3401-3402	213,340.63	13,859.19	227,199.82	269,913.38	318,007.04
Unemployment Insurance	3501-3502	20,455.71	3,518.16	23,973.88	26,228.67	27,938.88
Workers' Compensation Insurance	3601-3602	27,805.36	2,377.29	30,182.65	34,048.26	37,908.47
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		356,838.47	33,394.01	390,232.48	446,454.23	503,343.26
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	19,566.00	0.00	19,566.00	20,152.98	20,757.57
Books and Other Reference Materials	4200	7,000.00	0.00	7,000.00	7,210.00	7,426.30
Materials and Supplies	4300	68,904.79	0.00	68,904.79	72,536.51	76,652.99
Noncapitalized Equipment	4400	37,570.00	0.00	37,570.00	32,717.95	35,131.70
Food	4700	72,051.06	0.00	72,051.06	74,212.60	76,438.97
Total, Books and Supplies		205,091.85	0.00	205,091.85	206,830.03	216,407.54
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	0.00	2,472.00	2,472.00	2,546.16	2,622.54
Dues and Memberships	5300	9,059.43	0.00	9,059.43	9,331.21	9,611.15
Insurance	5400	28,188.76	0.00	28,188.76	29,034.45	29,905.48
Operations and Housekeeping Services	5500	103,613.53	0.00	103,613.53	106,721.93	109,923.59
Rentals, Leases, Repairs, and Noncap. Improvements	5600	104,792.52	0.00	104,792.52	119,532.44	140,928.01
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	404,284.04	8,330.44	412,614.48	438,242.15	467,764.66
Communications	5900	8,877.00	0.00	8,877.00	9,143.31	9,417.61
Total, Services and Other Operating Expenditures		658,815.31	10,802.44	669,617.75	714,551.66	770,173.04
6. Capital Outlay (Objects 6100-6170, 6200-6900 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,309,095.43	222,468.77	3,531,564.20	3,921,391.58	4,332,987.93
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCE \$ AND USE \$ (A5-B8)		13,075.71	(1,734.47)	11,341.24	178,246.02	438,718.80

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name: Francophone Charter School
(name continued)

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,734.47)	1,734.47	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,734.47)	1,734.47	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		11,341.24	0.00	11,341.24	178,248.02	438,718.80
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	510,526.74	0.00	510,526.74	521,867.98	700,116.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		510,526.74	0.00	510,526.74	521,867.98	700,116.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		521,867.98	0.00	521,867.98	700,116.00	1,138,834.80
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	105,947.53	0.00	105,947.53	117,641.75	129,989.64
Undesignated / Unappropriated Amount	9790	415,920.45	0.00	415,920.45	582,474.25	1,008,845.16

Francophone School Attendance Plan 2019-2020

Goals: Francophone has three goals related to attendance and absenteeism, with specific targets which, if met, would demonstrate a gradual but significant improvement in school participation by the student body and by two groups for whom chronic absenteeism is disproportionately elevated.

1. Reduce school-wide chronic absenteeism rate

- a. 2018: 8.9% in 2018, n=19
- b. Target rate for 2019: 8%
- c. Target rate for 2020: 7%

2. Reduce rates of chronic absenteeism among Hispanic students

- a. 2018: 21.6% chronically absent in 2018, n=37
- b. Target rate for 2019: 15%
- c. Target rate for 2020: 10%

3. Reduce rates of chronic absenteeism among Socio-Economically Disadvantaged students

- a. 2018: 25.5% chronically absent in 2018, n=51
- b. Target rate for 2019: 20%
- c. Target rate for 2020: 15%

Plan: To achieve these goals, the Francophone staff has developed a plan with strategies including staff capacity building, family education, and home-school communication. The school expects that home-school communication about attendance will allow the school to identify root causes of chronic absenteeism and to design interventions that address those causes, at group levels and at individual levels.

A. Capacity Building: Designate staff to attend Chronic Absence Working Sessions conducted by Oakland CORE Data Collaborative and to report findings and practices to school leadership team. Designate staff members to design attendance improvement plan and to support implementation. Coordinate and align efforts of staff members. Recruit parent leaders to liaise and support the plan with fellow families. Plan board updates or other accountability check-ins to ensure follow through of staff members on year-long plan. Ensure board, family leaders, and staff leaders are coordinated and informed of plan in general terms and can direct interested stakeholders to the attendance point people on staff to get involved, contribute suggestions, and participate in the process of improvement of student attendance at school. Conduct assessment using Scan of Environment and Attendance tool (SEAT, *Attendance Works*).

B. Tier 1: In addition to continuing to attend to matters of school culture, school safety, and student connectedness at school, all of which contribute to attendance, Francophone will strengthen and make more explicit its values about school attendance. Communicate the importance of regular school attendance in Spanish and English, using multiple platforms (flyers, school marquee, banners, letters sent via US Mail, digital messages using ParentSquare, etc.). Reinforce messaging about attendance at key events throughout the Back to School Season, including Back to School Night, Francophone Charter School Community (FCSC, the school's equivalent of a PTA or PTO) meetings, board meetings, and school-sponsored gatherings. Establish data reporting cycles of two weeks in length; assign roles and responsibilities among staff members for generating attendance and absenteeism reports, sharing data, analysis, and decision-making. Define / capture the protocols for reporting and investigating attendance currently in use by office staff. Systematize documentation, if needed.

C. Tier 2: Establish thresholds for rates of absenteeism that will trigger communication from families to school. Design postcards based on the third "personalized information treatment" tested and found to be most effective in reducing school absenteeism in Rogers and Feller's 2018 study. Conduct regular mailings of postcards to inform families about how their children's attendance compares to the average. Review attendance rates for students and families receiving the postcard.

D. Tier 3: For the students with the highest rates of absenteeism, develop protocols and designated staff to conduct research to seek an understanding of their individual family's assets, needs, and circumstances. Assign one consistent staff member to serve as an advocate and liaison for each family and to conduct individualized outreach in the form of empathy interviews via phone, in person, or other method of communication. Once a relationship is established, conduct meetings via phone or in person, using Attendance Works' templates (Student Attendance Success Plans and My Family's Help Bank) to guide families to set achievable goals to improve their child's attendance at school and to assist them in mapping the assets and supports they can access to support their progress toward their goal.



FRANCOPHONE CHARTER SCHOOL OF OAKLAND

**RESPECTFULLY SUBMITTED TO THE OAKLAND UNIFIED SCHOOL DISTRICT
FOR THE TERM JULY 1, 2020-JUNE 30, 2027**

Material Revision Submitted On September 28, 2021

Submitted by Annette Dennett, Board Chair and Lead Petitioner

FRANCOPHONE CHARTER SCHOOL OF OAKLAND

September 27, 2021

SENT VIA EMAIL:
sonali.murarka@ousd.org

Sonia Muraka, Director
Office of Charter Schools
Oakland Unified School District
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

Re: Request for Material Revision (Facilities)

Dear Director Muraka:

As the Chair of the Board of Francophone Charter School of Oakland (“FCSO”), I write on behalf of FCSO to submit this request for a material revision to FCSO’s charter (the “Material Revision”), which was most recently renewed on June 30, 2020. This request is made pursuant to the requirements of Education Code Section 47607(b) and the Oakland Unified School District’s (the “District”) Material Revision Handbook (the “Handbook”), dated August 17, 2020.

Basis for Material Revision

On July 16, 2021, the Office of Charter Schools directed FCSO to submit this request for a Material Revision to conform its charter to reflect its ongoing usage of a second school facility that it is leasing at 2620 Pleasant Street (the “Pleasant Street Facility”). This location is in addition to its operations at the Proposition 39 facility specified in FCSO’s last approved charter at 9736 Lawlor Street (the “Lawlor Street Facility”). The proposed Material Revision is reflected in the “Additional Provisions” section of the enclosed revised charter petition (see pp. 265-66).

FCSO’s operation at both the Pleasant Street Facility and the Lawlor Street Facility has been necessary to meet FCSO’s enrollment within the projections specified in its approved charter (TK, K, 1st, and 2nd grades at the Pleasant Street Facility and 3rd-8th grades at the Lawlor Street Facility) due to insufficient space at the Lawlor Street Facility alone. FCSO does not seek approval of this Material Revision to enable FCSO to expand its enrollment capacity, nor does the Pleasant Street Facility have space to accommodate any enrollment expansion. FCSO chose to operate at the Pleasant Street Facility following a thorough search and consideration of alternatives. The Pleasant Street Facility meets FCSO’s needs because it provided enough space to house eight classes from TK through 2nd grade. The District previously approved FCSO’s use of the Pleasant Street Facility on May 14, 2020, following a walk through by District staff and satisfactory

completion of the Pre-Opening Site Walkthrough Checklist.

The Pleasant Street Facility is a turnkey facility leased from a private entity at a rate of \$29,484.91 per month through June 30, 2023. It includes 8 classrooms, 1 teacher lounge/library, 1 special education room, 1 auditorium, 1 cafeteria and outside area used for recess and lunch. No facilities improvements have been necessary in order for FCSO to use the Pleasant Street Facility to operate its program, and no major improvements are planned at this time. FCSO's regular apportionments from the State and in lieu property tax revenue are sufficient for FCSO to meet its obligations under the lease for the Pleasant Street Facility as indicated in the enclosed budget. FCSO is in the process of obtaining a certificate of continued occupancy for its use of the Pleasant Street Facility.

FCSO intends to engage the community surrounding the Pleasant Street Facility through, for example, school/neighborhood community engagement nights with St. Jarlath church on weeknights and weekends during their French and Spanish services on the weekend.

As specified in the Handbook, FCSO is enclosing with its Material Revision request the following documents:

- A revised copy of FCSO's charter petition, in clean and redline format
- A budget reflecting the impact of the Material Revision for each remaining year of the charter term
- A copy of the pre-opening site walkthrough done with the OUSD which took place in May during the Pandemic.
- A copy of the lease for the Pleasant Street Facility
- Proof of insurance for the Pleasant Street Facility
- Documentation regarding the status of the certificate of continued occupancy for the Pleasant Street Facility

Certifications

In compliance with Education Code Section 47605(b) and the Handbook, I make the following certifications:

1. That I am the authorized representative, and that I am competent and qualified to certify to the matter herein;
2. That, as authorized representative, I authorize that the Material Revision be submitted to the District's Board of Education.
3. That, as authorized representative, I have personal knowledge of the facts forming the basis of this certification;

- 4 That I make this certification for purposes of Education Code Section 47605(b) only and as required on page 7 of the Handbook; and
- 5 That I deem the revised charter petition and request for the Material Revision to be complete.

* * *

FCSO sincerely appreciates the District's previous support and approval of its request to co-locate at the Pleasant Street Facility, and looks forward to working with the District on this request for Material Revision. Please feel free to contact me if any questions arise.

Sincerely,

Annette Dennett, Board Chair
Francophone Charter School of Oakland

Enclosures

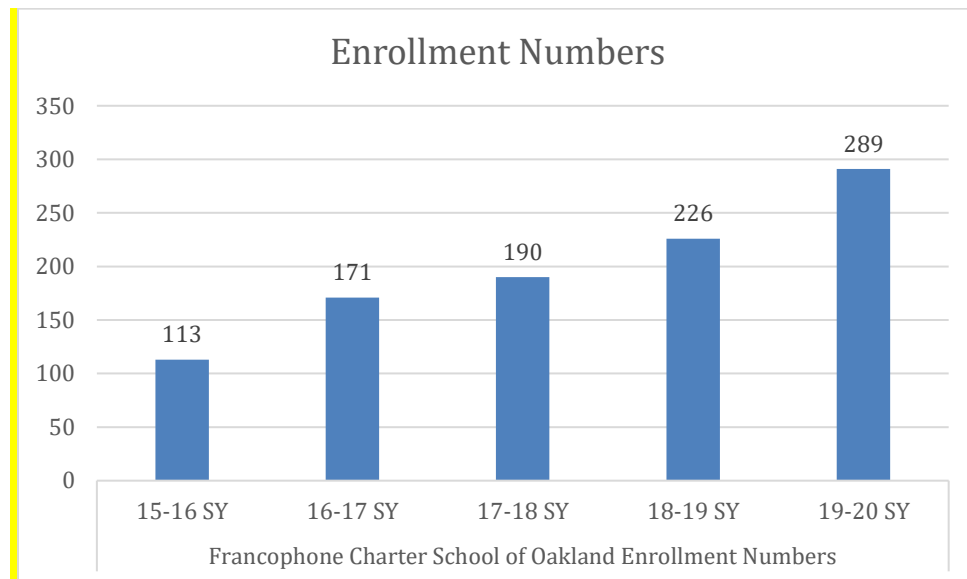
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Introduction and Executive Summary

Francophone Charter School of Oakland (“FCSO” or “The Charter School”) hereby respectfully submits this charter renewal to the Oakland Unified School District. Francophone Charter School of Oakland was founded by parents in 2015 to contribute to innovation in the local public school system by offering a dual-immersion learning environment while excelling in both English and French.

Francophone Charter School of Oakland opened its doors for the 15-16 SY, with 113 students in grades Kindergarten-3rd. Over the last four years, we have grown from an idea hatched by a few Oakland Francophone families, to the only French language immersion public charter school in all of Alameda County, which serves 289 students in grades TK-7 as of October 2, 2019, with the school graduating its first class of 8th graders in the 2020-2021 SY.



Source: California Department of Education Dataquest Enrollment by Numbers

Below, FCSO’s key outcomes and processes are highlighted according to the OUSD s.

Highlights from 18-19 School Year

Francophone Charter School of Oakland students are achieving as well as or better than schools in Oakland Unified School District with similar student populations. More detailed information about The Charter School’s performance compared with similar schools is outlined in the section below.

Standard I: The School is Academically Sound.

Francophone’s academic program, in terms of design and outcomes, is sound. The school’s academic results on local and state assessments (SBAC, F&P, GB+, Eureka Math) show that

most students are performing at or above grade level and that the school, as a whole, performs as well as or better than most schools with similar pupil populations.

Recent Wins:

- 94% of Francophone students were reading English language texts at or above grade level (*Fountas & Pinnell Reading Assessment, Spring 2019 administration*).
- 71% of Francophone students were reading French language texts at or above grade level (*GB+ Reading Assessment, Spring 2019 administration*).
- 100% of Francophone students, based on their successful passage of the DELF-Prim test in March 2019, were awarded the *Diplome d'Etude de la Langue Francaise* (DELF), an internationally recognized diploma and recognition system for people learning French as a second language. Moreover, 91% of the Francophone students excelled on the exam, demonstrating proficiency or advanced competency in French language (*DELF-Prim, Spring 2019 administration*).
- 85% of Francophone students were meeting or exceeding math expectations (*Eureka Math, End of Module Assessments, average of all 2018-2019 administrations*).

Program Strengths:

- Students who enroll at Francophone in kindergarten with no exposure to or mastery of any French language domains are typically able to read, count, sing, and converse in basic French by the conclusion of first grade. This can be attributed to the dual language program design that immerses students at the optimal stage, to the Francophone teachers' fidelity to the language of instruction, and to the strategies they use to compel students to participate frequently and practice their oral language in class and in informal settings, such as recess.
- English language instruction, coupled with environmental design that fosters dual language literacy (bilingual word walls, classroom libraries, and instructional protocols), is a strong element of Francophone's program. Teachers charged with multiple classes and multiple grade levels take an efficient approach to planning. They complement the French language program by emphasizing crucial foundational literacy skills in English, such as letter recognition and concepts of print, to students in grades K, 1, and 2.
- The creative arts are central to the mission of Francophone. Instruction in the arts (visual, performing, and musical) is integrated into the curriculum for some grade levels, or taught as an enrichment class during the school day in others. Students prepare showcases for school celebrations several times a year, incorporating dance, song, and themes of global citizenship into their performances for the school and family community of Francophone.

Similar Schools Analysis

Francophone Charter School of Oakland's English Language Arts and Mathematics Smarter Balanced Assessment Consortium (SBAC) results are on par with, or exceed those of other schools in Oakland Unified School District with similar student populations.

Enrollment data for the Similar Schools 18-19 SY

	2018-19 Enrollment	African American #	African American %	Latinx #	Latinx %	EL #	EL %	SPED #	SPED %	Socio-economically Disadvantaged #	Socio-economically Disadvantaged %	Homeless #	Homeless %	Foster #	Foster %
Francophone Charter School of Oakland	226	36	15.9%	52	23.0%	41	18.1%	18	8.0%	62	27.4%	0	0.0%	0	0.0%
K-5 Schools															
Cleveland Elementary	404	67	16.6%	44	10.9%	81	20.0%	34	8.4%	186	46.0%	0	0.0%	0	0.0%
Glenview Elementary	465	85	18.3%	65	14.0%	44	9.5%	47	10.1%	127	27.3%	0	0.0%	3	0.6%
Kaiser Elementary	268	56	20.9%	44	16.4%	16	6.0%	20	7.5%	87	32.5%	0	0.0%	0	0.0%
Montclair Elementary	640	92	14.4%	83	13.0%	34	5.3%	36	5.6%	138	21.6%	0	0.0%	0	0.0%
Redwood Heights Elementary	372	66	17.7%	50	13.4%	33	8.9%	39	10.5%	72	19.4%	0	0.0%	0	0.0%
Thornhill Elementary	410	40	9.8%	54	13.2%	15	3.7%	32	7.8%	54	13.2%	0	0.0%	0	0.0%
6-8 Schools															
Hillcrest Elementary (K-8)	388	34	8.8%	29	7.5%	8	2.1%	23	5.9%	37	9.5%	0	0.0%	0	0.0%
Claremont Middle	485	136	28.0%	97	20.0%	27	5.6%	80	16.5%	204	42.1%	1	0.2%	2	0.4%

Source: California Department of Education DataQuest Report 2018-19, Enrollment by Ethnicity and Grade

In English-Language Arts, FCSO is outperforming seven of the eight similar schools that were assigned as comparison schools by the Oakland Unified School District's Office of Charter Schools. The following two tables show the percentage of students meeting or exceeding grade level standards, as measured by the SBAC in English and in Mathematics, respectively, at Francophone and its eight comparable school sites.

English-Language Arts Performance Smarter Balanced Assessment: English-Language Arts, May 2019 Administration

Name of School	Percentage of Students Meeting or Exceeding Standards
<i>Redwood Heights</i>	57.1%
<i>Claremont Middle</i>	58.3%
<i>Glenview Elementary</i>	58.3%
<i>Cleveland Elementary</i>	61.6%
<i>Kaiser Elementary</i>	67.4%
<i>Montclair Elementary</i>	77.9%
<i>Thornhill Elementary</i>	82.8%
Francophone Charter School of Oakland (K-8)	85.9%
<i>Hillcrest Elementary (K-8)</i>	87.4%

Source: California Assessment of Student Performance and Progress (CAASPP)

Mathematics Performance

Smarter Balanced Assessment: Mathematics, May 2019 Administration

Name of School	Percentage of Students Meeting or Exceeding Standards
<i>Redwood Heights</i>	45.2%
<i>Glenview Elementary</i>	48.0%
<i>Claremont Middle</i>	53.8%
<i>Cleveland Elementary</i>	61.1%
<i>Montclair Elementary</i>	67.5%
<i>Kaiser Elementary</i>	70.5%
<i>Thornhill Elementary</i>	72.2%
Francophone Charter School of Oakland (K-8)	74.3%
<i>Hillcrest Elementary (K-8)</i>	82.5%

Source: California Assessment of Student Performance and Progress (CAASPP)

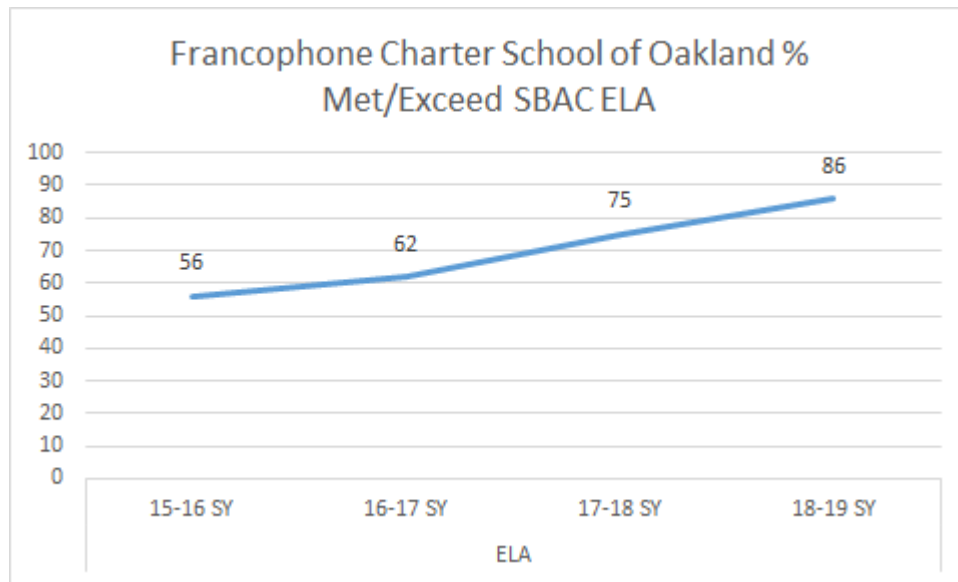
The only school that had a marginally higher percentage of students meeting or exceeding standards on the ELA and Math SBAC was Hillcrest Elementary, located in Upper Rockridge. As noted above, FCSO serves higher numbers of African-American, Latinx, English-Learner, Special Education, and socioeconomically disadvantaged students than Hillcrest Elementary. FCSO serves the highest number of Latinx students amongst all the comparison schools.

In sum, the above English and Math SBAC data from 2018-2019 indicate that Francophone prepares its diverse students to meet grade level standards as well or better than most similar schools.

Improvement in Student Achievement: English-Language Arts

In addition to outperforming many comparable schools within the last academic year, Francophone counts among its successes the performance of its students over time in English Language Arts. Francophone, since its establishment in 2015, has steadily grown the percentage of students performing at or beyond grade level expectations as measured by the English SBAC assessment for grades 3 and up. The following table shows school-wide gains in the percentage of students performing at or beyond expectations in English Language Arts over the last four years, with the percentage of students performing at or beyond grade level growing from 56% in May 2016 to 86% in May 2019.

**School-Wide English-Language Arts Performance, Multi-Year Comparison
Smarter Balanced Assessment: English-Language Arts, 2015-2019**



Source: California Assessment of Student Performance and Progress

Improvement in Student Achievement: Mathematics

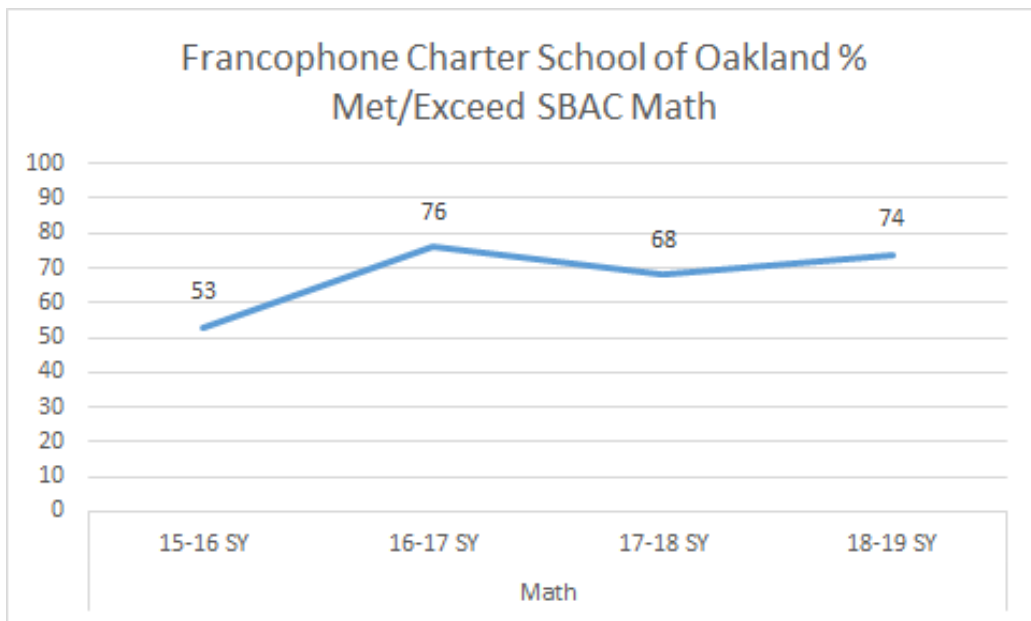
With respect to Mathematics achievement over the last four years, Francophone has, overall, improved the percentage of students (at grades 3 and above) performing at or beyond grade level expectations as measured by the Mathematics SBAC assessment, from 53% in May 2016 to 74% in May 2019. The following table shows school-wide percentages of students performing at or beyond expectations in Mathematics over the last four years. While the overall progress in the last four years has been positive, the school’s results in mathematics on the May 2018 administration of the CAASPP prompted the development of program changes and new approaches to teacher support for the 2018-2019 school year, including the following:

- Purchase of *Eureka* mathematics curricula translated into French language for teachers whose first language is French.
- Access to *Eureka* professional development webinars to support teachers in planning mathematics instruction and assessing student needs.
- Five early release days dedicated to professional development for teachers on the subject of differentiation in mathematics, led by Laurence Champomier.
- Purchase of *Zearn*, a web-based digital supplement to *Eureka* math curriculum, which provided students in grades 3-5 with self-paced math practice and opportunities for independent problem solving.
- Grade level and vertical collaboration among teachers focused on mathematics instruction. Example 1: kindergarten teachers implemented math instruction in an *atelier* (center/workshop) format to facilitate differentiation and to promote variety and choice of platforms for math learning (tablets, games, partner work, independent practice). They

also trained interns (graduate level student teachers) to lead mini-lessons reviewing mathematics concepts to targeted students. Example 2: First grade teachers planned math instruction based on time of day and student need, recruiting an experienced third grade colleague to lead small group instruction to students in need of engaging review and remediation. Example 3: peer visits, in which teachers offered demonstration lessons for colleagues, and colleagues visited their classrooms to observe.

As a result, the school's results in mathematics on the May 2019 administration of the CAASPP improved to 74% of students performing at or beyond grade level.

**School-Wide Mathematics Performance, Multi-Year Comparison
Smarter Balanced Assessment: Mathematics, 2015-2019**



Source: California Assessment of Student Performance and Progress

Innovative and Collective Models for Measuring Student Growth

Francophone Charter School is a member of the CORE Data Collaborative. Alongside other schools and districts, Francophone shares its results on standardized assessments of student learning, including the English Language Proficiency Assessment of California (ELPAC) and the English-Language Arts and Mathematics Smarter Balanced Assessment Consortium tests (SBAC). This permits Francophone to compare its results to another group of schools in the CORE Data Collaborative and to see its growth in a platform not available to all schools, the CORE Data Dashboard, from which the following data were extracted.

In the CORE Data Collaborative, Francophone's elementary English Language Arts and Mathematics growth percentiles for 18-19 were 70th percentile and 58th percentile, respectively. In other words, relative to other schools in the CORE Data Collaborative, Francophone students, on average, grew in English Language Arts more rapidly than 70 percent of CORE schools, and grew in Mathematics more rapidly than 58 percent of CORE schools. Based on the performance bands that CORE has defined to classify schools' growth, in which schools at the 71st percentile are considered "high growth", Francophone's growth in English Language Arts is nearly high. Math growth, on the other hand, is average, and remains, as discussed on page 17, an area of needed focus and improvement.

French Language

The success of the school's French immersion program is demonstrated by the school's results on the DELF Prim, with 100% of students passing with DELF Prim A1.1, A1, or A2. The DELF Prim is an official diploma awarded by the French Ministry of Education to certify the skills in French as a foreign language of children aged 8 to 11. The examination topics correspond to the interests of the age group: the surrounding environment (family, personal information, interests, friends). The students are evaluated for their oral comprehension, their oral production, their written comprehension, and their written production.

Standard II: The School is Demonstrably Likely to be Able to Implement the Proposed Program.

The following features, summarized below, are assets which strengthen Francophone’s foundation and contribute to its capacity to implement the program proposed in section III.

Adherence to the Proposed Educational Program

FCSO has adhered to the academic program it proposed in its initial charter petition. The Charter School’s instructional program is aligned with what was initially proposed in the initial charter petition. Examples of this fidelity include:

- A successful two-way immersion program, demonstrated by students’ success on both the DELF Prim assessment of French language and literacy and the SBAC assessment of English language and literacy.
- A focus on the wellness of the whole child, with robust programming in social-emotional learning (SEL) and restorative practices. The school has had no suspensions or expulsions during its initial charter term.
- Comprehensive professional development opportunities for staff, to ensure that they continue to build the skills needed to achieve gains in student assessments.

FCSO puts a high value on using data to ensure that it is meeting the terms and commitments of its charter. The school centers its practice on its commitments. The school believes that it has implemented its educational program with fidelity, resulting in strong measurable pupil outcomes, and compliance with regulatory elements.

Pursuit of Measurable Pupil Outcomes

The Charter School adopted the Oakland Unified School District’s Collective MPOs, and has achieved its goals in meeting the growth targets and/or proficiency levels. The Collective MPOs can be viewed in Element 1 of this petition.

Standing with Families

Francophone Charter School of Oakland is well-perceived by community partners, stakeholder groups, and families of enrolled students. The summary results from the 18-19 SY Family Survey reflect how families feel about Francophone:

Question	Average Answer (1 = lowest rating; 5= highest rating)
How much of a sense of belonging does your child feel at his/her school?	4.5
Overall, how much respect do you think the teachers at your child's school have for the	4.5

children?	
How well do administrators at your child's school create a school environment that helps children learn?	4.3
How much does the school value the diversity of children's backgrounds?	4.3

Source: Francophone Charter School of Oakland Families Survey Data 18-19 SY, administered Spring 2019

Governance

The Charter School is governed by a seasoned and committed board of directors. More detailed information about the Governance efforts of the school can be found in Element 4. Board members also serve on committees, to ensure the successful operation of the school. The committees include the Governance Committee, which is responsible for recruiting, nominating, training, and evaluating board members, as well as overseeing the functioning of the Board as a governing entity; the Education Committee, which has primary responsibility for supporting and overseeing the school's academic goals; the Finance Advisory Committee, which has primary responsibility for the financial management of the organization in coordination with the Executive Director; the Facilities Committee, which leads the process for applying for, searching for, evaluating and securing a suitable facility for the operations of the school (short term and long term); and the Audit Advisory Committee, which has primary responsibility for the coordination of the School's annual audit.

Talent Development

FCSO has a strong focus on talent development, in order to continue to improve student outcomes. The Charter School continues to review assessment data, surveys, and other sources of data to identify areas that teachers would benefit from further training on. Upon identifying an area that teachers could benefit from further training on, the Administrative Team works to identify the best way to provide that professional development to teachers, and in some cases may use an external expert to deliver the trainings. Below are examples of recent professional development opportunities that were delivered to the staff at The Charter School.

Internal Professional Development Topics:

- Toolbox: Social Emotional Learning Curriculum
- Restorative Practices: Introduction
- Technology integration
- Safe and supportive schools & PBIS framework
- Positive reinforcement strategies
- Communicating student learning to families via report card and conference
- Multi-Tiered System of Supports (MTSS)

- Using Pathways (SIS) and Google Sheets to monitor student progress
- Scaffolding mathematics reasoning from concrete to abstract
- Readers' Workshop
- Assessment of French reading using GB+ leveled reading
- Assessment of English reading using Fountas & Pinnell running records
- Playworks: Group management, structured transitions, and inclusive play

External Professional Learning for Teachers and Staff:

- Contra Costa County Office of Education, Teacher Induction Program
- Restorative Practices: 4 day workshop, International Institute for Restorative Practices
- Responsive Classroom
- Equity and White Fragility

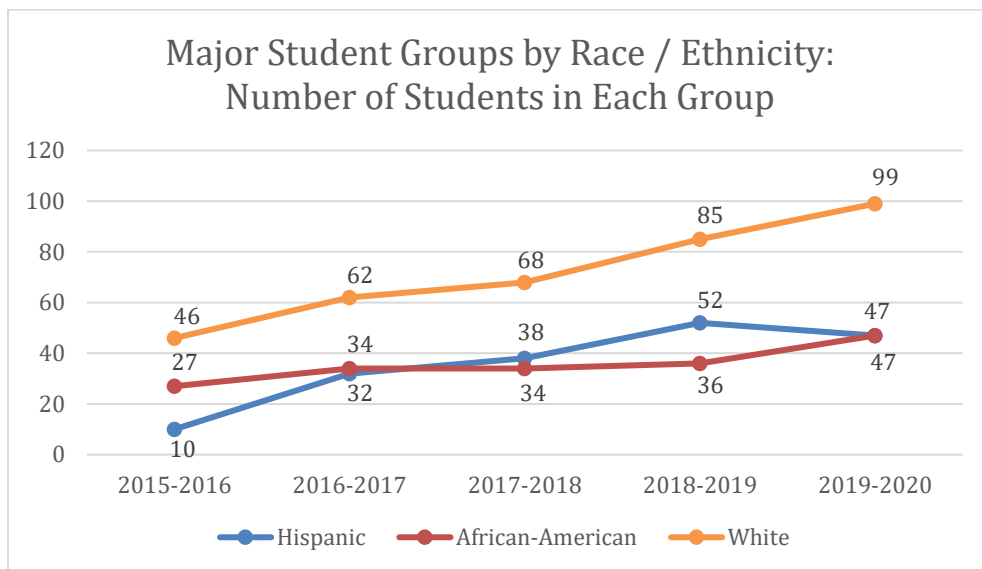
Finance

FCSO maintains fiscal responsibility as demonstrated in the latest audits findings, for the year ending in June 2018. The audit report states that there were no findings of lack of internal controls, and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. As a result of prudent financial management, the school has been able to accumulate a fund reserve equal to 18% of its yearly expenses at the end of fiscal year 2019.

Standard III: The School’s Plans for a Future Charter Term are “Reasonably Comprehensive”.

FCSO’s general course for next term is to continue the existing program and scale up the accomplishments of the first term. The Charter School will adhere to the successful two-way immersion program and whole-child approach to learning, and it will continue to use data to build and strengthen the program. Recent investments in new or additional curricula include new Positive Behavioral Interventions and Supports (PBIS) curricula, new middle school math curricula, and *Second Step* advisory curriculum for middle school (6th & 7th grades).

Further, the Charter School has worked hard to ensure that the school is diverse and has seen the number of Black and African American students and Latinx/Hispanic students grow significantly as the school invests heavily in strategic recruiting efforts. The number of White students and the number of Black/African American students have doubled since the beginning of the charter term, and the amount of Hispanic/Latinx students has almost quintupled since the beginning of the charter term. More information about the Charter School’s recruitment efforts can be found in Element 7.



Mission

The mission of the Francophone Charter School of Oakland (Francophone Charter School) is to provide a dual immersion curriculum to a diverse community of students. FCSO’s goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity.

While private language immersion programs have been in the area for decades, families unable to afford a private school education for their children have historically been denied this invaluable educational opportunity. Within the last few years, education leaders have recognized this unmet demand for language immersion education, resulting in the opening of multiple language immersion charter schools in the Bay Area and the development of language immersion programs

in a variety of languages, including French, Arabic and Farsi. These programs provide some offerings for parents but continue to receive more applications for admission than they can accommodate and leave parents scrambling for other high-quality, affordable language immersion opportunities for their children.

A small number of schools in the East Bay offer language immersion programs to public school students starting in elementary school. These programs teach Spanish and Mandarin Chinese, but no French language immersion program existed until Francophone Charter School of Oakland. Offering a broader range of languages through public language immersion programs leads to a richer linguistic and cultural tapestry in the community and enhances its overall diversity.

The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

In accordance with the Charter Schools Act of 1992, Francophone Charter School of Oakland hereby respectfully petitions Oakland Unified School District (“the District”) to renew the charter for the Charter School for a five-year period, from July 1, 2020 to June 30, 2025, which has been extended by operation of law (Education Code Section 47607.4) to June 30, 2027.

The Charter Schools Act of 1992 states that: It is the intent of the Legislature...to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold The Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter Schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. - California Education Code Section 47601(a)-(g)

The Charter School has made and will continue to make important contributions to the legislative goals outlined above. By granting this renewal, the District will help fulfill the intent of the Charter Schools Act of 1992 (“Charter Schools Act”), while providing students in the District with a small

school option, and providing the District with the only public French two-way immersion language program in Alameda County.

Measurable Pupil Outcome		Amount 1	Amount 2	15-16 SY	16-17 SY	17-18 SY	18-19 SY	MPO Met?
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of 45 percent.	5%	45%	56% ELA. Source: FCSO report to OUSD OCS	62% ELA. Source: FCSO report to OUSD OCS	75% ELA. Source: FCSO report to OUSD OCS	86% ELA. Source: CAASPP student data report (preliminary results prior to public release)	yes
	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of ___ percent.	-	-					
2	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	82%		yes
	Two or More Races							
	English Learners							
	Students in Foster Care							

	Low-Income Students							
	Special Education							
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	5%	50%	53% ELA. Source: FCSO report to OUSD OCS	76% ELA. Source: FCSO report to OUSD OCS	68% ELA. Source: FCSO report to OUSD OCS	74% ELA. Source: CAASPP student data report (preliminary results prior to public release)	yes
4	By the end of the charter term, for each numerically significant student group,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.			yes
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								
Special Education								

5	Each year, 50 percent of students will increase one grade level on the F& P or achieve proficiency.	50%	one grade level	64% Source: FCSO report to OUSD OCS	71% Source: FCSO report to OUSD OCS	64% Source: FCSO report to OUSD OCS	94% Source: Staff assessment of student reading reports.	yes
	<i>ELA/Reading Assessment: Fountas and Pinnell Benchmark Assessment</i>							
6	Each year, for each numerically significant student group,* 50 percent of students will increase one grade level on the F& P (same assessment as #5) or achieve proficiency.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	50%	one grade level	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	50%	one grade level	65% Source: FCSO report to OUSD OCS	Hispanic: 10% Black / African-American: 50% White: 40% Two+: 5% Economically disadvantaged: 20% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	yes
	Two or More Races							
	English Learners							
Students in Foster Care								
Low-Income Students								

	Special Education							
7	Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.	50%	No data reported	83% of English Learners improved one or more proficiency level.	CELDT-->ELPAC Transition year			
8	Each year, have less than 20 percent of students absent more than 10% of the school days (chronic absence).	20%	3% Source: FCSO report to OUSD OCS	14% Source: FCSO report to OUSD OCS	9% Source: FCSO report to OUSD OCS	11.6% Source: Core Data Collaborative	yes	
9	Each year, for each numerically significant student group,* have less than 25 percent of students absent more than 10% of the school days (chronic absence).	-						
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	25%	No data reported	Black / African-American: 3% Source: FCSO report to OUSD OCS	Black / African-American: 9% Source: FCSO report to OUSD OCS		yes	
	White	25%	No data reported	White: 2% Source: FCSO report to OUSD OCS	White: 4% Source: FCSO report to OUSD OCS		yes	
	Two or More Races							
	English Learners							
	Students in Foster Care							
Low-Income Students								
Special Education								
10	Each year, at least 60 percent of students and families positively rate school safety.	60%						

	<p><i>Student Survey Question: I feel safe at school. Agree/Disagree</i></p> <p><i>Family Survey Question: I feel that my child/children is/are safe at school. Agree/disagree</i></p>		No data reported	60% of students positively rate school safety/culture by agreeing with survey item: <i>I feel safe at school</i> (response options: agree/disagree).	Students not reported.	81% of respondents strongly agreed or agreed that their student feels safe at the school for the item: <i>Overall, how unsafe does your child feel at school?</i>	yes
11	Each year, at least 60 percent of students and families positively rate academic instruction.						
	<p><i>Student Survey Question: I believe my school provide quality academic instruction. Agree/Disagree</i></p> <p><i>Family Survey Question: I believe the school provides quality academic instruction. Agree/Disagree</i></p>	60%	No data reported	65% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: agree/disagree).	97% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: agree/disagree).	79% of families agree or strongly agree that the teaching matches their students' learning style: <i>How well do the teaching styles of your child's teachers match your child's learning style?</i>	yes
12	Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	60%					

	<p><i>Student Survey Question: I feel that I can make suggestions and be part of decisions made at school. Agree/Disagree</i></p> <p><i>Family Survey Question: I feel that the school involves families in decision-making and allows families to give feedback about the school. Agree/Disagree</i></p>		<p>No data reported</p>	<p>65% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</i></p>	<p>80% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</i></p>	<p>Question not asked on survey</p>	<p>Yes when tracked</p>
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Summary Table of Substantive Changes	
Item	Revision
Statement of Assurances	Updated Statement of Assurances per OUSD
Introduction	<ul style="list-style-type: none"> ● Added information about accomplishments from the first charter term ● Removed language that was specific to a pre-approved school that outlined the success of existing and established two-way French immersion schools around the country
Element 1	<ul style="list-style-type: none"> ● Updated DRL ● Updated Collective MPOs ● Updated LCAP ● Updated students served section ● Updated instructional methods ● Updated instructional technology used ● Updated parental involvement requirements to align with current Ed Code ● Updated instructional minutes ● Updated plans for special learners ● Updated ELPAC information
Element 2	<ul style="list-style-type: none"> ● Updated DRL ● Updated MPOs ● Updated LCAP
Element 3	<ul style="list-style-type: none"> ● Updated DRL ● Updated assessment information
Element 4	<ul style="list-style-type: none"> ● Updated DRL ● Updated information about board committees
Element 5	<ul style="list-style-type: none"> ● Updated DRL ● Updated information about job descriptions ● Updated information about evaluations
Element 6	<ul style="list-style-type: none"> ● Updated DRL ● Updated student health and safety to align with most recent Ed Code requirements
Element 7	<ul style="list-style-type: none"> ● Updated DRL
Element 8	<ul style="list-style-type: none"> ● Updated DRL ● Updated lottery preferences

Element 9	<ul style="list-style-type: none"> ● Updated DRL ● Removed references to NCLB ● Updated description of audit
Element 10	<ul style="list-style-type: none"> ● Updated DRL ● Updated language around suspension and expulsion procedures
Element 11	<ul style="list-style-type: none"> ● Updated DRL ● Updated information about retirement systems
Element 12	<ul style="list-style-type: none"> ● Updated DRL ● Updated section
Element 13	<ul style="list-style-type: none"> ● Updated DRL ● Updated section
Element 14	<ul style="list-style-type: none"> ● Updated DRL
Element 15	<ul style="list-style-type: none"> ● Updated DRL

Affirmations, Declarations, and Assurances

Affirmation of Conditions Described in Education Code Section 47605(e)

Francophone Charter School of Oakland (also referred to herein as “Charter School”):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (“Ed. Code”) § 47605(e)(1))
2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))
3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status. (Ed. Code § 47605(e)(1))
4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil’s parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))
5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District (“OUSD” or “District”) except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))
 - a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))
 - b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))
 - c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))
 - d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))
7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))
8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))
9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))
10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))
2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))
3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 et seq. and the Political Reform Act (Ed. Code § 47604.1(b)(3) and (4))
5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(1))
6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Ed. Code §§ 44830.1, 45122.1, and 45125.1)
7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))
8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)
9. Shall adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, section 5; and MGL c. 89, 71 sections (f) and (I).
10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 et seq.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)
12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

- a. The California Code of Regulations
- b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
- c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.)
- d. Displaying all required postings at school site and online
- e. Following the minimum and maximum age requirements for enrollment
- f. Providing the minimum number of instructional minutes

NOTE: This Charter contains specific “District Required Language (DRL)”, including the above *Affirmations, Declarations, and Assurances* section. The DRL should be highlighted in gray with each Charter element or section. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” – Ed. Code § 47605(c)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – Ed. Code § 47605(c)(5)(A)(ii)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A to G” admissions criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
- To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School ‘shall consult with teachers,

principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...’ (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Mathematics Placement Policy

If Charter School serves ninth grade, Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Student Enrollment and Grade Levels Served

For the term of the Charter, Charter School projects the following grade levels and enrollment:

<i>Grade Level</i>	<i>2020-2021</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>
<i>TK</i>	26	26	26	26	26
<i>K</i>	78	78	78	78	78
<i>1</i>	58	72	72	72	72
<i>2</i>	45	53	66	66	66
<i>3</i>	37	43	51	63	63
<i>4</i>	46	36	41	49	60
<i>5</i>	37	44	35	39	47
<i>6</i>	18	36	42	34	37
<i>7</i>	7	17	35	40	33
<i>8</i>	6	7	16	34	38
<i>9</i>	NA	NA	NA	NA	NA
<i>10</i>	NA	NA	NA	NA	NA
<i>11</i>	NA	NA	NA	NA	NA
<i>12</i>	NA	NA	NA	NA	NA
<i>Other</i>	NA	NA	NA	NA	NA
<i>Total</i>	358	412	462	501	520

Maximum enrollment of school during the upcoming charter term: 520

Charter School acknowledges that it is the position of the District that any deviation from the grade levels listed above shall be considered a material revision of the Charter under Education Code section 47607(a). Further, any increase in enrollment exceeding either 5% OR 20 students of the total enrollment, shall be considered a material revision of the Charter, and any decrease in enrollment exceeding 10% AND 20 students below the projected enrollment for a given year shall also be considered a material revision of the Charter.

Mission

The mission of the Francophone Charter School of Oakland (Francophone Charter School) is to provide a dual immersion curriculum to a diverse community of students. Our goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity.

Vision

Francophone Charter School will achieve its mission by:

- Providing an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges;
- Preparing students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Recruiting and maintaining a diverse student body and staff;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision-making process;
- Fostering values of accountability and responsibility.

What It Means To Be An Educated Person in the 21st Century

An educated person in the 21st century needs a strong foundation of knowledge and skills to be able to address and solve complex problems. Rapid changes in technology bridge gaps between continents and cultures that were once isolated and are now closer and more interconnected than ever before. These changes emphasize the increased pace of globalization and crystallize the importance of self-awareness, cross-cultural sensitivity, multiple language proficiency, global citizenship, and technological skills in developing an educated person who appreciates and values the perspectives of others. Awareness and knowledge of cultures, histories, and stories of resilience within their own families, local communities and global communities, help students develop better self-awareness¹ to manage and succeed in this increasingly complex world.

The French language provides a common link between geographically and culturally diverse communities that span five continents. After English, French is the most frequently taught language in the world. French language mastery provides a framework by which students can explore the diversity of francophone arts and culture, the global impacts of their actions, civic engagement on a global scale, and how language can unite and provide context to cultural diversity. Learning French also allows students to develop deeper relationships with francophones and positions them well for opportunities with many businesses, governments, non-profit

¹ http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&_r=3&

organizations and large multi-national organizations that conduct business in English and French². Francophone Charter School plans to provide the following – as outlined in the vision – in order to ensure that each one of its students is an educated person in the 21st century.

- Providing academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges;
- Preparing students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision-making process;
- Fostering values of accountability and responsibility

Students Served

Francophone Charter School of Oakland seeks to serve a diverse student population. It is important for students to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people, and the school seeks to attract students from many different neighborhoods across Oakland Unified School District. The following table shows the many different zip codes represented at the school. More information about the Charter School’s recruitment efforts can be reviewed in Elements 7 and 8.

Zip Code	15-16 SY Count	16-17 SY Count	17-18 SY Count	18-19 SY Count	Neighborhood(s) in Zip Code
94601	1	5	8	12	Fruitvale
94602	3	6	7	12	Upper/Lower Dimond, Oakmore
94603	1	6	6	12	Cox, Elmhurst Park, Sobrante Park
94605	11	20	25	40	Bancroft, Millsmont, Eastmont, Sequoyah
94606	2	4	4	5	Rancho San Antonio, Merritt, Laney

² Canada (our largest trade partner), the United Nations, NATO and The International Red Cross conduct their business in English and French. Additionally, many of the emerging economies of Africa are French-speaking nations.

94607	2	3	5	5	Acorn, Lower Bottoms, McClymonds
94608	0	1	3	2	Clawson, Hoover-Foster
94609	4	5	6	11	Temescal
94610	7	8	9	11	Crocker Highlands, Lakeshore, Grand Lake
94611	3	8	11	18	Montclair, Piedmont
94612	0	0	1	1	Downtown Oakland
94614	4	0	0	0	Coliseum
94618	3	3	3	3	Rockridge, Upper Rockridge
94619	3	6	8	13	Maxwell Park, Redwood Heights, Leona Heights
94621	0	1	2	4	Coliseum, Lockwood Gardens, Highland

Table 1. Zip codes represented at school, extract from Pathways SIS

Benefits of Two-Way Immersion for Special Populations

There are clear benefits of language immersion education for low-income students. Research shows that low-income African American children in a language immersion program outperform children of similar background in English-only programs³, and that low-income African American children who enrolled in a French language immersion program performed as well as their African American peers in a non-immersion setting⁴. Just over half of the students in Cincinnati’s foreign language magnet program receive free and reduced lunch. Students in this magnet program show math and reading scores far better than the national average and better than any of the other magnet programs in Cincinnati⁵. A study of the Milwaukee Public Schools showed that African American students and students of disadvantaged backgrounds who enrolled in the district’s French immersion program had better test scores than students with the same characteristics who enrolled in other public schools in the district.

³ Lightbown, 2007

⁴ Haj Broussard (2002); Holobow, Genesee, Lambert, Gastright, and Met (1987); Holobow, Genesee and Lambert (1991)

⁵ <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>

Data also show that English Learners (Els) enrolled in a two-way immersion program outperformed Els in every other EL program on English reading standardized tests⁶. Els in the TWI program showed continued improvement in English reading skills from kindergarten through 12th grade, while Els in non-TWI programs⁷ showed improvement until middle school or early high school followed by decline. While late-exit bilingual programs was the only other program in which Els reached the 50th percentile in English reading and maintained it through 12th grade, average reading scores for Els in 12th grade were just over 50% for this group versus over 60% for Els in the TWI program. Research conducted by the Berkeley Unified School District on its TWI programs shows that its EL students in the TWI program perform on par – or better than – their non-TWI peers in English reading. These data indicate that TWI programs can help close the achievement gap for Els.

To ensure that teachers are prepared to teach a diverse community of learners, Francophone Charter School will offer professional development opportunities in cultural competence through an organization such as The Center for Culturally Responsive Teaching and Learning, which builds teachers' background knowledge in the cultures and languages of underserved students to ensure that teachers and administrators are able to adequately teach and maintain a diverse and successful student body.

Francophone Charter School's plans for addressing the needs of low-income students and other special populations are included in the Plan for Special Learners.

How Learning Best Occurs

Becoming bilingual expands a student's world view. In an increasingly global society, being able to communicate with others in multiple languages is paramount to cross-cultural understanding. Through early and sustained immersion in the French language, students of Francophone Charter School will excel academically, become highly proficient in two languages and develop an appreciation for and sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the grade-level content is taught in a language other than English⁸. Research shows that students in two-way immersion language programs like the one that will be implemented at Francophone Charter School achieve greater academic success than their peers in monolingual programs⁹, are more advanced readers¹⁰, perform better on standardized tests, and are less likely to drop out of school¹¹. Research also indicates that students can simultaneously

⁶ http://www.berkeleyschools.net/wp-content/uploads/2011/09/Effectively_Implementing_Two-Way_Immersion_in_Berkeley_-_M_Rivera_-_APA1.pdf

⁷ Non-TWI programs included in the study are (1) late-exit with content ESL, (2) early-exit with content ESL, (3) early-exit with traditional ESL, (4) ESL through academic content, and (5) traditional ESL pull-out.

⁸ Center for Applied Linguistics, <http://www.carla.umn.edu/immersion/bibliographies/one-way.html>. Also see <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf> for a complete summary of the varied benefits of second language acquisition at a young age.

⁹ Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56-59.

¹⁰ <http://www.sfgate.com/education/article/S-F-seen-as-model-in-bilingual-education-over-5229826.php>

¹¹ Pimentel, C. (2011). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos & Education*, 10(4), 335-353. doi:10.1080/15348431.2011.605686

master a rigorous academic curriculum taught in the target language and master both languages.¹² Language immersion programs particularly benefit young children, such as those in elementary or TK-8 schools. Of the few schools that offer a second language program to students in the Oakland Unified School District (not including schools that offer a transitional bilingual program), most are high schools that offer second language courses. However, these language offerings come well after then best time for initial exposure to learning multiple languages (before age seven)¹³ and the period when children have the greatest facility to learn multiple languages (from the time they are infants until they are in their early teens¹⁴). Francophone Charter School will offer a French immersion program for students starting in transitional kindergarten, which allows students to take advantage of these benefits of early language acquisition.

The benefits of second language acquisition go beyond performance in school. Research shows numerous other benefits to learning more than one language, which include increased executive functioning and cognitive development¹⁵, better problem solving skills¹⁶, delaying the onset of dementia and other forms of Alzheimer’s disease¹⁷, better conflict resolution skills, and increased adaptability to new environments¹⁸. Further, research has shown children who speak more than one language are more highly attuned to processing sound, can pay attention better than their monolingual peers, showed reduced levels of anxiety, loneliness, and poor self-esteem, and were less likely to argue, fight, or act impulsively.¹⁹

Learning a second language also creates economic and sociocultural opportunities locally and around the world. Proficiency in multiple languages provides access to additional employment opportunities in international business, tourism, communications, non-profit service, and diplomatic and outreach industries. Research shows that competence in multiple languages increases both job opportunities and wages in a wide range of career opportunities, including – but not limited to – business, technology, the US military, and non-profit humanitarian organizations²⁰. Learning multiple languages also expands a student’s world view, helps connect people, and provides a bridge to deeper relationships with people from diverse backgrounds. Learning about diversity both within the French-speaking world and among the families and staff at Francophone Charter School can provide a unique opportunity to make the celebration of diversity an integral part of the school’s culture and build on the school’s mission and teachings in global citizenship.

¹² Tong, F., Lara-Alecio, R., Irby, B. J., & Mathes, P. G. (2011). The effects of an instructional intervention on dual language development among first-grade Hispanic English-learning boys and girls: A two-year longitudinal study. *Journal of Educational Research*, 104(2), 87-99. doi:10.1080/00220670903567364; Met, Myriam, “Improving Students’ Capacity in Foreign Languages,” *Phi Delta Kappa*, November, 2004.

¹³ http://carla.acad.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

¹⁴ Conboy & Kuhl, 2011; Giannakopoulou, Uther, & Ylinen, 2013; Klein, Mok, Chen & Watkins, 2013; Kuhl, 2011.

¹⁵ Curtain, H. & Dahlberg, C.A. (2004), *Languages and children: Making the match. New languages for young learners, grades K-8*. Boston, MA: Allyn & Bacon.

¹⁶ Center for Applied Linguistics

¹⁷ Bhattacharjee, 2012

¹⁸ Marian & Shook, 2012

¹⁹ Gillette, 2013

²⁰ The US military offers a Foreign Language Proficiency Bonus as a financial incentive for members to help the armed services enhance its foreign language capabilities. The law authorizes payment of a bonus up to \$12,000 for a 12-month period. (<http://militarypay.defense.gov/pay/specialindex.html#316>)

The Charter School's two-way immersion model, configuration, use of time, teaching strategies, curriculum materials, assessments, and support systems will all be aligned with best practices in language immersion education.

Language Immersion Model

The focus of the instructional approach of Francophone Charter School is the two-way immersion (TWI) model, a specific type of language education that allows students to learn a second language while continuing to develop their first language. In the TWI model, two languages are used for instruction at different ratios throughout the educational experience of the student, with at least 50% instruction in the second language. Francophone Charter School will offer instruction in French and English. TWI programs promote bilingualism and bi-literacy, academic achievement and cross-cultural awareness and behaviors for all students.

For the TWI model to be most successful, the program should enroll an equal number of students with proficiency in each of the languages (50% with some level of French proficiency and 50% with English or other language skills). Students are integrated throughout the school day, regardless of their French language skills. This strategy allows for students to model their French and English language skills, thus enhancing the learning environment for both groups. In language immersion programs, the emphasis is on learning the content being taught, rather than the language. While TWI programs vary in implementation, fidelity to the model includes the following characteristics: instruction in two languages, one language at a time, and peer-to-peer facilitated language sharing²¹.

The ratio of French to English instruction will gradually decrease over a student's experience at Francophone Charter School. Students in transitional kindergarten, kindergarten, first and second grades will receive 90% of their instructional time in French and 10% in English. This ratio was chosen to provide more contact hours for non-French speakers in order to enhance their French proficiency at an earlier age and to maximize language acquisition early and fully.²² Starting in third grade, students will receive 70% of their instruction in French and 30% in English. The ratio will decrease to 50/50 in sixth grade and will remain that way through eighth grade. Subjects taught in French will be taught by native or near-native francophones who are also proficient in English. Subjects taught in English will be led by teachers with native English proficiency. The following

²¹ <http://www.ksbe.edu/spi/pdfs/bilingual%20immersion%20full.pdf>

²² Research shows that students in language immersion programs transfer literacy and math skills developed in French to literacy and math skills in English. Despite receiving classroom instruction in English for the first time in 4th grade, one study found that the majority of French language immersion students in grades 3 to 5 performed at or above grade level on math assessments and English reading assessments. Longitudinal analysis of student data show increased performance in both math and reading in English between grades 3 and 5, with fewer than 3% of students in 5th grade scoring below grade level in these subject areas.
http://www.carla.umn.edu/immersion/acie/vol10/may2007_researchfindings.html,
<http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>

table shows the approximate allocation of instructional time by language and subject for each grade level.²³

Approximate Instruction of French by Subject Area

Grades	% of Instruction in French	Subjects Taught in French²⁴	Subjects Taught in English
TK-2	90%	Math Science History/Social Science French Language Arts Music Visual Arts Physical Education ²⁵	English
3-5	70%	Math Science French Language Arts Music Visual Arts Physical Education	English Language Arts History/Social Science
6-8	50%	Math Science French Language Visual Arts Physical Education	English Language Arts History/Social Science Math Science Visual Arts

²³ Percentage of time spent in each language at any particular grade may shift over time, depending on the latest findings in language immersion research and the school’s experience.

²⁴ In preparation for state testing, teachers may conduct some lessons in English in order to provide the best preparation for students. Some of this preparation will include teaching applicable English vocabulary and providing necessary vocabulary sheets and study materials. Dual immersion math vocabulary worksheets have been developed by the Granite School District in Salt Lake City, Utah and are samples of what can be used by teachers: <http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/DIMathVocab.aspx>.

²⁵ Francophone Charter School will attempt to teach physical education courses in French. Since recess may be part of physical education in elementary school, and children are less directed during this time, instruction in French may not occur at recess.

The approximate ratio of French to English allocated at each grade level by year is shown in the table below.

Additional Instructional Strategies

As a two-way immersion school, Francophone Charter School will employ a variety of instructional methodologies to support students' academic success. In addition to established language acquisition methodologies, the Charter School founders believe that the following strategies²⁶ are central to the mission and vision of Francophone Charter School:

1. Differentiated instruction
2. Inquiry-based learning
3. Social Emotional Learning
4. Technology
5. Looping
6. Specialized language acquisition strategies
7. Educational and career planning

Differentiated Instruction

Providing differentiated instruction is essential given the diverse learning needs of students in two-way immersion. A key component of learning a language well is continued practice. In order to provide students of varying language abilities the opportunity to practice at their level and build upon that level, differentiated instruction may include different exercises during which students of comparable language abilities are grouped together for a short time²⁷. The teacher will provide guidance to each of the groups and will gather the class as a whole at the end of the lesson for students to share what they learned. Teachers may also use aides or parent and community volunteers to help guide small groups. This strategy may mix students of different grade levels, depending on language proficiency of the student body, and will allow beginners to become more confident in their language skills and proficient speakers to enhance and grow their language skills.²⁸

Inquiry-Based Learning

In Inquiry-Based Learning (IBL), students will be given a question or a problem for which they will need to design and test hypotheses in order to find a solution. This style of learning aligns

²⁶ These instructional methodologies may be revised depending on the latest educational research and Francophone Charter School's experiences with these strategies

²⁷ The founding Principal and student body will determine actual strategies so that the latest in educational research and the needs of the student population are taken into consideration for instructional strategies used in the classroom.

²⁸ In its first year of operation, the Santa Rosa French American Charter School learned that students with higher levels of French proficiency needed more differentiated instruction and small group time with other highly proficient French speakers in order to continue advancing in the French language.

55 Content Based Instruction (CBI) has achieved popularity in Canadian French Immersion

well with the mission and values of Francophone Charter School by teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for decision-making and deeper understanding of concepts. Research shows that more involvement in the learning process leads to greater engagement and deeper understanding for students²⁹ and can improve academic performance, motivation, and participation in group work for students with learning disabilities.³⁰

When implemented in small groups, IBL requires collaboration among group members and enhances learning by allowing students in one group to learn about the processes and outcomes of other groups. With an emphasis on collaboration and community at Francophone Charter School, using IBL in small groups helps achieve the mission and vision of the school. Francophone Charter School will integrate IBL into its science, math and social studies curriculum. In its inaugural year, Francophone Charter School will use inquiry-based curriculums for both science and social studies (FOSS science curriculum and Teacher Curriculum Institute's Social Studies Alive!). Prior to the third year of operation, the Curriculum and Education Program Evaluation Team will work with math teachers to develop inquiry-based math lessons to complement the Eureka math curriculum.

Social Emotional Learning

Social Emotional Learning (SEL) is a comprehensive pedagogical approach that develops core life competencies associated with lifelong learning and success and is known for creating a positive school climate and classroom culture conducive to maximizing every child's academic and intellectual development. SEL also aligns well with the personal integrity and citizenship aspects of the mission of Francophone Charter School and is a current initiative in the Oakland Unified School District (OUSD). The Charter School plans to adhere to the current SEL curriculum goals outlined by OUSD.³¹ OUSD goals³² for SEL include:

- Students will develop and demonstrate self-management skills, regulate emotions, monitor and achieve behaviors related to school and life success.
- Students will develop self-awareness skills, have knowledge of one's emotions, develop an accurate and positive self-concept, and recognize individual strengths and external support systems.
- Students will develop social-awareness skills needed to establish and maintain positive relationships, including recognizing feelings and perspectives of others, appreciating individual and group differences, and contributing to the well-being of one's school and community.
- Students will demonstrate interpersonal skills needed to establish and maintain positive relationships, including using social skills and communication skills to interact effectively

²⁹ <http://www.edutopia.org/inquiry-project-learning-research>; C Wirkala, D Kuhn (2011). Problem-Based Learning in K-12 Education: Is it effective and how does it achieve its effects? *American Educational Research Journal*, 48(5):1157-1186.

³⁰ Filippatou, D. Kaldi, S. (2010). The effectiveness of project-based learning on pupils with learning difficulties regarding academic performance, group work and motivation. *International Journal of Special Education*, 25(1):17-26.

³¹ <http://www.thrivingstudents.org/46/social-and-emotional-learning-oakland-unifed-school-district>

³² Francophone Charter School will consider revising its goals in the event that OUSD modifies its goals for this curriculum or in the event that the latest educational research suggests modifications to these goals.

with others while developing healthy relationships and demonstrating an ability to prevent, manage, and resolve interpersonal conflicts.

- Students will demonstrate decision-making skills, problem-solving skills, and responsible behaviors in school, personal, and community contexts.

The K-5 SEL curriculum is Toolbox. The SEL curriculum for the middle school is Second Step-Middle School/Advisory.

Positive Behavior Interventions and Support (PBIS)

Positive Behavior Interventions and Support (PBIS) is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional and behavioral competence of all students. The components of the Charter School's PBIS program include:

- a. Monthly celebrations of student art, citizenship, and diverse cultural themes.
- b. Core values: Safe, Respectful, and Responsible.
- c. School-wide pledge and behavior expectations.
- d. Explicit instruction to students of our expectations for each area of campus. Lesson plans.
- e. Emphasis on prevention of unwanted behavior: active supervision, clear expectations posted in all classrooms and campus locations,, and frequent, positive interactions between staff and students.
- f. Classroom environment designed to prevent and reduce unwanted behavior.
- g. Monthly review of climate and behavior data in a team-based format focused on inclusive and culturally responsive school practices. Identify patterns and recommend interventions. Curate and propose materials to support equity and inclusion, e.g. Anti-Racism, Bullying Prevention, Diverse Learners.

Restorative Practices

Restorative practices is an alternative to addresses wrongdoings by punishment. Restorative practices promote dialogue, accountability, and a stronger sense of community. Restorative practice is a philosophical framework that can be applied in a variety of contexts -- the justice system, schools, families, communities, and others.

The school's restorative practices include the following:

- a. Proactive circles: build community and relationships to support learning in classrooms.
- b. Problem solving circles: address issues in classrooms.
- c. School-wide pledge and behavior expectations.
- d. Explicit instruction to students of our expectations for each area of campus.

Looping

Whenever possible, Francophone Charter School loops teachers with students. Looping is a process whereby students stay with the same teacher for two years in a row. This strategy builds a stronger community by building stronger relationships between students and teachers and between teachers and parents. The better the teacher knows the student, the better the lessons can be targeted to the learning style of the student and promote greater academic success.³³ Looping has also shown to increase student attendance and decrease discipline problems.³⁴ Since looping is most effective in well-established schools in which the teachers have had multiple years to refine their teaching strategies for a particular curriculum, the Founding Team began looping in Year 4.

Technology

The use of computers and/or tablet computers and learning software will promote differentiated instruction, increase the number of educational modalities available to teachers and students, provide alternate ways of learning and assessment, and allow for communication with francophone communities across the globe. Computers and/or tablet computers will be used as tools for conducting research, communicating locally and globally, and producing works that demonstrate self-expression and understanding of content. The school currently has a 2:1 device to student ratio.

The current technology platforms that The Charter School uses are:

- Google classroom
- Adobe Spark video (students realize digital short videos with sound and work on their language acquisition, reading, writing, editing skills)
- Book Creator: students create their personal digital book " all about me"
- Illini Phonics (in both ELA and FLA)
- TV 5 Monde multimedia for the francophone world and education to the media

Specialized Language Acquisition Strategies

- Gestures and facial expressions
- Speaking more slowly
- Repetition of key words and phrases
- Using context to convey meaning
- Building on learned vocabulary to teach new vocabulary

Educational and Career Planning

Francophone Charter School is committed to preparing all of its students for college and career. The Charter School offers activities and instruction that introduce students to colleges, businesses,

³³ <http://www.ascd.org/publications/newsletters/education-update/mar98/vol40/num02/Looping.aspx>;

<http://eric.ed.gov/?id=ED496341>

³⁴ <http://eric.ed.gov/?id=ED496341>

career opportunities, and the use of their francophone skills in a context outside the school will foster college and career readiness. Programs and field trips in middle school grades highlight various industries and media to students (performing arts, music, health, community activism, podcasting, theater), showing a wide range of career possibilities to students.

Curriculum

The Common Core State Standards and the California State Standards will provide the foundation for building curriculum and guiding instruction for English Language Arts, Math, Science and History/Social Science. Francophone Charter School will offer the aforementioned core courses, creative arts, additional world languages when possible (Spanish was offered in 17-18 and 18-19, and the school may offer Arabic in the current or next school year), health and physical education in order to provide a comprehensive and well-rounded education for its students. For subjects and grades taught in English, the Charter School will use texts and materials adopted by the State of California or ones that align with the California Common Core State Standards.

For subjects taught in French, Francophone Charter School will adapt and align grade-appropriate and linguistically accessible French teaching materials and may also use curriculum from other established French immersion programs (i.e. Santa Rosa French American Charter School, Le Monde Charter School, New York French American Charter School). Curriculum will be standards-based and will include formative, benchmark and summative assessments.

Curriculum maps will be developed by the Charter School's Curriculum and Education Program Evaluation Team at least annually and reviewed and approved by Francophone Charter School leadership. All Francophone Charter School staff and leadership understand that the development of curriculum maps will be a continuous and collaborative process aligned with the best educational practices and current research considering the Charter School's mission, vision and educational program described herein.

Subject Areas

Curriculum maps will be developed for all subjects and all grades and will include the major themes for each subject, the materials that will address those themes, the standards for content knowledge and skills that students are expected to master, and the benchmark and summative assessments that will measure student success. Teachers will determine the benchmark assessments used in courses they teach, and all teachers will use formative assessments to regularly evaluate student learning and needs for differentiated instruction and other modifications to ensure student success.

Language Arts

Literacy skills are vital to the academic and career success of students. The language arts curriculum will focus on the acquisition and application of oral, reading, writing and comprehension skills and will provide materials and instruction that serve to increase complexity of vocabulary and content as methods of preparing students for challenging academic and career environments. Literacy skills will be incorporated into all courses at Francophone Charter School

so that students have the opportunity to develop these skills across the curriculum. Technology will be incorporated into language arts activities as a way to illustrate student command of both technological devices and the languages being studied.

English Language Arts

The Charter School adopted the reading and writing curriculum developed by the highly-respected Teachers College Reading & Writing Project (TCRWP)³⁵ at Columbia University, because it is aligned to the Common Core State Standards, state priorities and the mission and goals of the Charter School. Some strategies that may be used to enhance literacy are: reading aloud, phonics and phonemic awareness, shared reading, guided reading, independent reading, shared and modeled writing, and reading and writing workshops. The scope and sequence for ELA will focus on English language development to teach transferable skills. Teaching during ELA time will be intentional so that it is about the English language and not just in the English language. Literature will come from a wide variety of sources and will cover topics that enhance the global citizenship component of the Charter School's curriculum.

French Language Arts

Research shows that in addition to Content Based Instruction and teaching multiple subjects in a second language, there is a need for formal instruction in the second language in order to achieve native-like fluency and grammar. Francophone Charter School plans to use leveled books that are available in French from Reading A-Z . Leveled books are a component of differentiated instruction and can be used in guided reading and small-group instruction. Francophone Charter School also plans to use materials such as Alpha-jeunes: trousse d'évaluation de lecture ("Alpha-youth: kit for reading evaluation") as reading resources in grades one and two.

French Language Arts will incorporate strategies, such as Reading and Writing Workshops, as used in the English Language Arts curriculum developed by Teachers College Reading & Writing Project. Francophone Charter School is committed to providing students with a library of French language books for their reading time that align with the global citizenship mission and vision of the school, allowing students to explore the rich cultural diversity within francophone culture through books. The Charter School will also collaborate with other established French immersion programs in order to benefit from their experiences and to incorporate lessons they have developed into Francophone Charter School.

Mathematics

Francophone Charter School will use Eureka Math, which aligns with the Common Core State Standards for Mathematics and centers on problem-solving and a three-step learning process (concrete, pictorial and abstract) to help students master mathematical concepts and apply those concepts to complex math problems. Eureka Math is used by many leading schools. Francophone Charter School teaches its math content in French.

³⁵ <http://readingandwritingproject.com/about/overview.html>

Science

The Charter School will use the inquiry-based Full Option Science System (FOSS) to inform the science curriculum. FOSS is a research-based program designed for grades K-8 that was developed by the Lawrence Hall of Science at the University of California, Berkeley. The FOSS curriculum aligns well with Francophone Charter School's focus on technology: one of the hallmarks of this program is its interactive site which provides students and their families opportunities to participate in instructional games and interactive simulations.

Each module has tips on how to connect the concepts in the lesson with activities at home, providing parents another way in which to participate in their child's learning experience.

Social Science

Social studies content will be based on the California Common Core State Standards and will develop student knowledge and understanding of local and global communities, including those of the francophone world. The curriculum will include history, geography, civics and economics and will incorporate the history of the francophone diaspora. Social studies units will draw from a wide variety of resources and materials, including lessons from the Teacher Curriculum Institute's (TCI) Social Studies Alive! (K-5) and History Alive! (6-8).

These TCI lessons and units are inquiry-based, incorporate language arts and global citizenship themes, and align with the California Common Core State Standards. In addition to these lessons, social studies will incorporate family history and origin into its curriculum in order to provide examples of the rich diversity within the school community. Francophone Charter School will also celebrate International Francophonie Day (March 20), giving students and their families an opportunity to experience food, art, dance and music from the francophone world. Students will have an assembly related to this event during school hours, and the Parent-Teacher Association will organize an event with activities for the whole family on a weekend day.

Creative Arts

Development of student artistic expression and appreciation for art and music are integral to a well-rounded education, and a core part of a student's experience at Francophone Charter School. Students will receive instructional examples of art and music from around the world, including from the francophone world, which will provide additional context and depth to their French language education. According to the California Department of Education, the virtues of arts education extends beyond creativity and artistic literacy and has a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social-emotional development.

Health

Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies. Health instruction follows the California Health Framework and the California Healthy Youth Act which requires sexual health education in middle school.

Physical Education

Francophone Charter School students will learn the lifelong benefits of regular exercise and physical activity by participating in physical education courses for a minimum of 200 minutes per ten days of school (Education Code 51210(g)). In addition to physical activity, teamwork and cooperation will be incorporated into physical education courses. The Charter School will conduct all mandated physical fitness tests.

Technology

Students will have access to computers and/or tablet computers with the expectation that they will become technologically proficient in ways that will prepare them for the best high schools and colleges. Most subject areas will incorporate technology into their lessons so that students gain adequate exposure to and experience with technology and understand how it can be used in both pragmatic and creative ways. Availability of computers also offers additional opportunities for differentiated instruction within the classroom. Reflecting the State Board of Education's 2019 Visual and Performing Arts Standards dedicated to Media Arts, the school's use of chromebooks, a digital platform for yearbook design, and Padcaster Studio for Visual and Performing Arts, among other technologies, integrates the arts with original storytelling and purposeful communication.

Life Skills

For students to be well-rounded and most successful, they need to develop more than knowledge and skills in academics. Francophone Charter School's teaching of life skills will center on: social-emotional skills (self-awareness, self-management, social awareness, relationship skills, and social decision making); collaboration; and personal integrity, including personal accountability and responsibility. Teachers will explicitly guide students in learning how to use these life skills every day, and reinforce this behavior through norms, incentives, and other classroom management practices. For the younger grades, teachers may build these skills during the morning meeting and may also have other time dedicated to explicit development of these skills. The curriculum that the Charter School uses is TOOLBOX™. TOOLBOX™ is a Kindergarten through 6th grade program (being used in preK-8) that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

The Executive Director will manage the selection, adaptation, development and regular reviews of curricula at all grade levels to ensure continued alignment with the California Common Core State Standards. Every year, the Executive Director will work with the Curriculum and Education Program Evaluation Team, the Advisory Board, and mentors from more established immersion programs, to conduct a review of all curriculum and materials, using student achievement results and a variety of other metrics outlined in Elements B and C to evaluate the effectiveness of the curriculum

Learning Environment

Small School Environment

Francophone Charter School plans to be a small community in which each student is known as an individual. Small schools have increased student engagement, stronger and more positive personal relationships for students and teachers, and increased academic achievement, particularly for underserved student populations³⁶.

Providing a strong sense of community is a core part of the mission of Francophone Charter School, and maintaining a small school will allow us to stay true to the mission. Additionally, studies comparing small and large schools found that there are fewer behavior problems and higher attendance rates at small schools³⁷.

Francophone Charter School intends to have a teacher to student ratio of 26:1 in transitional kindergarten through eighth grades. If additional funding becomes available, the school may reduce the ratio, especially in grades TK-3, or add native or near-native French-speaking aides in grades TK-3 to increase the intensity of French exposure and provide more opportunities for differentiated instruction.

School Dress Code

Francophone Charter School will require all students to abide by a school dress code. A dress code shows that all students are part of the school community and will promote a culture of inclusiveness by limiting words, pictures, logos, commercial characters, and other embellishments. These

³⁶ A number of large-scale studies have demonstrated that small schools are more productive and effective than large ones. Findings from these studies show that students in small schools learn more and better, make greater progress toward graduation, persist in larger numbers, and behave better. (Raywid, Mary Anne. 1999. "Current Literature on Small Schools," West Virginia: ERIC/CRESS.) . In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling," West Virginia: ERIC.). Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

³⁷ Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

guidelines will provide choices for students and families while also reducing distractions and disruptions caused by clothing, making economic disparities between students less obvious, minimizing the use of clothing to signal gang affiliation and other risks to student safety, and promoting student achievement. Colors and other specifications of the dress code are determined by the Board of Directors in consultation with the Parent-Teacher Association. The dress code specifications are detailed in the Parent-Student Handbook, and there will be several options so that students can express their creativity within the confines of the dress code. Francophone Charter School will designate funds to support families who may need assistance in meeting the dress code requirements.

Family Engagement

Developing a strong sense of community and engagement among families of Francophone Charter School students is a central part of the Charter School's mission and vision. Long-term parental involvement is a key factor in student achievement. A variety of events will be organized and scheduled throughout the year to encourage family involvement. Parents will be encouraged to share their family history as part of classroom lessons that teach students about community-building, diversity and history. Francophone Charter School will also celebrate International Francophonie Day in March with specific activities for families on a weekend day. These festivities will showcase the variety of cultures, foods, traditions and arts within the francophone world and provide families an opportunity for social involvement with the school. Additional social and educational events hosted by the Charter School will promote community-building and might also include Family Literacy Nights, student performances and exhibits of student work.

Parent representatives on the Parent-Teacher Association will provide families with opportunities to take part in decisions about the Charter School. The Charter School will also have a monthly Coffee Hour that occurs on a weekday at least every four weeks for parents to interact with the Executive Director and ask questions. Parents will also be asked to complete an annual survey evaluating Francophone Charter School, the Executive Director and their child's teachers as a method for continued improvement for the Charter School and its teachers, students and community.

According to EC 47605 (n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school. Opportunities for participation will be varied and may occur during or outside of the school day so that all families can be included. Parent participation may include, but will not be limited to, volunteering in the classroom, preparing materials at home, providing language support for other families, supervising field trips, and helping with school-wide events.

Three-Way Contract

Student learning is best facilitated by a three-way partnership between the student, family, and school. Accordingly, the Charter School will have a Three-Way Contract, which all parties will sign as part of the enrollment process. The contract will include expectations for student behavior

and academic effort, family support of the student, and school responsibility for supporting the student and communicating with the family.

Schedule and Calendar

The academic calendar of Francophone Charter School will provide at least 180 regular days of instruction, which exceeds the 175 instructional days required by Education Code §47612.5. Francophone Charter School will operate on an academic calendar similar to that of schools within the Oakland Unified School District (OUSD) in order to provide families with children at multiple schools within OUSD flexibility in scheduling.

School Day

An extended school day will provide students with more opportunities for learning and will allow them to have time for their core subjects, French Language Arts and elective courses. The school day will run from approximately 8:30 am to 3:30 pm for grades 2- 7. TK/K have a 2 pm dismissal and 1st grade has a 2:35 dismissal. This exceeds the minimum number of instructional minutes set forth in Education Code §47612.5, is more daily instruction than students receive in many traditional public schools, and is similar to the schedule implemented by other language immersion programs in the area³⁸.

The Charter School may also provide after-school programs to provide homework help, enrichment activities, and aftercare for working families. After-school programs will be designed based on the interest of Francophone Charter School families and will be self-sustaining by having a fee-based structure. The programs will provide a sliding fee scale or use other methods to ensure that students from economically disadvantaged families have access to after-school opportunities.

Extended Lunch Hour

Francophone Charter School intends to have a 60-minute lunch hour in which all students have the opportunity to eat together. This strategy provides enough time for students to eat a nutritious lunch, socialize with their classmates, have interactions with students from different grades and classes, and engage in a choice of activities (i.e. sports, playground, reading, community clean-up). Students may also serve in roles (e.g. Recycling Ambassador) to reinforce aspects of the global citizenship curriculum throughout the school day.

Eating nutritious food takes time. Francophone Charter School will offer healthy lunches for students and will develop a mindful eating policy with input from students, staff and parents. As recommended by California Food Policy Advocates, the importance of healthy eating habits — choosing nutritious foods and taking the time to eat them — needs to be modeled and taught. Mindless eating can lead to obesity; forcing people to eat quickly often leads to higher caloric intake and feeling hungry sooner than when sitting to eat at a slower, mindful pace. Providing a venue for students to sit and eat their lunch according to a mindful eating policy models this important behavior.

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The lunch hour will be supervised by all staff members on a rotating schedule.

Maximizing Attendance

The Charter School has a target of 95% attendance and will use a variety of strategies to maximize attendance, including:

- Clearly highlighting the longer school day in all student recruiting and enrollment materials;
- Emphasizing the importance of attendance for learning during family orientation;
- Proactively working with families as soon as students demonstrate a pattern of tardiness or absenteeism.
- Francophone Charter School daily schedule exceeds the minimum number of instructional minutes set forth in Education Code §47612.5, as shown in the table below.

Grade	Required Minutes	Francophone Charter School	Minutes Beyond State Requirements
Transitional Kindergarten	36,000	59,070	23,070
Kindergarten	36,000	59,070	23,070
1 st grade	50,400	51,850	1,450
2 nd -3 rd grades	50,400	57,840	7,440
4th-7th grades	54,000	57,840	3,840

Professional Development

Francophone Charter School understands the value of teacher collaboration in curriculum design and is committed to providing time for teachers to work together. Teachers will be given a minimum of five planning and professional development days for which they will be paid. In addition to these dedicated days, teachers will have early dismissal days, recess, and the daily 60-minute lunch hour to meet with other teachers, plan collaborative lessons and conduct other administrative tasks (i.e. lesson plan preparations, grading, calling parents, conducting parent meetings, etc.).

The Charter School will also invest in the continued professional development of its teachers and provide support and encouragement for such activities, especially as they relate to current research and strategies for language immersion education and the mission and vision of the Charter School. Every year, Francophone Charter School will provide support for teachers to attend a conference on language immersion education or early acquisition of a foreign language (e.g. Association of Two-Way & Dual Language Education’s National Two-Way Immersion Conference). In addition,

Francophone Charter School may contract with language immersion experts to provide additional support to teachers in this area.

Francophone Charter School will also provide teachers with professional development and/or training in:

- Cultural Competence through an organization such as The Center for Culturally Responsive Teaching and Learning, which builds teachers' background knowledge in the cultures and languages of underserved students to ensure that teachers and administrators are able to adequately teach and maintain a diverse and successful student body;
- Social Emotional Learning (SEL) online professional development opportunities through an organization such as the Developmental Studies Center's Caring School Community; Students with Disabilities Training and professional development in order to address the needs of special education students as detailed in the Plan for Students with Disabilities section of this charter petition will also be provided.

In the 2019-2020 school year, teachers new to Francophone had six days dedicated to onboarding and collaborative planning. Returning teachers had four days.

Plans for Special Learners

With its small school and longer school day, the Francophone Charter School educational program is designed to meet the needs and promote academic success of all students. In addition to the educational program, the Charter School is committed to assessing and evaluating student needs so that all students receive the most effective education possible.

Plan for Students Who Are Academically Low-Achieving

Francophone Charter School will have high expectations for the academic achievement of all its students. For students who are not meeting defined outcomes for grade-level standards in any of the core subjects or French Language Arts, Francophone Charter School staff will work with these students and their families to help students reach expected levels of achievement. Identification of low-achieving students will include, but will not be limited to, the following.

- External and internal assessments
 - Smarter Balanced ELA and Math
 - CAST in science
 - DELF Prim French language proficiency assessment
 - Incomplete Homework
 - Difficulty understanding knowledge, skills and concepts as determined through formative assessments
 - Fountas & Pinnell Reading level
 - GB+ Level
 - Word inventories in both English and French
- Observations in the classroom

- Difficulty completing work
- Disruptive behavior in the classroom

As soon as classroom teachers have evidence of low achievement, they will contact parents to discuss student performance and strategies for improvement. Some strategies may include:

- Differentiated instruction and mini-lessons targeted to the academic challenges of the student occurring in the classroom;
 - During English and French Language Arts, the Readers and Writers Workshop model is structured to break students into groups that allow for targeted teaching and learning for students who need additional help in certain areas. Students may receive one-on-one help from the classroom teacher, teaching aide, community/parent volunteer, or student mentor.
- Small group tutoring by classroom teachers, aides, other students and/or volunteers before, during or after school;
 - In alignment with the community engagement focus of Francophone Charter School's mission and vision, students who have been identified as high-achieving by the classroom teacher will be designated as student mentors and provide individualized and small-group tutoring for other students during break-out sessions in the class.
- Office hours by classroom teachers at the end of the instructional school day;
 - Classroom teachers will have at least two hours per week in which they are available to help students outside of regular instructional time. Students who need extra support will be encouraged to attend office hours so that they can receive targeted help in areas of need.
 - Individual or small group tutoring by non-classroom teachers before or after school;
 - Community/parent volunteers will be available to help students work on specific knowledge and skills needed for success in the classroom.
- A Student Study Team ("SST") for any student who is persistently tardy, absent, has behavior challenges, or is struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student's needs.

Parents/guardians are encouraged to discuss their child's academic, social and emotional performance with the child's teachers if they are concerned about low achievement that has not been identified by any of the aforementioned means so that appropriate interventions can be discussed and implemented. Francophone Charter School is committed to working with families to ensure student academic, social and emotional success.

In addition, pedagogical practices to support low-achieving students will include: explicitly teaching learning strategies, providing concrete experiences to enhance concepts, encouraging cooperative learning, balancing instruction with challenging activities that allow for student choices and actively involve students in their own learning. Teachers will use the following best practices in order to reach and engage the greatest number of low-achieving students.

High Expectations:

By believing in and identifying each student's potential, teachers then utilize the student's strengths to help him/her reach this potential.

Reality-Based Teaching:

Students need to be provided with "real life" purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

Active Learning:

Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who learn only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

Varied Grouping:

Keeping students in stagnant groups for the entire year or semester is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and they change often with different activities.

Cooperative Learning:

Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning, contributes to active participation and team work, and reinforces the mission and vision of the Charter School. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

Peer Tutoring and Cross Age Tutoring:

Tutoring students in one's own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in academic areas. Benefits are the tutor and the student being helped. A variety of both cross-age and peer tutoring models can be used successfully, and teachers can use these in our multi-age classrooms.

Metacognition:

Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called metacognition.

Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

Direct Instruction:

As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned. Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge.

Elements of Direct Instruction include:

Clearly communicating goals for students. Structuring academic tasks for students.

- Demonstrating the steps necessary to accomplish a particular academic task. Monitoring student progress.
- Providing student practice and teacher feedback to ensure success.
- Holding students accountable for their work through frequent teacher review.

By continuing to look to research, and giving teachers time to meet, to discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success.

Plan for Students Who are Academically High Achieving

The Charter School will support students achieving above grade-level so that they continue to be challenged and supported in the classroom.

Identification of high achieving students will include, but will not be limited to, the following:

- External and internal assessments
 - Smarter Balanced ELA and Math
 - CASs in scienco DELF Prim French language proficiency assessment
- Observations in the classroom
 - consistently finishing their work more quickly than other students
 - asking questions that tend to differ from their classmates in depth of understanding and frequency

Research finds that high-achieving students differ from their classmates in their intellectual ability, pace at which they learn, task commitment, and depth of understanding. The following strategies address these differences in order to ensure that this group of students will be engaged and supported in the classroom.

Strategies to support these students may include:

- Differentiated instruction that provides a challenge to the student in the applicable content area;
- Opportunities to work in groups with other high-achieving students;
- Additional opportunities to lead and mentor other students;
- Engaging and supporting these students in developing their own supplemental learning goals and objectives

It is well-documented in research and practice that high-achieving students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. GATE programs and AP classes provide evidence of such research put into practice.

Plans for English Learners

The goal of the Charter School is to meet the educational needs of all students and foster an environment that appreciates, understands and values other languages and cultures. The two-way language immersion program that will be offered at Francophone Charter School uniquely positions the school to provide English Learners (ELs) full access to the curriculum. Differentiated instruction is an instructional strategy in language immersion programs that help students with varying linguistic backgrounds learn the language(s) of instruction. These strategies are well-researched and successful teaching techniques for making curriculum accessible to all students.³⁹ In the case of Francophone Charter School, this strategy will be used to help ELs learn English and non-French speaking students learn French, developing both English and French literacy skills for all students.

All students who indicate that their home language is other than English will be given the ELPAC within 30 days of enrollment to evaluate their Listening, Speaking, Reading and Writing abilities in English. This test is given at least annually between July 1 and October 31 until the student is re-designated as fluent English proficient.

FCSO will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELLs understand all communications and are involved in all processes related to the English language development of their child. As soon as the ELPAC data is received from the state, it will be imported into the Charter School's student information system.

³⁹ Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program [Abstract]. *Dissertation Abstracts International, A: The Humanities and Social Sciences*, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No. DA3175715.)

Parental Notification of Initial Assessment Results and Program Placement: All Parents of EL students who are administered the annual ELPAC must receive official notification within 30 calendar days, informing them of their child’s:

Annual English language proficiency level and how it was assessed:

- Official language classification
- Instructional program placement
- Progress expectations for the student’s program option
- Reclassification, or program exit criteria
- Instructional program for ELLs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP

Parents of ELLs and IFEP students are informed of the above information via the school’s Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria.

FCSO will utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including but not limited to:

Reclassification Criteria 2018-2019:

Criteria	Grades 1-3	Grades 4-8
Language Proficiency	Assessment: Summative ELPAC Criterion: Level of 4 overall	
Basic Skills	Assessment: Fountas & Pinnell Criterion: At or above expected reading level.	Assessment: Smarter Balanced Assessment Consortium (SBAC) Summative Exam, English Language Arts Criterion: At or beyond grade level expectation in ELA SBAC
Teacher Evaluation	Assessment: Standards-Based Report Card and Consultation with Teachers Criterion: 3 or above on ELA and math standards assessed via report card and teacher recommendation for reclassification	
Parent / Guardian Evaluation	Assessment: Consultation with Parents Criterion: Parent recommendation for reclassification	

Reclassification Steps 2018-2019:

- Step 1: Review Summative ELPAC results Students who achieve an overall level of 4 on the ELPAC will be considered for reclassification. See Step 2. A student who achieves an overall level of 1, 2, or 3 will remain an English Learner.
- Step 2: Comparison of Performance in Basic Skills Students who have passed step 1 and are reading at or beyond grade level (as measured by the Fountas & Pinnell reading assessment and/or CAASPP in English Language Arts) will be considered for reclassification. See step 3. If step 2 requirements are not achieved, the student will remain an English Learner.
- Step 3: Evaluation of Student Academic Performance Students whose academic performance is on or beyond grade level, specifically with regard to their progress toward grade level standards in ELA and math, as measured on their recent report cards. If step 3 requirements are achieved, then proceed to Step 4. If step 3 requirements are not achieved, the student remains an English Learner.
- Step 4: Parent or Guardian Opinion and Consultation If a student has met the criteria for reclassification in steps 1-3, school staff will contact their parent or guardian for consultation. If the parent/guardian provides support of the school recommendation to reclassify, then the student will proceed to Step 5, in which reclassification begins to take place. If the parent/guardian does not support the school recommendation, then the student remains an English Learner.
- Step 5: Reclassification of Student Congratulations! If all criteria listed in steps 1-4 above are met, the Student is reclassified to Fluent English Proficient (RFEP). Parent/guardian is notified of reclassification and student records are updated.

The Multiple Effects Principle used in linguistic research states that the “length of exposure, increased proficiency and typological closeness between a native language and the second and third languages learned” increases language transference and the ability of students to acquire multiple languages more quickly. Research also shows that bilingual students display greater facility in learning additional languages when compared with monolinguals.⁴⁰ Since French and Spanish are Romance languages, cognates and similar grammatical construction between the two languages provides an advantage for Spanish-speaking ELs in that these students, with no prior exposure to the French language, will be able to draw parallels between their primary language and French in accordance with the Multiple Effects Principle. Francophone Charter School teachers and other staff will encourage Spanish-speaking ELs to look for patterns and familiar elements between the languages. For courses taught in French, all non-French speaking students will benefit from the immersion strategies listed here.

For students whose native language is neither English nor French, the two-way language immersion model is ideal as it supports both French Language Learners (FLs) and ELs within the

⁴⁰ Sanz, C. (2000). Bilingual education enhances third language acquisition: Evidence from Catalonia. *Applied Psycholinguistics*, 21, 23-44.

curriculum. If a student is not proficient in English or French and wants to enroll in Francophone Charter School, the school will assess the child's English proficiency and develop a plan for mastering English literacy skills. Annual performance expectations for English language development for ELs, including progress on the ELPAC and reclassification are described in Element B, State Priority 2 (Implementation of the Common Core State Standards). The French Early Immersion Program in Holliston, Massachusetts is an example of a public dual immersion program that has successfully included students whose native language was neither French nor English.

In addition, Francophone Charter School plans to provide additional language support in the form of a aides, other students and/or community volunteers that will serve as additional resources to ELs for differentiated instruction, tutoring, questions about the language, etc. In 2018-2019, English learners eligible for designated ELD, in grades K-3, received supplemental practice and support from an instructional assistant 2-3 times per week. In addition, English learner students in grades K received push in support from bilingual interns who facilitated small group instruction and practice.

In this way, Francophone Charter School expects students to acquire English language skills in reading, writing, listening, speaking, viewing and thinking and to proficiently meet grade level ELA standards.

Plan for Socioeconomically Disadvantaged Students

In addition to the benefits of TWI for low-income or socioeconomically disadvantaged students described above, research also shows that many components of Francophone Charter School have explicit advantages for socioeconomically disadvantaged students.

- Transitional Kindergarten – Francophone Charter School will offer transitional kindergarten (TK), which provides students from socioeconomically disadvantaged backgrounds an opportunity to begin school in a high-quality educational program at an early age. Research shows that many students from socioeconomically disadvantaged backgrounds are more likely to start school behind and stay behind. Before entering kindergarten, the average cognitive score of children in the highest socioeconomic status (SES) group is 60% greater than the scores of the lowest SES group⁴¹, and low-SES children are more likely to begin school in lower-quality elementary schools than their more advantaged counterparts.⁴² Research also shows that early academic experiences for students of all backgrounds – especially those from socioeconomically disadvantaged families – has profound long-term benefits on cognitive development, increased readiness to learn, and academic achievement.⁴³ Francophone Charter School will offer TK as part

⁴¹ Burkam, David T. and Valerie E. Lee. "Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School." (2002) Retrieved on 2/13/14 from http://www.epi.org/publication/books_starting_gate/.

⁴² Ibid.

⁴³ Laurie M. Anderson, PhD, MPH, Carolynne Shinn, MS, Mindy T. Fullilove, MD, Susan C. Scrimshaw, PhD, Jonathan E. Fielding, MD, MPH, MBA, Jacques Normand, PhD, Vilma G. Carande-Kulis, PhD, MS, and the Task Force on Community Preventive Services. "The Effectiveness of Early Childhood Development Programs: A

of a two-year kindergarten program (TK followed by kindergarten), that will provide early, high-quality education to all families whose children qualify based on state-designated age requirements.

- Small school community – Francophone Charter School will be a small, supportive school community. Research on small schools shows that their students are more likely to be recognized as individuals, which correlates with better academic performance, a lower dropout rate, and better social and emotional skills, regardless of their economic background⁴⁴. The Parent-Teacher Association will also plan activities for families to have multiple opportunities throughout the year to be engaged in the Charter School’s community.
- Socioeconomic diversity within the classroom – Students from socioeconomically disadvantaged families do better in school if they are educated with students from a variety of socioeconomic backgrounds. Our public random drawing provides preference to children living in Oakland, and our outreach efforts⁴⁵ will seek to recruit families of all backgrounds across the East Bay to enroll their children in the school.
- School lunch program – Francophone Charter School will offer school lunches for all students eligible for Free and Reduced Lunch. Francophone Charter School will work with local non-profit organizations to implement a healthy school lunch and health education program to help students understand the role of food in healthy living. Since rates of childhood obesity are highest among low-income youth, using opportunities within the school day to incorporate habits of healthy living can have long-term positive benefits for the health of these students.⁴⁶

Plan for Students with Disabilities

Language immersion programs can be beneficial placements for students with learning disabilities. Learning through two languages does not increase the risk for developing learning disabilities, children with language impairment can become bilingual, and monolingual education programs are no more beneficial for students with learning disabilities than two-way immersion programs similar to what Francophone Charter School will offer.⁴⁷ Research also indicates that:

- learning impairments would be evident in any language and that diagnosis of any impairment would not be hampered by the language immersion program;⁴⁸

Systematic Review.” (pg. 38) Retrieved on 2/13/14 from <http://www.thecommunityguide.org/social/soc-AJPM-evrev-eed.pdf>

⁴⁴ Howley, C., Strange, M., and Bickel, R. (2000). Research about school size and school performance in impoverished communities. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

⁴⁵ <http://ajcn.nutrition.org/content/79/1/6.long>

⁴⁶ Genesee, Fred. 2006. Paper presented at the Two-Way Bilingual Immersion Conference. Long Beach, CA.

⁴⁷ Genesee, F., Paradis, J. & Crago, Mb, 2004, Dual Language Development and Disorders. Paul H. Brookes Publishing Co., Inc.

⁴⁸

- the rate at which students with learning disabilities acquired linguistic, cognitive and academic skills was similar in language immersion and traditional English-only educational programs; and
- students with disabilities are better able to gain proficiency in a second language if they are introduced to the language at a young age.

Francophone Charter School recognizes its responsibility to enroll and support students with disabilities and pledges to work in cooperation with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate public education (“FAPE”) is provided to all students with exceptional needs. Francophone Charter 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 Improvement Act (“IDEA”). The Charter School is its own local educational agency (“LEA”) for the purpose of special education and is a member in good standing with El Dorado County Office of Education

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Francophone Charter School may request related services (e.g. speech, occupational therapy, adapted physical education, nursing and transportation) from the SELPA, subject to SELPA approval and availability and a signed agreed upon memorandum of understanding (MOU). The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Francophone Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the IDEA

Francophone Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter 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 Improvement Act (“IDEIA”).

The Charter School is its own local educational agency (“LEA”) and holds membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section

47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA.

In the event The Charter School seeks membership in a different state-approved SELPA, The Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors. The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by The Charter School shall be accessible for all students with disabilities.

Francophone Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures Francophone Charter School shall utilize SELPA forms in (1) seeking out, identifying and serving students who may qualify for special education programs and services and (2) responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

All students with disabilities will be fully integrated into the programs of the Charter School, with the necessary materials, services and equipment to support their learning. Francophone Charter School will ensure that any student with a disability attending the Charter School is properly identified, assessed and provided with necessary services and supports. Francophone Charter School will meet all the requirements mandated within a student's Individual Education Plan (IEP).

Francophone Charter School assures that it will comply with all Child Find requirements.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and allow the SELPA access to Charter School students, staff, facilities and equipment and records required to fulfill all legal requirements.

**Element 2 (Measurable Pupil Outcomes) and
Element 3 (Method of Measuring Pupil Outcomes)**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” – Ed. Code § 47605(c)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” – Ed. Code § 47605(c)(5)(C)

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School’s pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School’s LCAP goals will serve as the goals for this section unless Charter School’s LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

Measurable Pupil Outcome		Amount 1	Amount 2	15-16 SY	16-17 SY	17-18 SY	18-19 SY	MPO Met?
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of 45 percent.	5%	45%	56% ELA. Source: FCSO report to OUSD OCS	62% ELA. Source: FCSO report to OUSD OCS	75% ELA. Source: FCSO report to OUSD OCS	86% ELA. Source: CAASPP student data report (preliminary results prior to public release)	yes

2	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 5 percent or achieve a level of _____ percent.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	45%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	82%		yes
	Two or More Races							
	English Learners							
	Students in Foster Care							
	Low-Income Students							
Special Education								
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	5%	50%	53% . Source: FCSO report to OUSD OCS	76% . Source: FCSO report to OUSD OCS	68% Source: FCSO report to OUSD OCS	74% Source: CAASPP student data report (preliminary results prior to public release)	yes

4	By the end of the charter term, for each numerically significant student group,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 5 percent or achieve a level of 50 percent.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	5%	50%	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.			yes
	Two or More Races							
	English Learners							
	Students in Foster Care							
	Low-Income Students							
Special Education								
5	Each year, 50 percent of students will increase one grade level on the F& P or achieve proficiency.	50%	one grade level	64% Source: FCSO report to OUSD OCS	71% Source: FCSO report to OUSD OCS	64% Source: FCSO report to OUSD OCS	94% Source: Staff assessment of student reading reports.	yes
	<i>ELA/Reading Assessment: Fountas and Pinnell Benchmark Assessment</i>							

6	Each year, for each numerically significant student group,* 50 percent of students will increase one grade level on the F& P (same assessment as #5) or achieve proficiency.	-	-					
	Native American Asian or Alaska Native							
	Asian							
	Pacific Islander							
	Filipino							
	Hispanic or Latino							
	African American	50%	one grade level	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	Student group not statistically significant. Unable to report data.	NA
	White	50%	one grade level	65% Source: FCSO report to OUSD OCS	Hispanic: 10% Black / African-American: 50% White: 40% Two+: 5% Economically disadvantaged: 20% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	65% Source: FCSO report to OUSD OCS	yes
	Two or More Races							
	English Learners							
	Students in Foster Care							
Low-Income Students								
Special Education								
7	Each year, 50 percent of ELs will improve one overall proficiency level on CELDT.	50%		No data reported	83% of English Learners improved one or more proficiency level.	CELDT-->ELPAC Transition year		

8	Each year, have less than 20 percent of students absent more than 10% of the school days (chronic absence).	20%	3% Source: FCSO report to OUSD OCS	14% Source: FCSO report to OUSD OCS	9% Source: FCSO report to OUSD OCS	11.6% Source: Core Data Collaborative	yes
9	Each year, for each numerically significant student group,* have less than 25 percent of students absent more than 10% of the school days (chronic absence).	-					
	Native American Asian or Alaska Native						
	Asian						
	Pacific Islander						
	Filipino						
	Hispanic or Latino						
	African American	25%	No data reported	Black / African-American: 3% Source: FCSO report to OUSD OCS	Black / African-American: 9% Source: FCSO report to OUSD OCS		yes
	White	25%	No data reported	White: 2% Source: FCSO report to OUSD OCS	White: 4% Source: FCSO report to OUSD OCS		yes
	Two or More Races						
	English Learners						
Students in Foster Care							
Low-Income Students							
Special Education							
10	Each year, at least 60 percent of students and families positively rate school safety.	60%					

	<p><i>Student Survey Question: I feel safe at school. Agree/Disagree</i></p> <p><i>Family Survey Question: I feel that my child/children is/are safe at school. Agree/disagree</i></p>		No data reported	60% of students positively rate school safety/culture by agreeing with survey item: <i>I feel safe at school</i> (response options: agree/disagree).	Students not reported.	81% of respondents strongly agreed or agreed that their student feels safe at the school for the item: <i>Overall, how unsafe does your child feel at school?</i>	yes
11	Each year, at least 60 percent of students and families positively rate academic instruction.						
	<p><i>Student Survey Question: I believe my school provide quality academic instruction. Agree/Disagree</i></p> <p><i>Family Survey Question: I believe the school provides quality academic instruction. Agree/Disagree</i></p>	60%	No data reported	65% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: agree/disagree).	97% of families positively rate academic instruction by agreeing with survey item: <i>I believe my school provides quality academic instruction</i> (response options: agree/disagree).	79% of families agree or strongly agree that the teaching matches their students' learning style: <i>How well do the teaching styles of your child's teachers match your child's learning style?</i>	yes
12	Each year, at least 60 percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	60%					

	<p><i>Student Survey Question: I feel that I can make suggestions and be part of decisions made at school. Agree/Disagree</i></p> <p><i>Family Survey Question: I feel that the school involves families in decision-making and allows families to give feedback about the school. Agree/Disagree</i></p>		<p>No data reported</p>	<p>65% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</i></p>	<p>80% of families positively rate voice in school decision-making and/or opportunity for feedback by agreeing with survey item: <i>I feel that the school involves families in decision-making and allows families to give feedback about the school. (response options: agree/disagree).</i></p>	<p>Question not asked on survey</p>	<p>Yes when tracked</p>
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Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Francophone Charter School will provide a challenging and comprehensive academic program that will prepare students for high school, college and career, and life as engaged global citizens. In accordance with Cal. Ed. Code §47605(c)(5)(A)(ii), Francophone Charter School of Oakland

shall include a description of annual goals for all pupils and for each student group of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Francophone Charter School of Oakland's pupil outcomes, disaggregated by major student group in compliance with Education Code section 47607(c)(5)(A)(ii), are shown below in Francophone Charter School's Student Outcomes. In accordance with SB 1290, Francophone Charter School of Oakland pupil outcomes will be set related to increases in pupil academic achievement both school wide and for all subgroups of pupils served by the charter school, as that term is defined in subdivision (a) of section 52052. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Francophone Charter School's pupil outcomes, related to increases in pupil academic achievement both school wide and for all subgroups of pupils served by the charter school, as that term is defined in subdivision (a) of section 52052, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows.

Francophone Charter School's Student Outcomes

The measurable pupil outcomes and corresponding assessments listed below are the summative assessments that will measure students' progress and content mastery for each of Francophone Charter School's student outcomes. However, Francophone Charter School will also use benchmark and formative assessments throughout the year in order to continuously modify teaching activities based on students' needs.⁴⁹

Pursuant to Education Code Section 47605(c)(5)(B), the figures below describes the Charter School's outcomes goals and actions to achieve the state priorities identified by the California Department of Education (CDE). In addition, the Charter School has aligned these outcomes with the Oakland Unified School District's Collective MPOs and has engaged staff and families through the Local Control Accountability Plan (LCAP) process to identify measures and targets.

Outcomes Aligned to State Priorities

Francophone Charter School will comply with all requirements pursuant to California Education Code §47605(c)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each student group of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, Francophone Charter School has complied with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of

⁴⁹ Research shows that students in dual language immersion programs like the one that will be implemented at Francophone Charter School will ultimately score as well, or better than, students in monolingual programs. It may, however, take students until 6th grade to reach that point. <http://www.sfgate.com/education/article/S-Fseen-as-model-in-bilingual-education-over-5229826.php>

Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. The adoption of the Local Control Funding Formula (LCFF) in California requires charter schools to develop a Local Control Accountability Plan (LCAP) for eight (8) state priorities. The tables below describe how Francophone Charter School will measure pupil outcomes as they relate to the eight priorities.

LCAP Year (select from 2017-18,

2018-19

2018-19, 2019-20)



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations [Appendix B](#):

Guiding Questions: Use as prompts (not limits)

LEA Name

Contact Name and Title

Email and Phone

Francophone Charter School of
Oakland

Heidi Hughes
Executive
Director

heidi@francophoneschool.org
510.746.0700

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Because of the uniqueness of our school, offering a free, French-English education to all, Francophone Charter School of Oakland (FCSO) students come from all over the Bay Area. Approximately 60% are Oakland residents, and the rest come from as far as Vallejo, El Cerrito, Richmond, Albany, Berkeley, Walnut Creek, Dublin, Hayward and Castro Valley.

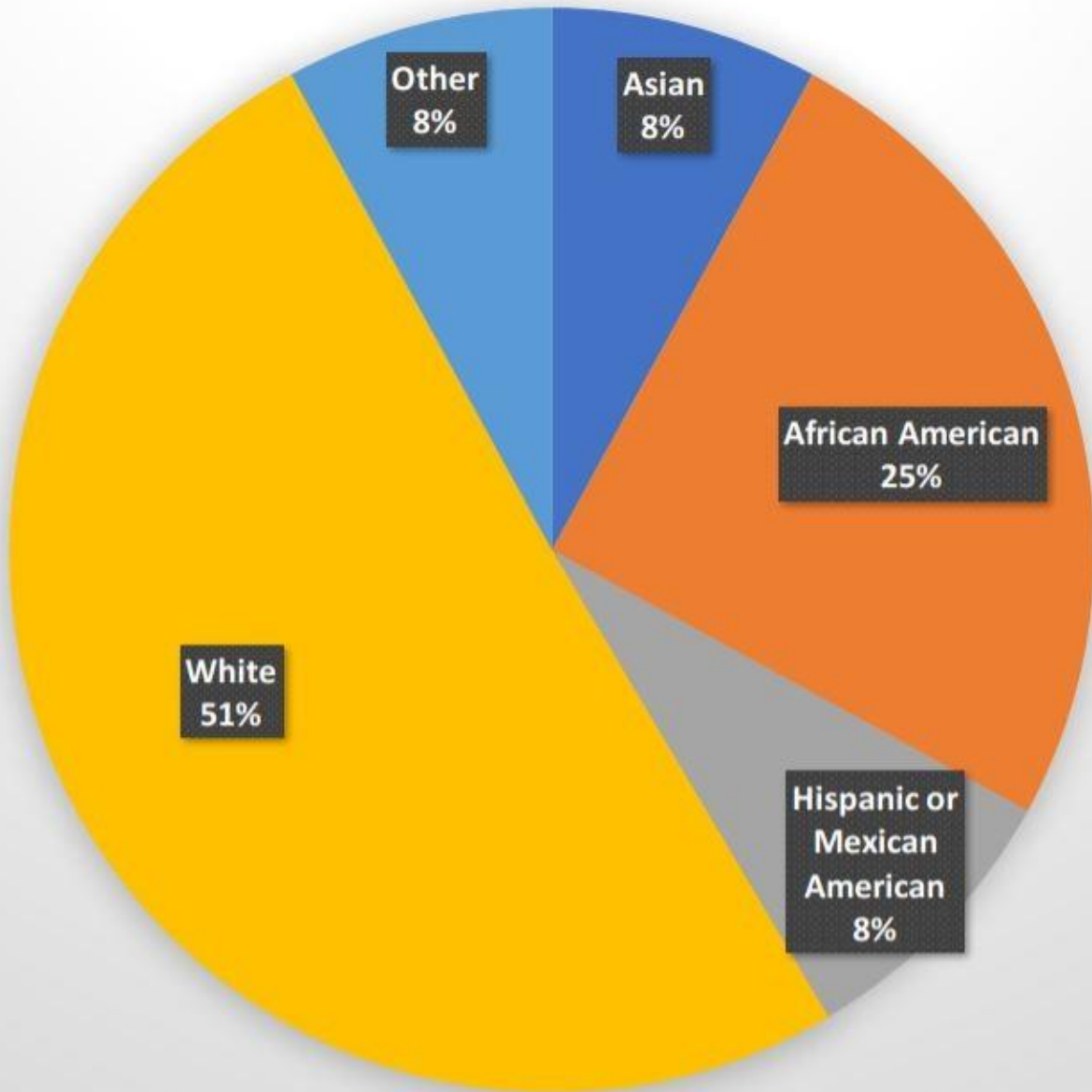
Our school and parent community is diverse, including francophone families from countries like France, Belgium, Congo, Senegal, Switzerland, Algeria and Ivory Coast, as well as non-francophone families who identify as Asian, Hispanic, African American and White. Our families span economic ranges, including 24% who qualify for free or reduced lunch. We are committed to increasing the

diversity of our community by giving preference in our enrollment lottery to families who qualify for free or reduced lunch and to families who reside in our local neighborhood. The Francophone Charter School serves our school community in the following ways:

1. We are intentional about honoring diversity in our teaching, hiring, event planning and budgeting.
2. We give our students a quality Two-Way Immersion education.
3. We value artistic endeavors and weave art into our curriculum, allowing students varied opportunities to excel academically by using artistic modalities to learn and express learning.
4. We are committed to providing a rigorous education that prepares students for college and career.

Our parent community is very active and involved in nearly every aspect of the school, from volunteering in classrooms to planning field trips to shepherding new teachers to fundraising. We also have parent representation on the Board of Directors, Board Committees, the Francophone Charter School Community (FCSC, our parent organization), and parent-led committees.

Racial Composition of Francophone Students



LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Goal 1 -- Global Communities

We will advance our goal of Global Citizenship by incorporating Social Studies projects that focus on world cultures, Read-Ins highlighting literature from around the world, and celebrating the week of the Francophonie, a week of global kindness, and two school-wide markets. We will continue our Social Emotional Learning (SEL) curriculum and introduce restorative justice practices school-wide.

Goal 2 -- Bilingual Education

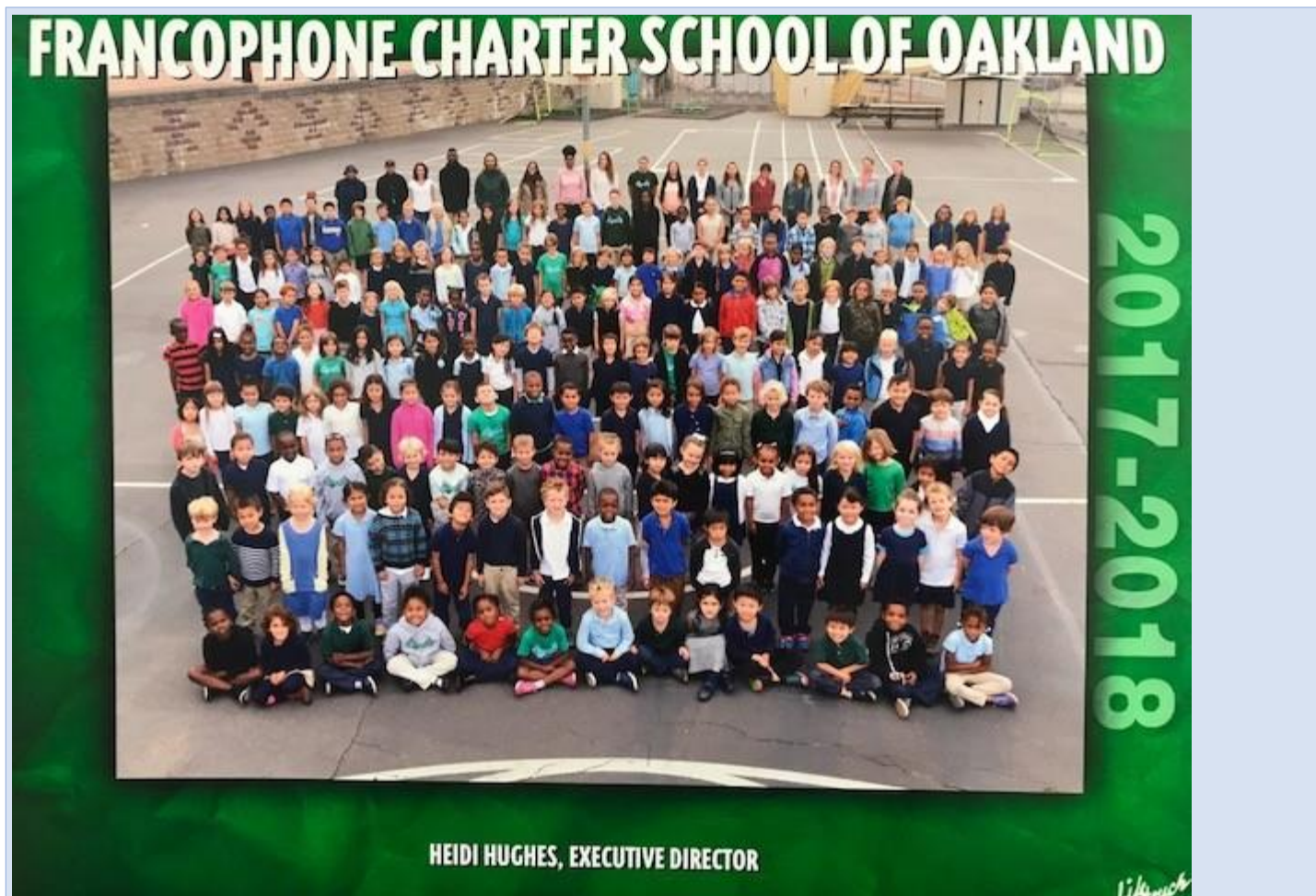
We will advance our goal of Bilingual Education by teaching French and English writing and reading using a workshop model for maximum student independence and learning, and holding professional development each week where the staff will increase their knowledge of Content-Based Instruction, and by administering the DELF Prim examination.

Goal 3 -- Creative Education

We will advance our goal of Creative Education by teaching content through art in each class, continuing the Music for Minors II program, offering dance and music opportunities for students during and after school, and conducting two school-wide choir events that include musically complex songs from around the world and address global citizenship.

Goal 4 -- Rigorous Education

We will advance our goal of Rigorous Education, using ongoing benchmark assessments to guide instruction, professional development on common core math problem solving, and preparation for Smarter Balanced Assessment and the California Science Test.



Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

State Priority 1 -- Basic Service

- A. Teachers are fully credentialed in the subject area and for the pupils they are teaching, including teachers who were educated in other countries.
- B. Students have sufficient access to the standards-aligned instructional materials. Teachers spend time each month in staff meetings analyzing standards and creating formative assessments to guide instruction and summative assessment with backwards mapping.
- C. School facilities are maintained in good repair.

State Priority 2 -- Common Core Standards Implementation

- A. Teachers implemented State Board-adopted academic content and performance standards for all students.
- B. English Learners have access to the Common Core state standard and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.

State Priority 3 -- Parent Engagement

A. The school sought parent input in making decisions for the school in monthly Executive Director (ED) meetings, monthly Parent Organization meetings, an annual State of the School event, and numerous surveys.

B. The school sought to engage parents of unduplicated students in monthly Executive Director meetings and equity events, as well as in creating a Parent Involvement Policy. The Educational Equity Leadership Group met quarterly and held two community events.

C. The school sought to engage parents of students with special needs in formal Student Success Team and Individualized Education Plan meetings, as well as numerous informal face-to-face meetings and email exchanges.

State Priority 4 -- Pupil Achievement

A. The school used benchmark data to target instruction and professional development, and it reviewed Smarter Balanced Assessment data to better prepare upper-grade students in the rigors of Common Core.

State Priority 5 -- Pupil Engagement

A. The school monitored student attendance and communicated it weekly to the parent community. The school continued "Golden Bravo" recognition of perfect attendance to encourage attendance. Average Daily Attendance has consistently been higher than projected this year.

State Priority 6 -- School Climate

A. The climate of the school is positive. The school employs a systematic way to handle student discipline based on positive in-class methods of engagement and a positive restoration process to help students make amends for disciplinary infractions. The Office handles an average of 1 student per week for disciplinary reasons.

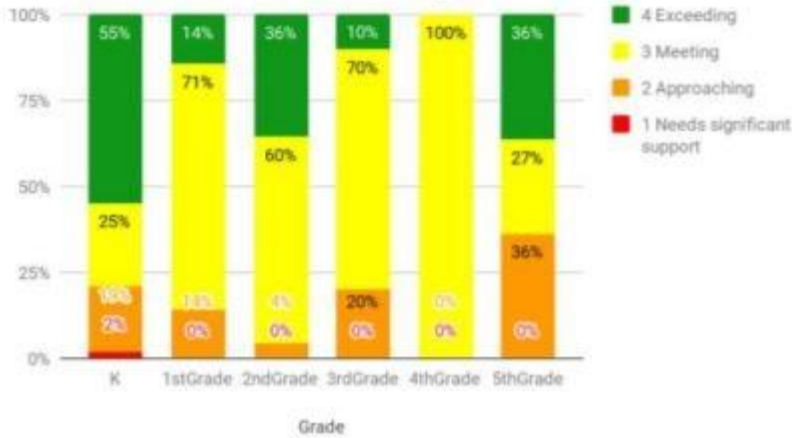
State Priority 7 -- Course Access

A. The school intentionally offers students a variety of academic and extra-curricular learning opportunities including narrative and informational writing, poetry, research, music, art, global studies, field trips, and cooking.

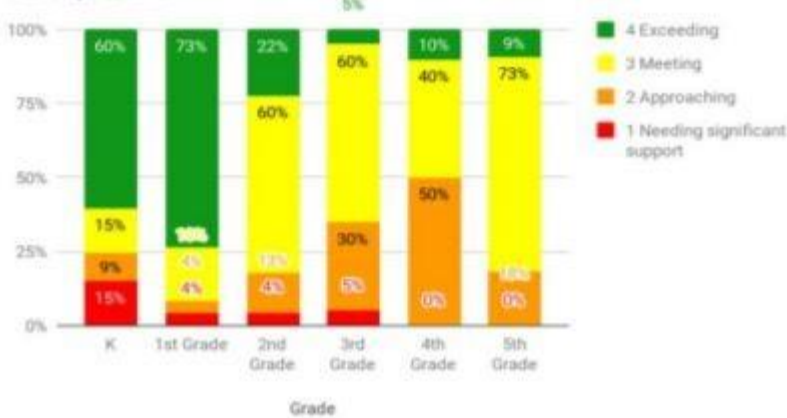
State Priority 8 -- Pupil Outcomes -- other

A. School benchmark data in Math, English and French Language Arts (FLA) for Quarter 3 is provided below.

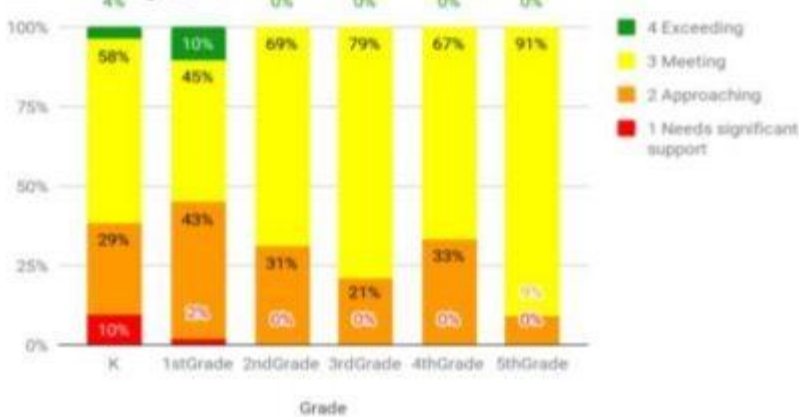
Math Data Q3 2018



FLA Q3 2018



ELA Writing Q3 2018



Referring to the LCFE Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

While FCSO performance data related to LCFE Evaluation Rubrics is still limited, and there are no state or local performance indicators for which overall performance is in the "Red" or "Orange"

performance category, the school has determined the following needs for significant improvement based on a review of both state and local performance indicators:

- Need #1: To see annual growth for the majority of students in English Language Arts (ELA).
Need #2: To see annual increase in English Learner (EL) progress.

To achieve significant improvement in these areas of need, the school will take the following steps:

1. Provide technological integration for learning and communication, particularly as relates to the instruction of ELA to all students and to the instruction of all subjects to English Learners.
2. Recruit and retain high quality teachers, prioritizing those who have taught English Learners and/or who have experience teaching ELA in an immersion context.
3. Provide teachers with professional development in strategies to maximize instructional effectiveness in ELA and with English Learners, and in the use of data-driven instruction as a tool for improving student understanding.
4. Purchase curriculum designed for English Learners and other students requiring additional support in ELA, which can be used for the instruction of all students.
5. Employ an Instructional Aide or other educator to provide support to English Learners and other students requiring additional support in ELA.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Current 2017-18 FCSO enrollment is 186 students: 28.1% designated as Socioeconomically Disadvantaged, 12.3% as English Learners, and 0% as Foster Youth.

2017 SBAC results show that 36% of all students (grades 3 and 4) tested scored 1 or 2 (therefore not meeting standard) on the ELA test and 18% scored 1 or 2 (not meeting standard) on the Math test. Included in these results are two Grade 3 English Learners. One scored "2" (Standard Nearly Met) in both ELA and Math. The second student scored "3" (Standard Met) in Math and "2" or (Standard Nearly Met) in ELA. These results are from a total of 11 third grade students in 2016-2017. Students identified as Socioeconomically Disadvantaged included one grade 4 student who opted out of testing; another is the same EL student who scored "2" in ELA in Grade 3 indicated above; and the other two students in this category scored "3" or Standard Met in both ELA and Math in 2017.

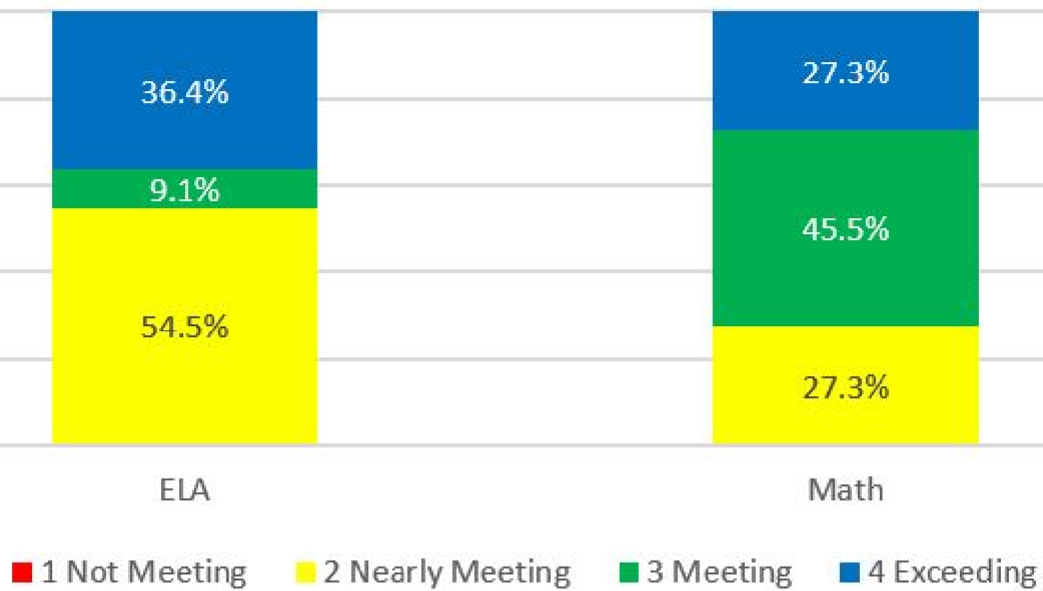
The 2016 SBAC results indicate two third-grade English Learners who scored "1" (Standard Not Met) in both ELA and Math (one of whom is also designated as Socioeconomically Disadvantaged).

These numbers provide only limited data from which to address our Performance Gaps or how to meet the needs of students in those demographic groups.

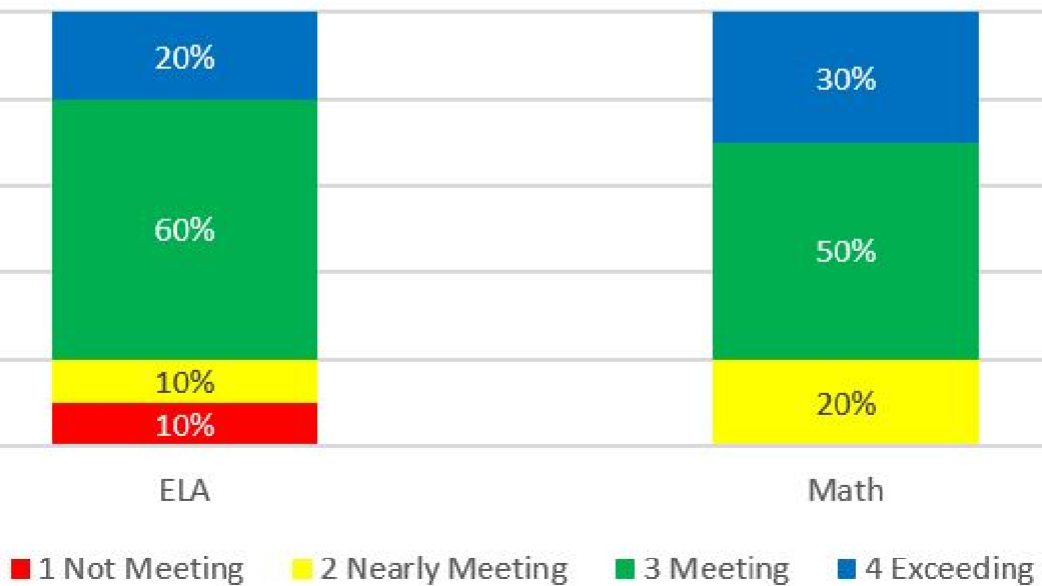
However, data indicates that overall, the 2017 ELA scores show a significant increase of +38.9 points from the previous year's scores (or +31.7 points above Level 3), including all major sub-groups. Additionally 79.6% of English Learners showed "high progress" towards English proficiency. Likewise in Math, FCSO student scores school-wide in 2017 increased significantly over the previous year's scores, +33.5 points higher, or +42.9 points above Level 3.

To address performance gaps, the school conducted math professional development and coaching and examined the ELA Common Core state standards in reading and writing to ensure students were receiving rigorous instruction. The school then intensified efforts to identify students, particularly unduplicated pupils, who evidenced particular need for support in ELA and provided them with additional, small-group instruction. The school is considering revamping its ELA and FLA curriculum to more efficiently target English Learners, in particular, and to increase the rigor required by the Common Core.

Grade 3 ELA & Math SBA 2016-17



Grade 4 ELA & Math SBA 2016-17



If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Using formative assessments while teaching integrated and designated EL students to ensure that our methods and curriculum are helping them.

Employing an Instructional Aide to deliver small-group instruction to students, including unduplicated students, who require extra support.

Purchasing curriculum that is targeted toward support of English Learners.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,474,281
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$889,028.94

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP

Some of the General Fund Budget Expenditures that are not included in the LCAP: insurance, rent, utilities, communications services, janitorial services and supplies, equipment leases, accounting fees, administrative fees, banking fees, business services, district oversight fees, fingerprinting, legal fees, licenses, payroll fees, postage and delivery.

year not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFE Revenues for LCAP Year	\$1,794,208

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Goal 1: To provide an education and school environment rooted in our individual, collective and global communities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
4: Pupil Achievement (Pupil Outcomes) Priority 6:
School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

1. Educational Equity Leadership Group Events
2. Purchases
3. Community Involvement

17-18

1. Increase by one event.
2. Add one project with written and digital resources per class.
3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.

Actual

1. Held two community events organized by Educational Equity Leadership Group (EELG)
2. Introduced Google Classroom & Google shared documents for classroom assignments; established school library, with digital catalog, for all students and staff.
3. Held one Middle School Parent Information Meeting (11/29/17), Middle School Parent-ED Conferences (04/2018); Alameda County Asthma Start and Health Homes Program presentation to parents regarding asthma (12/11/2017); two "Showcases" for parents, featuring students who participated in after-school programs led by outside service providers; Alameda County Safe Water Puppet Show for students in grades K-3; presentation to all students by conductor of Oakland Symphony Orchestra. New officers (Co-Presidents and Vice President) of FCSC elected.

Expected

Actual

Baseline

1. 3 events for stakeholders
2. Establish basic library for global citizenship.
3. Hold FCSC elections, 1 parent education event, and 3 outside events.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Foster conversation and implement processes to ensure educational equity (Global Citizenship)</p> <p>i. Educational Equity Leadership Group to hold multiple stakeholder engagement opportunities for the school community around educational equity. Develop metrics for effective engagement and useful outcomes.</p>	<p>Hosted two community equity events, which included open discussions about increasing awareness of educational equity issues and opportunities for students and families in the school.</p> <p>PD for teachers in equitable teaching practices and creating inclusive classrooms.</p> <p>Increased and diversified membership in Educational Equity Leadership Group (EELG). EELG met quarterly.</p> <p>EELG created a parent survey regarding educational equity and inclusiveness and recorded responses to the survey and to in-person discussions in order to</p>	<p>Budgeted in Goal 2 – professional development and conferences and staff time</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 4217</p> <p>For Goal 1 4000-4999: Books And Supplies LCFF 328 48</p> <p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I 1104</p> <p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures LCFF 660</p>

Action 2

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
<p>2. Integrate Global Citizenship and civic engagement into the Social Studies curriculum (Global Citizenship)</p>	<p>Hired English Program Assistant to help craft Social Studies and Global Citizenship curricula.</p>	<p>Budgeted in Goal 2 – administrator time and books and</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries</p>
<p>i. Develop the Social Studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie</p>	<p>Contracted with Generation Citizen to bring civic engagement program to Grades 5-6 next year.</p>		<p>For Goal 1 4000-4999: Books And Supplies LCFE 363 11</p>
<p>ii. Additional time for administrator and purchase of additional books and supplies</p>	<p>Identified and purchased books by francophone authors from different areas of the Francophonie to incorporate into the curriculum.</p>		
	<p>Incorporated Social Studies projects, including pen pal exchanges and celebration of the Week of the Francophonie, that focus on world cultures.</p>		
	<p>Created and introduced the Francophone Pledge, a statement of school identity drawn from the charter's mission statement, and chose a school mascot, both in an effort to reinforce school culture and values such as global citizenship.</p>		
	<p>Established school library with</p>		

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures



For Goal 1 5800:
Professional/Consulting Services
And Operating Expenditures

3. Engage our school and broader community
(Community Engagement)

i. Continue to engage the FCSC and develop system to assess FCSC's effectiveness

ii. Provide 1 parent education event

iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 1 event

Created Board Education Committee, which met monthly and includes non-Board Member parents, staff and community members.

Continued to develop and engage the FCSC, whose President met weekly with the ED, and an active Outreach and Community Engagement Committee (reorganized from the former Outreach Committee) with regular presence at local events and organizations.

Created FCSC Leadership Handbook, as well as "debrief" and "how-to" template documents for all annual FCSC events.

Held Middle School Parent Meetings, both as a large group and individually, in the form of Parent-ED conferences for families of next year's middle school students.

Annual Gala, Walkathon, and Winter and Spring Markets were open to the wider community and included members of francophone

Budgeted in Goal 2 administrator time

For Goal 1 4000-4999: Books And Supplies L.C.F.F 584

Welcomed outside organizations to school for special events, including Mark Foehringer's Nutcracker Sweets, Alameda County Clean Water Program, Shoo the Flu vaccination program, Big Smiles Dental Program, Revolution Foods DinnerHero program, and various outside vendors throughout the year in our after-school program (United Fencers of Oakland, Rock Star Guitar, vocal music teacher, Haitian Dance teacher).

Partnered with Bishop O'Dowd High School and Cal State University East Bay, which provided us with volunteers for

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Teach and model life skills, including communications, social emotional learning and lifelong learning as ways to embrace and interact with others in healthy ways</p> <p>i. Continue integrating social emotional learning curriculum into the classroom and the school day</p> <p>ii. Continue developing responsive classroom techniques in the classroom</p>	<p>School-wide implementation of the SEL Toolkit curriculum, which promotes positive communications, and emotional and social success between students. Participation, via activities at both the classroom and school levels, in The Great Kindness Challenge, an international week to promote kindness in schools (01/2018).</p>	<p>Budgeted in Goal 2 – professional development and administrator time and books and supplies</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 127.67</p> <p>For Goal 1 2000-2999: Classified Personnel Salaries LCFF 304.50</p> <p>For Goal 1 4000-4999: Books And Supplies LCFF 773.30</p>

For Goal 1 5000-5999: Services
And Other Operating
Expenditures LCFF 4950

iii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations

lunch to better equip them to handle conflicts between students.

PD for teacher in 21st century techniques for supporting boys in school (05/11/18).

Evidence of classroom use and regular review/integration of the tools in classroom routines. SEL instruction given in both English and French. 6 Tenets of Positive Play used in classrooms and on playground.

Trained staff in techniques of mindfulness, restorative justice and creating inclusive classrooms, as well as in the Toolkit curriculum and its many uses. Created Recess and Lunch Supervision Handbook to ensure consistency in procedures. Focused walk-through observations of classrooms on FCSO Best Practices, including Positive Behavior Plan.

Expanded use of ParentSquare



For Goal 1 1000-1999:
Certificated Personnel Salaries
Special Education 0887.5

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions/services set forth in the 2017-18 plan were implemented to meet the articulated goal, including addition of projects with written and digital resources in the classrooms (via Google Classroom, Google Suite and the new school library), election of new FCSC officers (Co-Presidents and a Vice President), and inclusion of 2 additional parent education events (goal for this year was only 1) and at least 1 additional outside organization event.

The school did not offer four separate events hosted by the Educational Equity Leadership Group, as expected in the AMOs. Instead, the group opted to maximize attendance by offering two well-planned Equity Events, one of which was a new concept (Family Taco Night, including an open discussion guided by a survey distributed prior to the event) that was well-received by the school community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services helped the school to achieve most of its AMOs, with the only exception being increasing the number of Equity Events to four. As stated, however, the choice to limit the number of Equity Events two of higher quality and attendance, proved to be effective in engaging the school community.

Although the school provided PD for teachers in equitable teaching practices and creating inclusive classrooms, responsive classroom techniques were not specifically introduced, and it was not possible given time, budget and language restrictions to fully support the staff in integrating these practices into their classrooms. This is an area of growth for next year.

Integration of Global Citizenship into Social Studies curriculum was done, although student and parent surveys indicate that the community is not always able to identify "Global Citizenship" when it is present. This is an area of growth for next year.

Education of staff in positive discipline practices and Social Emotional Learning was a larger task than expected, given the number of staff members new to the school and to American education this year; it was not as successful as expected. Greater emphasis on this, as well as increased depth of training, is planned for next year, and an increase in the number of returning teachers will support this learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent less than budgeted on Certificated Supervisor & Administrator Salaries following the departure of an administrator in early October; some savings were realized from this, and additional expenditures were made for a non-instructional consultant and two other administrators who increased their hours as a result. The school spent less than budgeted on Classified Salaries following the departure of an Instructional Aide, who was replaced by a long-term substitute. The school spent less than budgeted on Approved Textbooks & Core Curricula Materials than budgeted, due to the ability to reuse materials from prior years, although the budgeted and actual expenditures are expected to better align next year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal of providing an education and school environment rooted in our individual, collective and global communities.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Goal 2 -- To provide a bilingual education in French and English

We will advance our goal of Bilingual Education by teaching French and English writing and reading using a workshop model for maximum student independence and learning, by holding professional development each week where the staff will increase their knowledge of Content-Based Instruction, and by administering the DELF Prim examination.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

- French language abilities as measured by French literacy assessments
- Advertising and Staff recruitment strategies
- Staff retention strategies
- Weekly professional learning community meetings
- Professional development trainings related to annual school goals
- Purchase of French, English and bilingual books
- Staff attendance at conferences
- Staff-specific surveys

Actual

76% of students are meeting or exceeding the standard for French language ability as measured by French literacy assessments.

DELf (Diplôme d'études en langue française) Certification established and first assessments given in March 2018. 97.6% of students who took the DELF Prim examination (of French as a foreign language) passed.

Job posting for French teachers advertised on at least 10 online platforms and with all of the community organizations with which we have relationships to help recruit a diverse staff. Ongoing recruitment and interviewing via Skype of qualified Francophone teaching candidates, with recruitment steps and interview questions modified and refined based on lessons learned from previous years.

Expected

17-18

- 10% more students show improvement in French language abilities as measured by French literacy assessments.
- Advertise in 2 additional places and with all of the community organizations with which we have relationships to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.
- Implement at least one additional staff retention strategy prior to the next school year.
- Discuss staff retention strategies with staff.
- Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program
- Conduct at least 3 professional development trainings related to annual school goals
- Purchase additional French, English and bilingual books to enhance student literacy in both languages
- Send 1 educator to a conference or school visit related to immersion education
- Conduct staff-specific survey

Actual

Implementation of additional staff retention strategies, including salary bonuses for staff who become certified to administer DELF examination and

for staff who pass the CBEST, creation of a funding request process for professional development chosen by staff, relocation benefits and assignment of "Shepherd Families" to new staff to help them with the transition to life in the U.S., as well as additional opportunities given to staff to develop their leadership abilities.

Retention strategies discussed with staff both formally, in the context of staff meetings, and informally, via encouragement by administration to grow professionally (supported by funding for PD or for taking on additional responsibility) along lines that interest them.

Ongoing staff development activities designed to support faculty and staff included provision of CBEST preparation support, training in Social Emotional Learning and Restorative Practice, and PD in cultural differentiation practices.

Weekly professional learning community meetings held with instructional staff to ensure collaboration and professional growth in both French language and English language programs.

Conducted at least 4 professional development trainings related to annual school goals: Readers & Writers Workshop Training (08/2017), Social Emotional Learning instruction in French and English (01/2018), ELA/FLA Standards Repartition (02/2018), Black History Month curriculum design partnership between English and French programs (02/2018).

Purchased additional French, English and bilingual books to enhance student literacy in both languages, including Flat Stanley/Clement Aplati, a subscription to Readers A to Z (French and English), and parallel GB+/Rigby books (non-fiction) in both French and English.

Director of Curriculum and Instruction participated in 2 conferences related to immersion education.

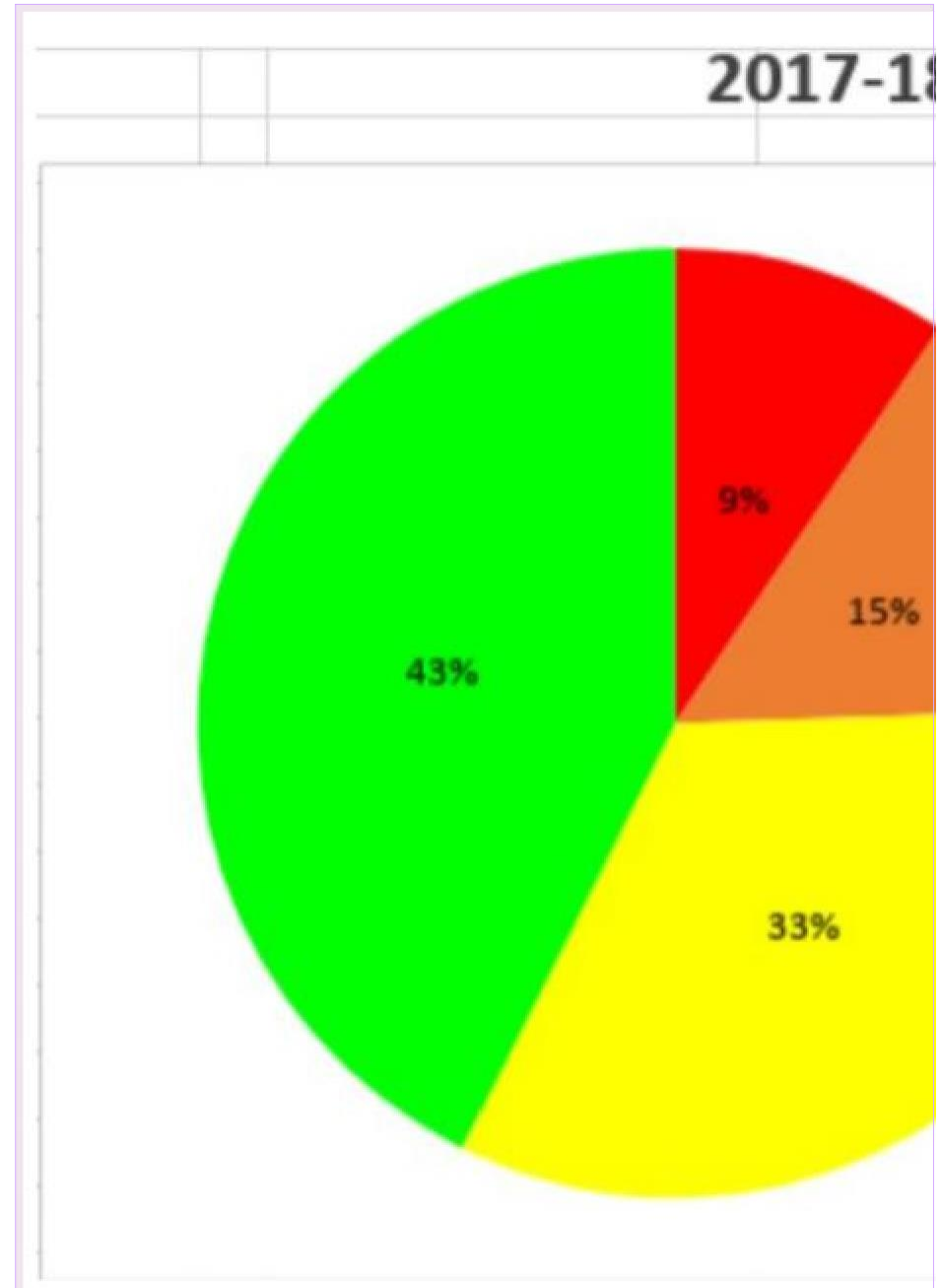
All teachers took 2017-18 Oakland Teacher Engagement Survey. Results, which were discussed with staff, are driving design of PD for next year.

Expected

Baseline

- Majority of students show improvement in French language abilities as measured by French literacy assessments.
- Advertise in at least 5 different places and with all of the community organizations that we have relationships with for teachers and staff to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.
- Implement at least one additional staff retention strategy prior to the next school year.
- Discuss staff retention strategies with staff.
- Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program
- Conduct at least 3 professional development trainings related to annual school goals
- Purchase French, English and bilingual books to enhance student literacy in both languages.
- Send 1 educator to a conference or school visit related to immersion education
- Conduct staff-specific survey

Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie</p>	<p>Job posting for French teachers advertised on at least 10 online platforms and with all of the community organizations with which we have relationships to help recruit a diverse staff. Ongoing recruitment and interviewing via Skype of qualified Francophone teaching candidates, with recruitment steps and interview questions modified and refined based on lessons learned from previous years.</p> <p>Native francophone teachers in 2017-18 represented backgrounds</p>	<p>Compensation and benefits LCFF \$1,312,955</p> <p>Instructional LCFF \$25,799</p> <p>Recruiting LCFF \$22,000</p>	<p>Recruiting 5800: Professional/Consulting Services And Operating Expenditures</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops</p>	<p>Ongoing staff development activities designed to support faculty and staff included provision of CBEST preparation support, training in Social Emotional Learning and Restorative Practice. use of</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF</p> <p>Travel and conferences 5000-5999: Services And Other</p>	<p>Travel and conferences 5000-5999: Services And Other Operating Expenditures LCFF</p> <p>Professional Development 5800: Professional/Consulting Services</p>

Weekly professional learning community meetings held with instructional staff to ensure collaboration and professional growth in both French language and English language programs. 7 full-day professional development programs, including 5 days of Summer Institute prior to the start of the school year.

Conducted at least 4 professional development trainings related to annual school goals: Readers & Writers Workshop Training (08/2017), Social Emotional Learning instruction in French and English (01/2018), ELA/FLA Standards Repartition (02/2018), Black History Month curriculum design partnership between English and French programs (02/2018)

Operating Expenditures LCFF
\$3,000

And Operating Expenditures
LCFF 2356.75

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Actions/Services

Expenditures

Expenditures

3. Retain staff with competitive employee compensation plans; revisit additional retention strategies annually

Employee compensation packages reviewed and improved where appropriate. Salary Scale created in December 2017 and teacher salaries adjusted upwards where appropriate

Compensation and Benefits
Budgeted in Action Step 1
LCFF

Compensation Budgeted 1000-1999: Certificated Personnel
Salaries LCFF 456,011

Benefits Budgeted 3000-3999:
Employee Benefits LCFF 74,003

Implementation of additional staff retention strategies including salary bonuses for staff who become certified to administer DELF examination and for staff who pass the CBEST, creation of a funding request process for professional development chosen by staff, assignment of "Shepherd Families" to new staff to help them with the transition to life in the U.S., as well as additional opportunities given to staff to develop their leadership abilities.

Reevaluated benefits packages, explored options that are more affordable to staff members with dependents.

Began offering relocation benefits for teachers moving to Oakland.

All teachers took 2017-18 Oakland Teacher Engagement Survey. Results, which were discussed with staff, are driving design of PD for next year.

Purchased CREST preparation

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

4. Purchase French language curriculum, books, and supplies, including assessments to assess student French language abilities and changes over time

Purchased additional French, English and bilingual books to enhance student literacy in both languages, including Flat Stanley/Clement Aplati, a subscription to Readers A to Z, and parallel GB+/Rigby books (non-fiction) in both French and English.

New books in both French and English added to newly created, digitally catalogued, school library.

Purchase of DELF Prim

4000-4999: Books And Supplies
LCFF \$131,538

For goal 2, action 4 4000-4999:
Books And Supplies LCFF

2502 57

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school administered the GB+ and DELF Prim assessments in French Language Arts to measure their ability to read, write, speak and understand French. To continue providing a strong French education, the school developed and refined teacher recruitment and retention strategies, including financial bonuses, support in both English and French for preparation to take the CBEST, purchase of CBEST preparation materials, increased involvement of "Shepherd Families" in new teacher support, and encouragement of teacher leadership opportunities. The school offers a robust weekly professional development program for staff and continues to purchase both French and English books and materials to support the academic program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Year Three academic goals have been met, as evidenced by quarterly benchmark assessments and student performance on the DELF Prim examination. Teacher recruitment and retention strategies have been refined and made more effective, with a higher percentage of teachers planning to return for the next school year than did last year, and strong candidates hired to fill vacancies. Nonetheless, teacher retention continues to be an area for growth, and could be more effective with increased compensation and cultural support for new teachers. Current teachers have all made the required two attempts to pass the CBEST, and all but one have

passed at least one of the three sections, a significant step toward gaining California teaching certification. Several teachers have also identified personal professional development projects that they will undertake during the summer break, to supplement their development during the school year. The French and English curriculum is aligned to the instructional program, and the school's library of books and materials continues to grow.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school spent less than budgeted on Certificated Supervisor & Administrator Salaries following the departure of an administrator in early October; some savings were realized from this, and additional expenditures were made for a non-instructional consultant and two other administrators who increased their hours as a result. The school spent less than budgeted on Classified Salaries following the departure of an instructional aide, who was replaced by a long-term substitute. The school spent less than budgeted on Approved Textbooks & Core Curricula Materials than budgeted, due to the ability to reuse materials from prior years, although the budgeted and actual expenditures are expected to better align next year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Goal 3: To provide a creative education

We will advance our goal of Creative Education by teaching content through art in each class, continuing the Music for Minors II program, offering dance and music opportunities for students after school, and conducting two school-wide choir events that include musically complex songs from around the world and address global citizenship.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

- Arts and music supplies and equipment
- Art throughout the school and integrated into school projects and lessons
- Theatre performances during the regular school day
- Access to the music curriculum
- School field trips
- ADA

Actual

Additional art and music supplies purchased. Each class produced works of art for auction at the annual Gala.

Over 77% of families agree that the school integrates art and music into the academic program.

At least 2 theatre performances presented during the school day: Nutcracker Sweets (12/2017) and Alameda County Clean Water Program Puppet Show (10/2017).

All students have access to music curriculum, through integration of the Music for Minors II program into the instruction for all grade levels.

The school acquired a piano via donation, which is located in a classroom with a teacher who plays frequently during class and after school.

Expected

17-18

- Additional arts and music supplies and equipment purchased
- Majority of parents report seeing art throughout the school and integrated into school projects and lessons
- Have at least 2 theatre performances during the regular school day
- Majority of students have access to the music curriculum
- Majority of students participate in a school field trip
- 1% increase in percentage of ADA

Baseline

- All classroom will have starter sets of arts and music supplies and equipment
- Majority of parents report seeing art throughout the school and integrated into school projects and lessons
- Have at least 2 theatre performances during the regular school day
- Majority of students have access to the music curriculum
- Majority of students participate in a school field trip
- At least 95% ADA

Actual

Music, both live and recorded, integrated into the lunchtime hour by staff members who are professional musicians.

All students participated in at least one field trip, including an all-school field trip to hear the Oakland Symphony Orchestra perform (10/2017). Maestro from the Oakland Symphony visited school in April 2018, as a follow-up to the October performance.

ADA increased to 96% at P-2.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures

Budgeted as part of 4000 series in Goal 2 \$994	
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1. Arts integration
i. Purchase art and music supplies and equipment
ii. Offer performances for students during the regular school day
iii. Continue implementing music curriculum

Additional art and music supplies purchased. Each class produced works of art for auction at the annual Gala.

At least 2 theatre performances presented during the school day:

Budgeted in Goal 2 for professional development and conferences

Part of 4000 series in Goal 3
4000-4999: Books And Supplies
LCFF 2025

Alameda County Clean Water Program Puppet Show (10/2017).

All students have access to music curriculum, through integration of the Music for Minors II program into the instruction for all grade levels.

The school acquired a piano via donation, which is located in a classroom with a teacher who plays frequently during class and after school.

Music, both live and recorded, integrated into the lunchtime hour by staff members who are professional musicians.

All students participated in La Grande Lessive, an international ephemeral art project (03/2018).

Students, in a collaboration with

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2. Use project and inquiry-based learning throughout the curriculum

i. Train teachers on project and inquiry-based learning and implementation

Teachers used project/inquiry-based curriculum in both Social Studies and Science. Science curriculum in all grades included participation in first-ever school Science Fair (04/2018). Science

Budgeted in Goal 2 for professional development and conferences

Part of 5000 series in Goal 3 5800: Professional/Consulting Services And Operating

ii. Organize field trips

of what plants need to grow, how butterflies are "born," the water cycle, and ways to purify water. In Social Studies, students made videos about national monuments and created 3D maps.

Purchased materials for science projects including owl pellets, "volcano" chemicals and tools for measuring air and water quality.

Teachers trained on techniques for supporting project and inquiry-based curriculum, including use of video applications, how to create a digital book using Spark Adobe Voice, and Google Classroom.

Generation Citizen organization engaged to provide project-based civic engagement/Social Studies learning for next year's grades 5 and 6.

All students participated in at least one field trip. Field trips were taken to the local fire station, the Oakland Symphony Orchestra, the Oakland Zoo, the Exploratorium

Field trips 5000-5999: Services
And Other Operating
Expenditures \$5,150

Action 3

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Actions/Services

Expenditures

Expenditures

3. Pupils engaged in education, as indicated by attendance rates

Attendance rates improved in 2017-18. Students were engaged in education, with 96% ADA at P-2.

Student Information System
5000-5999: Services And Other
Operating Expenditures \$3,236

Student Information System
5800: Professional/Consulting
Services And Operating

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school engaged the Music for Minors II program for all students, which provided instruction to all grade levels on a weekly basis by two trained docents. Teachers were provided with time to plan arts and music integration into their teaching, and to work in collaboration with the Music for Minors II docents. Outside artists came to school to perform for students, and students had opportunity to experience learning off-campus through numerous field trips. To increase attendance, both attendance and tardy rates were reported to families weekly, beginning the first week of school. Additionally, Golden Bravos were awarded on a monthly basis to recognize perfect attendance, the availability of Short Term Independent Study during absences was deliberately communicated to parents, and Chronic Absenteeism was addressed via phone calls and quarterly letters to parents.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Engagement of Music for Minors II was hugely effective in incorporating formal music education into the curriculum for all students. Art continues to be present in all classrooms, although the Annual Family Survey and the Annual Student Survey both indicate that progress should be made on encouraging creativity in students. The performances brought to school and the number and diversity of field trips were effective in helping to meet the articulated goal, although more and different performances and field trips should be sought for next year. Weekly reporting of attendance and tardy rates, increased communication to parents about the availability of Short Term Independent Study during absences, and increased communication regarding perfect attendance and chronic absenteeism were all effective in increasing attendance rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less money was spent on field trips than budgeted because some field trips were free of charge and the others were made possible by community fundraising. More was spent on art and music supplies due to the Music for Minors II program cost, which was not anticipated in the 2017-18 budget.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes made to this goal, expected outcomes, metrics or actions and services to achieve this goal, other than stating the AMO for attendance more generally as "increasing ADA" for the 2018-19 school year, rather than increasing by 1%.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Goal 4: To provide a rigorous education that ensures preparation for the best high schools, colleges and careers.

We will advance our goal of providing a rigorous education using ongoing benchmark assessments to guide instruction, professional development on common core math problem solving, and preparation for Smarter Balanced Assessment and the California Science Test.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
7: Course Access (Conditions of Learning) Priority 8:
 Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

- Academic data
- Benchmark assessments
- Access to technology during the school day
- Well-trained and highly qualified teachers retained
- Professional Learning Communities

Actual

Academic data shared quarterly with staff, parents and Board of Directors.

Over the first 3 quarters of the school year, 81% of students are performing at grade level in math, 50.4% of students performing at grade level in English Language Arts, and 73.3% are performing at grade level in French Language Arts on benchmark assessments.

100% of students have access to technology during the school day, at minimum through the teachers' use of laptop, projector and document camera in the classroom. 100% of students use iPads weekly. 44% of students use Chromebooks weekly. 100% of students use Chromebooks at least once per year.

Expected

17-18

- Academic data shared with community stakeholders at least twice a year
- Majority of students performing at grade level in math and English Language Arts
- 70% of students have access to technology during the school day
- 60% of well-trained and highly qualified teachers retained
- Teachers participate in Professional Learning Communities the majority of weeks school is in session

Baseline

- Academic data shared with community stakeholders at least twice a year
- Majority of students performing at grade level in math and English Language Arts on benchmark assessments
- Majority of students have access to technology during the school day
- Majority of well-trained and highly qualified teachers retained
- Teachers participate in Professional Learning Communities the majority of weeks school is in session

Actual

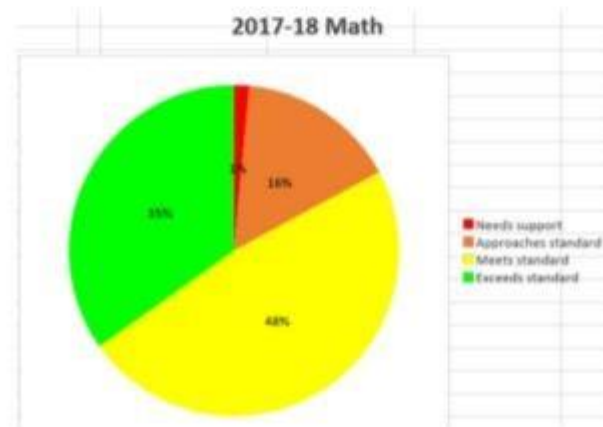
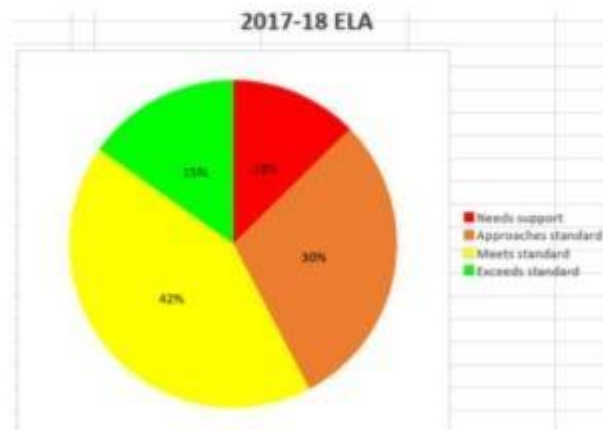
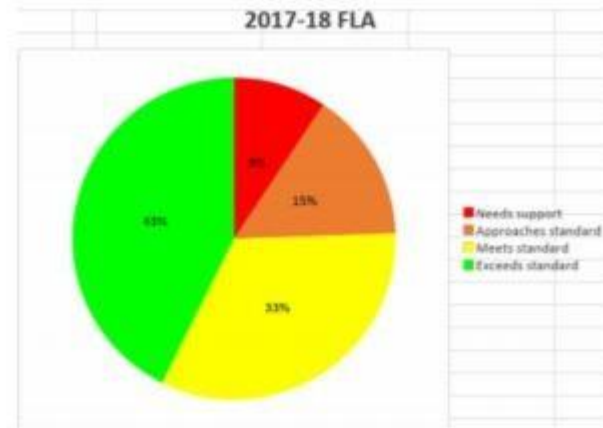
40% of well-trained and highly qualified teacher retained.

Teachers participate in professional learning communities each week that school is in session.

Graphs below show overall assessment results from 2017-18 school year in FLA, ELA and Math.

Expected

Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

Budgeted in Goal 2 under books and supplies 4000-4999: Books And Supplies

For Goal 4 under services & other operating expenditures 5800: Professional/Consulting Services And Operating Expenditures

1. Achieve grade level academic standards (College & career readiness)

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals
- iii. Continue implementing an integrated English and French Language Arts curriculum

Data informing the California School Dashboard indicates students are achieving significant growth in English Language Arts and Math.

Teachers trained to use test scores in FLA, ELA and Math to improve student achievement.

Assessment data shared quarterly with staff, parents and the Board of Directors.

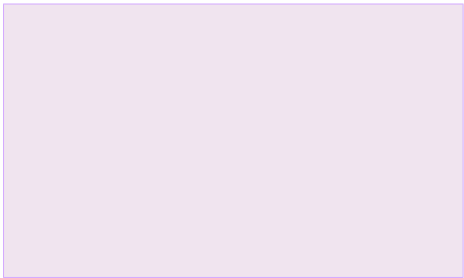
Benchmark assessments indicate that a majority of students are performing at grade level in Math and English Language Arts.

Continuing to build integrated ELA/FLA curriculum for grades K-

6. Purchased books in French (Yves Nadon, Canada) that follow Lucy Calkins' Readers and Writers Workshop.

Budgeted in administrator salaries and benefits 3000-3999: Employee Benefits

For Goal 4 under books and supplies 4000-4999: Books And Supplies L OEE 10802 46



Spent time during staff meeting dividing ELA standards among ELA and FLA curricula; weekly staff collaboration ensured adherence to the plan and alignment in instruction.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Budgeted in Goal 2

For Goal 4 through 5000 series
5000-5999: Services And Other
Operating Expenditures LCFF
For Goal 4 through 5000 series
5800: Professional/Consulting
Services And Operating

2. Teach technological proficiency through integration of technology and integrate technology in school (21st century skills)

i. Train teachers on how to integrate technology into the classroom

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program

iii. Use technology to enhance home-school communications

Teachers were trained and are using technology integrated into their curriculum, including Chromebooks, iPads and document cameras with projectors.

Software used by teachers in instruction includes RazKids, NitroType (typing program), Google Classroom, Google Drive, and Zearn. Software, apps and devices purchased to ensure staff and student access to technology. A majority of students have access to technology during the school day.

Several professional development meetings focused on integration of technology in the classroom.

Staff trained on the use of ParentSquare for home-school communication.

Budgeted in Goal 2 through 4000 series 4000-4999: Books And Supplies

For Goal 4 through 4000 series 4000-4999: Books And Supplies LCEE 61628



of ParentSquare extended this year to include permission slips and both emergency and non-emergency alert messages.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

3. Recruit and retain well-trained and highly qualified teachers

i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.

ii. Offer opportunities for teachers to become leaders in specific areas (e.g. arts, science, technology, French Language Arts)

Recruited well-trained and highly qualified teachers and staff. 40% of classroom teachers plan to return for next school year, a higher percentage than last year.

Collaborative learning opportunities throughout the year included weekly grade-level meetings and instructional alignment among FLA and ELA teachers around special projects like the Science Fair, the Gala Art Auction and Field Trips. Teachers were able to choose topics and areas of interest to them in their own professional development.

Collaboration between FCSO teacher and French teacher from Head Royce School, focusing on language instruction and global citizenship.

Teachers led sessions for their

Budgeted in Goal 2

For Goal 4 in 5000 series 5800:
Professional/Consulting Services
And Operating Expenditures

work done in another country around global citizenship.

Plan developed for all teachers to have some leadership responsibility/opportunity next year. This year, teacher leaders served as STIS Coordinator, English Program Assistant, and participated in the screening of new teacher candidates.

Teachers participated in professional learning communities each week that school was in session.

Four teachers completed the training to become certified administrators of the DELF examination (11/2017), and two completed the training to become administrators of the DALF (2/2018) examination.

Teacher attended training on

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

4. Provide a facility that is well kept and ready for learning (basic services)

i. Maintain a cleaning service.

Maintained a private cleaning service that cleaned facilities once per day and did larger maintenance projects during

Budgeted in Goal 2 under custodial supplies

For Goal 4 in 4000 series 4000-4999: Books And Supplies
LCFF 1700 70

<p>ii. Purchase additional furniture to ensure student needs are met</p> <p>iii. Train staff and students on emergency procedures</p>	<p>Purchased additional furniture to ensure student needs were met.</p> <p>Trained staff and students on emergency procedures and conducted regular fire, earthquake and lockdown drills.</p> <p>Fortified emergency communication plan and identified an off-site evacuation site at Bishon O'Dowd High</p>	<p>2000-2999: Classified Personnel Salaries \$34,719</p>	<p>For Goal 4 in 5000 series 5000-5999: Services And Other Operating Expenditures LCFF 30973.34</p>
			<p>For Goal 4 in 5000 series 5800: Professional/Consulting Services And Operating Expenditures LCFF 499</p>

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year, professional development work with teachers was guided by a yearlong assessment calendar, which also helped to determine technology needs. Curriculum maps were created and used across French and English programs, and teachers collaborated on instruction and best practices. Administration organized and led professional development in technology, home-school communication and use of data, and teachers also led professional development on topics in which they had interest or expertise. Regular benchmark assessments were conducted, and results were shared with all stakeholders. Effort was made to maintain a clean and functional school facility.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of efforts to train and support teachers with professional development, technology and clear curriculum and assessment plans was high. Data indicates that students are receiving a rigorous education that is made possible by ongoing staff collaboration and home-school partnership. Although the school maintained a regular cleaning service, responses from the Annual Family Survey and Annual Student Survey indicate that the cleanliness and functionality of the school facility is an area for improvement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less was spent on Classroom- and Non-Classroom Furniture, Equipment & Supplies due to a large donation of furniture and other materials from a school that closed. Savings were also realized in Professional/Consulting Services by only having one French intern and having francophone volunteers and French student teachers help fill the need for classroom support.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics or actions and services to achieve this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

09/13/2017, 10/4/2017, 01/26/2018, 02/09/2018: Educational Equity Leadership Group meetings - Discussed LCAP goals and set plan for the 17-18 and 18-19 school years to achieve equity goals. (Goal 1)

10/19/2017: Community Equity Event #1 - Discussed LCAP Goal 1 with representatives of all stakeholder groups, particularly in the context of equity and global citizenship, and received community input.

12/01/2017: Parent Meeting (Coffee with the ED) - Discussed LCAP goals and received parent input.

12/06/2017: Staff Meeting - Discussed ELA and FLA curriculum, given rigor of Smarter Balanced Assessment and the school's Two-Way Immersion model; administered Oakland Teacher Engagement Survey.

12/21/2017: Board of Directors Meeting - Reviewed hiring goals and approved new salary scale for teacher recruitment and retention.

01/10/2018: Staff meeting - Discussed LCAP Goal 3 and 4, having more field trips in second half of year, set classroom goals for schoolwide art event and began collaborative planning for Science Fair.

01/22/2018: Board of Directors Meeting - Presented academic data for public comment.

02/02/2018: Parent Meeting (Coffee with the ED) - Discussed LCAP goals and received community input.

02/12/2018: FCSC Parent Group Meeting - Discussed LCAP goals and received community input. Particular emphasis on Goals 1-3.

03/02/2018: State of the School Preview for Staff – Discussed school finances and growth with teachers and other staff and received input.

03/05/2018: State of the School - Presented school budget and finance, staffing, school priorities and focus areas, to community stakeholders and received input.

03/15/2017: Community Equity Event #2 - Discussed LCAP Goal 1 with representatives of all stakeholder groups, particularly in the context of equity and global citizenship, and received community input.

04/23/2018: Board of Directors Meeting - Presented academic data for public comment.

05/01/2018: Annual Family Survey distributed to all families via ParentSquare, with questions addressing LCAP goals and annual Measurable Pupil Outcomes, plus opportunity for free narrative response.

05/01/2018: Annual Student Survey administered to all students via paper during class, with questions addressing LCAP goals and annual Measurable Pupil Outcomes.

05/04/2018: Parent Meeting (Coffee with the ED) - Presented LCAP development update, received community input. Particular emphasis on Goal 1.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parents asked that Global Citizenship be a more obvious feature of the school and suggested formation of a Global Citizenship Committee. (Goal 1)

Input given to increase number of Equity Events each year and to make more information available to families in languages besides English, particularly Spanish. (Goal 1)

Decision to increase effort to include outside organizations in community events. (Goal 1)

Set priorities and processes for hiring for 2018-19 and established processes to fortify actions in Goal 2.

Decision to provide Music for Minors II program again during 2018-19. (Goal 3)

Parents want more assurance that teacher and Executive Director retention will increase, in part through transparency around processes for hiring and evaluation. (Goal 2)

Input on academic data encouraged school to reconsider ELA curriculum and support for English Learners. (Goal 2)

Staff suggested having more support for foreign teachers around early logistics of moving and settling in the U.S., in particular in conveying accurate information regarding finances required to live in Bay Area. (Goal 2)

School considering changing ELA curriculum and modifying FLA curriculum to increase rigor and align more to Common Core within Two-Way Immersion model. (Goal 2)

Identified need to educate parents and teachers about differing expectations of each other in the school setting, based on cultural background. (Goal 2)

Condition and cleanliness of school facilities emerged as concern for both students and families, which can be addressed in Goal 4 for next year.

Perceived lack of respect for adults at school by students (as reported by both students and parents) requires increased focus in the context of Social-Emotional Learning. (Goal 1)

Parents report that arts integration is more traditional than expected; goal for next year should incorporate innovative ways to bring art to school and classroom. (Goal 3)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

To provide an education and school environment rooted in our individual, collective and global communities.

Goal 1

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
 4: Pupil Achievement (Pupil Outcomes) Priority 6:
 School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To further develop our social emotional learning and global citizenship curricula and their implementation and to engage our school community in education and conversation around educational equity.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Educational Equity Leadership Group Events 2. Purchases 3. Community Involvement	1. 3 events for stakeholders 2. Establish basic library for global citizenship. 3. Hold FCSC (formerly PCN) elections, 1 parent	1. Increase by one event. 2. Add one project with written and digital resources per class.	1. Increase by one event. 2. Add one project with written and digital resources per class.	1. Increase by one event. 2. Add one project with written and digital resources per class.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	education event, and 3 outside events.	3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.	3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.	3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Foster conversation and implement processes to ensure educational equity (Global Citizenship)

i. Educational Equity Leadership Group to hold multiple stakeholder engagement opportunities for the school community around educational equity. Develop metrics for effective engagement and useful outcomes.

Foster conversation and implement processes to ensure educational equity (Global Citizenship)

i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will begin to shape decision-making in school culture and academics. Use metrics for effective engagement and useful outcomes.

Foster conversation and implement processes to ensure educational equity (Global Citizenship)

i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will continue to shape decision-making in school culture and academics. Modify engagement approaches based on metrics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		4446.51	4579.91
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 – professional development and conferences and staff time	1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1
Amount		338.33	348.48
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1
Amount		1137.12	1171.23
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 1	5800: Professional/Consulting Services And Operating Expenditures For Goal 1

Amount		679.8	700.19
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 1	5800: Professional/Consulting Services And Operating Expenditures For Goal 1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2. Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Develop the social studies curriculum to include aspects of global citizenship, civic

2018-19 Actions/Services

Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Continue developing the social studies curriculum to include aspects of global

2019-20 Actions/Services

Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Effectively use the social studies curriculum to include aspects of global

engagement, and the Francophonie – additional time for administrator and purchase of additional books and supplies

citizenship, civic engagement, and the Francophonie. Work with school volunteers and teacher leaders on events promoting the Francophonie. Include additional time for administrator and purchase of additional books and supplies.

citizenship, civic engagement, and the Francophonie. Work with school volunteers and teacher leaders on events promoting the Francophonie. Develop metric for school-wide global citizenship effectiveness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		10626.51	10945.31
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 – administrator time and books and supplies	1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1
Amount		374	385.22
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Modified Action	New Action
<p>2017-18 Actions/Services</p> <p>3. Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC and develop system to assess FCSC's effectiveness (survey).</p> <p>ii. Provide 1 parent education event</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 1 event</p>	<p>2018-19 Actions/Services</p> <p>Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC, create new committees as necessary (potentially around Global Citizenship and Staff Support), develop system to assess FCSC's effectiveness (survey) and plan for incorporation in 2019-20, if appropriate.</p> <p>ii. Provide 2 parent education events, including at least 1 with a translator</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 2 events, which are publicized in at least two languages</p>	<p>2019-20 Actions/Services</p> <p>Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC, including its committees, and use results of effectiveness survey. Incorporate if appropriate.</p> <p>ii. Provide 3 parent education events, including at least 1 with a translator</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 3 events, which are publicized in at least two languages</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		601.52	619.57
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 administrator time	4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1

Amount		27636.27	28465.36
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 1	5800: Professional/Consulting Services And Operating Expenditures For Goal 1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

4. Teach and model life skills, including communications, social emotional learning and lifelong learning as ways to embrace

2018-19 Actions/Services

Teach and model life skills, including communications, social-emotional learning and lifelong learning as ways to embrace

2019-20 Actions/Services

Teach and model life skills, including communications, social emotional learning and lifelong learning as ways to embrace

<p>and interact with others in healthy ways (Life Skills)</p> <p>i. Continue integrating social emotional learning curriculum into the classroom and the school day</p> <p>ii. Continue developing responsive classroom techniques in the classroom</p> <p>iii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations.</p>	<p>and interact with others in healthy ways (Life Skills)</p> <p>i. Implement training on restorative justice</p> <p>ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations</p>	<p>and interact with others in healthy ways (Life Skills)</p> <p>i. Monitor effective use of restorative justice practices</p> <p>ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and continue to evaluate training's effectiveness using weekly walk-through observations</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		13150.01	13544.51
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 – professional development and administrator time and books and supplies	1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1
Amount		313.64	323.04
Source		LCFF	LCFF
Budget Reference		2000-2999: Classified Personnel Salaries For Goal 1	2000-2999: Classified Personnel Salaries For Goal 1

Amount		796.50	820.39
Source		LCFF	LCFF
Budget Reference		4000-4999: Books And Supplies For Goal 1	4000-4999: Books And Supplies For Goal 1
Amount		5098.5	5251.46
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures For Goal 1	5000-5999: Services And Other Operating Expenditures For Goal 1
Amount		10184.13	10489.65
Source		Special Education	Special Education
Budget Reference		1000-1999: Certificated Personnel Salaries For Goal 1	1000-1999: Certificated Personnel Salaries For Goal 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

To provide a bilingual education in French and English

Goal 2

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To see annual growth in French language abilities for the majority of our students. To see a staff representative of the cultural diversity of the Francophonie and of Oakland.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> French language abilities as measured by French literacy assessments Advertising and Staff recruitment strategies Staff retention strategies 	<ul style="list-style-type: none"> Majority of students show improvement in French language abilities as measured by French literacy assessments. Advertise in at least 5 different places and with all of the community 	<ul style="list-style-type: none"> 10% more students show improvement in French language abilities as measured by French literacy assessments. Advertise in 2 additional places and with all of the community 	<ul style="list-style-type: none"> 10% more students show improvement in French language abilities as measured by French literacy assessments. Advertise in 2 additional places and with all of the community 	<ul style="list-style-type: none"> 10% more students show improvement in French language abilities as measured by French literacy assessments. Advertise in 2 additional places and with all of the community

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • Weekly professional learning community meetings • Professional development trainings related to annual school goals • Purchase of French, English and bilingual book • Staff attendance at conferences • Staff-specific surveys 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program • Conduct at least 3 professional development trainings related to annual school goals • Purchase French, English and bilingual books to enhance student literacy in both languages. 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program. • Conduct at least 3 professional development trainings related to annual school goals. • Purchase additional French, English and bilingual books to enhance student literacy in both languages. 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct cultural education for parents and staff regarding expectations for the school-home relationship. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program. • Conduct at least 3 professional development trainings related to annual school goals. 	<p>organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.</p> <ul style="list-style-type: none"> • Implement at least one additional staff retention strategy prior to the next school year. • Discuss staff retention strategies with staff. • Conduct cultural education for parents and staff regarding expectations for the school-home relationship. • Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program. • Conduct at least 3 professional development trainings related to annual school goals.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Send 1 educator to a conference or school visit related to immersion education Conduct staff-specific survey 	<ul style="list-style-type: none"> Send 1 educator to a conference or school visit related to immersion education. Conduct staff-specific survey. 	<ul style="list-style-type: none"> Purchase additional French, English and bilingual books to enhance student literacy in both languages. Send 2 educators to a conference or school visit related to immersion education. Conduct staff-specific survey and gauge effectiveness of the tool. 	<ul style="list-style-type: none"> Purchase additional French, English and bilingual books to enhance student literacy in both languages. Send 3 educators to a conference or school visit related to immersion education. Conduct staff-specific survey and adapt based on analysis of tool.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.

2018-19 Actions/Services

Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.

2019-20 Actions/Services

Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,312,955	16,865.14	17,371.09
Source	LCFF	LCFF	LCFF
Budget Reference	Compensation and benefits	5800: Professional/Consulting Services And Operating Expenditures Recruiting	5800: Professional/Consulting Services And Operating Expenditures Recruiting
Amount	\$25,799		
Source	LCFF		
Budget Reference	Instructional		
Amount	\$22,000		
Source	LCFF		
Budget Reference	Recruiting		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
 [Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
 Low Income
 [Add Students to be Served selection here]

Schoolwide
 [Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

2. Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops

2018-19 Actions/Services

Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops

2019-20 Actions/Services

Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,450	2427.45	2356.28
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

Amount	\$3,000	665.51	685.48
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel and conferences	5000-5999: Services And Other Operating Expenditures Travel and conferences	5000-5999: Services And Other Operating Expenditures Travel and conferences

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

2018-19 Actions/Services

Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

2019-20 Actions/Services

Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		573,746	711,721
Source	LCFF	LCFF	LCFF
Budget Reference	Compensation and Benefits Budgeted in Action Step 1	1000-1999: Certificated Personnel Salaries Compensation Budgeted	1000-1999: Certificated Personnel Salaries Compensation Budgeted
Amount		104,476	142,403
Source		LCFF	LCFF
Budget Reference		3000-3999: Employee Benefits Budgeted	3000-3999: Employee Benefits Budgeted

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Purchase French language curriculum,
books, and supplies, including

Purchase French language curriculum,
books, and supplies, including

Purchase French language curriculum,
books, and supplies, including

assessments to assess student French language abilities and changes over time.

assessments to assess student French language abilities and changes over time.

assessments to assess student French language abilities and changes over time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$131,538	3608.68	3716.94
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies For goal 2, action 4	4000-4999: Books And Supplies For goal 2, action 4

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

To provide a creative education

Goal 3

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To provide additional elements to our educational program that focus on project-based learning and arts education

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Arts and music supplies and equipment Art throughout the school and integrated into school projects and lessons Theatre performances during the regular school day 	<ul style="list-style-type: none"> All classroom will have starter sets of arts and music supplies and equipment Majority of parents report seeing art throughout the school and integrated into school projects and lessons 	<ul style="list-style-type: none"> Additional arts and music supplies and equipment purchased Majority of parents report seeing art throughout the school and integrated into school projects and lessons 	<ul style="list-style-type: none"> All classroom will have starter sets of arts and music supplies and equipment Majority of parents report seeing art throughout the school and integrated into school projects and 	<ul style="list-style-type: none"> All classroom will have starter sets of arts and music supplies and equipment Majority of parents report seeing art throughout the school and integrated into school projects and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> • Access to the music curriculum • School field trips • ADA 	<ul style="list-style-type: none"> • Have at least 2 theatre performances during the regular school day • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • At least 95% ADA 	<ul style="list-style-type: none"> • Have at least 2 theatre performances during the regular school day • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • 1% increase in percentage of ADA 	<ul style="list-style-type: none"> • lessons in innovative ways • Have at least 2 theatre performances during the regular school day • Establish partnership with an arts-based residency. • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • Increase in overall percentage of ADA 	<ul style="list-style-type: none"> • lessons in innovative ways • Have at least 2 theatre performances during the regular school day. • Maintain partnership with an arts-based residency. • Majority of students have access to the music curriculum • Majority of students participate in a school field trip • Increase in overall percentage of ADA

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

- 1. Arts integration
 - i. Purchase art and music supplies and equipment.
 - ii. Offer performances for students during the regular school day.
 - iii. Continue implementing music curriculum.

2018-19 Actions/Services

- Arts integration
 - i. Purchase art supplies for all. Purchase musical instruments for grade 6 class.
 - ii. Offer performances for students during the regular school day.
 - iii. Continue implementing music curriculum. Begin more formal basic music in grade 6.

2019-20 Actions/Services

- Arts integration
 - i. Purchase art supplies for all. Purchase musical instruments for another class.
 - ii. Offer performances for students during the regular school day.
 - iii. Continue implementing music curriculum. Continue more formal basic music in grades 6 and 7.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		2147.55	2211.98
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 for professional development and conferences	4000-4999: Books And Supplies Budgeted as part of 4000 series in Goal 2	4000-4999: Books And Supplies Budgeted as part of 4000 series in Goal 2
Amount	\$994		
Budget Reference	Budgeted as part of 4000 series in Goal 2		

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2. Use project and inquiry-based learning throughout the curriculum.
i. Train teachers on project and inquiry-based learning and implementation.
ii. Organize field trips.

2018-19 Actions/Services

Use project and inquiry-based learning throughout the curriculum.
i. Continue training teachers on project and inquiry-based learning and implementation.
ii. Organize field trips.

2019-20 Actions/Services

Use project and inquiry-based learning throughout the curriculum.
i. Continue training teachers on project and inquiry-based learning and implementation.
ii. Organize field trips.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		2108.41	2171.66
Source		Title I	Title I
Budget Reference	Budgeted in Goal 2 for professional development and conferences	5800: Professional/Consulting Services And Operating Expenditures Part of 5000 series in Goal 3	5800: Professional/Consulting Services And Operating Expenditures Part of 5000 series in Goal 3
Amount	\$5,150		
Budget Reference	5000-5999: Services And Other Operating Expenditures Field trips		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3. Pupils engaged in education, as indicated by attendance rates

Pupils engaged in education, as indicated by attendance rates

Pupils engaged in education, as indicated by attendance rates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,236	4041.08	4162.31
Source		LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Information System	5800: Professional/Consulting Services And Operating Expenditures Student Information System	5800: Professional/Consulting Services And Operating Expenditures Student Information System

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed. (Select

from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

To provide a rigorous education that ensures preparation for the best high schools, colleges and careers

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement) Priority
 7: Course Access (Conditions of Learning) Priority 8:
 Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

To show assessment data at regular intervals to community stakeholders. To provide technological integration for learning and communication. To recruit and retain high quality teachers. To provide a clean and safe facility that facilitates learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Academic data Benchmark assessments Access to technology during the school day 	<ul style="list-style-type: none"> Academic data shared with community stakeholders at least twice a year. Majority of students performing at grade 	<ul style="list-style-type: none"> Academic data shared with community stakeholders at least twice a year. Majority of students performing at grade 	<ul style="list-style-type: none"> Academic data shared with community stakeholders at least twice a year. Majority of students performing at grade 	<ul style="list-style-type: none"> Academic data shared with community stakeholders at least twice a year. Majority of students performing at grade

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Well-trained and highly qualified teachers retained Professional Learning Communities 	<p>level in math and English Language Arts on benchmark assessments.</p> <ul style="list-style-type: none"> Majority of students have access to technology during the school day. Majority of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities the majority of weeks school is in session. 	<p>level in math and English Language Arts.</p> <ul style="list-style-type: none"> 70% of students have access to technology during the school day. 60% of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities the majority of weeks school is in session. 	<p>level in math and English Language Arts.</p> <ul style="list-style-type: none"> 80% of students have access to technology during the school day. 70% of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities each week that school is in session. 	<p>level in math and English Language Arts.</p> <ul style="list-style-type: none"> 90% of students have access to technology during the school day. 80% of well-trained and highly qualified teachers retained. Teachers participate in Professional Learning Communities each week that school is in session.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	New Action
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2017-18 Actions/Services

1. Achieve grade level academic standards (College & career readiness).

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French Language Arts curriculum.

2018-19 Actions/Services

Achieve grade level academic standards (College & career readiness).

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French Language Arts curriculum.

2019-20 Actions/Services

Achieve grade level academic standards (College & career readiness).

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Continue reporting data to the board, parents and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French Language Arts curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		11127.56	11461.39
Source		LCFF	LCFF
Budget Reference	3000-3999: Employee Benefits Budgeted in administrator salaries and benefits	4000-4999: Books And Supplies For Goal 4 under books and supplies	4000-4999: Books And Supplies For Goal 4 under books and supplies
Amount		2108.41	2171.66
Source		LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Budgeted in Goal 2 under books and supplies	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 under services & other operating expenditures	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 under services & other operating expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2. Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		634.77	653.81
Source		LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies Budgeted in Goal 2 through 4000 series	4000-4999: Books And Supplies For Goal 4 through 4000 series	4000-4999: Books And Supplies For Goal 4 through 4000 series
Amount		1028.97	1059.84
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2	5000-5999: Services And Other Operating Expenditures For Goal 4 through 5000 series	5000-5999: Services And Other Operating Expenditures For Goal 4 through 5000 series
Amount		37532.35	38658.32
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 4 through 5000 series	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 through 5000 series

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

New Action

2017-18 Actions/Services

3. Recruit and retain well-trained and highly qualified teachers.

i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.

ii. Offer opportunities for teachers to become leaders in specific areas (e.g.

2018-19 Actions/Services

Recruit and retain well-trained and highly qualified teachers.

i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.

ii. Offer opportunities for teachers to become leaders in specific areas (e.g.

2019-20 Actions/Services

Recruit and retain well-trained and highly qualified teachers.

i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.

ii. Offer opportunities for teachers to become leaders in specific areas (e.g.

arts, science, technology, French Language Arts).

arts, science, technology, French Language Arts).

arts, science, technology, French Language Arts).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		16865.14	17371.09
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

Scope of Services:

Location(s):

(Select from English Learners, Foster Youth, and/or Low Income)

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4. Provide a facility that is well kept and ready for learning (basic services).

i. Maintain a cleaning service.

ii. Purchase additional furniture to ensure student needs are met.

iii. Train staff and students on emergency procedures.

Provide a facility that is well kept and ready for learning (basic services).

i. Maintain a cleaning service, increase spending on janitorial services.

ii. Purchase additional furniture to ensure student needs are met.

iii. Train staff and students on emergency procedures.

Provide a facility that is well kept and ready for learning (basic services).

i. Maintain a cleaning service.

ii. Purchase additional furniture to ensure student needs are met.

iii. Train staff and students on emergency procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		1846.57	1901.97
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 under custodial supplies	4000-4999: Books And Supplies For Goal 4 in 4000 series	4000-4999: Books And Supplies For Goal 4 in 4000 series
Amount	\$34,719	31902.54	32859.62
Source		LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	5000-5999: Services And Other Operating Expenditures For Goal 4 in 5000 series	5000-5999: Services And Other Operating Expenditures For Goal 4 in 5000 series
Amount		513.97	529.39
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series	5800: Professional/Consulting Services And Operating Expenditures For Goal 4 in 5000 series

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$120,194

Percentage to Increase or Improve Services

7.18%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Funds for contractors for extra support for our students are principally directed to unduplicated students and also effective for the student body as a whole, as our Multi-Tiered System of Support focuses on high-needs students and helps all students. The school also funds its own free and reduced lunch program and offers reduced rates for before- and after-school care for families who qualify.

In 2017-18, the school applied for and received a grant to help fund its Multi-Tiered System of Support, which improves services for all students, but particularly for unduplicated pupils with greater needs in the form of more one-on-one and small group support.

The school gives preference in its admissions lottery to students who are economically disadvantaged, and it has collaborated with families of unduplicated pupils to create a Parent Involvement Policy. Further, the school provides support to English Learners through small group instruction and one-on-one teacher support during English-French co-teaching time in the classroom.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$73,570

Percentage to Increase or Improve Services

5.10%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Funds for contractors for extra support for our students are principally directed to unduplicated students and also effective for the student body as a whole, as our Multi-Tiered System of Support focuses on high-needs students and helps all students. The school also funds its own free and reduced lunch program and offers reduced rates for before- and after-school care for families who qualify.

The school applied for and received a grant to help fund its Multi-Tiered System of Support, which improves services for all students, but particularly for unduplicated pupils with greater needs in the form of more one-on-one and small group support.

The school gives preference in its admissions lottery to students who are economically disadvantaged, and it has collaborated with families of unduplicated pupils to create a Parent Involvement Policy. Further, the school provides support to English Learners through small group instruction and one-on-one teacher support during English-French co-teaching time in the classroom.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education- operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the

actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the

charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years. The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- The implementation of state board adopted academic content and performance standards for all students, which are:
 - English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - Mathematics – CCSS for Mathematics
 - English Language Development (ELD)
 - Career Technical Education
 - Health Education Content Standards
 - History-Social Science
 - Model School Library Standards
 - Physical Education Model Content Standards
 - Next Generation Science Standards
 - Visual and Performing Arts
 - World Language; and
- How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- How the school district will promote parental participation in programs for unduplicated pupils; and
- How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- Statewide assessments;
- The Academic Performance Index;
- The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- The English learner reclassification rate;
- The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION

INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052? 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,554,841.00	735,580.93	1,554,841.00	889,028.94	1,071,111.15	3,514,981.09
	44,099.00	0.00	44,099.00	0.00	0.00	44,099.00
LCFF	1,510,742.00	722,542.43	1,510,742.00	875,599.28	1,057,278.61	3,443,619.89
Special Education	0.00	9,887.50	0.00	10,184.13	10,489.65	20,673.78
Title I	0.00	3,151.00	0.00	3,245.53	3,342.89	6,588.42

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,554,841.00	735,580.93	1,554,841.00	889,028.94	1,071,111.15	3,514,981.09
	1,361,748.00	0.00	1,361,748.00	0.00	0.00	1,361,748.00
1000-1999: Certificated Personnel Salaries	0.00	494,199.50	0.00	612,153.16	751,280.38	1,363,433.54
2000-2999: Classified Personnel Salaries	34,719.00	304.50	34,719.00	313.64	323.04	35,355.68
3000-3999: Employee Benefits	0.00	74,003.00	0.00	104,476.00	142,403.00	246,879.00
4000-4999: Books And Supplies	131,538.00	20,849.99	131,538.00	21,475.48	22,119.75	175,133.23
5000-5999: Services And Other Operating Expenditures	26,836.00	37,568.47	26,836.00	41,122.97	42,212.68	110,171.65
5800: Professional/Consulting Services And Operating Expenditures	0.00	108,655.47	0.00	109,487.69	112,772.30	222,259.99

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,554,841.00	735,580.93	1,554,841.00	889,028.94	1,071,111.15	3,514,981.09
		994.00	0.00	994.00	0.00	0.00	994.00
	LCFF	1,360,754.00	0.00	1,360,754.00	0.00	0.00	1,360,754.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	484,312.00	0.00	601,969.03	740,790.73	1,342,759.76
1000-1999: Certificated Personnel Salaries	Special Education	0.00	9,887.50	0.00	10,184.13	10,489.65	20,673.78
2000-2999: Classified Personnel Salaries		34,719.00	0.00	34,719.00	0.00	0.00	34,719.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	304.50	0.00	313.64	323.04	636.68
3000-3999: Employee Benefits	LCFF	0.00	74,003.00	0.00	104,476.00	142,403.00	246,879.00
4000-4999: Books And Supplies	LCFF	131,538.00	20,849.99	131,538.00	21,475.48	22,119.75	175,133.23
5000-5999: Services And Other Operating Expenditures		8,386.00	0.00	8,386.00	0.00	0.00	8,386.00
5000-5999: Services And Other Operating Expenditures	LCFF	18,450.00	37,568.47	18,450.00	41,122.97	42,212.68	101,785.65
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	105,504.47	0.00	106,242.16	109,429.41	215,671.57
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	3,151.00	0.00	3,245.53	3,342.89	6,588.42

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18through 2019-20 Total
Goal 1	0.00	73,187.22	0.00	75,382.84	77,644.32	153,027.16
Goal 2	1,510,742.00	553,794.37	1,510,742.00	701,788.78	878,253.79	3,090,784.57
Goal 3	9,380.00	8,055.38	9,380.00	8,297.04	8,545.95	26,222.99
Goal 4	34,719.00	100,543.96	34,719.00	103,560.28	106,667.09	244,946.37

* Totals based on expenditure amounts in goal and annual update sections.

Since July 1, 2015, and annually thereafter: Francophone Charter School of Oakland has updated the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil student group (or, if less than 3, all pupil student group in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter school
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that:(1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; (2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

Annual Update

The plan above will drive work at the Charter School. Grade level teaching teams will spend dedicated time to develop and review their plans for the achievement of the outcomes indicated,

align those plans with the diagnostic assessment data of their students, and develop plans to differentiate teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations.

Methods to Measure Progress

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes. Francophone Charter School will adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As described in Element 2, Francophone Charter School will use a diverse set of assessments that are aligned with the curriculum and instructional program and compliant with state expectations to measure its student outcomes and each of the eight (8) state priorities.

The Charter School will use the Local Control and Accountability Plan (LCAP) framework developed by the State Board of Education (BOE) to help monitor progress toward its objectives and will comply with the related regulations and compliance outlined in the LCAP, including the eight state priority areas, any local priorities Charter Petition – Francophone Charter School of Oakland identified by the Oakland Unified School District (OUSD), and any population student groups as required by law. The Board of Directors will review and update its LCAP annually in accordance with the timelines outlined by the BOE and OUSD and will consult with Francophone Charter School employees, parents and students when developing the annual update. Assessments that will be used to evaluate progress on measurable outcomes were described in detail in Element 2 and will be administered according to the assessment cycle below.

Recent Highlights of Assessment at Francophone

- Strength of assessment of student reading in French and English: Fountas & Pinnell and GB+ reading levels are aligned and benchmarked to indicate grade level expectations.
- Report cards are updated annually to reflect essential standards or units of study being emphasized by a grade level team.
- The sources of data about student learning and well-being have historically been shared with families on an ongoing basis. In 2018-2019, reading levels were added to report cards. In 2019-2020, a comprehensive assessment calendar has been constructed to inform parents at Back to School Night of all the ways in which their child’s performance will be reviewed, and when to expect their results.
- Francophone’s participation in a regional cohort of California Scaling up Multi-Tiered System of Supports (CA SUMS Initiative) has yielded a detailed assessment inventory, a decision tree that maps assessment results to tiered intervention provided on campus

Assessment Modifications and Accommodations

Francophone Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate.

External Reporting

Francophone Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Use and Reporting of Data

Francophone Charter School is committed to a consistent data-driven improvement process to ensure success for all of its students. Francophone Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. Data are collected, analyzed, reported and used regularly, at every grade level and in every subject area and will be collected and reported in compliance with the Local Control Funding Program adopted by the California State Board of Education and any additional priorities of the Oakland Unified School District.

Annually, Francophone Charter School will analyze data collected for all of the outcomes detailed above – including assessment of student groups – (1) to show annual school-wide changes in outcomes and how those changes compare to the goals set for each outcome and (2) to compare Francophone Charter School to other schools. These data will be shared with students, parents, staff, Francophone Charter School leadership, and the broader community. The Board of Directors and the Executive Director will evaluate these data prior to the beginning of the subsequent school year to determine what actions should be taken to improve student outcomes in order to achieve the goals outlined above and to ensure adherence to the mission and vision of the Charter School.

The Board of Directors and the Executive Director will also determine a subset of data from the above, including student groups, for which the Executive Director and/or his or her designee will collect, analyze and report to the Board and to teaching staff on a monthly basis. These data will include measures of student achievement related to both state and Francophone Charter School priorities. The Executive Director will discuss strengths and weaknesses of these data with the Board of Directors to determine if specific action should be taken to address any items that are not in alignment with Francophone Charter School's goals and desired outcomes for student achievement. The Executive Director will review strengths and weaknesses identified through the data, including outcomes identified for action, with teaching staff and collaborate with them to develop recommendations for improvement so that a process of continual data driven improvement is integrated into the Charter School.

In addition, teachers for all subjects and all grades will use formative, interim and benchmark assessments to determine student knowledge, understanding, and skills as they relate to the curriculum. Results of these assessments will guide changes in instruction to improve performance on summative assessments and to ensure success for all students. Formative assessments will be ongoing and will occur regularly throughout the school day. These assessments will guide teachers in modifying instruction to increase student understanding in order to meet the learning needs of all students. Interim assessments will include benchmark assessments that will occur at the end of each quarter and additional interim assessments throughout the quarter to measure student

understanding of specific content or topic areas. Summative assessments will occur at the end of the school year and will be used to assess outcomes school-wide and for particular subgroups, including but not limited to ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged.

Assessment results are evaluated by the teacher for the individual class and by the Executive Director and/or his or her designee across multiple subjects and grade levels to monitor and understand student performance. Students are informed about their assessment results by the teacher and via report cards at the end of each marking period and progress reports halfway through each marking period.

Parents are informed about both their individual student's and Francophone Charter School's achievement progress. Students and parents will discuss individual student achievement and performance on classroom and state assessments under the direction of the classroom teacher during Parent-Teacher Conferences conducted at least once a year. At this time they will learn about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based and character report cards. Parents can request more frequent progress information.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual ELPAC testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. Francophone Charter School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section.

If Francophone Charter School does not test (i.e., CAASPP) with the District, Francophone Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Additionally, Francophone Charter School will publish student results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about the Charter School and will be made available to the public as required by law. All state mandated test results will also be reported to Francophone Charter School stakeholders and posted on the Charter School's website.

Element 4: Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

The District reserves the right, but is not obligated, to appoint a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Nonprofit Public Benefit Corporation

Francophone Charter School of Oakland (Francophone Charter School) will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Francophone Charter School holds tax-exempt status under Internal Revenue Code Section 501(c)(3).

Francophone Charter School of Oakland will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change. Francophone Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of Francophone Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Francophone Charter School of Oakland will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. Included in the Appendix are the Articles of Incorporation (Appendix 9) and Bylaws (Appendix 10) for Francophone Charter School, which will be amended from time to time by the Board of Directors in accordance with the bylaws.

Board of Directors

Francophone Charter School of Oakland is an independent charter school governed by the FCSO Board of Directors. Biographies of the current FCSO Board of Directors are attached in Appendix 14. FCSO is a California nonprofit, public benefit corporation. Proof of FCSO's tax exempt status is attached in Appendix 8. FCSO is governed by the FCSO Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public

website (<http://francophoneschool.org/meetings-minutes/>) , in accordance with the Brown Act. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the charter authorizer chooses to have a representative on the Board, the Board may elect an additional member so that the Board maintains an odd number of directors.

The number of Directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to the bylaws. Each Director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Director has been designated and qualified. After an extensive governance best practices training, the Board has moved to a Board-designated director system, whereby candidates are selected from a pool of interested individuals who meet specified qualifications, including, but not limited to membership for at least one year on a Board committee. The Charter School’s Board is predominantly comprised of parent members, so there is no need to hold aside representative seats.

Board Selection

The Charter School seeks outside directors with experience in not-for-profit governance, education program design, school administration, legal and risk management, finance, and community relationships. New directors can be nominated by sitting directors and will be elected by a majority vote of the Board.

Name	Board Role	Focus / Expertise
Annette Dennett	Chair	Governance
Jean Johnstone	Vice-Chair, Education Committee Chair	Education
Frédéric Boulay	CFO	Finance
Erin O’Donohue	Secretary, Governance Committee Chair	Governance, Legal
Hervé Bruckert	Board member, Facilities Committee member	Finance
Carolyn Choy	Board member, Facilities Committee Chair	Facilities
David Philipps	Board Member, Governance and Education Committees member	Governance, Education
Daniel Kokodoko	Board member, Finance Committee member	Finance

Governance Training

Each year the Board of Directors sends representatives to the annual Governance Academy and other Brown Act update trainings provided by Young, Minney and Corr and other experts. These representatives update the full Board and the Governance Committee on relevant developments and ensure Francophone is in compliance with all regulations and standards. All new members to the Board attend an orientation session with the Governance Committee to review ethical and legal responsibilities of board membership and develop an individualized plan for additional governance training or mentorship.

Duties of the Board of Directors

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect the Charter School. The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; however, the Francophone Charter School Executive Director and teachers will carry out the day-to-day operations of the school. The Executive Director will be the overall site manager and will report directly to the Board of Directors. The Executive Director will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Executive Director to implement the educational program. The Executive Director will be responsible for hiring, evaluating and terminating all teaching faculty with the approval of the Board and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Executive Director.

The Board's duties include but are not limited to the following:

- Appoint and remove, as deemed necessary by the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- Change the principal office or the principal business office in California from one location to another; designate a place in California for holding any meeting of members.
- Manage the financial affairs of the Charter School so as to ensure the Charter School's financial stability and the continued integrity of its academic programs.
- Monitor the operational budget and finances for long-term viability.
- Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- Approve the construction or remodeling of facilities or the sale, transfer, lease, or purchase of real property by the Charter School and to maintain in good condition, and approve all use of, the property of the Charter School.
- Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

- Establish the job description, goals, and responsibilities for the school Executive Director position, and recruit, hire, and evaluate the performance of the Executive Director via a process to be approved by the Board.
- Define or refine, consistent with the Charter School's charter, the corporation's mission, values and vision.
- Ensure curriculum aligns with mission as outlined in charter.
- Set strategic direction.
- Develop annual goals for the Charter School and long range plans with input from the Executive Director, teachers, and Parent-Teacher Association.
- Adopt policies to ensure that the Charter School and related educational programs are run effectively, legally, and ethically.
- Serve as a review board if any complaint cannot be resolved through the usual channels of Charter School administration. The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for the Charter School and increasing public awareness of the Charter School's work. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established. The Charter School shall comply with the Brown Act.

Governance Committee

Overall Role:

The Governance Committee is responsible for recruiting, nominating, training, and evaluating board members, as well as overseeing the functioning of the Board as a governing entity.

Appointments:

- A member of the School's Board (Chair)
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise and/or experience, and capacity to serve

Responsibilities:

- To identify priorities for board composition overall and for selecting new members
- To create a short and long-term board recruitment strategy
- To work with the Board Chair and School Administrator to create a succession plan for board officers
- To meet with prospective board members and officers and recommend candidates to the Board
- To develop and conduct orientation sessions for new board members
- To develop and revise a Board Member Handbook, outlining the responsibilities of the Board and board members, board policies, and other relevant information
- To revise the Board Member Agreement as necessary

- To organize annual training sessions for the Board in the areas of governance and finance, and others, as needed
- To create specific measurable Board-level goals for the year
- To coordinate and lead an annual evaluation process for the Board as a whole as well as its individual board members
- To evaluate its own work as a committee in achieving its goals
- To develop, where appropriate, proposed amendments or additions to the Bylaws regarding the appointment and terms of service of members of the Board
- To review the Board's Bylaws and policies to ensure compliance with state and federal laws while meeting the needs of the School

Finance Advisory Committee

Overall Role:

The Finance Advisory Committee has primary responsibility for the financial management of the organization in coordination with the Executive Director.

Appointments:

- The Chief Financial Officer (CFO) shall serve as the Chair of the Finance Committee
- The Charter School's Executive Director shall serve on the Finance Committee
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant financial expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws

Responsibilities:

- Prepare an annual budget for the organization in collaboration with the Executive Director and the financial services provider
- Oversee the process for budget preparations to ensure consistency between the budget and the school's goals and plans
- Develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast
- Provide oversight of the procurement process
- Review monthly financial statements and variances from budget
- Oversee short-term and long-term investments
- Work with financial services provider to design and deliver accurate and timely financial reports to the Board, including any financial irregularities, concerns, opportunities, and any related recommended actions
- Create specific measurable board-level goals for the year as part of the full board planning process
- Develop and implement a board-level training program to ensure that all Board members (especially those without a financial background) can be effective stewards of the organization's financial resources

- Revise and recommend financial guidelines and policies to the board for approval (e.g. establishing a reserve fund, obtaining a line of credit)
- Recommend selection of the auditor and work with the auditor to prepare and present annual audited financials to the Board of Directors
- Annually evaluate its work as in achieving its objectives

Facilities Advisory Committee

Overall Role:

The Facilities Committee leads the process for applying for, searching for, evaluating and securing a suitable facility for the operations of the school (short term and long term), including Proposition 39 facilities and private facilities.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Facilities Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant facilities expertise, experience, and capacity to serve

Responsibilities:

- To recommend criteria for the search for a school facility according to the evolving needs of the school
- To develop and submit the school’s application for a district facility under Proposition 39
- To select and retain qualified professionals to assist with search and selection for a private school facility
- To manage a comprehensive and efficient process of searching for suitable facilities
- To evaluate and communicate the tradeoffs between potential facilities; make a recommendation to the Board
- To manage the negotiation process and secure a suitable facility
- To research best practices in long-term planning possibilities and funding for a more permanent facility for the school

Audit Advisory Committee

Overall Role:

The Audit Advisory Committee has primary responsibility for the coordination of the School’s annual audit.

Appointments:

- Appointments of the Chair shall be made annually in accordance with the bylaws
- The Audit Committee shall include at least two (2) members

- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant financial expertise, experience, and capacity to serve

Responsibilities may include:

- Help select the audit firm for the School’s annual audit: solicit and review proposals, interview final candidates, and present a recommendation to the board for board vote
- Oversee logistics of the audit process and address logistical issues as/if they occur
- Review the audit draft in conjunction with the finance committee
- Respond to any findings or other issues raised by the auditor
- Spearhead the 990 filing
- Evaluate the Auditor’s qualifications, performance, fees and independence no less than annually, and report its findings and recommendations to the Board.
- Conduct an evaluation of the Committee’s performance at least annually, including the Committee’s composition, responsibilities, structure and processes, and effectiveness. As part of this evaluation, the Committee shall also review this committee description, and make recommendations to management, the Governance Committee, or the full Board.

Conflict of Interest

The Board will adopt a Conflict of Interest Code which shall comply with the Political Reform Act. The Conflict of Interest Code is included in Appendix 10. As required, the Conflict of Interest Code will be submitted to the Alameda County Board of Supervisors for approval. 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 Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. 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 of Directors 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.

Stakeholder Participation in Governance

FCSO encourages all stakeholders to participate in and share responsibility for the educational process and educational results of The Charter School.

Parent Teacher Organization

Francophone Charter School encourages all groups to participate in and share responsibility for the educational process and educational results. One mechanism for participation is the Parent Teacher Organization, the Francophone Charter School Community (FCSC). The FCSC meets

monthly, and is open to all parents/guardians and staff members. It hosts several committees such as the Arts Committee, Garden Committee, STEM committee, and others, which serve to plan community events, raise funds for the school, increase awareness of the Charter School and its accomplishments, and make connections with community organizations. The FCSC is led by a Leadership Team, typically a set of 2-3 parents, plus committee chairs. This Leadership Team meets regularly with the Charter School Executive Director to plan and coordinate events and activities, and to provide feedback on school policies and practices. They will also make recommendations about issues related to the Charter School, and serve as a liaison for other parents.

Addressing Concerns

The Charter School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the Charter School Executive Director at any time. If the Executive Director is unable to resolve a parent's concern, parents are able to contact the President of the Board of Directors. A formal complaint process will be used if necessary to address any community concerns that are not resolved through informal conversations. The Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the District. The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. The Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with The Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner." Francophone Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries.

The Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Francophone Charter School of Oakland, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Francophone Charter School by law or charter provisions. Members of Francophone Charter School of Oakland's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school

Uniform Complaint Procedures (UCP) Overview

Some matters lie within the Uniform Complaint Procedures (UCP) scope. A copy of FCSO's Uniform Complaint Procedures Policy is in Appendix 11. Federal and state laws and regulations specify which programs and issues do. Not all complaints are within the scope of the UCP, even if they involve alleged violations of law. FCSO shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school's uniform complaint procedures (5 CCR 4620). The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, (5 CCR 4610). 85 Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical programs, career technical and technical education and career technical and technical training programs, and special education programs (5 CCR 4610).

Element 5 (Employee Qualifications)

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

All Francophone Charter School staff are qualified and trained teachers who are regularly evaluated. All the French teachers are Native French Speakers from abroad. All teachers have undergone credential requirements, background checks, CharterSafe support and training, and other training for teachers and administrators.

FCSO supports professional development as evidenced by the school schedule which includes an early release day on Wednesday. During these early release days, teachers collaborate around curriculum, instruction, and assessment. Additionally, 15 days a year are dedicated to teacher professional development.

Evaluation Teachers will be evaluated in a variety of ways, including but not limited to: Classroom observation by the Executive Director and/or his or her designee, Evidence of using formative assessments to improve instruction and student achievement, Development of an annual professional development plan (PDP) and efforts made to achieve goals outlined in the PDP, Quarterly data from report cards and summative assessments indicating that students are achieving at expected levels and are improving each quarter, and Annual data from community surveys (including the Parent Annual Survey, Staff Annual Survey, and Student Annual Survey) indicating that the parents and students are satisfied with the teacher and that the teacher collaborates with other staff and is supporting the mission and vision of the Charter School in classroom instruction and conduct. Data from these evaluation strategies will be used when considering merit raises for teachers.

Francophone Charter School will recruit and is committed to attracting, developing and inspiring professional, effective and highly qualified personnel. All prospective employees will successfully complete a Department of Justice fingerprinting background check, tuberculosis test and reference checks to ensure the health and safety of the faculty, staff and students of the Charter School. Prospective employees are also expected to have the qualifications for employment outlined in their job descriptions and will be screened to ensure such. All employees will be at-will.

School Leader Qualifications

The responsibilities of Francophone Charter School's Executive Director are to ensure compliance with the mission, vision and student outcomes outlined in this charter petition and to lead and inspire teachers, staff and students to achieve academic and operational excellence.

Required knowledge, skills and abilities:

- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated knowledge of curriculum development
- Demonstrated knowledge of curriculum development and program design related to dual immersion and French language development in both native and non-native French-speaking students
- Demonstrated knowledge of evaluation and assessment of student progress
- Experience with developing teachers
-
- Proven ability to be a collaborative team member
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills
- Highly proficient in English required; bilingual and bi-literate in French and English preferred

- Knowledge of customs and culture of parts of the French-speaking world

Required education and experience:

- 3+ years of professional teaching experience, preferably in bilingual, immersion or foreign language classrooms
- 3+ years of professional experience as a school administrator or leader
- Charter school experience preferred
- Bachelor's degree; Master's degree or Ph.D. in relevant professional area preferred
- Current California or transferable School Administrator/Principal Credential preferred

Responsibilities may include but are not limited to:

- Foster a strong sense of community and fulfillment around the mission and vision of the Charter School
- Collaborate with the teaching staff to implement the educational program
- Hire, evaluate and terminate all teaching staff
- Supervise and develop all teaching staff and other administrative staff

Director of French Curriculum and Instruction Qualifications

The responsibilities of Francophone Charter School's Director of French Curriculum and Instruction are to ensure that the school offers a rigorous French language curriculum.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Coordinate with Academic Director all facets of curriculum including developing curriculum, purchasing curriculum materials and creating curriculum maps
- Use a collaborative approach to accurately identify and prioritize teacher professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal professional development time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Plan and facilitate professional development meetings in collaboration with the Academic Director
- Coach teachers, including modeling lessons, co-teaching, conducting observations and reflective planning.
- Train and supervise teaching interns and substitutes for francophone teachers when on site
- Oversee the hiring and credentialing process for francophone teachers.
- Attend weekly cabinet meetings
- Collaborate with Academic Director to administer teacher evaluation process, including identifying and overseeing individualized professional development goals for the year**
- Support and promote the school's implementation of the RtI (Response to Intervention) program for general education students in collaboration with

- the Director of Student Support Services
- Serve as liaison with the Attaché De Cooperation Educative at the French Consulate and as coordinator of French grant opportunities and pursuit of the French Label
- Organize the DELF-DALF training for teachers and the DELF-DALF testing for students
- Work with the Executive Director and Academic Director on scheduling
- Work with the Executive Director and Academic Director on transition from year to year
- Other duties as assigned by the Executive Director

Academic Director Qualifications

The primary job specifications of the Employee are to lead, manage and oversee all functions of the school's Education program in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Oversee all California education compliance, including CASSP, ELPAC and teacher induction.
- Plan and develop the instructional program in partnership with Executive Director, Director of French Curriculum and Instruction (DFCI) and teachers.
- Responsible for academic and behavioral data collection for LCAP, SARC and MPOs.
- Coordinate all facets of English curriculum including developing curriculum, purchasing curriculum materials and creating curriculum maps
- Coordinate benchmark assessments, curriculum-embedded assessments and updating of report cards and progress reports as needed
- Use a collaborative approach to accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal professional development time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Train and supervise substitutes for English teachers.
- Collaborate with DFCI to administer teacher evaluation process, including identifying and overseeing individualized professional development goals for the year
- Coach teachers including modeling lessons, co-teaching, conducting observations and reflective planning.
- Plan and facilitate weekly professional development meetings in collaboration with the DFCI
- Work with Director of Student Support Services to coordinate services for students and participate in IEP and 504 meetings and reviews as needed
- Work with Director of Student Support Services to develop and administer RTI (Response to Intervention) program, including coordinating and implementing Tier 1-3 interventions, overseeing SST (Student Study Team) process and Special Ed referrals, and delivering services to students

- Oversee teacher credentialing and compliance.
- Work with the Executive Director and Operations Administrator on English teacher hiring
- Collaborate with technology provider and participate in weekly phone meetings, as needed
- Work with the DFCI and Executive Director on scheduling
- Work with the DFCI and Executive Director on transition from year to year
- Other duties as assigned by the Executive Director

Director of Special Education Qualifications

The primary job specifications of the Employee are to lead, manage and oversee all functions of the school's Special Education program in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Coordinate work, schedule and supervision for Special Education services staff and instructional aides
- Coordinate Special Education services for students, including evaluation and referral process, and oversee IEP and 504 meetings and reviews as needed
- Work with Academic Director to develop and administer RTI (Response to Intervention) program, including supporting Tier 2-3 interventions and Special Ed referrals
- Review behavior data with classroom teams, and design, support, and update behavior plans to meet student needs
- Work with families to mitigate Special Education questions/concerns
- Develop and administer professional development for teachers on special education in coordination with the school's administration
- Ensure compliance with regulations and laws, coordinating with El Dorado County Office of Education (EDCOE) SELPA
- Attend monthly meetings with EDCOE SELPA
- Attend weekly Cabinet meetings
- Find and interview CTC-approved providers to provide direct special education services and assessments, as needed.
- Additional duties as assigned

ELA Teacher Qualifications

The primary job specifications of the Employee are to deliver a rigorous, standards-based curriculum in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. The ELA teacher oversees students' English language and literacy development.

Required knowledge, skills and abilities:

- Plan instruction based on the California standards for English Language Arts and English Language Development, and using adopted materials (Units of Study for Reading and Writing for grades K-8, Units of Study for Phonics for grades K-1)

- Deliver instruction to multiple groups of students, monitors progress using formative assessment, and differentiates accordingly.
- Partner with French-speaking colleagues and with families to promote the success of each child.
- Lower grades: Multiple Subject California teaching credential or equivalent.
- Upper grades: Multiple Subject California teaching credential, Single Subject California teaching credential, or equivalent.

French Teacher Qualifications

The primary job specifications of the Employee are to deliver a rigorous, standards-based curriculum in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. The French teacher oversees students' French language and literacy development. All Francophone Charter School of Oakland teachers will have a passion for bilingualism and an enthusiasm for the dual French/English language model of the school. FCSO especially interested in candidates who can contribute to the excellence of the academic community through their research, teaching and/or service.

Required knowledge, skills and abilities:

- Native or native level French speaker
- Previous experience in teaching students
- Bachelor's degree with a teaching certificate

Special Education Teacher Qualifications

The primary job specifications of the Employee is to provide case management and services to students with IEPs in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Provide individual and group instruction as appropriate with students with moderate/severe language and learning needs
- Have experience and willingness to work with a lower elementary (Kindergarten-Grade 3) age range at a developmentally appropriate level
- Demonstrate professional, fun, positive attitude to engage diverse learners and students with challenges with language and life skills (toileting, dressing, learning, communication)
- Can safely manage physical behavior under school guidelines and maintain neutral, calm, professional manner
- Collect and maintain data on student IEP goals
- Enforce school policies and procedures and maintain confidentiality of all students
- Manage student behavior as needed to reinforce appropriate behavior through praise and positive reinforcement
- Develop/implement student behavior plans as directed

- Collaborate with a multi-disciplinary team to ensure all students get the support they need to achieve academic and personal success at school
- Provide direct supervision to Instructional Assistants working with Special Education students
- Develop and write student IEPs with all legal guidelines and requirements; mentor teacher available for intern or new teachers
- Work with parents to develop an established working relationship to help support their student's educational progress
- Have a willingness to learn, ask questions and self-manage work expectations
- Maintain positive and professional behavior with staff, teachers and students at all times
- Schoolwide support duties, such as recess and/or lunch oversight
- Other duties as assigned
- Ability to speak/read/write in French is a plus, but not required
- Experience working within ABA environment is preferred, but not required.
- Experience working with students with autism or intellectual disability a plus, but not required

Physical Education Teacher Qualifications

The primary job specifications of the Employee is to provide physical education to students in accordance with the Francophone Charter School of Oakland's ("FCSO") standards and state standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Engage students in both team sports and individual activities, while explaining the safe and correct way to engage in physical fitness
- Collaborate with other PE Instructor(s) to construct age-appropriate lesson plans
- Teach both physical fitness and social interaction skills
- Involve students equally and plan activities that benefit all students
- Stress the importance of maintaining a healthy way of life, through both exercise and positive lifestyle choices
- Be able and willing to reflect and improve on his or her own performance
- Demonstrate interest in and ability to collaborate with colleagues, parents and community
- Conduct state physical fitness tests as needed and complete reporting requirements

Instructional Assistant Qualifications

The primary job specifications of the Employee is to provide services to students with IEPs, and possibly general education students receiving "Tier 2" academic support, in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO

- Provide individual and group instruction as appropriate, i.e. run reading and math groups as directed.
- Teach skills in Math, Reading, Writing, Science, Social Studies to students as directed.
- Collect and maintain data on student goals as directed by Special Education teacher
- Enforce school policies and procedures and maintain confidentiality of all students
- Manage student behavior as needed to reinforce appropriate behavior through praise and positive reinforcement; Implement student behavior plans as directed
- Lead small groups of students in activities to enhance their academic, behavioral, and interpersonal and social skills as appropriate
- Collaborate with a multi-disciplinary team to ensure all students get the support they need to achieve academic and personal success at school
- Collaborate and implement feedback from classroom teachers and other providers
- Have a willingness to learn, ask questions and self-manage with little oversight
- Maintain positive and professional behavior with staff, teachers and students at all times
- Schoolwide support duties, such as recess and/or lunch oversight
- Assist Director of Student Support Services with administrative duties: preparation of confidential documents for meetings, maintain and organize confidential student files, provide instructional record keeping support, perform related work as needed
- Other duties as assigned
- Ability to speak/read/write in French is a plus, but not required

Afterschool Instructor Qualifications

The primary job specifications of the Employee is to provide quality afterschool programming in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Supervise outdoor and indoor play.
- Collaborate with Lunch and BASC Program Coordinator and other staff to plan grade appropriate activities for your students in craft, music, athletics, etc. depending on talents and interests.
- Provide a fun, safe and positive environment for kids during the after-school hours.
- Actively engage with students (unless on a break) and demonstrate a genuine interest in individuals, encouraging them to play together well, and generally offering support.
- Help students with homework as needed.
- Communicate with teachers and parents, offer excellent customer service to families and help with setup at the beginning of the program and cleanup at the end of the day.
- Serve afternoon snack.
- Attend regular check-in meetings with BASC staff.
- Other duties and responsibilities as determined.

Office Manager Qualifications

Francophone Charter School's Office Manager will be responsible for overall business office activities, will report to the Executive Director, and will work with students, parents, and external parties. The Office Manager will have the following qualifications:

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Fluency with office technology, including Microsoft Office applications
- Experience with office management, business administration, and budgets
- Ability to work independently as well as with a team

Required educational level:

- A.A. degree or equivalent work experience; B.A./B.S. preferred

Required experience:

- 3 plus years in fast-paced administrative position
- Experience in school front office preferable

Recruitment

The Executive Director is recruited and hired by the Board of Directors. When a Executive Director is hired, a Executive Director Hiring Committee is convened and includes Board members, and parents of students of Francophone Charter School, and other community stakeholders. The committee will advise the Board and provide input into the hiring decision, although the ultimate decision rests with the Board.

Teacher Hiring

Francophone Charter School will use a rigorous multi-staged approach to teacher selection that includes: a resume screen, interview(s), writing sample, demonstration lesson with students, and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice

Community-oriented Francophone Charter School's Executive Director will make hiring decisions with input from a Teacher Hiring Committee at all stages in the selection process.

The Hiring Committee may include:

- Office Manager: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and communicating with candidate.
- Teachers: Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their grade level.
- Parents: Conduct interview(s) and observe demonstration lessons.

Staffing

Francophone Charter School will use a variety of different staff schedules to accommodate the shift in teaching time in each language, and to ensure that native or near-native speakers are teaching each subject as scheduled.

For grades TK-2, English Language Arts is essentially treated as a “special subject” and staffed in the way that art and music are typically handled in many schools (i.e. a single special subject teacher rotates through each class, giving the regular classroom teacher time to plan, grade assignments, or prepare for the next lesson.) In this way, a single English Language Arts Teacher can cover all the classes in grades TK-2 once the school has reached full capacity. In grades 3-5, students spend 70% of their time in French and 30% in English, requiring two native English-speaking teachers at full scale for these grades. Grades 6-8 would have a dedicated English teacher for each grade, since students will spend their time 50/50 in each language.

Evaluation

Historically, instructional effectiveness has been measured through the lens of locally selected “Best Practices”. Francophone’s leadership teams, in past years, agreed on collective practices for student learning and engagement. They used these practices to focus their weekly classroom walkthroughs, to gather data on teachers’ practices, and to inform 1-1 coaching of teachers and school-wide professional development. In 2019-2020, the leadership team is engaging in research and inquiry about instructional evaluation, with the focus of striking a balance between high expectations for instructional quality and teacher support. In addition, the team seeks to define signature instructional practices that are unique to dual language schools.

In the 2018-2019 school year, Francophone added an additional system for measuring school effectiveness in several domains, including instruction, by participating in a CA-SUMS MTSS grant. Twice annually, the school conducts a Fidelity Integrity Assessment.

In the 2019-2020 school year, the Executive Director will continue to use past practice and existing forms for formal teacher evaluation, while other members of the leadership team will iterate new models with precision around dual language instruction or French immersion and models that can be used for coaching, classroom walkthroughs, peer visits, and self-reflection.

Element 6: Health and Safety

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

- (A) Child abuse reporting procedures;
- (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;
- (C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;
- (D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;
- (E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;
- (F) The provisions of any schoolwide dress code, pursuant to Education Code section 35183 that prohibits pupils from wearing “gang-related apparel,” if the school has adopted that type of a dress code;
- (G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- (H) A safe and orderly environment conducive to learning at the school;
- (I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6;
- (J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending

a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department

of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

CPR

Francophone Charter School of Oakland requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Custodian of Record

Per EC § 45125.01, Francophone Charter School of Oakland has identified Charlette Richardson, Operations Administrator, as the Custodian of Record.

Fire, Earthquake, and Evacuation Drills

Students and staff participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Blood-Borne Pathogens

The Charter Schools meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace, through SafeSchools annual training. Francophone Charter School of Oakland has established a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school.

Comprehensive Sexual Harassment Policies and Procedures

Francophone Charter School of Oakland is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

FCSO has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular trainings around their legal responsibilities.

Diabetes

Francophone Charter School of Oakland shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

The information sheet shall include, but shall not be limited to, the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Feminine Hygiene Products

The Charter School shall stock at least 50% of its restrooms with feminine hygiene products and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Drug-free, alcohol-free, smoke-free environment

The Charter School shall function as a drug-, alcohol- and smoke-free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

These strategies may include:

- Francophone participates in EnrollOAK to maximize its reach to the largest numbers of families across Oakland. EnrollOak translates information into multiple languages.
- Creating and distributing enrollment brochures and forms in various languages, including – but not limited to – English and French and emphasizing Francophone Charter School’s commitment to celebrating cultural identity and diversity of all people, not just those from the French-speaking world.
- Meetings with and presentations to local preschools and Head Start programs, afterschool and weekend French language programs, neighborhood groups, community organizations, churches and youth service organizations.
- Posting enrollment information on the website in multiple languages.
- Holding open houses and hosting scheduled tours for interested parents. During open enrollment season, Francophone Charter School will typically have 3-5 open houses, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores and sending information via direct mail.
- Francophone is offering more classes in the entering grades to allow more access to the local community and thus better represent the demographics of its neighboring families. In the 2021-22 school year Francophone is offering one (1) TK class (started with two but did not fill up) and three (3) Kindergarten classes.
- Word of mouth about our school and Special Education program has created demand resulting in increased Special Education and English Learner student population.

Francophone Charter School will evaluate the racial, ethnic, English learner, and special education diversity of its students and staff annually and, if necessary, modify its recruitment strategies in order to maintain a balance that is representative of the jurisdiction in which Oakland Unified School District resides.

The Charter School is committed to ensuring that they serve a diverse student body. The plan for the 2019-2020 school year’s recruitment efforts are as follows:

- Jul. 28, 2019 ANN Annual African BBQ - San Francisco Golden Gate Park
- Sept.21,2019 Best Foot Forward - Oakland Coliseum
- Oct. 5, 2019 Black Cowboy Festival - West Oakland Deferemy Park
- Oct. 27, 2019 Mini Maker Faire - Oakland Temescal Park Day School
- Oct. 2019 Verdese Park - Oakland 98th ave.
- Castlemont Community Market

- Durant Square
- Eastmont Mall
- Foothill Square

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

The Charter School will comply with the above requirements and preferences “shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii). The Charter School grants a preference for children who qualify for free or reduced-price meals and who reside in Oakland, as well as for children who reside in the attendance area where the Charter School is located. Other than the preference for siblings, which promotes access for all families, the only other high priority preferences for founding families and children of families represents a nominal percentage of enrollment.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admissions Overview

Francophone Charter School shall admit all students who wish to attend, in accordance with the legal assurances mentioned above. If the number of student applicants exceeds the Charter School’s capacity, enrollment (except for existing students of the Charter School) shall be determined by a public random drawing. Admissions preference will be given in the following sequence of priority, provided all enrollment materials are fully completed and submitted by the announced deadlines:

1. Children of Francophone Charter School Founding Team and Founding Families*
2. Siblings of admitted or attending Francophone Charter School students
3. Children of Francophone Charter School employees, where “employees” are defined to be persons who are under direct paid employment by FCSO and work an average of 18 hours or more per week at FCSO.

4. Children who qualify for Free or Reduced Lunch and reside in Oakland, CA
5. Children who reside in the OUSD local elementary school attendance area where the Francophone Charter School is located, or children who are enrolled in this local elementary school, if this school serves 55% or more students who qualify for free or reduced price meals. For 2017-18, this preference concerns children living in the attendance area of Howard Elementary.
6. Children who reside within the boundaries of Oakland Unified School District
7. All other children in the State of California

*Founding Families are families committed to the mission and vision of the Charter School who completed 50 hours of volunteer-based service prior to January 31, 2015. Enrollment priority through Founding Family status is afforded to recognize the effort needed to start a new school within a short amount of time.

Volunteering for the school is always optional and outside of Founding Family status, does not grant any enrollment priority. The school will not rescind a student's enrollment if the student/family does not complete volunteer hours. Similarly, monetary contributions or attendance of school tours and open houses prior to enrollment are not required and do not grant any advantages for admissions. The Charter School hereby notifies the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. The Charter School agrees to adhere to the requirements related to admission preferences as set forth in of Education Code Section 47605(e)(2)(B)(i)-(iv).

Application forms and enrollment packets will be made available in multiple languages through EnrollOAK in all the languages that EnrollOAK offers translations in. Application forms will be made available online at the Charter School's website, at the Charter School's administrative office, and through participation in any Parent Information Meeting held throughout the open enrollment period. The availability of applications for admission and the deadline for these applications will be coordinated with local schools to give families the opportunity to consider the full range of educational opportunities available to them.

Families are highly encouraged – but not required – to attend a Parent Information Meeting to better understand the Charter School and its educational programs. Francophone Charter School of Oakland participates in EnrollOAK and abides by the EnrollOAK timelines.

Submitted application forms will be date and time stamped when they are received and student names added to an application roster to track receipt. If by the close of open enrollment, the number of applications received is less than the number of spaces available, all applicants will be accepted and enrolled in the Charter School, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission will result in the loss of opportunity for admission and enrollment preferences as listed above. However, late applications will be saved in case the school wait list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission priority list as defined above. In this scenario, students may be placed at the end

of the wait list. Wait lists will be used for the school year for which they were created and will not carry over to any subsequent school year.

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet⁵⁰ including:

- signed Three-Way Contract
- emergency medical information,
- proof of age (e.g. birth certificate),
- proof of address, and
- immunization records.

Public Random Drawing

Should the number of students applying for admission exceed capacity, a Public Random Drawing will be held to determine admission, per the requirements of Education Code § 47605(e)(2)(B). Any families who decline admission or who fail to confirm will lose their position to the next name on the wait list. The wait list will be valid for the duration of the school year and will not carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the wait list. To be effective, the two-way language immersion (TWI) model requires roughly equal numbers of francophone⁵¹ and non-francophone students⁵². Therefore, the single public random drawing will allocate enrollment based on the French language proficiency of the student (determined by a review of French language skills if necessary)⁵³.

⁵⁰ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

⁵¹ Children will be tested for their French proficiency and must be proficient in French at the grade level to which they are applying. For students applying for Transitional Kindergarten and Kindergarten, the French language review will consist of an interview with a designated francophone. For students applying for 1st grade and up, the review will assess reading, writing and conversation abilities of the student and will be conducted by a francophone teacher or someone designated by the Executive Director or Board of Directors. The Executive Director and/or Board of Directors may modify French language review requirements so that they continue to be aligned with best practices in language immersion education and early language acquisition.

⁵² Francophone Charter School aims to have 50% francophone in each inaugural class in order for the language immersion program to be most successful. After the first year of operation, all students applying to fill any available spaces in first grade and above will be tested for French language proficiency and will be expected to have a level of French proficiency similar to students in the grade for which they will be enrolling in the Charter School.

⁵³ This approach to the public random drawing is designed to enable Francophone Charter School to achieve its program goals, is used by other TWI language immersion schools in the area, and conforms with the enrollment balance described by the California Department of Education in its FAQs related to two-way immersion programs (www.cde.ca.gov/sp/el/ip/faq.asp). However, the lottery procedure may need to be amended during any period of eligibility for the Public Charter Schools Grant Program (PCSGP) in accordance with the Request for Applications approved by the State Board of Education. Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.

Public Random Drawing Lottery Procedures

1. The public random drawing will take place within 14 days of closing the open enrollment period.
2. The drawing will take place on the Charter School's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
3. The drawing will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. Families who submit complete application forms prior to the February deadline will be notified in writing regarding the date, time and location of the drawing, and rules for the process of the drawing. The drawing will be held on the school grounds. While all families are welcome to attend, attendance at the drawing is not required for admission to the Charter School.
5. All interested parties will know, prior to the holding of the drawing, how many openings are available per grade level at the Charter School. This information will be posted on the school's website and emailed to all school applicants.
6. All students claiming grade-level French language proficiency (francophone) will be scheduled for a French Language Review on a Saturday shortly after the close of the open enrollment period.
7. The drawing shall draw names for francophone and non-francophone children for Transitional Kindergarten and Kindergarten.
8. In line with recommendations from the California Department of Education's Two-Way Language Immersion Program FAQ (www.cde.ca.gov/sp/el/ip/faq.asp), applicants applying to the Charter School after Kindergarten will need to have some level of proficiency in French similar to that of the students who have already been in the program for a year or more.
9. Beginning with the highest grade, francophone and then non-francophone names shall be drawn by a Charter School administrator. The drawing will be structured to balance the number of francophones and non-francophones. The target for the composition of each grade is half francophones minus 1 and half non-francophones plus 1. This ratio may be adjusted depending on the number of francophone applicants. There will be a separate drawing for each language group, and fifty percent (50%) of the slots in each grade will be reserved for francophones. Francophones are children who are considered fluent in French at a level similar to that of the students in the class they are enrolling in (and may be fluent in English or other languages). Non-francophones are children who are not fluent in French. Before entering the drawing, francophone/bilingual applicants may be assessed to

determine their language proficiency by a qualified staff member. In all other aspects, the drawing for students enrolling in the Charter School will follow all of the above school wide guidelines.

10. The drawing shall continue until all names in each grade level are drawn.
11. If an applicant who is offered a slot during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period, that sibling(s) will be offered the next available slot(s) that matches their grade and language proficiency, or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waitlist.
12. Subject to the Executive Director's determination, as applicable, if slots for Francophone Kindergarten students remain and all the remaining Kindergarten applicants on the waitlist are non-Francophone, then these slots will be assigned to Kindergarten applicants who are non-Francophone. The slots will be assigned to applicants based on their order on the non-Francophone waitlist. If the ratio of Francophone/non-Francophone students is drifting away from the school's goal of about 50/50 for a dual immersion program, the ED may recommend to the Board of Directors that an additional round of enrollment take place in order to allow the school to meet its dual immersion model.
13. Those individuals whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn, except if the preferences described above require otherwise.
14. Potential students on the waitlist shall provide contact information on their application/drawing forms in the event that space becomes available. Families promoted off of the waitlist shall be informed by telephone and in writing and shall have a maximum of five (5) business days to respond, or two (2) business days once the school year as started. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
15. If a student is admitted from the waitlist, and also has a sibling on the waitlist, the sibling will move to the top of the waitlist for the applicable grade.
16. If a person becomes employed by the Charter School after the lottery is conducted, his or her child(ren) is entitled to be placed at the top of the waitlist for the applicable grade(s), after siblings of enrolled or admitted students.
17. Any families who decline admission or who fail to confirm will lose their position to the next name on the waitlist. The waitlist will be valid for the duration of the school year and will not carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the waitlist.

18. If after the end of the enrollment period and/or public random drawing, unfilled spots remain for an individual grade, the ED or their designee may announce and undertake a second enrollment period, followed by another public random drawing, if appropriate.
19. . Applications received after the close of open enrollment will be added to the waitlist after the drawing, in order received, and will be contacted for enrollment when the drawing waitlist is exhausted.
20. Results of the drawing will be published in English, French and Spanish and will be posted online and in hard copy outside the school. Results will also be mailed to all applicants and follow-up phone calls will be made. Applicants may also contact the Charter School to ascertain an individual student's status on the waitlist.
21. Applicants offered slots for the coming academic year will have acceptance decisions mailed to them within one week of the date of the public random drawing. Families of applicants accepted for enrollment must confirm their enrollment by the published confirmation deadline.
22. Applicants who do not return their acceptance form by this date will have their offer of enrollment withdrawn and if such an applicant changes their mind at a later date, they will be placed at the end of any and all waitlists that exist at that time. Enrollment offers are valid only for the applied for academic year. There is no option to defer an offer for enrollment.
23. The Board of Directors authorizes the Executive Director or their designees to take the necessary reasonable steps to address issues raised on the evening of the public random drawing that are not addressed specifically by this policy.

Student Recruitment and Enrollment Growth

Francophone Charter School will use a variety of strategies to actively recruit a diverse student population that understands and values the Charter School's mission and is committed to the Charter School's instructional and operational philosophy. The Charter School will conduct an annual review of the diversity of its students in order to target outreach to underserved communities so that the student body of Francophone Charter School is representative of the jurisdiction in which OUSD resides.

Element 9: Independent Financial Audits

“The manner in which annual, independent financial audits 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.” – Ed. Code § 47605(c)(5)(I)

- An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.
- The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.
- The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 1st of December of each year. The Head of School, COO/CFO, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Suspension and Expulsion

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Francophone. The full Policy can be found at Front Office.

No student shall be involuntarily removed by Francophone for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing to challenge the involuntary removal, before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Francophone issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Executive Director or designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.
3. The Executive Director or designee in writing may extend a student's suspension pending final decision by the Governing Board on a recommendation for expulsion.
4. The Executive Director or designee may discipline a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). This student is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Francophone Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Francophone Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

GROUPS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

A. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and database
7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

16. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or student by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - b) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)
22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.

C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.

7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Francophone Charter School.
 - b) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

c)Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

D. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Francophone Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Francophone Charter School personnel. If a student is suspended without

this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Francophone Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Francophone Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Francophone Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations:

- 1) the pupil's presence will be disruptive to the education process; or
- 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has

been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

AUTHORITY TO EXPEL

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Governing Board following a hearing before it or by the neutral and impartial Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The Charter School will provide advanced notification (in alignment with parent notification) of the expulsion hearing to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend.

The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of Francophone Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Francophone Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Francophone Charter School will proceed with the expulsion process even if the student/family does not attend the hearing or if the student is withdrawn prior to the hearing, so that the new/next school is notified if the student was recommended for expulsion, if the student was ultimately expelled due to an expellable offense, and/or if an alternative school placement is necessary.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

Francophone Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Francophone Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Francophone Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Francophone Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Francophone Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or certified written transcript, of the hearing. All documentation shall be

submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion hearing decision.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, which will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Francophone Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student

In accordance with AB 1360 Bonta, no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action.

For all suspensions under 10 days, the school will provide students/family with the required notice of suspension.

For suspensions that are greater than 10 days and expulsions, the school will provide the student/family with the required expulsion notification and due process rights. Furthermore, the hearing will be conducted by a “neutral officer.

DISCIPLINARY RECORDS

Francophone Charter School shall maintain records of all student suspensions and expulsions at Francophone Charter School. Such records shall be made available to the authorizer upon request.

NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from Francophone Charter School as the Governing Board decision to expel shall be final.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

REHABILITATION PLANS

Students who are expelled from Francophone Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Francophone Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon Francophone Charter School’s capacity at the time the student seeks readmission.

NOTICE TO TEACHERS

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

*SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION
OR INVOLUNTARY REMOVAL OF STUDENTS WITH DISABILITIES*

1. Notification of District

Francophone Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who Francophone Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Francophone Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- c) If Francophone Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Francophone Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that Francophone Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Francophone Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Francophone Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Francophone Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Francophone Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

5. Special Circumstances

Francophone Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP /504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Francophone Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Francophone Charter School had knowledge that the student was disabled before the behavior occurred.

Francophone Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Francophone Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Francophone Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Francophone Charter School supervisory personnel.

If Francophone Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Francophone Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Francophone Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Francophone Charter School pending the results of the evaluation.

Francophone Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11- Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

All employees of Francophone Charter School of Oakland are eligible for a 403b or Roth 403b account through a select list of service providers. Employees may contribute at any rate.

The Operations Administrator of FCSO ensures that appropriate arrangements for the coverage have been made. FCSO makes contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. FCSO does not participate in STRS or PERS.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Francophone Charter School of Oakland recognizes that pupil attendance is voluntary and no pupil shall be required to attend FCSO. Students who opt not to attend The Charter School may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in The Charter School will be notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by Oakland Unified School District.

Element 13 (Employee Rights of Return)

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Francophone Charter School of Oakland (FCSO) shall be deemed the exclusive public school employer of FCSO teachers, staff and other employees of FCSO. No employee shall be required to work at Francophone Charter School of Oakland (FCSO). Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to FCSO. Employment by FCSO provides no rights of employment at any other entity, including any rights in the case of closure of FCSO.

Element 14 (Dispute Resolution)

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures that address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Charter School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Francophone Charter School of Oakland, c/o School Director:
Francophone Charter School of Oakland
9736 Lawlor Street
Oakland, CA 94605

To Director, Office of Charter Schools:
1000 Broadway, 3rd Floor, Suite 300
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written

Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Element 15 (Closure Procedures)

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least six consecutive months.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the

Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall

include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with OCS for the delivery of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any

net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as

a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Facilities

Prior to occupancy or use of any school site or facility, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent

involvement practices,

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days notice to Charter School. In extreme circumstances when 30 business days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies),

Additionally, Charter School shall notify OCS in writing in a timely manner of changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The Charter School will operate its program at two facilities:

1. Proposition 39 Facility at 9736 Lawlor Street (Toler Heights Campus) - 8,757 square feet consisting of one building with four classrooms and four portable rooms. Three of

the portables serve as classroom and the fourth is used for special education and EL Intervention services. The facility also consists of two playground spaces that includes a tent with lunch tables. The Toler Heights facility serves grades 3rd -8th grade.

2. Private Leased Facility at 2620 Pleasant Street (St. Jarlath Site) 20,819 square feet consisting of a building with three floors. The bottom floor has two offices, an auditorium and a cafeteria. The second floor has five rooms of which four are used for classrooms (TK-Kinder) and one for special education services. The third floor has five classrooms of which four are used for classrooms (1st-2nd) and one for teacher lounge and a library. The auditorium and the cafeteria are shared spaces that are used by the church every day after 6pm and through the weekend up to 7am on Monday. The outdoor space contains a play structure and parking spaces that can double as space for recess and outside lunch as cars are not allowed while school is in session.

APPENDIX

2019-2020 Instructional Minutes Overview

KINDERGARTEN										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses are considered instructional activity for kindergarten and therefore may be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM				
End Time	12:30 PM	3:00 PM	12:45 PM	2:00 PM	12:45 PM	2:00 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Instructional time]	60	60	60	60	45	60				
Lunch Duration [Including Passing Time]	30	30	30	30	30	30				
Total Number of Hours	4:30	7:00	4:45	6:00	4:45	6:00				
Total Daily Number of Minutes	270	420	285	360	285	360				
Actual Daily Instructional Minutes	240	390	255	330	255	330				
Annual Number of Minutes	240	780	3060	14190	1530	39270	59070	36000	23070	

GRADE 1										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM				
End Time	12:30 PM	3:00 PM	12:45 PM	2:30 PM	12:45 PM	2:20 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Non-instructional time]	60	60	60	60	45	60				
Lunch Duration [Including Passing Time]	30	30	30	30	30	30				
Total Number of Hours	4:30	7:00	4:45	6:30	4:45	6:20				
Total Daily Number of Minutes	270	420	285	390	285	380				
Actual Daily Instructional Minutes	180	330	195	300	210	290				
Annual Number of Minutes	180	660	2340	12900	1260	34510	51850	50400	1450	

GRADES 2-3										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:30 AM	8:30 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM				
End Time	1:00 PM	3:30 PM	1:00 PM	3:15 PM	1:00 PM	3:15 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Non-instructional time]	30	30	30	30	30	30				
Lunch Duration [Including Passing Time]	30	60	60	60	60	60				
Total Number of Hours	4:30	7:00	4:45	7:00	4:45	7:00				
Total Daily Number of Minutes	270	420	285	420	285	420				
Actual Daily Instructional Minutes	210	330	195	330	195	330				
Annual Number of Minutes	210	660	2340	14190	1170	39270	57840	50400	7440	

GRADES 4-7										
Day Types	A	B	C	D	E	F	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	8/21 - 8/23 (W)	8/21 - 8/23 (M,T,H,F)	8/26 - 11/15 (W)	8/26 - 11/15 (M,T,H,F)	11/18 - 6/17 (W,Min)	11/18 - 6/17 (M,T,H,F)				
Total Number of Days	1	2	12	43	6	119	183	175	8	Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.
Start Time	8:30 AM	8:30 AM	8:15 AM	8:15 AM	8:15 AM	8:15 AM				
End Time	1:00 PM	3:30 PM	1:00 PM	3:15 PM	1:00 PM	3:15 PM				
Excess Passing Time Minutes	0	0	0	0	0	0				
Recess Duration [Non-instructional time]	30	30	30	30	30	30				
Lunch Duration [Including Passing Time]	30	60	60	60	60	60				
Total Number of Hours	4:30	7:00	4:45	7:00	4:45	7:00				
Total Daily Number of Minutes	270	420	285	420	285	420				
Actual Daily Instructional Minutes	210	330	195	330	195	330				
Annual Number of Minutes	210	660	2340	14190	1170	39270	57840	54000	3840	

2019-2020 Instructional Minutes and Bell Schedule Detail by Grade Level

Grades TK-K

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
TK-K	36,000	59,070	23,070	183

Bell Schedule: 8/21 - 8/23 (W) # Days Used 1

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
				240

Bell Schedule: 8/21 - 8/23 (M,T,H,F) # Days Used 2

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
12:30 PM	3:00 PM	Instruction	Instructional time	150
				390

Bell Schedule: 8/26 - 11/15 (W) # Days Used 12

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	12:45 PM	Instruction	Instructional time	45
				255

Bell Schedule: 8/26 - 11/15 (M,T,H,F) # Days Used 43

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	2:00 PM	Instruction	Instructional time	120
				330

Bell Schedule: 11/18 - 6/17 (W,Min) Days bell schedule used: 6

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	11:45 AM	Recess	Recess/Break	15
11:45 AM	12:45 PM	Instruction	Instructional time	60
				255

Bell Schedule: 11/18 - 6/17 (M,T,H,F) Days bell schedule used: 119

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	2:00 PM	Instruction	Instructional time	120
				330

Grade 1

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
1	50,400	51,850	1,450	183

Bell Schedule: 8/21 - 8/23 (W) # Days Used 1

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
				180

Bell Schedule: 8/21 - 8/23 (M,T,H,F) # Days Used 2

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:30 AM	Instruction	Instructional time	90
11:30 AM	12:00 PM	Lunch	Lunch	30
12:00 PM	12:30 PM	Recess	Recess/Break	30
12:30 PM	3:00 PM	Instruction	Instructional time	150
				330

Bell Schedule: 8/26 - 11/15 (W) # Days Used 12

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	12:45 PM	Instruction	Instructional time	45
				195

Bell Schedule: 8/26 - 11/15 (M,T,H,F) # Days Used 43

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	2:30 PM	Instruction	Instructional time	150
				300

Bell Schedule: 11/18 - 6/17 (W,Min) Days bell schedule used: 6

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	11:45 AM	Recess	Recess/Break	15
11:45 AM	12:45 PM	Instruction	Instructional time	60
				210

Bell Schedule: 11/18 - 6/17 (M,T,H,F) Days bell schedule used: 119

Start Time	End Time	Description	Category	Minutes
8:00 AM	9:30 AM	Instruction	Instructional time	90
9:30 AM	10:00 AM	Recess	Recess/Break	30
10:00 AM	11:00 AM	Instruction	Instructional time	60
11:00 AM	11:30 AM	Lunch	Lunch	30
11:30 AM	12:00 PM	Recess	Recess/Break	30
12:00 PM	2:20 PM	Instruction	Instructional time	140
				290

Grades 2-3

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
2-3	50,400	57,840	7,440	183

Bell Schedule: 8/21 - 8/23 (W) # Days Used 1

Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:30 PM	Instruction	Instructional time	120
12:30 PM	1:00 PM	Lunch	Lunch	30
				210

Bell Schedule: 8/21 - 8/23 (M,T,H,F) # Days Used 2

Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:30 PM	Instruction	Instructional time	150
				330

Bell Schedule: 8/26 - 11/15 (W) # Days Used 12

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
				195

Bell Schedule: 8/26 - 11/15 (M,T,H,F) # Days Used 43

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:15 PM	Instruction	Instructional time	135
				330

Bell Schedule: 11/18 - 6/17 (W,Min) Days bell schedule used: 6

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
				195

Bell Schedule: 11/18 - 6/17 (M,T,H,F) Days bell schedule used: 119

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:15 PM	Instruction	Instructional time	135
				330

Grades 4-7

2019-2020 Francophone Charter School Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
4-7	54,000	57,840	3,840	183

Bell Schedule: 8/21 - 8/23 (W) # Days Used 1

Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:30 PM	Instruction	Instructional time	120
12:30 PM	1:00 PM	Lunch	Lunch	30
				210

Bell Schedule: 8/21 - 8/23 (M,T,H,F) # Days Used 2

Start Time	End Time	Description	Category	Minutes
8:30 AM	10:00 AM	Instruction	Instructional time	90
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:30 PM	Instruction	Instructional time	150
				330

Bell Schedule: 8/26 - 11/15 (W) # Days Used 12

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
				195

Bell Schedule: 8/26 - 11/15 (M,T,H,F) # Days Used 43

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:15 PM	Instruction	Instructional time	135
				330

Bell Schedule: 11/18 - 6/17 (W,Min) Days bell schedule used: 6

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
				195

Bell Schedule: 11/18 - 6/17 (M,T,H,F) Days bell schedule used: 119

Start Time	End Time	Description	Category	Minutes
8:15 AM	10:00 AM	Instruction	Instructional time	105
10:00 AM	10:30 AM	Recess	Recess/Break	30
10:30 AM	12:00 PM	Instruction	Instructional time	90
12:00 PM	1:00 PM	Lunch	Lunch	60
1:00 PM	3:15 PM	Instruction	Instructional time	135
				330

Budget: Multi Year Projection, page 1 of 3

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM

Charter School Name:	Francophone Charter School
(name continued)	
CDS #:	01-61259-0132514
Charter Approving Entity:	Oakland Unified School District
County:	Alameda
Charter #:	1708
Fiscal Year:	2019/20

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	1,893,434.59	0.00	1,893,434.59	2,268,842.76	2,738,587.76
Education Protection Account State Aid - Current Year	8012	60,420.00	0.00	60,420.00	69,730.00	80,940.00
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096	780,343.41	0.00	780,343.41	877,503.24	1,018,573.24
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,714,198.00	0.00	2,714,198.00	3,216,076.00	3,838,101.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290	0.00	28,464.00	28,464.00	28,464.00	28,464.00
Special Education - Federal	8181, 8182	0.00	28,250.00	28,250.00	39,750.00	45,875.00
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	0.00	0.00		
Total, Federal Revenues		0.00	56,714.00	56,714.00	68,214.00	74,339.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	164,040.30	164,040.30	189,316.95	219,752.10
All Other State Revenues	StateRevAO	65,148.49	0.00	65,148.49	76,057.89	88,252.25
Total, Other State Revenues		65,148.49	164,040.30	229,188.79	265,374.84	308,004.35
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	542,824.65	0.00	542,824.65	549,974.76	551,262.38
Total, Local Revenues		542,824.65	0.00	542,824.65	549,974.76	551,262.38
5. TOTAL REVENUES						
		3,322,171.14	220,754.30	3,542,925.44	4,099,639.60	4,771,706.73
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	898,264.80	116,655.20	1,014,920.00	1,252,063.10	1,502,526.76
Certificated Pupil Support Salaries	1200	273,024.00	0.00	273,024.00	281,214.72	289,651.16
Certificated Supervisors' and Administrators' Salaries	1300	412,983.28	19,557.12	432,540.40	445,516.81	458,882.11
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00	0.00
Total, Certificated Salaries		1,584,272.08	136,212.32	1,720,484.40	1,978,794.43	2,251,060.03
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	178,666.12	42,080.00	220,746.12	227,368.50	234,189.55
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00	0.00	0.00
Clerical and Office Salaries	2400	140,903.00	0.00	140,903.00	145,130.09	149,483.99
Other Non-certificated Salaries	2900	181,508.60	0.00	181,508.60	202,262.65	208,330.52
Total, Non-certificated Salaries		501,077.72	42,080.00	543,157.72	574,761.23	592,004.07

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Francophone Charter School
(name continued) _____

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	0.00	0.00	0.00	0.00	0.00
PERS	3201-3202	0.00	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	98,236.77	13,639.36	111,876.13	116,263.91	119,490.86
Health and Welfare Benefits	3401-3402	213,340.63	13,859.19	227,199.82	269,913.38	318,007.04
Unemployment Insurance	3501-3502	20,455.71	3,518.16	23,973.88	26,228.67	27,936.88
Workers' Compensation Insurance	3601-3602	27,605.36	2,377.29	30,182.65	34,048.26	37,908.47
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		359,838.47	33,394.01	393,232.48	446,454.23	503,343.26
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	19,566.00	0.00	19,566.00	20,152.98	20,757.57
Books and Other Reference Materials	4200	7,000.00	0.00	7,000.00	7,210.00	7,426.30
Materials and Supplies	4300	68,904.79	0.00	68,904.79	72,536.51	76,652.99
Noncapitalized Equipment	4400	37,570.00	0.00	37,570.00	32,717.95	35,131.70
Food	4700	72,051.06	0.00	72,051.06	74,212.60	76,438.97
Total, Books and Supplies		205,091.85	0.00	205,091.85	206,830.03	216,407.54
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00
Travel and Conferences	5200	0.00	2,472.00	2,472.00	2,546.16	2,622.54
Dues and Memberships	5300	9,059.43	0.00	9,059.43	9,331.21	9,611.15
Insurance	5400	28,188.78	0.00	28,188.78	29,034.45	29,905.48
Operations and Housekeeping Services	5500	103,613.53	0.00	103,613.53	106,721.93	109,923.59
Rentals, Leases, Repairs, and Noncap. Improvements	5600	104,792.52	0.00	104,792.52	119,532.44	140,928.01
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	404,284.04	8,330.44	412,614.48	438,242.15	467,764.66
Communications	5900	8,877.00	0.00	8,877.00	9,143.31	9,417.61
Total, Services and Other Operating Expenditures		658,815.31	10,802.44	669,617.75	714,551.66	770,173.04
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for full accrual only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7281-7299	0.00	0.00	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal	7439	0.00	0.00	0.00		
Total, Other Outgo		0.00	0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		3,309,095.43	222,488.77	3,531,584.20	3,921,391.58	4,332,987.93
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCE \$ AND USE \$ (A5-B8)		13,075.71	(1,734.47)	11,341.24	178,248.02	438,718.80

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Francophone Charter School
(name continued) _____

Description	Object Code	FY 2019/20			Totals for 2020/21	Totals for 2021/22
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,734.47)	1,734.47	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,734.47)	1,734.47	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		11,341.24	0.00	11,341.24	178,248.02	438,718.80
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	510,526.74	0.00	510,526.74	521,867.98	700,116.00
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		510,526.74	0.00	510,526.74	521,867.98	700,116.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		521,867.98	0.00	521,867.98	700,116.00	1,138,834.80
Components of Ending Fund Balance						
a. Nonspendable						
Revolving Cash	9711	0.00		0.00		
Stores	9712	0.00	0.00	0.00		
Prepaid Expenditures	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00		0.00		
Other Commitments	9760	0.00		0.00		
d. Assigned						
Other Assignments	9780	0.00		0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	105,947.53	0.00	105,947.53	117,841.75	129,989.64
Undesignated / Unappropriated Amount	9790	415,920.45	0.00	415,920.45	582,474.25	1,008,845.16

Francophone School Attendance Plan 2019-2020

Goals: Francophone has three goals related to attendance and absenteeism, with specific targets which, if met, would demonstrate a gradual but significant improvement in school participation by the student body and by two groups for whom chronic absenteeism is disproportionately elevated.

1. *Reduce school-wide chronic absenteeism rate*

- a. 2018: 8.9% in 2018, n=19
- b. Target rate for 2019: 8%
- c. Target rate for 2020: 7%

2. *Reduce rates of chronic absenteeism among Hispanic students*

- a. 2018: 21.6% chronically absent in 2018, n=37
- b. Target rate for 2019: 15%
- c. Target rate for 2020: 10%

3. *Reduce rates of chronic absenteeism among Socio-Economically Disadvantaged students*

- a. 2018: 25.5% chronically absent in 2018, n=51
- b. Target rate for 2019: 20%
- c. Target rate for 2020: 15%

Plan: To achieve these goals, the Francophone staff has developed a plan with strategies including staff capacity building, family education, and home-school communication. The school expects that home-school communication about attendance will allow the school to identify root causes of chronic absenteeism and to design interventions that address those causes, at group levels and at individual levels.

A. Capacity Building: Designate staff to attend Chronic Absence Working Sessions conducted by Oakland CORE Data Collaborative and to report findings and practices to school leadership team. Designate staff members to design attendance improvement plan and to support implementation. Coordinate and align efforts of staff members. Recruit parent leaders to liaise and support the plan with fellow families. Plan board updates or other accountability check-ins to ensure follow through of staff members on year-long plan. Ensure board, family leaders, and staff leaders are coordinated and informed of plan in general terms and can direct interested stakeholders to the attendance point people on staff to get involved, contribute suggestions, and participate in the process of improvement of student attendance at school. Conduct assessment using Scan of Environment and Attendance tool (SEAT, *Attendance Works*).

B. Tier 1: In addition to continuing to attend to matters of school culture, school safety, and student connectedness at school, all of which contribute to attendance, Francophone will strengthen and make more explicit its values about school attendance. Communicate the importance of regular school attendance in Spanish and English, using multiple platforms (flyers, school marquee, banners, letters sent via US Mail, digital messages using ParentSquare, etc.). Reinforce messaging about attendance at key events throughout the Back to School Season, including Back to School Night, Francophone Charter School Community (FCSC, the school's equivalent of a PTA or PTO) meetings, board meetings, and school-sponsored gatherings. Establish data reporting cycles of two weeks in length; assign roles and responsibilities among staff members for generating attendance and absenteeism reports, sharing data, analysis, and decision-making. Define / capture the protocols for reporting and investigating attendance currently in use by office staff. Systematize documentation, if needed.

C. Tier 2: Establish thresholds for rates of absenteeism that will trigger communication from families to school. Design postcards based on the third "personalized information treatment" tested and found to be most effective in reducing school absenteeism in Rogers and Feller's 2018 study. Conduct regular mailings of postcards to inform families about how their children's attendance compares to the average. Review attendance rates for students and families receiving the postcard.

D. Tier 3: For the students with the highest rates of absenteeism, develop protocols and designated staff to conduct research to seek an understanding of their individual family's assets, needs, and circumstances. Assign one consistent staff member to serve as an advocate and liaison for each family and to conduct individualized outreach in the form of empathy interviews via phone, in person, or other method of communication. Once a relationship is established, conduct meetings via phone or in person, using Attendance Works' templates (Student Attendance Success Plans and My Family's Help Bank) to guide families to set achievable goals to improve their child's attendance at school and to assist them in mapping the assets and supports they can access to support their progress toward their goal.

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