

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

SUBMITTED TO THE OAKLAND UNIFIED SCHOOL DISTRICT
MAY 28, 2014

TERM OF THE CHARTER

JULY 1, 2015 – JUNE 30, 2020

File ID Number: 14-1323
Introduction Date: 5/28/14
Enactment Number: _____
Enactment Date: _____
By: _____

TABLE OF CONTENTS

Statement of Assurances	5
OUSD Charter Office Statement of Assurances	7
Introduction	9
The Need for a School Like FACSEB	9
Why Language Immersion?	11
Why French?	11
Founding Team	12
Intent of the Charter Schools Act	15
Element A: Educational Philosophy and Program	16
Educational Philosophy	16
Mission	16
Vision	16
What it means to be an educated person in the 21 st century	16
Students to Be Served – Target Student Population	18
Student Population and the Demographics of the Targeted School Community	19
How Learning Best Occurs	24
Instructional Approach	26
Curriculum	31
Subject Areas	32
Learning Environment	37
Proposed Schedule and Calendar	39
Plan for Special Learners	42
Goals and Actions to Achieve the eight state priorities	61
Element B: Measurable Pupil Outcomes	61
FACSEB’s Student Outcomes	61
Outcome # 1 – Grade-level knowledge and skills	62

Outcome # 2 – Bilingual and bi-literate in French	64
Outcome # 3 – Lifelong learner	67
Outcome #4 – Life Skills	69
Outcome # 5: Global citizenship	71
Outcome # 6: Technology	73
Outcomes Aligned to State Priorities.....	73
State Priority 1: Basic Services.....	74
State Priority 2: Implementation of Common Core State Standards.....	75
State Priority 3: Parental Involvement	76
State Priority 4: Student Achievement	77
State Priority 5: Student Engagement	79
State Priority 6: School Climate	80
State Priority 7: Course Access	81
State Priority 8: Student Performance.....	82
Element C: Methods of Assessment.....	85
Assessment Modifications and Accommodations.....	86
External Reporting.....	87
Use and Reporting of Data.....	87
Element D: Governance Structure.....	88
Nonprofit Public Benefit Corporation.....	88
Board of Directors.....	89
Board of Directors Membership.....	89
Duties of the Board of Directors.....	91
Structure of the Board	93
Board Training and Sustainability	93
Advisory Board.....	93
Curriculum and Education Program Evaluation Team.....	95

Parent-Teacher Association (PTA)	95
Expectations and Opportunities for Parent Involvement.....	95
Three-Way Contract	96
Providing Parents with Information about their Child’s Progress	96
Addressing Parent Concerns and Complaints.....	97
Element E: Employee Qualifications	97
Principal Qualifications	98
Office Manager Qualifications.....	99
Teacher Qualifications	100
Teacher on Special Assignment	100
Recruitment.....	101
Teacher Hiring.....	102
Staffing.....	102
Evaluation	103
Element F: Health and Safety	103
Element G: Racial and Ethnic Balance	106
Element H: Admissions Requirements.....	107
Legal Assurances.....	107
Student Admissions Policies and Procedures	107
Admissions Overview.....	107
Public Random Drawing.....	109
Public Random Drawing “Lottery” Procedures.....	110
Student Recruitment and Enrollment Growth	111
Element I: Annual Financial Audit.....	112
Element J: Student Suspension and Expulsion	112
Element K: Retirement Systems	113
Element L: Public School Attendance Alternatives.....	113

Element M: Employee Rights.....	114
Element N: Dispute Resolution.....	114
Disputes Arising from Within the Charter School.....	115
Element O: Public School Employer.....	116
Element P: School Closure Procedures.....	116
Required Supplemental Information.....	117
Insurance	117
Budget and Financial Reporting.....	118
Administrative Services	118
Facilities	119
Transportation.....	121
Meals	121
Potential civil livability effects	121
Parent Signatures	122
Conclusion	122

STATEMENT OF ASSURANCES

As the authorized lead petitioners, we, Mathilde Andrejko and Renae Waneka, hereby certify under the penalties of perjury that the information submitted in this petition for a charter to be named the **French American Charter School of the East Bay** ("FACSEB" or the "Charter School") to be located within the boundaries of the Oakland Unified School District ("OUSD" or the "District") is true to the best of our knowledge and belief; we also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, we certify that, if awarded a charter, the school will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

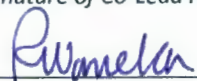
- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessment applicable to students in non-charter public schools. [Ref. Education Code §47605(c)(1)]
- The Charter School will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code §47605(b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code §47605(d)(1)]

- The Charter School will not charge tuition, fees, or other mandatory payments for attendance. [Ref. Education Code §47605(d)(1)]
- The Charter School will admit all students who wish to attend the school, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A-C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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). [Ref. Education Code §47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(c)]⁷
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. Education Code §47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the 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 the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School will on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School will comply with all applicable portions of the No Child Left Behind Act.

- The Charter School will comply with the Public Records Act.
- The Charter School will adhere to all applicable provisions of federal law relating to children who are English Learners, including Title VI of the Civil Rights Act of 1964; and the Equal Educational Opportunities Act of 1974.
- The Charter School will comply with the Family Educational Rights and Privacy Act.
- The Charter School will comply with the Ralph M. Brown Act.
- The Charter School will meet or exceed the legally required minimum of school days applicable to charter schools. [Ref. Title 5 California Code of Regulations Section 11960].


 Signature of Co-Lead Petitioner, Mathilde Andrejko

5/28/14
 Date


 Signature of Co-Lead Petitioner, Renae Waneka

5/28/14
 Date

OUSD CHARTER OFFICE STATEMENT OF ASSURANCES

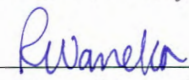
This form or other similar forms must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances. As authorized representatives of the applicant group, we hereby certify under the penalties of perjury that the information submitted in this petition for a charter for the French American Charter School of the East Bay ("FACSEB" or the "Charter School") to be located in Oakland, California, is true to the best of our knowledge and belief; and further, we certify that, if awarded a charter, the Charter School:

- 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.
- 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.
- Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of 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 a foreign language, or academic achievement.
- Will not base admission 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.
- Will offer at least the minimum amount of instructional time at each grade level as required by law.
- Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
- Will 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 1973; and Title II of the Americans with Disabilities Act of 1990.

- Will 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, § 5; and MGL c. 89, 71 § (f) and (l).
- Will comply with all other applicable federal and state laws and regulations.
- Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
- Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
- Will operate in compliance with generally accepted government accounting principles.
- Will maintain separate accountings of all funds received and disbursed by the school.
- Will participate in the California State Teachers' Retirement System as applicable.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Directors prior to their service.
- Will, in the event the Board of Directors intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
- Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
- Will provide to the Office of Charter Schools a school code of conduct, Board of Directors bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.


 Signature of Co-Lead Petitioner, Mathilde Andrejko

5/28/14
 Date


 Signature of Co-Lead Petitioner, Renae Waneka

5/28/14
 Date

INTRODUCTION

THE NEED FOR A SCHOOL LIKE FACSEB

Parents in the Bay Area are hungry for language immersion education¹. 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 schools² 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 currently exists. 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. Other school districts, including those in New York City and St. Paul, Minnesota have incorporated language immersion programs (in a wide variety of languages, including French) into their public schools and have been successfully operating these programs in diverse urban environments for many years. These schools model the need for and success of public, French language immersion schools.

A January 2014 article³ in the New York Times shows the growing interest and dedication to French language immersion programs across the country. The demand for a high-quality, public, French language immersion program is staggering. One Principal in New York received hundreds of applications for only 18 kindergarten spaces. While the district increased the number of classes and students it can accommodate in its French immersion program, the school continues to turn away interested parents every year. Most of the families interested in New York's French immersion program do not speak French but have chosen this language as one they want their children to learn well at a young age. Families also understand the value that learning a second language has on academic, cognitive and career development and opportunity.

Data from the Bay Area are just as compelling. The Santa Rosa French American Charter School opened its doors in 2012 and has East Bay students whose parents are so thirsty for a high-quality, public, language immersion program that they drive almost 60 miles one-way to take their children to a public, French language immersion school. Some parents interested in FACSEB drive almost two hours to attend our monthly meetings and learn more about the school. Other parents plan to move to the District in order to increase their chances of being able to send their child to FACSEB. Census data also show a high concentration of French speakers in Oakland and Berkeley, as shown in the map below. In addition, a demographic survey conducted by the Arab American Cultural

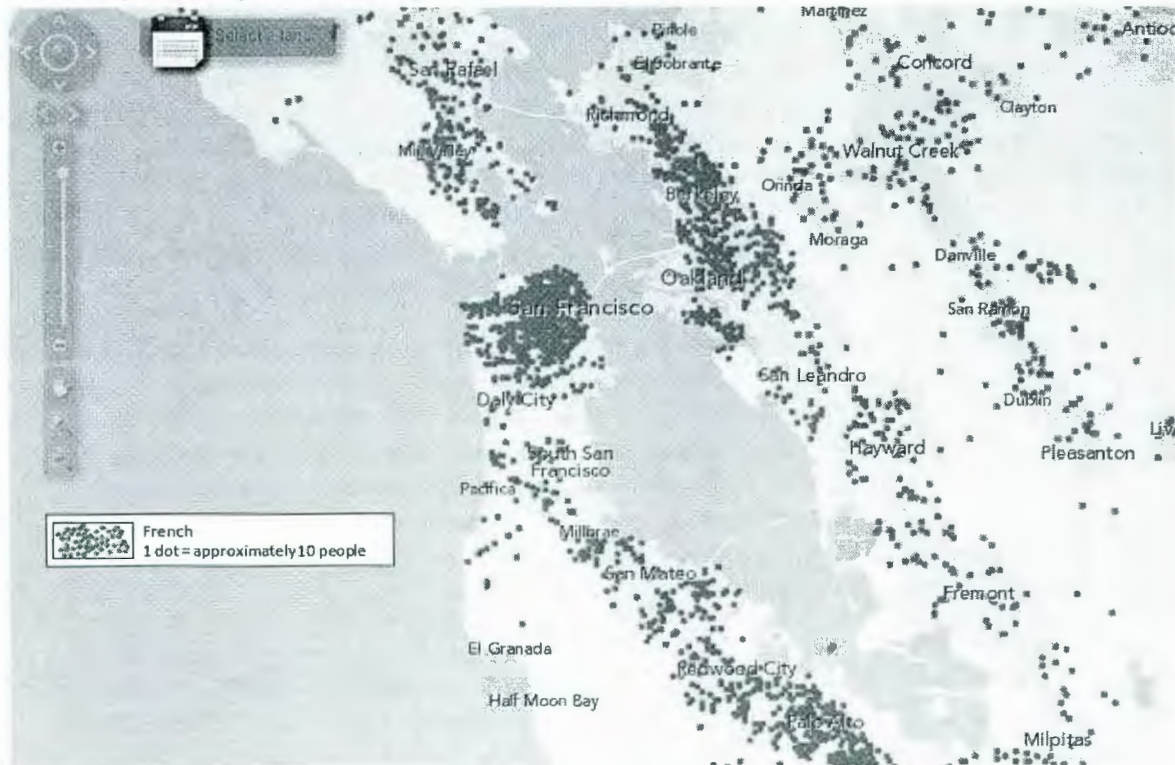
¹ http://www.insidebayarea.com/education/ci_13404444

² Two language immersion charters that recently opened in the area are Yu Ming Mandarin Chinese Immersion Charter School (Alameda County, CA) and Santa Rosa French American Charter School (Santa Rosa, CA)).

³ Semple, K. *A Big Advocate of French in New York School's: France*, Jan 30, 2014; <http://www.nytimes.com/2014/01/31/nyregion/a-push-for-french-in-new-york-schools-from-france.html>

and Community Center⁴ in 2012 shows more than 2,200 people from Lebanon, Morocco, and other French-speaking Arab countries live in Alameda County.

Census Map of Francophones in the Bay Area, Census, 2010⁵



As of May 20, 2014, FACSEB has more than 450 people on its mailing list and 300 families who signed the petition with meaningful interest in enrolling their children in the program during its first year of operation. These families include francophone families from Algeria, Haiti, Ivory Coast, Mali, Senegal, Tunisia, and France. Each play date, fundraising event and outreach activity brings more interest and diversity to our group of interested families. The diversity of interest in French language immersion comes from a wide range of communities in Oakland and the greater East Bay including – but not limited to – people with ties to Senegal, Tunisia, France, Ivory Coast, Canada, Philippines, Russia and Mexico. Immigrants from these countries do not necessarily speak French, but parents interested in sending their children to FACSEB have something in common. They want a high-quality, public, French language immersion program where the rich cultural traditions of their children and other children will be celebrated. FACSEB is committed to providing such an environment, understanding that the leaders of tomorrow need to communicate in multiple languages and understand and navigate a diverse and interconnected world. Beginning these teachings in elementary school – when children’s minds are most capable of learning and incorporating these skills into their vernacular – is key and integral to the foundation and success of FACSEB’s

⁴ <http://www.arabculturalcenter.org/> - data have not been published yet, but were provided by the Executive Director of the Arab Cultural and Community Center for use here.

⁵ Source: US Census Bureau, American Community Survey, 2010, http://www.census.gov/hhes/socdemo/language/data/language_map.html

educational program. Letters of support for FACSEB's educational program from a variety of organizations and individuals are included in Appendix 1-2.

WHY LANGUAGE IMMERSION?

Language immersion is a proven educational methodology in which grade-level content is taught in a language other than English⁶. Research on the value of bilingual education confirms that young children have a strong capacity for language and that learning two languages early in life has a profound positive impact on academic performance and lifelong cognitive skills. Students in two-way immersion language programs like the one that will be implemented at FACSEB achieve greater academic success than their peers in monolingual programs⁷, are more advanced readers, perform better on standardized tests, and are less likely to drop out of school.⁸ Research also indicates that students can simultaneously master a rigorous academic curriculum taught in the target language and master both languages.⁹ Unfortunately, most students in the East Bay will not have an opportunity to learn a second language until it is too late to benefit from all the cognitive advantages of being bilingual.

With increasing demand for affordable language immersion education in the East Bay, and the limited number of spaces available in public language immersion schools, FACSEB provides a unique educational opportunity for the children in the East Bay that will serve them well throughout their lifetimes.

WHY FRENCH?

The International Organization of Francophonie has 56 member states and governments that span 29 countries and five continents¹⁰. In addition to learning the French language, learning about the diversity of culture and tradition in the francophone world provides a unique opportunity with which to reflect on our own diversity, culture and traditions. After English, French is the second most frequently taught language in the world. Since English has adopted more words from French than from any other language, learning French can also increase a student's English vocabulary. Canada, our largest trade partner, and many large multinational organizations such as the United Nations, NATO and The International Red Cross conduct their business in English and French. Many of the emerging economies of Africa and the Caribbean – such as Burkina Faso, Haiti, Mali, Mauritius and Seychelles – are also francophone nations and offer multiple career opportunities in business, tourism, communications, non-profit service, and diplomatic and outreach industries. French language proficiency provides increased access to these opportunities.

Public French language immersion programs are becoming more popular across the United States, and especially in the Western United States, where two French immersion charter schools began enrolling students in 2012 and a

⁶ 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.

⁷ Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56-59.

⁸ 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

⁹ 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.

¹⁰ See Appendix 1-1 for a map of members of the International Organization of Francophonie.

public school in Los Angeles will begin enrolling students in its French immersion program in fall 2014. The increased interest in French immersion programs across the country demonstrates the appeal of these programs to students from diverse ethnic, linguistic, socio-economic and learning backgrounds, and presents an opportunity to create a French immersion public school in Oakland, accessible to all.

FACSEB will help address the growing need for a high-quality, public, French language immersion school in the East Bay by adhering to its mission, vision and educational program, as outlined here.

FOUNDING TEAM

Most members of the Founding Team of FACSEB are highly proficient or fluent in multiple languages and understand the value that proficiency can bring to cross-cultural understanding, community and lifelong learning and opportunities. We are excited and energized to provide this educational opportunity to the local community. Below are bios of the Founding Team.

Mathilde Andrejko – Originally from Normandie, France, Mathilde has lived in the United States for ten years. Mathilde holds a Master's in bilingual journalism from La Sorbonne as well as a Bachelor's in French as a Second Language. In Wisconsin for seven years, she worked in public broadcasting before turning to higher education at the University of Wisconsin. She now works in the field of service-learning at the University of San Francisco, where she explores issues of social justice; power, privilege and oppression; and how to build mutually beneficial partnerships with the community. Mathilde has a 4-year old daughter, to whom she speaks French, and who answers in English.

Eric Eidlin – Eric is a transportation planner and the sustainability lead with the Federal Transit Administration's San Francisco office. He received a Fulbright Fellowship to study urban issues in Berlin, Germany and a German Marshall Fund Fellowship to study non-auto access to high-speed rail stations in France and Germany. His near-native proficiency in French, German and Spanish gave him access to these unique educational and career opportunities, and he hopes the same for his children. He speaks to his children in French and expects that they will follow in his footsteps and learn multiple languages as well.

Galienne Eriksen – With experience in Human Resources, finance, operations and event planning, Galienne has a wide range of expertise. She is a native French speaker and speaks to her two children in French. Galienne is also a classically trained singer and dedicated to education in the arts.

Emily (Emi) Johnson – Emi retired from the El Dorado County Office of Education in June 2011. For 10 years she served as the SELPA Director for El Dorado and for the last five of those years was also the SELPA Director for the El Dorado County state-wide Charter SELPA. The Charter-only SELPA was a pilot with the California Department of Education and the State Board of Education. Starting in 2006-07 it has grown from representing 10 initial schools to over 200 schools. Prior to coming to El Dorado, Emi served as the District and County Superintendent of Amador County schools, Director of Special Education, Professional Developer, faculty member of several colleges and universities and a general education and special education teacher. Emi holds a M.A. in Educational Administration, M.A. Special Education and a B.A. Psychology/Early Childhood Education. Emi now serves as a consultant to support charters and districts with special education.

Lucie Lebon – Lucie has bachelor's degrees in biology and chemistry. She is certified to teach by the French Ministry of Education and has been teaching for six years. After teaching in Paris for three years, she taught pre-school for two years at École Bilingue in Berkeley. She now teaches third and fifth grade at a French school in Barcelona, Spain. She is fluent in French, English, Spanish and Creole and proficient in Catalan.

Corinne Petit – Corinne has a Masters in Urban Planning and Bachelors in Linguistics and Sociology. She is Co-founder and Board Chair of *Les Petits Francophones*, the only French immersion pre-school in Oakland. She has experience in non-profit management, governance and community-building. With strong ties to her community, Corinne created an emergency preparedness plan for her neighborhood and has served as a Block Captain for four years. Corinne speaks Cambodian and Lao and is a native French speaker who speaks to her two children in French.

Maggie Schoon – Maggie began learning French at the age of five and lived in France for two years as an adult. She has a Bachelor's degree in Psychology from Loyola Marymount University and a Master in Education from University of California at Davis. She also holds a California multiple subject teaching credential with a cross-cultural language development certification. She has taught first and second grade for many years in California public schools. She has also worked as a Literacy Coach and Instructional Coach helping elementary teachers in their professional growth. She currently provides private educational consulting and teaches reading intervention and English language learners in the San Ramon Valley Unified School District. She is raising her two daughters bilingually in English and French.

Sarah Sharp – Sarah is a French teacher at Head Royce School in Oakland. She holds a Master of Arts degree in Teaching from Mills College in Oakland and a Bachelor of Arts degree from Macalester College in St. Paul, Minnesota. She is credentialed to teach French, Social Studies, and English Language Arts. She has more than 12 years of teaching experience in all grade levels from K-12. She has taught in both public and private schools including Oakland and San Lorenzo Unified School Districts. Sarah herself was given the gift of a bilingual French education as a young child and has subsequently found joy in helping others learn language. Sarah has a son and a daughter with whom she is also sharing the gift of bilingualism.

Sandie Stringfellow – Sandie is earning her doctorate in education at the University of San Francisco, where she is majoring in organization and leadership, and minoring in learning and instruction. She has worked with numerous schools, programs and organizations that serve youth typically underrepresented in higher education, including KIPP Bay Area Schools, the National Youth Leadership Forum and the Prison University Project. Sandie also works as the Chief Operating Officer for Eastern Horizons, a college access nonprofit. She holds an AB in psychology from Harvard University, and an MSc in organizational and social psychology from the London School of Economics and Political Science. An avid traveler, linguistic and educator, Sandie spent two years in Kazakhstan with the Peace Corps training over 100 primary and secondary school teachers and becoming highly proficient in Russian. Sandie also speaks Japanese and French.

Renae Waneka – Renae holds a Masters in Public Health with an emphasis in Community Health Education. After teaching middle and high school Spanish in public schools in Colorado, she began working for the University of California San Francisco researching nursing education and managing leadership programs for healthcare professionals. In this capacity, she has conducted research and managed projects with key stakeholders in higher education, state government, private foundations and the community. Renae is highly proficient in Spanish, and her partner is a near-native French speaker who speaks to their children in French. Renae expects that her children will learn multiple languages.

Neda Wo – Neda received her BS in Biochemistry and Molecular and Cell Biology from UC Davis. She went on to work in Research and Development in the Biotech industry before making the transition to education. Neda holds a California Single Subject Credential in both Chemistry and Biology, and began her teaching career at a Charter School in Sacramento before moving to the Bay Area. Neda's passion for education has led her to positions beyond the classroom as well, including working as an instructor at science camps for children and tutoring students in various subjects. Neda is part of a Chinese-Iranian-American family and wishes she had been taught multiple

languages when she was a child. She understands the value and importance of such endeavors and plans for her two children to learn multiple languages while they are still young.

The table below summarizes the skills and expertise of the Founding Team.

Founder	Educational Program	Francophone Education	Operations	Finance	Facilities	Governance & Law	Human Resources	School Administration	Special Populations	Technology & Data	Outreach	Fundraising	FACSEB Board Member
Mathilde Andrejko		X			X					X	X		X
Eric Eidlin		X			X								
Galiene Eriksen			X	X			X				X		
Emily Johnson	X			X	X	X		X	X				
Lucie Lebon	X	X											
Corinne Petit		X				X					X	X	X
Maggie Schoon	X	X							X				
Sarah Sharp	X	X							X				X
Sandie Stringfellow	X		X						X				
Renaë Waneka			X							X	X		X
Neda Wo	X												

FACSEB is also supported by the California Charter School Association and EdTec and is represented by attorneys Young, Minney & Corr.

Founding Families and aspiring Founding Families of FACSEB have also dedicated their talents, expertise and time to building a strong community in support of the Charter School and developing the elements included in this charter petition. See Appendix 2 for additional information on Founding Family status and bios from many of these families.

We would also like to thank the Oakland Unified School District and the School Board for their time and consideration.

INTENT OF THE CHARTER SCHOOLS ACT

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 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 schools established under this part accountable for meeting measurable pupil outcomes, and provide the 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.*

- Education Code 47601

The French American Charter School of the East Bay (FACSEB) believes that it provides positive contributions to the educational programs available in the Oakland Unified School District (OUSD) that align with legislative intent outlined above by:

- Providing an excellent bilingual education – in French and English – that is not available in any other public school in the OUSD or the greater East Bay community (Education Code 47601(a), (c), (e) and (g));
- Delivering an educational program that increases students' cognitive abilities, which ultimately leads to more flexible learning and increased learning (Education Code 47601(a), (b), (e), (g));
- Increasing access to diverse learning opportunities usually unavailable to low-income students in OUSD (Education Code 47601(a), (b), (e), (g));
- Using innovative language immersion strategies (Education Code 47601 (c));
- Offering professional opportunities for teachers to use or learn French language skills in a public school setting (Education Code 47601 (c) and (d)).

The Charter Schools Act of 1992 provides that a petition for a charter school must include a reasonably comprehensive description of the elements described in California Education Code Section 47605(b)(5)(A). These elements are included below.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, 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, 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.

-California Education Code Section 47605(b)(5)(A)(i)-(ii)

EDUCATIONAL PHILOSOPHY

MISSION

The mission of the French American Charter School of the East Bay (FACSEB) 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

FACSEB 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-awareness¹¹ 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 French¹².

FACSEB 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.

¹¹ <http://www.nytimes.com/2013/03/17/fashion/the-family-stories-that-bind-us-this-life.html?pagewanted=all&r=3&>

¹² 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.

STUDENTS TO BE SERVED – TARGET STUDENT POPULATION

FACSEB will grow to serve students in transitional kindergarten through eighth grade for the Oakland Unified School District and surrounding area. The Charter School will serve grade levels that coincide with the District's grade levels (Ed Code section 47605(a)(6)). In the first year of operation, the Charter School will serve approximately 130 students in two kindergarten classes (transitional kindergarten¹³ and kindergarten) and one class each of first, second and third grades. The Charter School will add one grade per year until the school reaches its full capacity of 494 students in 2024, as shown in the table below.¹⁴

Approximate Number of Students by Grade Level by Year

Grade	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024+
Transitional Kindergarten	26	26	26	26	26	26	26	26	26	26
Kindergarten	26	52	52	52	52	52	52	52	52	52
First	26	26	52	52	52	52	52	52	52	52
Second	26	26	26	52	52	52	52	52	52	52
Third	26	26	26	26	52	52	52	52	52	52
Fourth		26	26	26	26	52	52	52	52	52
Fifth			26	26	26	26	52	52	52	52
Sixth				26	26	26	26	52	52	52
Seventh					26	26	26	26	52	52
Eighth						26	26	26	26	52
Total	130	182	234	286	338	390	416	442	468	494

¹³ Transitional kindergarten will be offered as the first year of a two-year kindergarten program. Pursuant to law (Educational Code 48000(c)), a child is eligible for transitional kindergarten (TK) if his/her fifth birthday occurs between September 2nd and December 2nd. As recommended by the California Department of Education, children who are age-eligible to attend kindergarten, but choose to enroll in TK will need a signed Kindergarten Continuance Form verifying that the parent/guardian agrees to have his/her child continue in kindergarten for one additional year. (<http://www.cde.ca.gov/ci/gs/enn/kinderfaq.asp#E3>)

¹⁴ If funding is available, class size will be reduced and/or teaching aides will be added, with an emphasis on making these changes in grades TK-3 first.

STUDENT POPULATION AND THE DEMOGRAPHICS OF THE TARGETED SCHOOL COMMUNITY

According to data from the Oakland Unified School District (OUSD)¹⁵, the district enrolled 36,180 students in 2012-13. Of these students, 32% were designated English Learners and 69% were eligible for Free and Reduced Lunch. The table below shows the ethnic distribution of students enrolled in OUSD in 2012-13. Activities in the Outreach Plan (Appendix 3) are designed to attract students who represent the population living in the jurisdiction comprising the Oakland Unified School District.

Ethnic Distribution of OUSD Students

Ethnicity	OUSD Students ¹⁶ , 2012-13
Latino	38.5%
African American	30.8%
Asian	14.1%
White	10.7%
Pacific Islander	1.2%
Filipino	0.9%
American Indian/Alaska Native	0.4%
Other Race	3.4%

There is broad support for FACSEB's educational program in our community, as demonstrated by the geographic distribution map below. This map is a graphic representation of families who signed the petition with meaningful interest in sending their children to the Charter School in its first year of operation and underscores our goal of securing a facility in the central part of Oakland.

Parent Signatures Meaningfully Interested in Sending Their Child(ren) to FACSEB in 2015-16

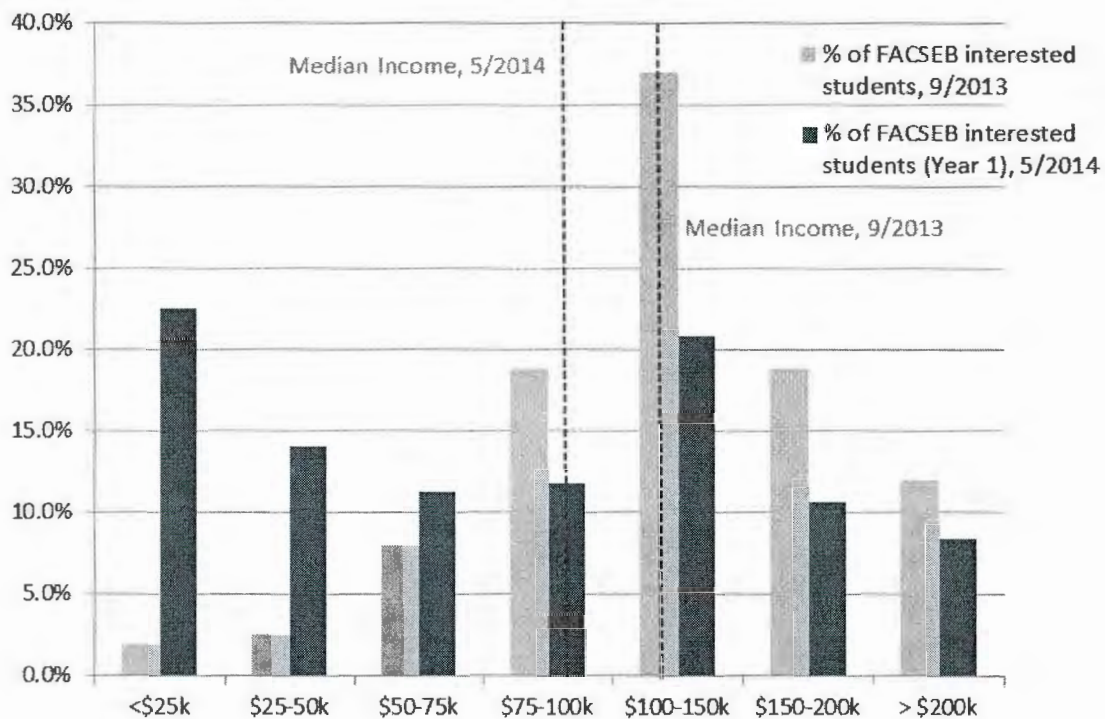


¹⁵ http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

¹⁶ http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

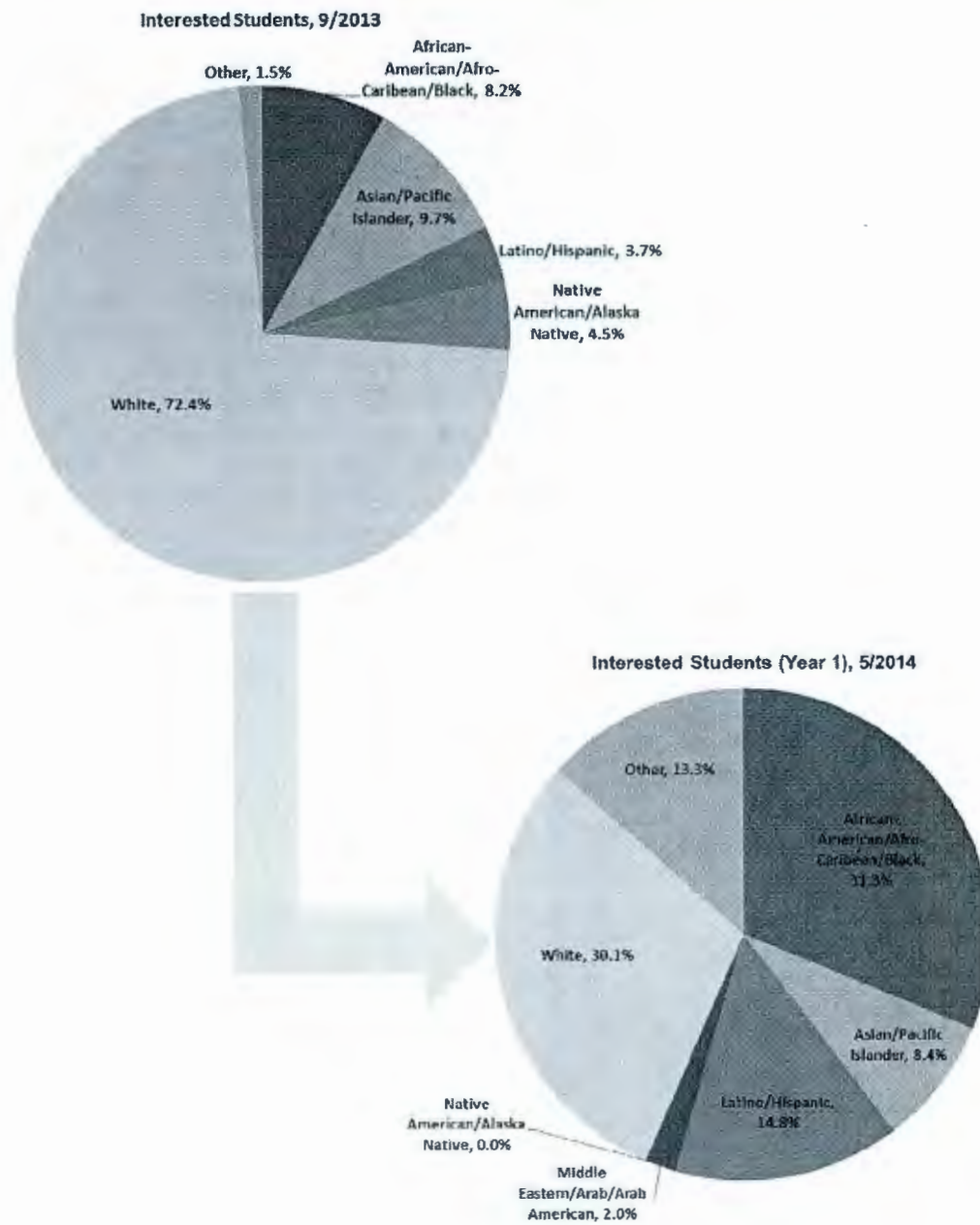
Over the past 18 months, the Founding Team conducted diversity surveys to collect data on the race of interested students and on family income and will continue to collect these data as a method of ensuring student diversity that is comparable to that of the diversity within the jurisdiction comprising the OUSD. Data collected will guide modifications to outreach strategies. Once the inaugural group of students has been enrolled, annual enrollment applications will request race and income data so that the diversity of the Charter School will continue to be assessed and outreach efforts modified to ensure continued diversity among the student population. Below are data collected on race and income from FACSEB's diversity surveys at two points in time, September 2013 and May 2014.¹⁷ These data show that a diverse group of families is interested in FACSEB's educational program and that FACSEB's targeted outreach has increased diversity among those interested in sending their children to FACSEB. Additional targeted outreach will continue through the start-up and enrollment phases of FACSEB in order to increase diversity among interested families and ensure a diverse student body in the first year of operation and in subsequent years.

Annual Household Income of Families Interested in FACSEB, 9/2013 and 5/2014



¹⁷ Data for May 2014 are from parents who signed the petition with the meaningful intent to send their children to FACSEB during its first year of operation.

Racial/Ethnic Diversity of Children Interested in Attending FACSEB, 9/2013 and 5/2014



Public French immersion programs are becoming more popular across the United States, and especially in the Western United States, where two French immersion charter schools began enrolling students in 2012¹⁸ and the Los Angeles Unified School District started a French immersion academy as part of its public school system that will begin enrolling kindergarteners in August 2014¹⁹. The increased interest in French immersion programs across the country demonstrates the appeal of these programs to students from diverse ethnic, linguistic, socio-economic and learning backgrounds. The enrollment in the New York French American Charter School includes 10.3% English Language Learners, 38% who qualify for free and reduced lunch, and racial diversity that is 12% White, 65% African American, 16% Hispanic and 5% Asian.²⁰

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 programs,²¹ 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 setting.²² 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 Cincinnati.²³ 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, as shown below.²⁴

¹⁸ The Santa Rosa French American Charter School (www.srfacs.org) in Santa Rosa, California, and Le Monde French Immersion Public Charter School (www.lemondeimmersion.org) in Portland, Oregon, began enrolling students for the first time in 2012.

¹⁹ <http://www.richlandavenueschool.org/richland-french-academy>

²⁰ <http://insideschools.org/high/browse/school/1686>

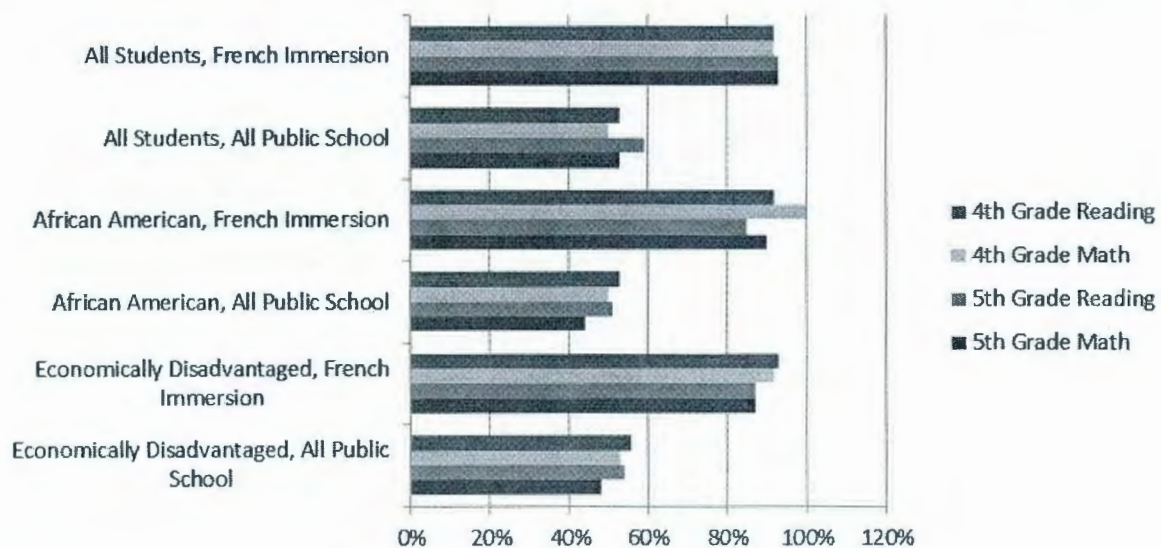
²¹ Lightbown, 2007

²² Haj Broussard (2002); Holobow, Genesee, Lambert, Gastright, and Met (1987); Holobow, Genesee and Lambert (1991)

²³ <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>

²⁴ <http://frenchimmersion.mpls.k12.mn.us/uploads/pbfimarketingtwopager072312.pdf>

Comparison of Student Performance in Math and Reading, French Immersion versus All Schools, Milwaukee Public Schools, 2008-2009



Milwaukee is a large urban area, and its public schools struggle with many issues also faced in the Oakland Unified School District, including addressing the achievement gap between Whites and African Americans, serving low-income students, and addressing violence.^{25,26} Overall demographic data from Milwaukee public schools show that 56% of its students are African American and 82% qualify for Free and Reduced Lunch, while Milwaukee's public French immersion program is 62% African American and 61% Free and Reduced Lunch.²⁷ These data show that low income students and students of color in a large urban area similar to Oakland enroll in these educational programs and are successful in them. Research also shows that a greater variety of educational choices, including language immersion, for students in diverse urban school districts improves test scores for all students.²⁸

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 tests.²⁹ ELs in the TWI program showed continued improvement in English reading skills from kindergarten through 12th grade, while ELs in non-TWI programs³⁰ showed improvement until middle school or early high school followed by decline. While late-exit bilingual programs was

²⁵ <http://oaklandlocal.com/2014/02/oaklands-african-american-male-achievement-initiative-is-working/>

²⁶ http://wpt.org/Here_and_Now/report-wisconsin-achievement-gap-highest-nationwide

²⁷ <http://www.greatschools.org/wisconsin/milwaukee/1221-Milwaukee-French-Immersion-School/>

²⁸ Metropolitan areas with maximum interdistrict choice elicit consistently higher test scores than do areas with zero interdistrict choice. The 8th grade reading scores of students in highly competitive areas are 3.8 national percentile points higher than those of students in areas with no competition; their 10th grade math scores are 3.1 national percentile points higher; and their 12th grade reading scores are 5.8 national percentile points higher." By Caroline Hoxby, retrieved from <http://educationnext.org/rising-tide/> on April 24, 2014. Jay Greene finds similar results in his research on school choice and test scores (<http://jaypgreene.com/2012/02/27/new-milwaukee-choice-results/>).

²⁹ http://www.berkeleyschools.net/wp-content/uploads/2011/09/Effectively_Implementing_Two-Way_Immersion_in_Berkeley_-_M_Rivera_-_APA1.pdf

³⁰ 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.

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.³¹ 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, FACSEB 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.

FACSEB's plans for addressing the needs of low-income students and other special populations are included below, under 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 FACSEB 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 English³². Research shows that students in two-way immersion language programs like the one that will be implemented at FACSEB achieve greater academic success than their peers in monolingual programs³³, are more advanced readers³⁴, perform better on standardized tests, and are less likely to drop out of school³⁵. Research also indicates that students can simultaneously master a rigorous academic curriculum taught in the target language and master both languages.³⁶ 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 the best time for initial exposure to

³¹ http://www.berkeleyschools.net/wp-content/uploads/2011/09/Effectively_Implementing_Two-Way_Immersion_in_Berkeley_-_M_Rivera_-_APA1.pdf

³² 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.

³³ Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56-59.

³⁴ <http://www.sfgate.com/education/article/S-F-seen-as-model-in-bilingual-education-over-5229826.php>

³⁵ 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

³⁶ 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.

learning multiple languages (before age seven)³⁷ 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 teens³⁸). FACSEB 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 development³⁹, better problem solving skills⁴⁰, delaying the onset of dementia and other forms of Alzheimer's disease⁴¹, better conflict resolution skills, and increased adaptability to new environments⁴². 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 impulsively⁴³.

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 organizations⁴⁴. 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 FACSEB 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.⁴⁵

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.

³⁷ http://carla.acad.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html

³⁸ Conboy & Kuhl, 2011; Giannakopoulou, Uther, & Ylinen, 2013; Klein, Mok, Chen & Watkins, 2013; Kuhl, 2011.

³⁹ Curtin, H. & Dahlberg, C.A. (2004), *Languages and children: Making the match*. New languages for young learners, grades K-8. Boston, MA: Allyn & Bacon.

⁴⁰ Center for Applied Linguistics

⁴¹ Bhattacharjee, 2012

⁴² Marian & Shook, 2012

⁴³ Gillette, 2013

⁴⁴ 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>)

⁴⁵ In addition, a bibliography on the benefits of language immersion education at an early age is included in Appendix A-1.

INSTRUCTIONAL APPROACH

LANGUAGE IMMERSION MODEL

The focus of the instructional approach of FACSEB 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. FACSEB 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 sharing.⁴⁶

The ratio of French to English instruction will gradually decrease over a student's experience at FACSEB. 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.⁴⁷ 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.⁴⁸

⁴⁶ <http://www.ksbe.edu/spi/pdfs/bilingual%20immersion%20full.pdf>

⁴⁷ 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>

⁴⁸ 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.

Approximate Share of Instruction in French by Subject Area

Grades	% of Instruction in French	Subjects Taught in French ⁴⁹	Subjects Taught in English
TK-2	90%	Math Science History/Social Science French Language Arts Music Art Physical Education ⁵⁰	English Language Arts
3-5	70%	Math Science French Language Arts Music Art Physical Education	English Language Arts History/Social Science
6-8	50%	Math Science French Language Arts Music Physical Education	English Language Arts History/Social Science Math Science Art

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

Approximate Ratio of French to English Taught in Each Grade Level by Year⁵¹

Grade	2015	2016	2017	2018	2019	2020+
Transitional Kindergarten	90/10	90/10	90/10	90/10	90/10	90/10
Kindergarten	90/10	90/10	90/10	90/10	90/10	90/10
First	90/10	90/10	90/10	90/10	90/10	90/10
Second	90/10	90/10	90/10	90/10	90/10	90/10
Third	70/30	70/30	70/30	70/30	70/30	70/30
Fourth		70/30	70/30	70/30	70/30	70/30
Fifth			70/30	70/30	70/30	70/30
Sixth				50/50	50/50	50/50
Seventh					50/50	50/50
Eighth						50/50

⁴⁹ 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>.

⁵⁰ FACSEB 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.

⁵¹ The ratio of French instruction may shift depending on the needs of the student body and the latest research in early language acquisition and language immersion education.

See Appendix A-1 for additional evidence on the benefits of language immersion education.

ADDITIONAL INSTRUCTIONAL STRATEGIES

As a two-way immersion school, FACSEB 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 strategies⁵² are central to the mission and vision of FACSEB:

1. Differentiated instruction
2. Content Based Instruction (CBI)
3. Inquiry-based learning
4. Social Emotional Learning
5. Technology
6. Looping
7. Specialized language acquisition strategies
8. 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 time⁵³. 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.⁵⁴

CONTENT BASED INSTRUCTION

Content Based Instruction (CBI) is a well-researched instructional methodology that is commonly used when acquiring a second language⁵⁵. CBI focuses on immersion in the second language so that the content – rather than the language itself – is the focus of the lesson and the learning. While the language cannot be divorced from the

⁵² These instructional methodologies may be revised depending on the latest educational research and FACSEB's experiences with these strategies.

⁵³ 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.

⁵⁴ 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 models, and is supported by the CoBaLTT (Content Based Learning Through Technology) instructional models. The Center for Advanced Research on Language Acquisition (CARLA) supports the use of CBI. FACSEB will work with CARLA and the Center for Applied Linguistics (CAL) to guide curriculum development <http://www.carla.uitr.edu/cobaltt/cbi.html>

content, CBI promotes concurrent learning of both by building stronger associations between content and use of language in context. The goal of CBI is for students to learn how to read, write, discuss and analyze content being taught in the classroom using the second language. CBI promotes these skills by providing language forms that are both relevant and contextually appropriate to learning the content. These instructional strategies develop more meaningful connections between language and content and support stronger acquisition of both. FACSEB will use CBI to concurrently teach grade-level content and the French language.

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 FACSEB 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 students⁵⁶ and can improve academic performance, motivation, and participation in group work for students with learning disabilities⁵⁷.

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 FACSEB, using IBL in small groups helps achieve the mission and vision of the school. FACSEB will integrate IBL into its science, math and social studies curriculum. In its inaugural year, FACSEB 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 Singapore math curriculum.⁵⁸

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 FACSEB 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.⁵⁹ Current OUSD goals⁶⁰ for SEL include:

⁵⁶ <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.

⁵⁷ 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.

⁵⁸ While this is the goal of the Founding Team, the Principal and Board of Directors will determine the best timeline for implementing IBL according to the needs of the students and resources available.

⁵⁹ <http://www.thrivingstudents.org/46/social-and-emotional-learning-oakland-unified-school-district>

⁶⁰ FACSEB 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.

- 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.

The Founding Team of FACSEB will investigate partnerships with Caring School Community, Second Step, Mindful Schools, and Roots of Empathy. All of these organizations currently work with, or have worked with, K-8 Oakland schools to implement SEL curriculum. Within its first year of operation, FACSEB will schedule at least one professional development opportunity for staff to learn about implementing SEL in the classroom and at the school in general.

LOOPING

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.⁶¹ Looping has also shown to increase student attendance and decrease discipline problems.⁶² FACSEB will implement looping in grades TK-3. 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 plans to start looping in Year 4. However, the Principal and Board of Directors will decide on the best time to start looping so that it is implemented according to best practices and with the best interests of the students and the Charter School in mind.

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. Software such as Dreambox and Accelerated Reader may be used as educational tools for math and reading. Computers

⁶¹ <http://www.ascd.org/publications/newsletters/education-update/mar98/vol40/num02/looping.aspx>
<http://eric.ed.gov/?id=ED496341>

⁶² <http://eric.ed.gov/?id=ED496341>

and/or tablet computers⁶³ will be used as tools for conducting research, communicating locally and globally, and producing works that demonstrate self-expression and understanding of content.

SPECIALIZED LANGUAGE ACQUISITION STRATEGIES

Teachers may use a variety of techniques to assist with language acquisition, some of which may include:

- 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
- Specially Designed Academic Instruction in English (SDAIE)⁶⁴
 - Realia (concrete objects and materials)
 - Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps)
 - Visuals (study-prints, text book illustrations, overheads, projected prints, reproductions of paintings and documents)
 - Graphic organizers (matrices, Venn diagrams and webs)
 - Concrete experiences, including planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

EDUCATIONAL AND CAREER PLANNING

FACSEB is committed to preparing all of its students for college and career. Explicit 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. FACSEB will investigate partnerships with local and global entities that will help achieve this goal.

CURRICULUM⁶⁵

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. FACSEB will offer the aforementioned core courses, global citizenship, art, music, additional world languages, 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

⁶³ FACSEB has budgeted for a computer/tablet for every two students in its inaugural year with a computer/tablet for each additional student in subsequent years to ensure access to technology.

⁶⁴ Yu Ming Mandarin Immersion Charter School uses many of the SDAIE techniques detailed below.

⁶⁵ The curriculum materials named in this section have been identified as the most promising by the Founding Team. This list is subject to change based on the input and experience of the founding Principal and educators and by the Curriculum and Education Program Evaluation Team as well as any changes by the State of California in its standards or textbook adoptions.

ones that align with the California Common Core State Standards.⁶⁶ For subjects taught in French, FACSEB 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.

Prior to the first day of school, the Principal will lead the development of curriculum maps for all grades and all subjects that will be taught in the first year of operation. Curriculum maps for grades and subjects that will be offered in subsequent years will be developed by the Curriculum and Education Program Evaluation Team at least annually and reviewed and approved by FACSEB leadership. All FACSEB 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. The proposed scope and sequence for science is included in Appendix A-5.

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 FACSEB 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 plans to adopt the reading and writing curriculum developed by the highly-respected Teachers College Reading & Writing Project (TCRWP)⁶⁷ 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

⁶⁶ FACSEB may reevaluate the use of its adopted texts annually. New research, changes in materials adopted by the State of California and other factors will inform the Charter School's decision to change its materials.

⁶⁷ <http://readingandwritingproject.com/about/overview.html>; a summary of this program is provided in Appendix A-3.

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.⁶⁸ FACSEB plans to use leveled books that are available in French from Reading A-Z⁶⁹. Leveled books are a component of differentiated instruction and can be used in guided reading and small-group instruction. FACSEB 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. For literacy, FACSEB plans to use materials such as *Envol en littérature* ("Flights in literacy") for grades TK-2 and *L'île aux mots* ("The island of words") for grades 3-5.

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. FACSEB 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 FACSEB.⁷⁰

MATHEMATICS

FACSEB will use Singapore 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.⁷¹ Singapore Math emphasizes word problems, rather than repetitive math drills, and is used by many leading schools⁷². FACSEB intends to teach all of its math content in French; it will use Singapore Math materials from *La Librairie des Écoles*.⁷³ This will be supplemented with online games that provide opportunities to incorporate technology and differentiated instruction into the math curriculum.

⁶⁸ See references Harley, 1984, 1996; Lyster, 1987; Swain, 1985; Swain & Lapkin, 1986 in Lindholm-Leary, K.J., Ph.D, Review of Research and Best Practices on Effective Features of Dual Language Education Programs, March 2005.

⁶⁹ <http://www.readinga-z.com/translations/french/leveled-books/>

⁷⁰ Some English Language Arts (ELA) strands are not transferable from French Language Arts. Canada has a long history of providing dual language immersion education in French and English and developed a guide to the strands that are non-transferable (see Appendix A-2). FACSEB will use guides such as this one and the most recent research in French language immersion education to teach strands that need to be explicitly taught in ELA to ensure that students meet knowledge and skill objectives at each grade level.

⁷¹ See Appendix A-4 for alignment of Singapore Math with the Common Core.

<http://www.achieve.org/files/CCSSandSingapore.pdf>

⁷² Yu Ming Charter School, International School of the Peninsula, Sidwell Friends School, etc.

⁷³ <http://www.lalibrairiedesecoles.com/librairie/mathematiques,3>

In addition, research shows that students do better in math when they learn it in conjunction with music.⁷⁴ Since FACSEB is committed to integrating creativity and arts throughout the curriculum, FACSEB will integrate music into some of its math lessons. For example, singing provides students opportunities to match and compare (through changes in tone, rhythm, pitch and volume), to pattern and sequence (through repetition of melodies, rhythms and lyrics), and to count and add (identifying cardinal numbers and adding one with each verse).⁷⁵

As needed, students will also be taught English terms for mathematical concepts so that they can succeed in English-language mathematical assessments.

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-8⁷⁶ that was developed by the Lawrence Hall of Science at the University of California, Berkeley. The FOSS curriculum aligns well with FACSEB'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. See Appendix A-5 for a sample of the FOSS curriculum. Scope and Sequence for science are provided in Appendix A-5.

Given the mission and vision of FACSEB, lessons related to global citizenship and the science of arts and music will also be integrated into lessons. One example of teaching science and global citizenship is through TeachUNICEF's four lessons related to water and sanitation for transitional kindergarten through second grade. These lessons are designed:

- To raise awareness of the problems facing children with inadequate access to clean water or sanitation facilities.
- To increase students' understanding of the global water crisis as one that affects everyone.
- To explore how organizations, agencies, and individuals are working to address the problems.
- To encourage students to take their own steps in addressing the local and global issues of water and sanitation.⁷⁷

For the science of arts and music, exploring questions such as, "Why can you hear the bass from your neighbor's stereo, but not the treble?" allows students to learn how science and the arts interconnect.⁷⁸

SOCIAL STUDIES

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

⁷⁴ <http://www.ncbi.nlm.nih.gov/pubmed/10100200>

⁷⁵ <http://www.scholastic.com/teachers/article/math-music-movement>

⁷⁶ FACSEB will use the strands for the FOSS kindergarten curriculum as the basis for the development of the transitional kindergarten curriculum.

⁷⁷ TeachUNICEF, "Water and Sanitation for All: Bringing the Issue Home, An Early Childhood Unite (Pre-K to 2)", page 5.

⁷⁸ The Exploratorium has an online program investigating the science of music. The question included here and many others are part of this online learning program.

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).⁷⁹ 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. For example, a parent who is a Haitian immigrant could provide a cultural lesson to students by giving a short presentation about his or her home country, discussing the similarities and differences between life there and in Oakland. FACSEB 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.

ARTS & MUSIC

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 FACSEB. 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. FACSEB will investigate partnerships with organizations such as Rara Tou Limen Haitian Dance Company and Diamano Coura West African Dance Company to provide education and enrichment for students in the diversity of francophone arts and culture. While FACSEB will employ art and music teachers⁸⁰ who will provide specific instruction in these areas, all teachers will integrate arts and music into their teachings as a method of integrating creativity into other disciplines and aligning the curriculum with the mission and vision of the Charter School.

PHYSICAL EDUCATION

FACSEB 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)). Haitian and/or West African dance and other physical activities characteristic of francophone communities will be incorporated into physical education opportunities at the Charter School, either through formal physical education classes or after-school enrichment. 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.

HEALTH

Health education provides students with the knowledge and skills they need to lead healthy lives. Instruction in this area will include classroom instruction, physical education class, collaborations with organizations that provide special programs, thematic units related to health, and special programs and/or events for students, parents and the broader community. A thematic unit related to healthy cooking and eating that focuses on francophone cuisine

⁷⁹ <http://www.teachtci.com/programs/interactive-social-studies-textbooks-and-curriculum.html>

⁸⁰ The employment of specialized art and music teachers will depend on the availability of funding. Fundraising may be required to employ teachers specialized in these areas.

provides an opportunity to learn about, cook and taste foods from a variety of places (i.e. Vietnam, Morocco, France) and expands a student's world view.

FACSEB will follow the Health Education Content Standards used by the California Department of Education.⁸¹

ADDITIONAL WORLD LANGUAGES

To further emphasize the importance of language and its ability to connect people from diverse backgrounds, FACSEB intends to offer additional world languages (i.e. Spanish, Mandarin Chinese, and Arabic). These may be offered during the school day or as an optional afterschool program⁸². Providing such programs is another way by which FACSEB celebrates cultural identity and diversity from all origins, not just francophones.

GLOBAL CITIZENSHIP

Global citizenship is a core component of the mission and vision of FACSEB. In addition to weaving these lessons throughout the curriculum, FACSEB will also teach explicit content in this area through TeachUNICEF's Global Citizenship curriculum⁸³ and the Oxfam Education for Global Citizenship⁸⁴. Lessons explore topics such as rights and responsibilities of citizens, social justice and equity, diversity, globalization and interdependence, sustainable development, and peace and conflict. See Appendix A-5A for a sample of how global citizenship can be incorporated into the curriculum of most subjects. Prior to the second year of operation, the Curriculum and Education Program Evaluation Team will work with teachers to integrate this curriculum into their classes and to teach explicit content as available through TeachUNICEF and Oxfam.

⁸¹ <http://www.cde.ca.gov/be/st/ss/>

⁸² If funding is available, FACSEB plans to offer this as part of the school day.

⁸³ <http://teachunicef.org/explore/topic/global-citizenship>

⁸⁴ http://www.oxfam.org.uk/~media/Files/Education/Global%20Citizenship/education_for_global_citizenship_a_guide_for_schools.ashx

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 technology⁸⁵ 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 classroom⁸⁶. FACSEB will develop relationships with schools in the francophone world so that there are regular opportunities for an exchange between students via technology. A sample lesson would be creating videos on a tablet computer about daily life at FACSEB and exchanging them with videos created by students at a francophone school in Tunisia. This also provides integration with the arts by providing students guidance to use multi-media skills to create something original to share with others. Technology also provides an opportunity to have virtual pen pals and to conduct live interviews via video chat with francophone students in a variety of places across the globe.

LIFE SKILLS

For students to be well-rounded and most successful, they need to develop more than knowledge and skills in academics. FACSEB'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 Principal 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 Principal 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.⁸⁷

LEARNING ENVIRONMENT

SMALL SCHOOL ENVIRONMENT

FACSEB 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

⁸⁵ Parent volunteers will serve as technology coaches or technicians.

⁸⁶ Combining online modules and classroom teaching is the hallmark of Blended Learning and is presented here as way to differentiate instruction in that online modules can provide student-driven pacing to enhance learning and understanding while the classroom teacher provides small group instruction to other students.

⁸⁷ The Founding Team created a proposed implementation plan (Appendix A-5B) to incorporate the instructional strategies and curricula discussed here. This proposed plan may be modified by the Principal and/or Board of Directors.

increased academic achievement, particularly for underserved student populations.⁸⁸ Providing a strong sense of community is a core part of the mission of FACSEB, 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 schools.⁸⁹

FACSEB 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

FACSEB 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 will be determined by the Board of Directors in consultation with the Parent-Teacher Association. The dress code specifications will be 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. FACSEB 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 FACSEB students is a central part of the Charter School's mission and vision. Long-term parental involvement is a key factor in student achievement.⁹⁰ 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. FACSEB 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.

⁸⁸ 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>

⁸⁹ 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>

⁹⁰ Henderson, A., & Mapp, K. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

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 and at least one representative on the Board of Directors 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 morning at least every four weeks for parents to interact with the Principal and ask questions. Parents will also be asked to complete an annual survey evaluating FACSEB, the Principal and their child's teachers as a method for continued improvement for the Charter School and its teachers, students and community.

Families will also be expected to be involved in the school community and encouraged to volunteer a minimum of 30 hours per year. 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. A draft of FACSEB's Three-Way Contract is available in Appendix A-6.

PROPOSED SCHEDULE AND CALENDAR

SCHOOL YEAR

The proposed academic calendar of FACSEB will provide at least 180 regular days of instruction, which exceeds the 175 instructional days required by Education Code §47612.5. FACSEB 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. In the first year of operation, prior to the start of school for students, the Charter School will have a week-long Teacher Institute⁹¹ that will enable all faculty and administration to prepare curriculum, pedagogical practices, assessments and other logistical processes to ensure a smooth first year of school. The proposed school calendar for 2015-2016 is included in Appendix A-8.

SCHOOL DAY

More consistent exposure to a second language boosts acquisition⁹². 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 8:25 am to 3:30 pm. This exceeds the minimum

⁹¹ For Year 0, FACSEB has budgeted \$10,000 for consultants and trainers related to both the Teacher Institute and curriculum development.

⁹² http://www.carla.umn.edu/immersion/acie/vol10/may2007_researchfindings.html

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 area⁹³. A proposed weekly schedule for a Kindergarten student is included in Appendix A-8. Scope and sequence for science is included in Appendix A-5.

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 FACSEB 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

FACSEB 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. FACSEB will offer healthy lunches for students⁹⁴ 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.⁹⁵ 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 the Principal, Teacher on Special Assignment, aides, and/or parent or community volunteers.

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.

⁹³ Yu Ming Mandarin Chinese Immersion Charter School offers students a longer school day, similar to what is described here.

⁹⁴ Lunches will be provided at reduced cost for students who qualify for Free and Reduced Lunch and will be available for other students to purchase. FACSEB will order lunches for about 60% of its student enrollment, assuming that not all students will choose to purchase lunch.

⁹⁵ <http://www.takepart.com/article/2013/12/08/why-fixing-school-lunch-needs-include-longer-lunch-periods>

The proposed school calendar for the 2015-16 academic year will include 189 instructional days and 9 teacher work days. The calendar may be modified to coordinate with the calendars of the OUSD. A sample calendar and daily school schedule is included in Appendix A-8.

FACSEB 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	Proposed FACSEB Minutes
Transitional Kindergarten	36,000	61,485
Kindergarten	36,000	61,485
Grades 1-3	50,400	61,485
Grades 4-8	54,400	61,485

PROFESSIONAL DEVELOPMENT

FACSEB 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.).⁹⁶

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, FACSEB 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, FACSEB may contract with language immersion experts to provide additional support to teachers in this area.

FACSEB 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;
- **English Learners** through on-site trainings organized and delivered by a Teacher on Special Assignment. For teachers not trained in Specially Designed Academic Instruction in English (SDAIE), the Charter School will train teachers to use instructional strategies used in Project GLAD (Guided Language Acquisition and Design). Project GLAD is a nationally-recognized program that trains staff in specific methods of instruction for successful immersion education in a multi-lingual classroom.

⁹⁶ Over time, as funding is available, the Charter School plans to increase staff so that elective teachers, instructional aides, paraprofessionals, and Teachers on Special Assignment will be assisting classroom teachers or teaching their students for part of the day so that classroom teachers have additional time to plan, collaborate, and engage in professional development.

- **Social Emotional Learning (SEL)** online professional development opportunities through an organization such as the Developmental Studies Center's Caring School Community⁹⁷;
- **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. A Teacher on Special Assignment will provide on-site training related to special education. FACSEB has approached Aspire Public Schools about negotiating a partnership whereby FACSEB can send its special education staff to Aspire's monthly trainings.⁹⁸

At the start of every school year, teachers will have at least three days prior to students starting school for collaborating and planning curriculum units for the year. Prior to the first year of operation, the Charter School will offer a week-long Teacher Institute to prepare for the year and ensure a smooth first year.

PLAN FOR SPECIAL LEARNERS

With its small school and longer school day, the FACSEB 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

FACSEB 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, FACSEB 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
 - CSTs in science and social studies
 - DELF-PRIM French language proficiency assessment
 - Scoring below a C on internal benchmark and/or summative assessments
 - Incomplete homework
 - Difficulty understanding knowledge, skills and concepts as determined through formative assessments
- Observations in the classroom
 - Difficulty completing work
 - Disruptive classroom behavior

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;

⁹⁷ <http://www.devstu.org/caring-school-community-implementation-resources>

⁹⁸ Delphine Sherman is Vice President of Finance at Aspire and on the FACSEB Advisory Board. She has discussed this possibility with Aspire's Director of Special Education, who agreed to negotiate a way for FACSEB staff to attend these monthly trainings.

- 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, Teacher on Special Assignment (TOSA), teaching aide, community/parent volunteer, or student mentor.
- Small group tutoring by classroom teachers, Teacher on Special Assignment, aides, other students and/or volunteers before, during or after school;
 - In alignment with the community engagement focus of FACSEB'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;
 - TOSA and 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. The SST Approach can be found in Appendix A-9.

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. FACSEB 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 (Better Thinking and Learning, Maryland State Department of Education). 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
 - CSTs in science and social studies
 - DELF-PRIM French language proficiency assessment
 - Scoring an A on internal benchmark and/or summative assessments
- 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.⁹⁹ 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.

The Maker Model, developed by June Maker in 1982, provides a framework to help teachers differentiate curriculum (content, process and product modifications) for high-achieving students, addresses the strategies listed above, and will be used by FACSEB to support these learners.¹⁰⁰ The table below shows modifications from the Maker Model that will enhance learning among high-achievers.

⁹⁹ The Maker Model, developed by June Maker, incorporates strategies for modifying content, process, product and the learning environment to address the needs of high-achieving learners. This model serves as a foundation for adapting the learning environment for high-achieving learners since it was published in 1982.

¹⁰⁰ The Principal will review these strategies with the Curriculum and Educational Program Evaluation Team so that the most current strategies and research are used to support high-achievers.

Sample Modifications for High-Achieving Students Based on the Maker Model¹⁰¹

Content Modifications	
Abstraction	Going beyond the facts
Complexity	Dealing with greater breadth and depth
Variety	Exposure to new ideas or content
Organization	Selecting new arrangements of content
Study of people	Relating content to people
Methods of inquiry	Relating content to the methods used in a particular field
Process Modifications	
Higher-order thinking skills	Using questions from the analysis, synthesis and evaluation area of Bloom's taxonomy
Open-ended processing	Encouraging divergent thinking
Discovery	Inquiry approach to determine own conclusions
Proof and reasoning	Required to give reasons, substantiate conclusions
Freedom of choice	Opportunities for self-directed learning
Group interactions with peers	Group problem-solving, in matched and mismatched ability groupings
Product Modifications	
Real-world problems	Investigating real-life problems
Real audiences	Products for evaluation by teachers, peers, community, others
Transformation	Practical uses for what is learned

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.

In alignment with the community engagement focus of FACSEB'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 some break-out sessions in the class. This allows high-achievers to reinforce their knowledge and skills and build communication skills.

PLAN FOR ENGLISH LEARNERS

"Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly- interactive classroom-content... In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." -- Virginia P. Collier

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 FACSEB uniquely positions the school to provide English Learners (ELs) full access to the curriculum. Differentiated instruction, Content Based Instruction (CBI), and Specially Designed Academic Instruction in English (SDAIE) are some of the commonly used instructional strategies 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

¹⁰¹ Maker, 1982; Renzulli, 1986; Treffinger, 1986;

<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/ust3elctr.pdf>

students.¹⁰² In the case of FACSEB, these strategies¹⁰³ 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.

FACSEB will comply with all federal, state and district legal requirements regarding the education and designation of ELs and will promptly redesignate ELs. Within 30 days of initial enrollment in the Charter School, students will complete the state-required home language survey to identify their level of English proficiency. Students who indicate that their home language is not English will also be given the California English Language Development Test (CELDT) within 30 days¹⁰⁴ of the beginning of the school year. Parents will be notified of the results of the CELDT within 30 days following the test. Results of the home language survey and CELDT test in combination with teacher assessments, standards for English Language Arts and parent consultation will determine reclassification of ELs as proficient in English when appropriate. Teachers will use this data as a guide in curriculum planning and differentiating instruction so that all students are supported and encouraged to progress with their English literacy skills. Teachers or parents may request retesting of the EL for reclassification at any time.

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.¹⁰⁵ 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. FACSEB 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 FACSEB, 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 CELDT 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.

¹⁰² 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.)

¹⁰³ Teachers will also be given opportunities to engage in professional development opportunities for teaching ELs, and annual reevaluation of data and research on EL education strategies will guide modifications to the strategies listed here.

¹⁰⁴ The thirty day requirement applies to students who are first enrolling in a California public school – including charter schools – or who have not yet been CELDT tested. All others will be tested on an annual schedule based upon their last date of CELDT testing. The CELDT will be used to fulfill the requirement of No Child Left Behind that English proficiency testing occur on an annual basis for students until they are redesignated as proficient in English.

¹⁰⁵ Sanz, C. (2000). Bilingual education enhances third language acquisition: Evidence from Catalonia. *Applied Psycholinguistics*, 21, 23-44.

FACSEB will hire teachers trained in SDAIE. If a highly qualified teacher candidate is lacking in this training, FACSEB will train teachers to use instructional strategies used in Project GLAD (Guided Language Acquisition Design). Project GLAD is a nationally-recognized program that trains staff in specific methods of instruction for successful immersion education in a multi-lingual classroom. Project GLAD has over 30 years of data and personal testimony detailing its effectiveness and has received the following awards and recognitions: the United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program; a model reform program for the California School Reform Design; and training model for five Achieving Schools Award Winners. It was also recommended by the California State Superintendent for teachers of English learners.

Major components of this pedagogical approach include¹⁰⁶:

1. Teach to the Highest
 - A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).
2. Brain Research--Metacognition
 - A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
 - An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
 - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
 - Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).
3. Brain Research and Second Language Acquisition
 - A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
 - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).
4. Reading and Writing To, With and By Students:
 - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quickshares (Goodman, Krashen, Flores, Traill).
 - Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).
 - Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).

¹⁰⁶ <http://www.projectglad.com/>

- Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).
5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).
 6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).
 7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, ongoing and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

In addition, FACSEB plans to provide additional language support in the form of a Teacher on Special Assignment (TOSA), aides, other students and/or community volunteers that will serve as additional resources to ELs for differentiated instruction, tutoring, questions about the language, etc. The TOSA may also provide professional development trainings related to Specially Designed Academic Instruction in English (SDAIE) or other research-based instructional strategies for enhancing language acquisition.

In this way, FACSEB 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 FACSEB have explicit advantages for socioeconomically disadvantaged students.

- **Transitional Kindergarten** – FACSEB 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 group¹⁰⁷, and low-SES children are more likely to begin school in lower-quality elementary schools than their more advantaged counterparts.¹⁰⁸ 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.¹⁰⁹ FACSEB will offer TK as part of a two-year

¹⁰⁷ 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/.

¹⁰⁸ Ibid.

¹⁰⁹ 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>.

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** – FACSEB 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 background¹¹⁰. 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 backgrounds¹¹¹. Our public random drawing provides preference to children living in Oakland, and our outreach efforts¹¹² will seek to recruit families of all backgrounds across the East Bay to enroll their children in the school.
- **School lunch program** – FACSEB will offer school lunches for all students eligible for Free and Reduced Lunch. FACSEB 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.¹¹³

In addition to these aspects of FACSEB that are beneficial for socioeconomically disadvantaged students, FACSEB will work with low income families to ensure that their children have the support they need to fully participate in the life of the Charter School. The Parent-Teacher Association will ensure that all students, regardless of income level, have the supplies they need for school, school clothes that adhere to the dress code and fit the child, and are able to fully participate in all school-sponsored field trips. Supports may also include working with governmental agencies and other non-profit organizations to help ensure that the student and his/her family receive needed services.

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 FACSEB will offer.¹¹⁴ 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;¹¹⁵

¹¹⁰ 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>

¹¹¹ <http://www.tcf.org/blog/detail/fighting-the-effects-of-poverty-through-socioeconomic-integration>;
<http://www.ascd.org/publications/educational-leadership/may13/vol70/num08/Boosting-Achievement-by-Pursuing-Diversity.aspx>

¹¹² See Outreach Plan in Appendix 3.

¹¹³ <http://ajcn.nutrition.org/content/79/1/6.long>

¹¹⁴ Genesee, Fred. 2006. Paper presented at the Two-Way Bilingual Immersion Conference. Long Beach, CA.

¹¹⁵ Genesee, F., Paradis, J. & Crago, Mb, 2004, *Dual Language Development and Disorders*. Paul H. Brookes Publishing Co., Inc.

- 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 ^{116,117}
- students with disabilities are better able to gain proficiency in a second language if they are introduced to the language at a young age.¹¹⁸

FACSEB 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. FACSEB 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 will be its own local educational agency ("LEA") for the purpose of special education, and will apply directly for membership in a SELPA in conformity with Education Code Section 47641(a). The Charter School will consider membership in the El Dorado SELPA¹¹⁹, along with local SELPAs or other Charter SELPAs. In the event that FACSEB is unable to secure membership in a SELPA, it will default to a school of the district for special education purposes in accordance with Education Code Section 47641(b).

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.

FACSEB 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.

FACSEB 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"

The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU will be presented to the District upon execution.

¹¹⁹ The FACSEB Founding Team has already been in touch with the Executive Director of the El Dorado County SELPA, to discuss the Charter School, its intent to apply for SELPA membership, and the steps recommended to secure such membership. FACSEB intends to follow the steps recommended to work with the SELPA.

FACSEB intends to provide special education instruction and related services in accordance with the IDEA¹²⁰, Education Code requirements, and applicable policies and practices of the SELPA.

FACSEB will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures FACSEB 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. FACSEB will ensure that any student with a disability attending the Charter School is properly identified, assessed and provided with necessary services and supports. FACSEB will meet all the requirements mandated within a student's Individual Education Plan (IEP).

FACSEB 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.

NOTIFICATION AND COORDINATION

The Charter School shall follow SELPA procedures as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

IDENTIFICATION AND REFERRAL

FACSEB shall have the responsibility to identify, refer and work cooperatively in locating Charter School students who have, or may have, exceptional needs that qualify them to receive special education services. Through collaboration between the Principal and/or Special Education Coordinator, teachers and other school staff, FACSEB will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Principal and/or Special Education Coordinator will then convene the Student Study Team (SST)¹²¹ for applicable students. Students that may need special education can also be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress with the general program.

¹²⁰ A student with a disability is defined in Section 300.8 of the IDEA as a "Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services." For children below the age of nine, the term disability shall include children "experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one (1) or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development and who, by reason thereof, needs special education and related services." See 20 USC § 1401 *et seq.*

¹²¹ FACSEB's SST Approach can be found in Appendix A-9.

The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question. FACSEB assures that no assessment or evaluation for special education services will be used for admission purposes.

Furthermore, it is the Charter School's plan to seek out information from parents regarding identified students or students who may need services. FACSEB plans to use various tools to gather this information, including enrollment forms, brochures, school newsletters, the school website, annual school mailings, the review of school records, teacher conferences and checking CALPADS. Child-find activities will include examining what pre-referral options have been tried, or may apply, including Response to Intervention, classroom accommodations, alternative programs and other agency referrals. Parents will be invited to a SST meeting to discuss their child's strengths, needs and program options or possibly a referral to special education for evaluation. Once a referral is initiated by a parent (in writing) or the team, referral timelines start and will be honored. Parents will be informed that special education and related services are provided at no cost to the parents.

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

FACSEB shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt and implement a new IEP that is consistent with federal and state law. FACSEB will notify the SELPA within 5 days of receipt. An IEP meeting will be convened within 30 days.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a District operated program under the same special education local plan area of the District within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of 20 USC § 1414 *et seq.*, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

REFERRAL PROCESS

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. FACSEB's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of

needing or qualifying for special education services may also make a referral for an evaluation. All referrals will be responded to in writing by the Charter School within 15 days. FACSEB will notify the district and/or SELPA of the assessment request within 5 days of receipt. The parent will receive a written Assessment Plan within 15 days and will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. Parents will be informed via the Principal and/or Special Education Coordinator that special education and related services are provided at no cost to them.

ASSESSMENTS

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. FACSEB shall obtain written parent/guardian consent to assess Charter School students. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.

Unless conflicting with SELPA policies and procedures, FACSEB will follow the following assessment guidelines.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. FACSEB will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP

meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETINGS

FACSEB shall arrange and provide notice of the necessary Individualized Education Plan (IEP) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Principal or the Charter School's designated representative with appropriate administrative authority as required by IDEA;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A district or SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, education specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

The Charter School shall arrange and provide notice of the necessary IEP meetings. Meeting notices will be sent to the parent (in their native language) with enough time to allow them to plan to attend. Meetings will be held in a mutually agreed upon time and place. Parents will be provided with a copy of their procedural safeguards. A copy of the IEP will be given to the parent in accordance with state laws and policies. Parents are mandatory and essential members of an IEP team. IEP meetings will be held in accordance with the timeline provided in the IEP Implementation section below.

IEP DEVELOPMENT

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and state and federal law. FACSEB assures that modifications and accommodations will be made for students in the Least Restrictive Environment (LRE) possible.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;

- Measurable annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP IMPLEMENTATION

FACSEB shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly, or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

It is the intent of FACSEB to offer special education services in the Least Restrictive Environment (LRE) whenever possible. As stated in IDEA, FACSEB intends to implement the IEP as soon as possible following the development of the plan. Special Education and related services will be made available to the child in accordance with his or her IEP. FACSEB will ensure that each general education teacher, special education teacher, appropriate related service provider and other identified providers shall have access to the student's IEP, that each staff member will be informed of their specific responsibilities, that staff members are informed of accommodations, modifications and supports necessary for the student and that progress is monitored.

Staff will use proven, scientifically-based, researched curriculum with fidelity and intensity to ensure that the student has the opportunity to access the core curriculum previously discussed in Element A and that programs will be reasonably calculated to result in educational benefit.

IEP Meetings will be held:

- Yearly to review the student's progress;
- Every three years to review the results of mandatory comprehensive reevaluation;
- After the student has received a formal assessment or reassessment;
- Within 30 days of a parent's request;
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- If a manifestation hearing is required.

IEP REVIEW

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School, which will then forward such written notice to the district and/or SELPA within two school days. Once the request is received, FACSEB will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

STAFFING

All special education services at FACSEB will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. FACSEB is committed to assuring that all IEPs are properly implemented and all students requiring services are adequately taken care of. The Principal and/or Special Education Coordinator will be responsible for overseeing special education and will be the liaison with the SELPA. Charter School staff shall participate in SELPA in-service training relating to special education.

FACSEB will be responsible for the hiring, training and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals and education specialists. The Charter School shall ensure that all special education staff is credentialed or licensed through California Department of Education-approved agencies or independent contractors, qualified pursuant to SELPA policies, and meets all legal requirements. The Charter School shall be responsible for the hiring, training and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists and psychologists.

FACSEB intends to employ at least one Special Education Coordinator who will have a Special Education Credential and will also serve as a Teacher on Special Assignment (TOSA). This teacher, along with the Principal of FACSEB, will be the primary Charter School representatives tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at FACSEB will also be involved in assuring that all IEPs and 504 plans are properly implemented.

The duties of the Special Education Coordinator will include, but will not be limited to, the following:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP's are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;

- Maintain a central file with all special education evaluation material and IEP's in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

REPORTING

FACSEB assures that it will collaborate with the district to collect and maintain information required by IDEA, including but not limited to the following information:

- data on all school-age students with disabilities being provided special education services by age, grade, type of disability, and English Learner (EL) status,
- number of students receiving services,
- number of students provided with test modifications and the types and the number of students exempted from district assessments,
- settings of service, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom,
- number of students suspended with disabilities suspended in-school and out of school, organized by disability and length of suspensions, and
- reasons for exiting the Charter School (i.e., attainment of diploma and type, declassified, moved, etc.).

The Charter School will follow all necessary procedures and practices to ensure confidentiality and accurate and timely reporting. Fulfilling these duties will be the responsibility of the Charter School Principal, Special Education Coordinator and/or their designee. The Principal and/or Special Education Coordinator will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal and/or Special Education Coordinator will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

FACSEB will comply with the federal mandate of the "least restrictive environment", meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through FACSEB's extended day and year. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

PROFESSIONAL DEVELOPMENT FOR FACSEB STAFF

Professional development will be provided to staff in the following areas: special education compliance and responsibilities, positive school-wide behavior interventions and supports, child find, referral, identification and interventions.¹²²

SECTION 504 OF THE REHABILITATION ACT

FACSEB recognizes that it is solely responsible for its compliance with Section 504 and the ADA. FACSEB also recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Under the ADA, any student who has an objectively identified disability that substantially limits a major life activity, including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal or Special Education Coordinator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant

¹²² FACSEB has approached Aspire Public Schools about negotiating a partnership whereby FACSEB can send its special education staff to Aspire's monthly trainings, and the Director of Special Education is amenable.

information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

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

Please see Appendix A-10 for FACSEB's Draft 504 Board Policy, Draft 504 Administration Regulations Policy, and Draft 504 Parents Rights Statement. The Charter School will either develop appropriate forms/504 guidelines or adopt those of their SELPA to which they have been accepted as an LEA.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

NON-DISCRIMINATION

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

PARENT/GUARDINA CONCERNS AND COMPLAINTS

FACSEB shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights. The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents/guardians have the right to file a complaint with the district and/or the California Department of Education.

DUE PROCESS HEARINGS

FACSEB may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA REPRESENTATION

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

FUNDING

The Charter School understands that it will be subject to the allocation plan of the SELPA.

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

FACSEB will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight (8) state priority areas identified in Education Code 52060(d). Please refer to the tables in Element B (Measurable Pupil Outcomes) for the goals and actions of the Charter School to achieve the eight state priorities, including all relevant sub-groups, outcomes and corresponding assessments. The Charter School will comply with all requirements of the Local Control Accountability Plan pursuant to Education Code Section 47606.5 and regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals, outcomes and corresponding assessments throughout the duration of the charter.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: 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 school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups 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 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.

- California Education Code Section 47605(b)(5)(B)

FACSEB will provide a challenging and comprehensive academic program that will prepare students for high school, college and career, and life as engaged global citizens. The Charter School has clearly defined school wide outcome goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). In alignment with, and in addition to, all eight (8) state priorities for measurable pupil outcomes, the educational program at the Charter School is designed to ensure that all students meet the following measurable pupil outcomes.¹²³

FACSEB'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 FACSEB's student outcomes. However, FACSEB will also use benchmark and formative assessments throughout the year in order to continuously modify teaching activities based on students' needs.¹²⁴

¹²³ The methods of assessment used to measure these pupil outcomes are described in detail in Element C.

¹²⁴ Research shows that students in dual language immersion programs like the one that will be implemented at FACSEB 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-F-seen-as-model-in-bilingual-education-over-5229826.php>

OUTCOME # 1 – GRADE-LEVEL KNOWLEDGE AND SKILLS

Master grade-level competency in all core subjects (math, science, social science and English Language Arts) as outlined in the Common Core State Standards and the California State Standards.

FACSEB students will be able to meet outcomes set forth under State Priority 8 (Student Performance) in the Outcomes Aligned to State Priorities section that appears earlier in Element B.

Outcome # 1 – Grade-level knowledge and skills

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
All students will be able to read grade-appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English Language.	<ul style="list-style-type: none"> Standards based and aligned curriculum Smarter Balanced ELA Assessment (Grades 3-8) 1x/year Smarter Balanced Interim and Formative Assessments (ongoing) Internal benchmark assessments (minimum 3x/year) aligned to CCSS CELDT for ELs (Grades TK-8); for all students, in order to show English mastery in the program (Grades 3-8); 1x/year CMA or CAPA (Grades 3-8) 1x/year Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> At least 75% of students in grade 3 and higher will be proficient or above on the Smarter Balanced ELA Assessment At least 70% of students in grade 4 and higher will show one year of growth on the Smarter Balanced ELA Assessment At least 70% of students in grade 3 and higher will show growth on their internal benchmark assessments for ELA At least 90% of students in grade 3 and above will earn a passing grade of C or above in their English class, including 70% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their Smarter Balanced ELA Assessment Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained 90% of ELs make progress towards EL proficiency as measured by the CELDT (See table below on EL Annual Performance Expectations) By the end of grade 3, all students who have been instructed for 4 years at FACSEB and have been present for 90% of instruction will score at the Early Advanced Level on CELDT

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
All students will be able to demonstrate understanding and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.	<ul style="list-style-type: none"> Standards based and aligned curriculum Smarter Balanced Math Assessment 1x/year Smarter Balanced Interim and Formative Assessments (ongoing) Internal benchmark assessments (minimum 3x/year) aligned to CCSS Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> At least 75% of students will be proficient or above on the Smarter Balanced Math Assessment At least 70% of students will show one year of growth on the Smarter Balanced Math Assessment At least 70% of students will show growth on their internal benchmark assessments for math At least 90% of students will earn a passing grade of C or above in their math class, including 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their Smarter Balanced Math Assessment Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained
All students will demonstrate understanding of key scientific concepts in the fields of earth, life, and physical sciences.	<ul style="list-style-type: none"> Standards based and aligned curriculum CST, CAPA and CMA science assessments 1x/year Internal benchmark assessments (minimum 3x/year) aligned to CCSS Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> At least 75% of students will score proficient on the CST science assessment At least 70% of students will show one year of growth on the CST for science At least 70% of students will show growth on their internal benchmark assessments for science At least 90% of students will earn a passing grade of C or above in their science class, including 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CST, CAPA or CMA science assessment Annual, year-over-year growth of

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		5% in each of the aforementioned outcomes until target is reached and then target will be maintained
All students will be able to demonstrate understanding of key geographical, social, historical, political, and sociological knowledge.	<ul style="list-style-type: none"> Standards based and aligned curriculum CST social science assessments 1x/year Internal benchmark assessments (minimum 3x/year) aligned to CCSS Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> At least 75% of students will score proficient on the CST social science assessment At least 70% of students will show one year of growth on the CST for social science At least 70% of students will show growth on their internal benchmark assessments for social science At least 90% of students will earn a passing grade of C or above in their social science class, including 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CST social science assessment Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

OUTCOME # 2 – BILINGUAL AND BI-LITERATE IN FRENCH

Master reading, writing and speaking in French at no less than one grade level below a corresponding student in France.

In French, students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.

Two common ways in which language proficiency is described are by the Common European Framework of Reference for Languages (CEFR) and the guidelines provided by the American Council on the Teaching of Foreign Languages (ACTFL). The table below describes these language proficiency levels, which are the outcomes for many of the assessments that FACSEB will use to determine French language proficiency of its students.

Description of Language Proficiency Levels for the Common European Framework of Reference for Languages (CEFRL)¹²⁵ and the American Council on the Teaching of Foreign Languages (ACTFL)

CEFRL Level	ACTFL ¹²⁶ Level	Level Description
A1	Novice-Low/Mid/High	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Intermediate-Low/Mid/High	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Advanced-Low	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
B2	Advanced-Mid	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Advanced-High	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.

¹²⁵

http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages#Common_reference_levels

¹²⁶ American Council on the Teaching of Foreign Languages,

http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

CEFR Level	ACTFL ¹²⁶ Level	Level Description
C2	Superior/ Distinguished	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Summative assessments to determine French language proficiency will include the following¹²⁷, depending on the grade level:

- **DELF-PRIM** (*Diplôme d'études en langue française*) assesses student proficiency in the French language through listening comprehension, reading comprehension, written expression and oral expression/interaction. The assessment is administered by the French Ministry of Education and is the first in the DELF/DALF (*DELF - Diplôme approfondi de langue française*) series of certificates awarded by the Ministry for proficiency in French as a foreign language. Certificates are given according to language proficiency levels of the CEFR.
- **Assessments from the Center for Applied Linguistics**
 - **Early Language Listening and Oral Proficiency Assessment (ELLOPA)** - grades TK-2
 - **Student Oral Proficiency Assessment (SOPA)** – grades 2-8
 - The SOPA or ELLOPA are interactive listening and speaking language proficiency assessments that are designed for children learning a foreign language in a school setting. They are scored using the ACTFL language proficiency levels.
- **Standards-based Measurement of Proficiency (STAMP)** offers two different computer-adaptive tests¹²⁸ that can be used as both a formative and summative assessment tools for grades 3-8. The assessments evaluate proficiency in reading, writing, speaking and listening and are scored using the ACTFL language proficiency levels.

¹²⁷ The exact assessments used to determine French language proficiency may be modified by the Curriculum and Education Program Evaluation Team based on the latest research in early language acquisition and foreign language teaching and evaluation for children.

¹²⁸ The National Online Early Language Learning Assessment (NOELLA) evaluates language production and comprehensibility for both speaking and writing and is available for grades 3-6. It was a stand-alone assessment but is currently being integrated with STAMP.

Outcome # 2 – Bilingual and bi-literate in French

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
French language listening comprehension, reading comprehension, written expression and oral expression/interaction	<ul style="list-style-type: none"> • Annual French language proficiency summative assessments <ul style="list-style-type: none"> ○ DELF-DALF¹²⁹ (1 x year) ○ ELLOPA¹³⁰ (TK-2), SOPA (Gr 2-8), or STAMP (Gr 3-8) (1 x year, test taken depends on grade level) • Regular internal benchmark assessments (at least 3x/year) in French Language Arts (FLA) • Ongoing formative assessments (in FLA) • Student support structures (differentiated instruction, teaching aides, office hours) 	<ul style="list-style-type: none"> • 90% of students who have been present for 90% of instruction will be at least A2 (Intermediate Users) of the French language when tested at the end of the school year • 90% of students will show improvement on French language proficiency each year • By the end of grade 3, 90% of students who have been instructed for 4 years at FACSEB and have been present for 90% of instruction will be at least Advanced-Low users of the French language • Once reaching Advanced-Low proficiency, 90% of students will maintain or improve upon their proficiency throughout their time as a FACSEB student • At least 90% of students will earn a passing grade of C or above in their French Language Arts class, including 70% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) • 70% of students will show growth on their internal benchmark assessments for each course • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

OUTCOME # 3 – LIFELONG LEARNER

Value education and become lifelong learners by developing intellectual curiosity and skills in problem solving, creative thinking and perseverance.

¹²⁹ "DELF Prim is the first level in the DELF / DALF series of certificates awarded by the French Ministry of Education for proficiency in French as a Foreign Language. DELF Prim is intended for children who are beginners in French as a Foreign Language and who are either undertaking studies corresponding to the French elementary level or are the right age to undertake such studies under the regulations applicable in their country. Successful candidates receive a certificate identical to the general public version." <http://www.ciep.fr/en/delfdalf/presentation-delf-prim.php>

¹³⁰ <http://www.cal.org/ela/sopaellopa/>

Lifelong learners enjoy a range of benefits throughout their lives, including improved cognition and mental acuity, stronger interpersonal skills, and greater employment opportunities¹³¹. This outcome will be assessed by the Grit Scale¹³² developed at the Duckworth Lab at the University of Pennsylvania and by a quarterly Character Report Card. Both of these strategies are used by KIPP charter schools in their character development initiative¹³³.

- The **Grit Scale** developed by Angela Duckworth shows associations between “grit” and both motivation and passion for long-term goals¹³⁴. The child scale is an 8-item assessment, which is scored from 1 “not at all gritty” to 5 “extremely gritty”.
- The **Character Report Card** lists observable behaviors that are aligned with the mission and vision of FACSEB and overall student achievement and provides a tangible way for students and teachers to document changes in both individual student and class-wide behavior. Students are rated by classroom teachers as Successful, Progressing, or Needs Improvement for each behavior. A Draft Character Report Card is provided in Appendix C-1 and will be revised by the Curriculum and Education Program Evaluation Team for its relevance with the mission and vision of the Charter School and its alignment with the latest behavioral and educational research.

Outcome # 3 Lifelong learner

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Intellectual curiosity, problem solving skills, creative thinking	Character Report Card (4x/year)	<ul style="list-style-type: none"> • 95% of students will be “Progressing” or “Successful” in these behaviors • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained
Perseverance	<ul style="list-style-type: none"> • The Duckworth Lab at The University of Pennsylvania’s Grit Scale (2x/ year) • Character Report Card (4x/year) 	<ul style="list-style-type: none"> • 75% or more of students report at least a 3.4 on the Grit Scale¹³⁵ • 95% of students will be “Progressing” or “Successful” in these behaviors • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

¹³¹ Laal, M. (2012). Benefits of lifelong learning. *Social and Behavioral Science*, 46, 4268-4272.

¹³² <https://upenn.app.box.com/8itemgritchild>

¹³³ <http://www.kipp.org/our-approach/character>

¹³⁴ Von Culin, K., Tsukayama, E., & Duckworth, A. L. (in press). Unpacking grit: Motivational correlates of perseverance and passion for long-term goals. *Journal of Positive Psychology*.

¹³⁵ Several research studies show a correlation between grit and educational and/or career attainment, with an average Grit Score of 3.4 or higher for high-achievers.

<http://www.sas.upenn.edu/~duckwort/images/Grit%20JPSP.pdf>

OUTCOME #4 – LIFE SKILLS

Develop healthy life habits, including social and emotional skills; personal integrity, including personal accountability and responsibility; and collaboration with others by working in teams.

Oakland Unified School District (OUSD) is among the districts in the state that have adopted a SEL curriculum. As OUSD is a participant in CASEL's Collaborating Districts Initiative (CDI), FACSEB will build upon the foundation set by OUSD, ensuring FACSEB students display skills needed to be successful both in school and in life.

FACSEB will focus on the five interrelated sets of cognitive, affective and behavioral competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL), which are self-awareness, self-management, social awareness, relationship skills, and social decision making.

Outcome #4: Life skills

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Empathy, emotion management, problem-solving, self-regulation, executive functioning skills, skills for learning	Analysis of attendance and discipline data (ongoing)	<ul style="list-style-type: none">• 95% Average Daily Attendance• Less than 3% per day (average) tardy• Less than 2% annual Chronic Absentee Rate• Less than 2% Middle School Dropout Rate
Respecting self and others, collaboration, autonomy and influence, common purposes and ideals, and above listed skills	<ul style="list-style-type: none">• Character report card (4 x year)• Annual Parent Survey• Annual Student Survey• Annual Staff Survey	<ul style="list-style-type: none">• 95% of students will be "Progressing" or "Successful" in these behaviors• 90% of parents/guardians report consistent use of these skills/behaviors among FACSEB students and staff, as reported on Annual Parent Survey• 90% of students report consistent use of these skills/behaviors among FACSEB students and staff• 90% of staff report consistent use of these skills/behaviors among FACSEB students and staff, as reported on Annual Staff Survey• Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

OUTCOME # 5: GLOBAL CITIZENSHIP

Become well-informed citizens who display cross-cultural competence by having awareness of and sensitivity to other cultures and actively participating in their local and global communities.

An emphasis on global citizenship will be integrated throughout FACSEB's values, and reflected throughout the curriculum. Explicit content will be taught through TeachUNICEF's Global Citizenship curriculum and the Oxfam Education for Global Citizenship. Assessment of knowledge, skills and attitudes concerning global citizenship will be evaluated with benchmark assessments from TeachUNICEF and Oxfam that focus on evaluating the following elements of global citizenship:

- Knowledge and understanding
 - Social justice and equity
 - Diversity
 - Globalization and interdependence
 - Sustainable development
 - Peace and conflict
- Skills
 - Critical thinking
 - Ability to argue effectively
 - Ability to challenge injustice and inequalities
 - Respect for people and things
 - Cooperation and conflict resolution
- Values and attitudes
 - Sense of identity and self-esteem
 - Empathy
 - Commitment to social justice and equity
 - Value and respect for diversity
 - Concern for the environment and commitment to sustainable development
 - Belief that people can make a difference

Outcomes #5: **Global citizenship**

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Demonstration of cross-cultural competence, sensitivity to other cultures	<ul style="list-style-type: none"> • Character report card (4x/year) • Annual Parent Survey • Annual Student Survey • Annual Staff Survey 	<ul style="list-style-type: none"> • 95% of students will be "Progressing" or "Successful" in these behaviors • 90% of parents/guardians who respond to Annual Parent Survey report that FACSEB is a culturally sensitive environment • 90% of students who respond to Annual Student Survey report that FACSEB is a culturally sensitive environment • 90% of staff who respond to Annual Staff Survey report that FACSEB is a culturally sensitive environment • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained
Understanding of cross-cultural competence and global citizenship	TeachUNICEF and Oxfam lesson benchmark assessments (4x/year)	<ul style="list-style-type: none"> • 90% of students exhibit knowledge, understanding and skills of global citizenship as identified by Principal's or his/her designee's annual review of benchmark assessments • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

OUTCOME # 6: TECHNOLOGY

Engaging with technology as a tool for research, learning and creative expression.

Technology proficiency is a critical skill for 21st century learners. The assessment FACESB will use is based on the International Society for Technology in Education (ISTE). A major component of the ISTE Project is the development of a general set of profiles describing Information and Communications Technology (ICT) literate students at key developmental points in their pre-college education. These profiles are based on ISTE's core belief that all students must have regular opportunities to use technology to develop skills that encourage personal productivity, creativity, critical thinking, and collaboration in the classroom and in daily life.

Outcome #6: Technology

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
ISTE skills are clustered around six standards: 1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts	Rubric based on ISTE's grade-specific profiles describing technology literate students (2x/year)	<ul style="list-style-type: none">• 100% of students use technology in the classroom, as evaluated• 90% of students exhibit knowledge, understanding and skills of global citizenship as identified by Principal's or his/her designee's annual review of benchmark assessments• Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

OUTCOMES ALIGNED TO STATE PRIORITIES

The recent 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 FACESB will measure pupil outcomes as they relate to the eight priorities.

1. Basic Services
2. Implementation of Common Core State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Performance

STATE PRIORITY 1: BASIC SERVICES

The degree to which teachers are appropriately assigned (EC §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (EC § 60119), and school facilities are maintained in good repair (EC §17002(d)).

Annual Goals to Achieve Priority 1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
FACSEB will hire and maintain a highly qualified teaching staff.	<ul style="list-style-type: none"> All teachers will undergo a rigorous hiring process that will include: a resume screen, interview(s), writing sample, demonstration lesson with students, and reference checks All teachers will create an annual professional development plan (PDP) Annual Parent Survey 	<ul style="list-style-type: none"> 85% of teachers reach their PDP goals 85% satisfaction rating for teachers, as reported in Annual Parent Survey Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained
FACSEB will obtain the most current standards-aligned materials that will prepare students for college and career.	<ul style="list-style-type: none"> FACSEB leaders and advisors, including the Principal, teaching staff, Board of Directors, Advisory Board, and Curriculum and Education Program Evaluation Team will research and obtain the most current standards-aligned materials and participate in an annual process to update materials Annual Staff Survey 	<ul style="list-style-type: none"> 85% of teachers agree that annual meetings to assess instructional materials are productive, as reported on Annual Staff Survey Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained
FACSEB facilities will be properly maintained and in good repair.	<ul style="list-style-type: none"> Annual Parent Survey Regular walkthroughs of school facilities by the FACSEB Principal or the Principal's designee 	<ul style="list-style-type: none"> 90% of parents who respond to Annual Parent Survey agree that the school is clean and orderly Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained FACSEB Principal or his/her designee rate the school condition as "excellent" on monthly walkthroughs

STATE PRIORITY 2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

Annual Goals to Achieve Priority 2	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
FACSEB curriculum will be aligned to CCSS.	<ul style="list-style-type: none"> Curriculum maps for each course written prior to FACSEB's opening and revisited annually 	<ul style="list-style-type: none"> FACSEB's Curriculum and Education Program Evaluation Team will conduct an annual review of curriculum, showing that 95% of curriculum is aligned to CCSS Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained
FACSEB's instructional approach (two-way immersion) is designed for language learners. The curriculum used at FACSEB will also be designed to support ELs and other struggling subgroups.	<ul style="list-style-type: none"> All curriculum maps will have goals and strategies to support ELs Annually, teachers will have at least one professional development opportunity to learn best practices in adapting the curriculum to ELs and other struggling subgroups CELDT for ELs (Grades TK-8); for all students, in order to show English mastery in the program (Grades 3-8); 1x/year 	<ul style="list-style-type: none"> In the annual review of curriculum and lesson plans, the Curriculum and Education Program Evaluation Team will show that 95% of curriculum is aligned to California ELD standards and has supports for ELs and other struggling subgroups Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained 90% of ELs make progress towards EL proficiency as measured by the CELDT (See table below on EL Annual Performance Expectations) By the end of grade 3, all students who have been instructed for 4 years at FACSEB and have been present for 90% of instruction will score at the Early Advanced Level on CELDT

Proposed English Language Development (ELD) Annual Performance Expectations for English Learners¹³⁶

ELD Level (CELDT)	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	1 st Year After Reclassification
Timeline based on student's ELD level at entry into FACSEB	1 st year →	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year →	2 nd year	3 rd year	4 th year	5 th year
			1 st year →	2 nd year	3 rd year	4 th year
				1 st year →	2 nd year	3 rd year
					1 st year →	2 nd year
Reclassified as a fluent English speaker as determined by CELDT				Early Advanced Overall → no subtest lower than Intermediate		

STATE PRIORITY 3: PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

Annual Goals to Achieve Priority 3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Parents view themselves as a key component of success for both the Charter School and their student.	<ul style="list-style-type: none"> • Opportunities to serve in Charter School leadership positions (Parent-Teacher Association, Board of Directors) • Publish a list of diverse opportunities for parent involvement • Regular, designated times for parents to give feedback to school leadership (Board meetings, Coffee Hour, etc.) • Annual Parent Survey 	<ul style="list-style-type: none"> • At least one parent/guardian of a current FACSEB student serving on the FACSEB Board of Directors • Annually, 90% of parents/guardians volunteer at least 5 hours for the school and 60% of parents/guardians volunteer at least 30 hours • Parent attendance at meetings and school events (Coffee Hour, Parent-Teacher Conferences, International Day of the Francophonie, etc.) considered significant according to the Principal • 75% of parents/guardians complete the Annual Parent Survey

¹³⁶ EL students who enter FACSEB at upper elementary and above may have a slower rate of progress toward English proficiency.

Annual Goals to Achieve Priority 3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		<ul style="list-style-type: none"> 90% of parents/guardians agreeing that they view themselves as a key component to the success of FACSEB and their student, as measured by Annual Parent Survey Annual, year-over-year growth of 5% in each of the aforementioned outcomes measured by a % until target is reached and then target will be maintained
Parents demonstrate high satisfaction with the Charter School's program	<ul style="list-style-type: none"> Annual Parent Survey 	<ul style="list-style-type: none"> 90% of parents/guardians are satisfied with the Charter School's program, as reported in the Annual Parent Survey Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained

STATE PRIORITY 4: STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. CA Assessment of Student Performance and Progress (CAASPP)¹³⁷
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EC §99300 et seq.) or any subsequent assessment of college preparedness

¹³⁷ CAASPP includes Smarter Balanced, California Standards Tests (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). When applicable, these more specific assessments are included here for measuring pupil outcomes. If assessments under the CAASPP umbrella are modified in any of the four core subject areas (math, ELA, science, social studies), FACSEB will modify its assessments to be in alignment.

Annual Goals to Achieve Priority 4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>All students will become proficient in English, math, science and social science.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum • Student support structures (differentiated instruction, teaching aides, office hours) • Curriculum maps designed to support ELs and other struggling subgroups 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the Smarter Balanced Assessments or other assessments designated by the state of CA for alignment with CCSS • 97% or more of students will earn a passing grade of C or above in their courses • On average, 75% of students are proficient or above on Smarter Balanced Assessments or others designated by the state of CA for alignment with CCSS • 75% of all subgroups score a proficient or above on Smarter Balanced Assessments or others designated by the state of CA for alignment with CCSS • API¹³⁸ is above 800 • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained • FACSEB meets AYP • 90% of ELs make progress towards EL proficiency as measured by the CELDT (See table below on EL Annual Performance Expectations) • By the end of grade 3, all students who have been instructed for 4 years at FACSEB and have been present for 90% of instruction will score at the Early Advanced Level on CELDT

¹³⁸ FACSEB may also compare its average API and the API for relevant subgroups with OUSD as a whole, OUSD charter schools, and other public language immersion schools in the region (e.g. Santa Rosa French American Charter School and Yu Ming Mandarin Immersion School).

Annual Goals to Achieve Priority 4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Students show growth on benchmark assessments.	<ul style="list-style-type: none"> Regular internal benchmark assessments (at least 3x/year) aligned to standards Smarter Balanced Interim and Formative Assessments (ongoing) 	<ul style="list-style-type: none"> 70% of students will show growth on their internal benchmark assessments for each course Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained

STATE PRIORITY 5: STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

Annual Goals to Achieve Priority 5	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Students attend school regularly, consistently and on time.	<ul style="list-style-type: none"> Clearly communicating the extended school day and the school schedule in all student recruitment and enrollment materials, Parent-Student Handbook, and in all Open Houses and Community Meetings Three-Way Contract between student, parent/guardian, and school included in enrollment packet outlining attendance expectations Social-Emotional Learning component integrated into courses 	<ul style="list-style-type: none"> 95% Average Daily Attendance Less than 3% per day (average) tardy Less than 2% annual Chronic Absentee Rate Less than 2% Middle School Dropout Rate

STATE PRIORITY 6: SCHOOL CLIMATE

School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates

Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

Annual Goals to Achieve Priority 6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
Students will consistently demonstrate strong Social-Emotional Learning (SEL) skills and will improve these skills over time.	<ul style="list-style-type: none"> Proactively working with families as soon as students demonstrate a pattern of tardiness or absenteeism Annual Student Survey Quarterly Character Report Cards and associated analysis – assessing student competence in key learning skills and behaviors related to the Charter School SEL curriculum and school climate (cross-cultural competence, intellectual curiosity, respecting self and others, etc.) Holding a community event for the International Francophonie Day in which FACSEB staff, parents/guardians and students participate in planning, implementing and attending the event 	<ul style="list-style-type: none"> Less than 12% suspensions Less than 2% expulsions 80% of students report that other students exhibit behaviors related to the core values of FACSEB, as reported on Annual Student Survey 90% of students report that FACSEB has a positive, healthy and safe school climate, as reported on Annual Student Survey 90% of parents/guardians report that FACSEB has a positive, healthy and safe school climate, as reported on Annual Parent Survey 90% of students report feeling like they are part of the FACSEB community, as reported on Annual Student Survey 75% of parents/guardians report feeling like they are part of the FACSEB community, as reported on Annual Parent Survey Annual review of the results of the Character Report Cards show that 95% of students show improvement or successful display for the majority of key learning skills and behaviors (See Draft Character Report Card – Appendix C-1) Annual, year-over-year

Annual Goals to Achieve Priority 6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		<p>growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained (excludes suspensions and expulsions)</p> <ul style="list-style-type: none"> The community celebration of International Francophonie Day is attended by at least 50% of the FACSEB community, including staff, parents/guardians and students

STATE PRIORITY 7: COURSE ACCESS

The charter school will meet the same accountability standards as district schools regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; EC §42238.02) and students with exceptional needs.

"Broad course of study" includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (EC §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (EC §51220(a)-(i))

Annual Goals to Achieve Priority 7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
All students will be enrolled in a broad course of study and will be given full access to the curriculum.	<ul style="list-style-type: none"> All students will be enrolled in the core curriculum, which includes French, English, math, social sciences, science, arts, health, physical education, SEL, and francophone arts and culture.¹³⁹ All curriculum maps will have goals and strategies to support ELs Annually, teachers will have at least one 	<ul style="list-style-type: none"> In the annual review of curriculum, the Curriculum and Education Program Evaluation Team will show that 95% of curriculum is aligned to California ELD standards and have supports for ELs and other struggling subgroups 90% of teachers via the Annual Staff Survey agree that ELs and students in other struggling subgroups

¹³⁹ Availability of enrichment programs will depend on availability of funding.

Annual Goals to Achieve Priority 7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
	professional development opportunity to learn best practices in adapting the curriculum to ELs and other struggling subgroups <ul style="list-style-type: none"> Office hours for additional student support will occur outside of regular instructional time to ensure that students are receiving full access to the curriculum during the instructional day 	have been given full access to the curriculum <ul style="list-style-type: none"> Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained An annual audit of office hours for student support shows that office hours are held outside of regular instructional time. The audit will be conducted by the Principal or his/her designee

STATE PRIORITY 8: STUDENT PERFORMANCE¹⁴⁰

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.¹⁴¹

Annual Goals to Achieve Priority 8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
All students will be able to read grade-appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to demonstrate a correct understanding of the rules that govern the English Language.	<ul style="list-style-type: none"> Standards based and aligned curriculum Smarter Balanced ELA Assessment (Grades 3-8) 1x/year Smarter Balanced Interim and Formative Assessments (ongoing) Internal benchmark assessments (minimum 3x/year) aligned to CCSS CELDT for ELs (Grades TK-8); for all students, in order to show English mastery in the program 	<ul style="list-style-type: none"> At least 75% of students in grade 3 and higher will be proficient or above on the Smarter Balanced ELA Assessment At least 70% of students in grade 4 and higher will show one year of growth on the Smarter Balanced ELA Assessment At least 70% of students in grade 3 and higher will show growth on their internal benchmark assessments for ELA At least 90% of students in grade 3 and above will earn a passing grade of C or above in their English

¹⁴⁰ For ELA and Math, FACSEB will assess its students' content mastery using the Smarter Balanced Assessment System, which is under the CAASPP umbrella, aligns with the Common Core State Standards (CCSS), and provides data on student achievement and the implementation of CCSS for the Local Control and Accountability Plan. FACSEB will continue to use CST assessments for science and social science until state-recommended assessments for other core subjects become available.

¹⁴¹ FACSEB may also compare its student performance data with OUSD as a whole, OUSD charter schools, and other public language immersion schools in the region (e.g. Santa Rosa French American Charter School and Yu Ming Mandarin Immersion School). Comparisons may be made with data that are publicly available from these other schools and will be made available to the community as described in Element C, Use and Reporting of Data.

Annual Goals to Achieve Priority 8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
	(Grades 3-8); 1x/year <ul style="list-style-type: none"> • CMA and/or CAPA (Grades 3-8) 1x/year • Student support structures (differentiated instruction, content based instruction, office hours) 	class, including 70% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their Smarter Balanced ELA Assessment <ul style="list-style-type: none"> • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained • 90% of ELs make progress towards EL proficiency as measured by the CELDT (See table below on EL Annual Performance Expectations) • By the end of grade 3, all students who have been instructed for 4 years at FACSEB and have been present for 90% of instruction will score at the Early Advanced Level on CELDT
All students will be able to demonstrate understanding and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.	<ul style="list-style-type: none"> • Standards based and aligned curriculum • Smarter Balanced Math Assessment 1x/year • CAPA and/or CMA 1x/year • Smarter Balanced Interim and Formative Assessments (ongoing) • Internal benchmark assessments (minimum 3x/year) aligned to CCSS • Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> • At least 75% of students will be proficient or above on the Smarter Balanced Math Assessment • At least 70% of students will show one year of growth on the Smarter Balanced Math Assessment • At least 70% of students will show growth on their internal benchmark assessments for math • At least 90% of students will earn a passing grade of C or above in their math class, including 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their Smarter Balanced Math Assessment • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained
All students will demonstrate understanding of key scientific concepts in the fields of earth, life, and physical sciences.	<ul style="list-style-type: none"> • Standards based and aligned curriculum • CST science assessment 1x/year • CAPA and/or CMA 1x/year • Internal benchmark 	<ul style="list-style-type: none"> • At least 75% of students will score proficient on the CST science assessment • At least 70% of students will show one year of growth on the CST for science

Annual Goals to Achieve Priority 8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
	<p>assessments (minimum 3x/year) aligned to CCSS</p> <ul style="list-style-type: none"> • Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> • At least 70% of students will show growth on their internal benchmark assessments for science • At least 90% of students will earn a passing grade of C or above in their science class, including 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CST, CAPA or CMA science assessment • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained
<p>All students will be able to demonstrate understanding of key geographical, social, historical, political, and sociological knowledge.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum • CST social science assessments 1x/year • Internal benchmark assessments (minimum 3x/year) aligned to CCSS • Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> • At least 75% of students will score proficient on the CST social science assessment • At least 70% of students will show one year of growth on the CST for social science • At least 70% of students will show growth on their internal benchmark assessments for social science • At least 90% of students will earn a passing grade of C or above in their social science class, including 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) who are basic, proficient or advanced on their CST social science assessment • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

ELEMENT C: METHODS OF ASSESSMENT

Governing Law: 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.

- California Education Code Section 47605(b)(5)(C)

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes. FACSEB 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 B, FACSEB 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 identified by the Oakland Unified School District (OUSD), and any population subgroups as required by law.¹⁴² 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 FACSEB 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 B and will be administered according to the assessment cycle below.

¹⁴² <http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.aspx>

Assessment Cycle for Each Core Subject and FACSEB's Additional Outcomes

Subject Area	Assessment Tools ¹⁴³	Frequency
English Language Arts	Smarter Balanced ELA Assessment (Grades 3-8)	1x/year
	CMA and/or CAPA	1x/year
	CELDT for ELs (Grades TK-8); for all students, in order to show English mastery in the program (Grades 3-8)	1x/year
	Internal benchmark assessments, aligned to CCSS	3x/year
Mathematics	Smarter Balanced Math Assessment	1x/year
	CMA and/or CAPA	1x/year
	Internal benchmark assessments, aligned to CCSS	3x/year
Science	CST	1x/year
	CMA and/or CAPA	1x/year
	Internal benchmark assessments, aligned to CCSS	3x/year
Social Studies	CST	1x/year
	Internal benchmark assessments, aligned to CCSS	3x/year
Additional FACSEB Outcomes	Assessment Tools	Frequency
French Language Arts	DELF-DALF	1x/year
	ELLOPA (TK-2), SOPA (G2-8) or STAMP (G3-8) (test taken depends on grade level)	1x/year
	Internal benchmark assessments, aligned to CCSS	3x/year
Lifelong Learner	Character Report Card	4x/year
	Grit Scale	2x/year
Life Skills	Character Report Card	4x/year
	Parent, Student & Staff Surveys	1x/year
Global Citizenship	Character Report Card	4x/year
	Parent, Student & Staff Surveys	1x/year
	Internal benchmark assessments (TeachUNICEF and Oxfam)	4x/year
Technology	Rubric based on ISTE's grade-specific profiles of technology literate students	2x/year

ASSESSMENT MODIFICATIONS AND ACCOMMODATIONS

FACSEB 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.

¹⁴³ As assessments are modified under the CAASPP umbrella, FACSEB will adopt such assessments in each of the four core subject areas (ELA, math, science and social studies)

EXTERNAL REPORTING

FACSEB 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

FACSEB is committed to a consistent data-driven improvement process to ensure success for all of its students. 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. FACSEB intends to use a Student Information System (SIS) such as School Pathways and a Student Assessment System (SAS) such as Zoom! for collecting student data. These systems will be used to assist FACSEB in analyzing classroom achievement and in reporting data.

Annually, FACSEB will analyze data collected for all of the outcomes detailed above – including assessment of subgroups – (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 FACSEB to other schools. These data will be shared with students, parents, staff, FACSEB leadership, and the broader community. The Board of Directors and the Principal 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 Principal will also determine a subset of data from the above, including subgroups, for which the Principal 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 FACSEB priorities. The Principal 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 FACSEB's goals and desired outcomes for student achievement. The Principal 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 can be put into the Charter School's Student Assessment System (Zoom!) so that student progress can be evaluated by the teacher for the individual class and by the Principal and/or his or her designee across multiple subjects and grade levels to

better 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 FACSEB'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 CELDT testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. FACSEB 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.

Additionally, FACSEB 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 FACSEB stakeholders and posted on the Charter School's website.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

- California Education Code Section 47605(b)(5)(D)

NONPROFIT PUBLIC BENEFIT CORPORATION

French American Charter School of the East Bay (FACSEB) will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. FACSEB will seek tax-exempt status under Internal Revenue Code Section 501(c)(3).

FACSEB 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(c), the District shall not be liable for the debts and obligations of FACSEB, 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.

The Charter School is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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 D-1) and draft Bylaws (Appendix D-2) for FACSEB, which will be amended from time to time by the Board of Directors in accordance with the bylaws.

BOARD OF DIRECTORS

The Charter School will be governed by a Board of Directors ("Board" or "Board of Directors"), in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

BOARD OF DIRECTORS MEMBERSHIP

During the development and start-up phase, FACSEB will be governed by an initial Board of Directors comprised of members of the Charter School's Founding Team and other key community stakeholders, described below. After FACSEB is approved and operating, it will form its permanent Board of Directors pursuant to the organization's bylaws. No Charter School employees will serve on the Board of Directors.

The initial Board of Directors shall be composed of seven (7) individuals that will serve staggered terms of service of one (1), two (2), or three (3) years, to be determined at the first Board meeting. Of these individuals, four (4) are members of the Founding Team and three (3) are other key community stakeholders.

The Charter School's initial Board of Directors is comprised of the following:

Founding Team:

1. **Mathilde Andrejko** - Originally from Normandie, France, Mathilde has lived in the United States for ten years. Mathilde holds a Master's in bilingual journalism from La Sorbonne as well as a Bachelor's in French as a Second Language. In Wisconsin for seven years, she worked in public broadcasting before turning to higher education at the University of Wisconsin. She now works in the field of service-learning at the University of San Francisco, where she explores issues of social justice; power, privilege and oppression; and how to build mutually beneficial partnerships with the community. Mathilde has a 4-year old daughter, to whom she speaks French, and who answers in English.
2. **Corinne Petit**, Corinne has a Masters in Urban Planning and Bachelors in Linguistics and Sociology. She is Co-founder and Board Chair of *Les Petits Francophones*, the only French immersion pre-school in Oakland. She has experience in non-profit management, governance and community-building. With strong ties to her community, Corinne created an emergency preparedness plan for her neighborhood and has served as a Block Captain for four years. Corinne speaks Cambodian and Lao and is a native French speaker who speaks to her two children in French.
3. **Sarah Sharp** – Sarah is a French teacher at Head Royce School in Oakland. She holds a Master of Arts degree in Teaching from Mills College in Oakland and a Bachelor of Arts degree from Macalester College in St. Paul, Minnesota. She is credentialed to teach French, Social Studies, and English Language Arts. She has more than 12 years of teaching experience in all grade levels from K-12. She has taught in both public and private schools including Oakland and San Lorenzo Unified School Districts. Sarah herself was given

the gift of a bilingual French education as a young child and has subsequently found joy in helping others learn language. Sarah has a son and a daughter with whom she is also sharing the gift of bilingualism.

4. **Renae Waneka**, – Renae holds a Masters in Public Health with an emphasis in Community Health Education. After teaching middle and high school Spanish in public schools in Colorado, she began working for the University of California San Francisco researching nursing education and managing leadership programs for healthcare professionals. In this capacity, she has conducted research and managed projects with key stakeholders in higher education, state government, private foundations and the community. Renae is highly proficient in Spanish, and her partner is a near-native French speaker who speaks to their children in French. Renae expects that her children will learn multiple languages.

Other Key Community Stakeholders:

5. **Annette Dennett** – Annette is the daughter of an educator father from Ivory Coast and a business graduate mother from France. Since graduating with her Masters in Developmental Psychology, with a focus in at-risk education, she has worked advocating for equal opportunity to solid education; something so simple, yet unfortunately, so challenging. A director for an educational community based non-profit in San Francisco, her organization, PACT, Inc. has placed nearly 65,000 students in college since 1963; the majority coming from under-served low income families. Although her work involves primarily high school, motherhood has offered the opportunity to become involved at the primary level. Her children, along with her niece and nephew, are all bilingual in French and English. They've gone through *Les Petits Francophones* immersion preschool, and the hope is they will be in the first cohort at FACSEB. Joining the FACSEB Board offers new opportunities to advocate for more families who may not otherwise have the opportunity to take advantage of bilingual education; a probable correlate to higher academic success. I am honored to have the opportunity to be part of a grassroots effort promoting Francophone education in the Bay!
6. **Amelie Dupont** - Amelie has more than ten years of experience in business and finance and currently serves as a Process Excellence Manager of Gas Operations at Pacific Gas & Electric Company, where she leads process improvement initiatives. Prior to this position, Amelie spent five years in the Sarbanes-Oxley Compliance group at PG&E and three years leading Sarbanes-Oxley implementation engagements for various companies in many countries around the world (including the Gobi desert). Amelie graduated from the Rouen Business School with a Bachelor's in Business Administration. Amelie and her husband moved from France to the Bay Area in 2008 where they enjoy living with their two young children.
7. **Robert Freedman** – Robert holds a J.D. from the University of Notre Dame. Robert co-authored the winning brief before the U.S. Supreme Court in *Zelman v. Simmons-Harris* – a key case regarding education reform. Robert has represented low-income families in cases involving education reform in ten states. Robert also founded the non-profit group *Las Voces* in Puerto Rico that worked to promote educational opportunities for low-income children in Puerto Rico. Outside of education reform, Robert co-wrote an amicus brief cited by the Supreme Court in the landmark civil rights case of *Lawrence v. Texas*, the case that held it was unconstitutional to criminalize homosexuality. Robert has additionally directed international human rights and legal reform projects in Central Asia. Robert's academic writings on the human rights situation in Central Asia have been published in journals including *Nations in Transit*. Robert has diplomatic proficiency in Russian and speaks Spanish sufficiently well to be understood by his Dominican wife and daughter.

The number of directors on the permanent Board of Directors shall be no less than five (5) and no more than eleven (11). As provided by Education Code Section 47604(b), the charter authorizer shall be entitled to one representative on the Board of Directors. 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.

Beginning in the 2016-17 school year, the Board will add one (1) parent representative to the Board. To qualify as a parent representative, one must have a student enrolled in FACSEB, 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, one vote per family, with final ratification of the top vote getter(s) by the Board. 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 FACSEB shall automatically be deemed to have resigned from and removed from the board at any time at which their children no longer attend FACSEB.

By these processes as specified in the bylaws, all directors shall be designated by the existing Board of Directors. Except for the initial Board of Directors (as described above), each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years, and until a successor director has been designated and qualified.

Within three years, the mix of the Board of Directors will shift from Founders to predominantly objective, external individuals with specific and relevant expertise. The Board shall include at least one (1) parent/guardian of a currently enrolled student as well as community members. No Charter School employees shall serve on the Board. The Charter School will seek 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.

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 FACSEB Principal and teachers will carry out the day-to-day operations of the school. The Principal will be the overall site manager and will report directly to the Board of Directors. The Principal 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 Principal to implement the educational program. The Principal 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 Principal.

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 Principal position, and recruit, hire, and evaluate the performance of the Principal 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 Principal, 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.

The Board will adopt a Conflict of Interest Code which shall comply with the Political Reform Act. The draft Conflict of Interest Code is included in Appendix D-3. 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.

STRUCTURE OF THE BOARD

The Board of Directors will follow the Brown Act and will meet routinely, at least once per month (excluding the summer). Expulsion hearings and other confidential governance matters will be held in closed session, unless open session is requested by the parent of the child in question, according to current law. The Board will appoint a member as President, and others as Secretary and Chief Financial Officer. The Secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. The school's Principal and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the President. The agenda shall be posted on the Charter School website and will be posted in hard copy on the community bulletin board at the school site in accordance with the Brown Act. The Chief Financial Officer will be responsible for overseeing the fiscal situation of the Charter School, and will provide guidance to the Charter School's primary fiscal employee to ensure that FACSEB is operating in a fiscally solvent manner.

BOARD TRAINING AND SUSTAINABILITY

FACSEB is committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the Charter School. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full-Board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Training and education for new Board members will also be critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation and will be given a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. The school will maintain in effect general liability and Board errors and omissions insurance policies.

ADVISORY BOARD

FACSEB will also form an Advisory Board, consisting of experts in dual language education, charter schools, teacher development, business, finance, community development and empowerment, and international relations. The Advisory Board will meet formally once each year and provide guidance to the Charter School Principal, Board of Directors and staff on the latest research and best practices in the field. Their input will help shape the school's strategic plan for the year. In addition, individual members of the Advisory Board may also serve as a sounding board for the Charter School Principal, Board of Directors and teachers on specific issues that may arise during the course of the year, including but not limited to advising the Curriculum and Education Program Evaluation Team.

The following individuals have already joined the Advisory Board. Additional members are being recruited so that the Advisory Board contains experts in all the aforementioned areas.

- **Virginie Arnaud Le Pape** – As Director of Underwriting at NCB Capital Impact Partners in Oakland, Virginie focuses on financing high-performing charter schools serving low-income kids nationwide. She has financed large charter management schools such as Green Dot, Alliance and KIPP in Los Angeles; Aspire, Rocketship, and Leadership Public Schools in the Bay Area; High Tech High in San Diego; as well as stand-alone charter schools such as Lighthouse in Oakland and others in Los Angeles. Virginie has also managed the Growth Loan Program with the California Charter School Association and developed Charter Advance

with EdTec and Local Initiatives Support Corporation (LISC) to provide cash flow financing for charter schools in California. Virginie has an MBA with a concentration in finance and environmental studies.

- **Mara Benitez** – Mara has over 20 years of experience in urban education as a bilingual and bicultural leader for educational equity. She started her teaching career in New York City, in 1989. For over a decade she was a lead educator and the Director at a small progressive school in the South Bronx, the community where she grew up. In 2000, she was an Executive Director at the Oakland Unified School District where she was charged with creating schools and programs for vulnerable students. For six years, Ms. Benitez was the Senior Director of School Development at the Coalition of Essential Schools (CES) where she led a national network of 50 schools and was instrumental in the funding, design and creation of 20 new small schools across the country. Four years ago Ms. Benitez started her own consulting agency – Transformative Coaching and Consulting and has coached principals, trained parent leaders, conducted quality school reviews and led strategic planning initiatives for non-profit organizations. She is a trained National School Reform Faculty (NSRF) coach and facilitator. She is the author of *Small Schools, Big Ideas: An essential guide to successfully transforming schools* (Jossey-Bass 2009). Ms. Benitez holds a MS in Education from Bank Street College of Education and is a graduate of Bank Street’s Principals Institute. Mara has served on the board of directors of: North Oakland Community Charter School, Urban Montessori Charter School and Education for Change. She is presently a doctoral candidate at UC Berkeley in the Leading for Educational Equity Program. Her research is aimed at better understanding the political forces that shape policy decisions made by school reform leaders of coalitions and movements focusing on educational equity. She lives in Oakland’s San Antonio neighborhood with her 6 year old daughter.
- **Seewan Eng** – Seewan is an Online Product Development Manager at the New Teacher Center, overseeing the development of web-based products and services to support new teachers and school leaders. She previously worked at WestEd where she led the development of online modules for charter school teachers and co-directed the federal Magnet Schools Assistance Program Compliance Monitoring Project. Seewan taught middle and high school for nine years, including a K-8 teacher-run school in San Francisco Unified School District. She also taught at two start-up charter schools — including Leadership High in San Francisco where she later returned to serve as President of the Board of Trustees in 2005. She has served on the advisory board of the San Francisco Coalition of Essential Small Schools, which provides coaching, technical assistance, and professional development to a network of schools focused on equity, inquiry, and achievement. Seewan received a BA in educational studies and American history from Brown University; an EdM in teaching and curriculum in social studies from Harvard University; and National Board Certification.
- **Mark Gonzales** – Poet. Speaker. Writer. Philosopher. Thinker. Mark Gonzales has many titles, all of which reveal an appreciation for life & a passion for creativity. With over a decade of experience focusing on emotional intelligence, sacred education, design thinking, & human development, he is the premier voice in the role of culture in reshaping genetic memory. His portfolio of clientele have spanned fourteen countries & include: Stanford University, TED(x) talks, Nobel Peace Prize Laureates, Refugee centers in the Middle East, and the World Islamic Economic Forum. In 2014, he cofounded the Institute for Narrative Growth, a platform for advancing story-based approaches to healing & success. Mark is an HBO Def Jam poet with a Master’s in Education, a Mexican and a Muslim, a Khalil Gibran meets Pablo Neruda. As a community builder he was an invited speaker at the United Nations tribunal on Social Exclusion. He transcends citizenship identity to break borders and wage beauty across continents through culture.
- **Delphine Sherman** – Delphine is the VP of Finance at Aspire Public Schools. She is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field, Delphine was a

Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently a board member of Lighthouse Community Charter School, and an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

CURRICULUM AND EDUCATION PROGRAM EVALUATION TEAM

FACSEB will adopt a Curriculum and Educational Program Evaluation Team, composed of the Principal and no fewer than two teachers/staff members¹⁴⁴, who shall have the annual responsibility to advise the Board on curriculum/textbook adoption, changes to instructional methodologies and practices, curriculum implementation, professional development needs, inclusion of paraprofessionals, academic goals, assessments, and student performance benchmarks, and other curriculum and instruction-related items requested by the Board of Directors. This team will report to the Board annually and more frequently as determined by the Board.

PARENT-TEACHER ASSOCIATION (PTA)

FACSEB encourages all groups to participate in and share responsibility for the educational process and educational results. One mechanism for participation is the PTA, which will meet monthly, and is open to all parents/guardians and staff members. The Charter School's PTA will plan community events, raise funds for the school, increase awareness of the Charter School and its accomplishments, and make connections with community organizations.

The PTA will have an Executive Committee, which will be comprised of one parent from each grade level, and teachers. This Executive Committee will meet regularly with the Charter School Principal and provide feedback on school policies and practices. They will also make recommendations about issues related to the Charter School, and serve as the main contact and liaison for other parents.

EXPECTATIONS AND OPPORTUNITIES FOR PARENT INVOLVEMENT

FACSEB recognizes that children learn best when parents are engaged in their education. Because of the Charter School's unique mission, it is especially important for parents to understand and support the education program (regardless of whether they have French language skills). To ensure that families fully understand and support the Charter School's program prior to starting classes, the Charter School will:

- Present information about the Charter School's mission, goals and approaches during the open enrollment process. Parents will be provided time to ask questions, and will be asked to sign documents confirming that they understand the Charter School's mission, goals and approaches.
- Present information about the Charter School's expectation of parents in the life of the school during the open enrollment process. Parents will be provided time to ask questions, and will be asked to sign documents confirming that they understand the Charter School's expectations of parents.

To encourage parent participation in all aspects of school life, the Charter School features:

¹⁴⁴ Prior to the first year of operation, this team may be comprised of consultants and other volunteers with specific and relevant experience so that the Principal has support for these tasks.

- **Special family events:** Scheduled at multiple times throughout the year, these events will occur in the evenings or on the weekends and will allow parents to participate in activities related to the school and to engage in learning activities. One such event will include a celebration of the International Day of the Francophonie.
- **Participation in school decision-making:** parents have representatives on the Parent-Teacher Association, including committees, and a representative on the Board of Directors.
- **Opportunities to meet with Charter School administration:** Participation on and communication with the PTA's Executive Committee and monthly coffee hour with Charter School Principal
- **Opportunities to evaluate the Charter School and its staff:** Each spring, parents will be asked to complete a survey evaluating the Charter School, the Principal, and their child's teachers. The survey results will be reviewed by the Charter School staff and will be a factor in personnel decisions such as merit raises.

In addition, the Charter School will highly encourage 30 hours of volunteer service by each family each year. The Charter School will provide a variety of opportunities to match with family members' different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending PTA meetings, serving on parent committees, fundraising and communicating with other parents. A parent committee will keep track of hours in a confidential manner, provide incentives for service, and assist families to fulfill this obligation. The Charter School recognizes this may present a challenge to some families, so the Charter School will work with each family annually in developing individualized family participation plans that support a family in meaningful participation. No child will be excluded from the Charter School or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of participation.

FACSEB is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus during school hours must have a current TB test on file with the Charter School.

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. A draft of the Three-Way Contract is available in Appendix A-6.

PROVIDING PARENTS WITH INFORMATION ABOUT THEIR CHILD'S PROGRESS

During the school year, parents will regularly receive information about their child's progress, and the Charter School will use multiple methods to keep parents informed, including:

- Report cards will be standards-based and distributed at the end of each marking period.
- Progress reports will be distributed at mid-terms.
- Parent-Teacher conferences, including parent(s)/guardian(s), student and teacher, will be held at least once a year to plan and assess the students' learning progress and determine goals.

- Parents will have regular access to staff and teachers by phone and email, and staff will contact parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the Charter School's behavior and academic expectations.
- The Charter School will hold 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.

ADDRESSING PARENT CONCERNS AND COMPLAINTS

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 Principal at any time. If the Principal 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, including a Uniform Complaint Policy, that address both complaints alleging discrimination or violations of law, and complaints regarding other areas. The Charter School will not, at any time, refer internal complaints to the District.

The Charter School 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.

FACSEB, 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 inquiries. The Charter School acknowledges that it is subject to audit by the District; if the District seeks an audit of the Charter School, it shall assume all costs of such audit.

Members of the Board, any administrators, managers or employees, and any other committees of the Charter School shall comply with applicable federal and state laws, nonprofit integrity standards and the District's Charter School policies and regulations regarding ethics and conflicts of interest to the extent such policies and regulations align with and do not exceed the requirements of law 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.

ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school.

- California Education Code Section 47605(b)(5)(E)

FACSEB will abide by the following general baseline legal assurances in regard to staffing.

- Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of the No Child Left Behind Act.

- There will be no discrimination or harassment based on race, color, religion, sex, gender, gender expression, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.
- The Charter School is a School of Choice and no employee will be forced to work there.
- The Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.
- The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records.
- The Charter School will comply with all applicable state and federal mandates and legal guidelines relative to the No Child Left Behind Act.

FACSEB 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.

Qualifications for the Principal, Office Manager, Teacher on Special Assignment, and Teachers are included below.

PRINCIPAL QUALIFICATIONS

The responsibilities of FACSEB's Principal 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
- Ability to thrive in the excitement and uncertainty surrounding a start-up
- 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 with the approval of the Board
- Supervise and develop all teaching staff and other administrative staff, all of whom will report directly to the Principal
- Participate in the Curriculum and Educational Program Evaluation Team, which will design and revise curriculum maps, including benchmark and summative assessments, for all grades and all subjects, while understanding that the development of curriculum maps will be a continuous and collaborative process
- Hold morning Coffee Hours at least once per month at the Charter School
- Communicate regularly with teachers, other staff, parents, Board of Directors, Advisory Board, Executive Committee of the PTA, etc.
- Implement policy, oversee operations, and carry out the provisions of the charter and the directives of the Board of Directors
- Attend meetings with the FACSEB Board of Directors

FACSEB intends to recruit and hire a Principal to start working part-time several months prior to the Charter School's first day of school. During this time, the Principal will have three primary roles:

- Conduct a broad search for and hire a highly qualified and diverse staff for the first year of operation.
- Develop curriculum maps for all grades and all subjects that will be taught in the first year of operation.
- Represent FACSEB at school events.

The Board of Directors is committed to supporting the Principal in Year 0 and throughout his/her tenure at FACSEB. In Year 0, special supports will include but will not be limited to:

- Convening a Teacher Hiring Committee¹⁴⁵ to help the Principal in recruiting and hiring staff,
- Budgeting for consultants to support the development of curriculum maps, and
- Continuing to develop connections with advisors in charter school operations, dual language immersion education, early language acquisition, and education administration in order to provide access to a wide range of qualified individuals who can advise the Principal in best practices and lessons learned.

OFFICE MANAGER QUALIFICATIONS

FACSEB's Office Manager will be responsible for overall business office activities, will report to the Principal, and will work with students, parents, and external parties. The Office Manager will have the following qualifications:

Required knowledge, skills, and abilities:

- Bilingual and bi-literate in both French and English
- 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

¹⁴⁵ Details on the Teacher Hiring Committee are provided in the Teacher Hiring Section below.

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

TEACHER QUALIFICATIONS

Educators at FACSEB will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(l) and the applicable highly qualified requirements of the No Child Left Behind Act. The qualifications of teachers to be employed in the Charter School will be designed to ensure students meet the educational goals outlined in this charter petition.

Required knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles
- Deep knowledge of subject matter, including California State Standards and subject specific frameworks
- Knowledge of assessments
- Knowledge of effective language immersion teaching practices
- Ability to analyze and use qualitative and quantitative student academic performance data to guide classroom practice
- Ability and willingness to reflect and improve on his or her own performance
- Bilingual and bi-literate in both French and English (except for English-only positions)
- Demonstrated interest in and ability to collaborate with colleagues, parents and community

Minimum educational level:

- Bachelor's degree

Certification:

- Teachers of core courses at the Charter School will be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (i.e. math) will be required to hold a subject-specific credential or permit from the CCTC. FACSEB prefers that teachers hired to teach in French hold a Bilingual Authorization in French (CSET World Languages Examination¹⁴⁶) or have a Bilingual Certificate of Competence (BCC), or a Bilingual, Cross-cultural, Language, and Academic Development Certificate (BCLAD).
- Teachers hired to teach special education will be required to have a special education teaching credential (e.g. Education Specialist Instruction Credential).

Experience recommended:

- 1+ year working with students as a teacher, teacher intern, or teaching assistant preferred

TEACHER ON SPECIAL ASSIGNMENT

In addition to classroom teachers, FACSEB will hire a Teacher on Special Assignment (TOSA). Under the direction and supervision of the Principal, the TOSA will manage and provide services for special education and English Learners and work with the school's classroom teachers by providing supplemental support, staff development,

¹⁴⁶ <http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf> - Since the BCLAD is no longer offered and this certification will expire soon for currently certified teachers, FACSEB prefers teachers to have the most current certification available (Bilingual Authorization in French – CSET World Languages Examination).

and on-site coaching to enhance instruction and improve student achievement. The TOSA will also assist the Principal to plan, monitor and evaluate the instructional program, provide interventions and tutoring for students and perform related duties as required.

Required knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles, especially as they relate to students with special needs and English Learners (ELs)
- Knowledge of curriculum development and assessments
- Knowledge of effective language immersion and EL teaching practices, including SDAIE
- Knowledge of data-driven instructional decision-making
- Ability to analyze and use qualitative and quantitative student academic performance data to guide classroom practice
- Demonstrated interest in and ability to collaborate with colleagues, parents and community

Responsibilities may include but are not limited to:

- Oversees the special education program at FACSEB and works with the Principal and SELPA to ensure that FACSEB remains compliant in regards to special education and that all special education students receive applicable services
- Ensures that all aspects of the IEP are followed
- Works with classroom teachers and English Learners (ELs) to ensure language development among ELs
- Provides interventions for special education students and ELs
- Assists in the development and delivery of training for administrative, certificated and classified staff in a variety of topics related to special education and ELs
- Provides supplemental support and assistance to all classroom teachers, including analysis of data using the school's student information system and student assessment system
- Writes reports and presents to the Board of Directors as needed or required

Recommended education and experience:

- Bilingual and bi-literate in French and English
- Minimum educational level – Bachelor's degree

Certification:

- California Commission on Teacher Credentialing (CCTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold
- Special education teaching credential
- FACSEB prefers that teachers hired to teach in French hold a Bilingual Authorization in French (CSET World Languages Examination¹⁴⁷) or have a Bilingual Certificate of Competence (BCC), or a Bilingual, Cross-cultural, Language, and Academic Development Certificate (BCLAD)

Experience recommended:

- 3+ years working with students as a teacher or TOSA preferred

RECRUITMENT

The Principal will be recruited and hired by the Board of Directors. A Principal Hiring Committee will be convened and will include Board members, parents meaningfully interested in sending their child(ren) to FACSEB in its first

¹⁴⁷ <http://www.ctc.ca.gov/credentials/leaflets/cl628b.pdf> - Since the BCLAD is no longer offered and this certification will expire soon for currently certified teachers, FACSEB prefers teachers to have the most current certification available (Bilingual Authorization in French – CSET World Languages Examination).

year of operation, educators, 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.

Teachers will be recruited in a variety of ways, including but not limited to:

- Posting available positions on EdJoin, American Council on the Teaching of Foreign Languages (ACTFL), California Language Teachers Association (CLTA), and American Association of Teachers of French (AATF);
- Contacting local teacher preparation programs such as those at UC Berkeley, Mills College, St. Mary's College, CSU East Bay and Patten University;.
- Contacting other credentialing programs that focus on teaching languages;
- Contacting French departments in local universities.

In the first year of operation, teachers will participate in a week-long Teacher Institute prior to the first day of school. The Institute will provide some training and enable all faculty and administration to prepare curriculum, pedagogical practices, assessments and other logistical processes to ensure a smooth first year of school.

TEACHER HIRING

FACSEB 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

FACSEB's Principal will make hiring decisions with input from a Teacher Hiring Committee¹⁴⁸ 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

FACSEB 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

¹⁴⁸ In the first year of operation, the Hiring Committee may include Board members, parents meaningfully interested in sending their child(ren) to FACSEB in its first year of operation, native French speakers, educators, and other community stakeholders. This committee will assist the Principal in recruiting and evaluating candidates for teaching positions and, upon request by the Principal, for other staff positions.

Language Arts Teacher can cover all the classes in grades TK-2 once the school has reached full capacity.¹⁴⁹ 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

Teachers will be evaluated in a variety of ways, including but not limited to:

- classroom observation by the Principal 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.

ELEMENT F: HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

- California Education Code Section 47605(b)(5)(F)

A safe and healthy environment – that safeguards both students and staff as it fosters growth and learning – is of paramount importance. To this end, FACSEB shall implement appropriate and comprehensive health and safety measures.

A draft of FACSEB's Comprehensive School Safety Plan is included in Appendix F-1. A full draft will be provided to the District for review at least 30 days prior to operation. A summary of the Charter School's health and safety policies include:

Immunizations:

The Charter School shall require that all enrolled students and staff furnish records documenting immunizations as mandated by Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

¹⁴⁹ In the first year of operation, a single teacher will cover English Language Arts content in TK-3 and will also teach history/social science to third graders in English. The content taught in English in 2015-2016 will require less than 1.0 FTE of staff time, which may result in hiring at least one teacher part-time.

Tuberculosis:

All Charter School employees will be screened for tuberculosis prior to commencing employment and interacting with students as mandated by Education Code Section 49406.

Vision, Hearing, Scoliosis:

Enrolled students will be screened for vision, hearing and scoliosis. The Charter School will follow Education Code Section 49450, et seq., as it applies to the various grade levels served by the school.

Diabetes:

An information sheet regarding type 2 diabetes shall be provided 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:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Medication in School:

Education Code Section 49423 will dictate the manner in which the Charter School will administer medication in school.

Blood-borne Pathogens:

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Charter School will have a written infectious control plan to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Emergency Preparedness:

The Charter School will develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes, which will be included in the Parent-Student Handbook. Instructional and administrative staff will receive training in emergency response, including appropriate "first responder" training or its equivalent.

Facility Safety:

The Charter School will create a set of policies to ensure facility safety. These will include:

- The Charter School will be housed in facilities that have received state Fire Marshall approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

- The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building 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 at least once a month pursuant to Education Code Section 32001.
- The Charter School shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763.
- The Charter School will have a certificate of occupancy prior to operation.

Drug, Alcohol and Tobacco free environment:

The Charter School shall institute a policy requiring that the school functions as a drug, alcohol, and tobacco free workplace.

Background checks:

FACSEB will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal and Office Manager shall monitor compliance with this policy. Any individual wishing to volunteer at the Charter School without direct supervision of a credentialed employee must also submit to a fingerprint and background screening prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters:

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws and the same policies and procedures used by local school districts.

Comprehensive Anti-Harassment Policies and Procedures:

The Charter School 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. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual 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-harassment policy, which is included in the draft of the Comprehensive School Safety Plan (Appendix F-1).

ELEMENT G: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

- California Education Code Section 47605(b)(5)(G)

FACSEB will conduct a variety of outreach activities¹⁵⁰ to attract an applicant pool reflecting the racial and ethnic balance of people living in the jurisdiction comprising the Oakland Unified School District. These strategies may include:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process.
- Creating and distributing enrollment brochures and forms in various languages, including – but not limited to – English, French and Spanish, and emphasizing FACSEB'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 pre-schools 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, FACSEB 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, buying ad space on buses or in the newspaper, and sending information via direct mail.

In addition to its student recruitment efforts, FACSEB will cast a wide net in its staff recruitment efforts and will work with organizations such as Teach Tomorrow in Oakland in order to recruit and retain a well-qualified and diverse teaching staff.

FACSEB will evaluate the racial and ethnic diversity of its students and staff annually and, if necessary, modify its recruitment strategies in order to attract a racial and ethnic balance that is representative of the jurisdiction in which Oakland Unified School District resides.

¹⁵⁰ FACSEB's Outreach Plan is included in Appendix 3.

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable.

- California Education Code Section 47605(b)(5)(H)

LEGAL ASSURANCES

As a non-sectarian, tuition-free public school, the French American Charter School of the East Bay (FACSEB) will admit all eligible students who wish to attend up to the school's capacity, in accordance with Education Code §47605(d)(2)(A). No student will be required to attend FACSEB, in compliance with Education Code §47605(f). Admission shall not be determined based on the place of residence of the pupil or of his/her parent or guardian. However, in the event of a public random drawing, admission may be granted based on the preferences outlined in the Student Admissions Policies and Procedures section below.

FACSEB shall abide by Education Code §47605(d)(1) and shall not charge tuition, nor discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, 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).

In accordance with Education Code §48000(a), children must meet minimum age requirements for enrollment. Students entering kindergarten must be five years of age on or by September 1st for the 2014-15 school year and each school year thereafter. FACSEB will abide by any future amendments to the Education Code regarding minimum age for public schools. Proof of the child's age must be presented at the time of enrollment as described in Education Code §48002.

STUDENT ADMISSIONS POLICIES AND PROCEDURES

ADMISSIONS OVERVIEW

FACSEB 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:

- Children of FACSEB Founding Team and Founding Families¹⁵¹
- Siblings of current FACSEB students¹⁵²

¹⁵¹ During periods of PCSGP eligibility, this preference will be an exemption to the lottery and will be limited, when combined with children of FACSEB employees to 10% of total enrollment. In the event that the children of FACSEB Founding Team and Founding Families total more than 10% of enrollment during periods of PCSGP eligibility, preference will be for children of the Founding Team followed by Founding Families. Founding Families are required to complete 50 hours of service prior to January 31, 2015. Enrollment priority through Founding Family status is accorded as an incentive for families to invest the effort needed to start a new school within a short amount of time. See Appendix 2 for additional information on Founding Family status.

¹⁵² During periods of PCSGP eligibility, siblings will be exempt from the lottery.

- Children of FACSEB employees¹⁵³
- Children who reside within the boundaries of Oakland Unified School District¹⁵⁴
- All other children in the State of California.

Application forms and enrollment packets will be made available in English, French and Spanish. 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.

Open enrollment will begin on the first business day in January, or the Monday thereafter if the first business day falls on a Friday, and will continue until the last Wednesday in February at 4:00 pm PST. Students claiming French language proficiency in their application will be scheduled for a French Language Review on the Saturday immediately following the close of the open enrollment period. 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 packet including:

- signed Three-Way Contract (Draft shown in Appendix A-6),
- emergency medical information,
- proof of age (e.g. birth certificate),
- proof of address, and
- immunization records.

By January 1 of each year, FACSEB will notify the Oakland Unified School District in writing of the application deadline and proposed date of the public random drawing. The 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 the approved charter.

The table below shows the proposed application and admission timeline for the 2015-2016 school year. The school may refine the proposed student application and admission timeline in accordance with written policy adopted by

¹⁵³ During periods of PCSGP eligibility, this preference will not exceed 10% of total enrollment when combined with children of the Founding Team and Founding Families.

¹⁵⁴ In the event that FACSEB does not secure a facility through Prop 39, it intends to be physically located in the attendance area of a public elementary school with at least 70 percent of students qualifying for Free or Reduced Price Meals. If the Charter School rents a facility that meets these conditions, it will apply for funding through SB740 and will give students in the attendance area of the Charter School's physical location preference before those who reside within the boundaries of OUSD.

FACSEB's Board of Directors. A copy of the revised policy will be provided to the District within 45 calendar days of the approval by the Charter School Board of Directors and prior to the open enrollment period.

Proposed Student Application and Admission Timeline, 2015-16 School Year	
January 5, 2015	Application forms available online at the Charter School's website, at the Charter School's administrative office, and at all Parent Information Meetings held during open enrollment
February 25, 2015	All application forms due by 4:00 pm PST
February 28, 2015	French Language Review conducted for all students claiming French language proficiency
First week in March (exact date TBD)	Public Random Drawing conducted (if necessary)
March 13, 2015	Admission notification and enrollment packets distributed to parent and children who have been drawn in the Public Random Drawing
March 31, 2015	Deadline to confirm intent to enroll and submit all required elements of enrollment packet (as described in the Admissions Overview section above) to Charter School

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(d)(2)(B). 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 in March, except the first year when it may be hosted at another location that will accommodate all who wish to attend. While all families are welcome to attend, attendance at the drawing is not required for admission to the Charter School.

Results of the drawing will be published in English, French and Spanish and will be posted online and in hard copy in previously determined locations. Results will also be mailed to all applicants and follow-up phone calls will be made.

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 francophone¹⁵⁵ and non-francophone students.¹⁵⁶ 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).¹⁵⁷

¹⁵⁵ 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 Principal or Board of Directors. The Principal and/or Board of

PUBLIC RANDOM DRAWING "LOTTERY" PROCEDURES

1. The lottery will take place within 14 days of closing the open enrollment period. For the 2015-16 school year, application/lottery forms must be received by February 25, 2015, 4:00 pm PST.
2. The lottery 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 lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so. For the 2015-16 school year, the drawing will take place on a weekday during the first week of March, at 7 p.m.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School. This information will be posted on the FACSEB website and emailed to all Fall 2015 school applicants.
5. All students claiming grade-level French language proficiency (francophone) will be scheduled for a French Language Review on the Saturday immediately following the close of the open enrollment period.
6. In the first year of operation, the lottery shall draw names for francophone and non-francophone children in each grade being offered (TK, K, 1st, 2nd and 3rd grades). After the first year of operation, Transitional Kindergarten and Kindergarten names will be drawn in the same manner, while all students applying to fill spaces in 1st grade and above must have French language proficiency in the grade level to which they are applying.
7. Beginning with the lowest grade, francophone and then non-francophone names shall be drawn by a Charter School administrator or Board member. The lottery will be structured to balance the number of francophones and non-francophones. The target for the composition of each grade is half francophones and half non-francophones. This ratio may be adjusted depending on the number of francophone applicants. There will be a separate lottery for each language group, and fifty percent (50%) of the slots in each grade will be reserved for francophones. Francophones are children who are fluent in French (and may be fluent in English or other languages). Non-francophones are children who are not fluent in French. Before entering the lottery, francophone/bilingual applicants may be assessed to determine their language proficiency by a qualified staff member. In all other aspects, the lottery for students enrolling in the Charter School will follow all of the above school wide guidelines.

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.

¹⁵⁶ FACSEB 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.

¹⁵⁷ This approach to the public random drawing is designed to enable FACSEB 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. Such amendments may be made at the Charter School's discretion without any need to materially revise the charter as long as such amendments are consistent with the law and written notice is provided by the Charter School to the District.

8. The drawing shall continue until all names in each grade level are drawn.
9. Those individuals whose names are drawn after all spaces have been filled will be placed on the wait list in the order drawn, except if the preferences described above require otherwise.
10. Potential students on the wait list shall provide contact information on their application/lottery forms in the event that space becomes available. Families promoted off of the wait list shall be informed by telephone and in writing and shall have a maximum of seven (7) calendar days to respond. 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.
11. Applicants need not be present at the lottery to enroll and will be notified via telephone and mail of their status.
12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when the lottery wait list is exhausted.
13. The Public Random Drawing for the first year, should it be necessary, will be held the first week of March, 2015. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student's status on the wait list.

STUDENT RECRUITMENT AND ENROLLMENT GROWTH

FACSEB 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 FACSEB is representative of the jurisdiction in which OUSD resides.

The Charter School plans to start with one class each of transitional kindergarten, kindergarten, first grade, second grade and third grade. Each year, the Charter School will add an additional grade level, through eighth grade, as documented in the table below.

Expected Number of Classes in Each Academic Year

Grade	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024+
Transitional Kindergarten	1	1	1	1	1	1	1	1	1	1
Kindergarten	1	2	2	2	2	2	2	2	2	2
First	1	1	2	2	2	2	2	2	2	2
Second	1	1	1	2	2	2	2	2	2	2
Third	1	1	1	1	2	2	2	2	2	2
Fourth		1	1	1	1	2	2	2	2	2
Fifth			1	1	1	1	2	2	2	2
Sixth				1	1	1	1	2	2	2
Seventh					1	1	1	1	2	2
Eighth						1	1	1	1	2

ELEMENT I: ANNUAL FINANCIAL AUDIT

Governing Law: 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.

- California Education Code Section 47605.6(b)(5)(I)

An annual independent fiscal audit of the books and records of FACSEB will be conducted as required under the Charter Schools Act, Education Code Sections 47605.6(b)(5)(I) and copies transmitted and distributed as per 47605.6(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, and 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 Charter School's Board of Directors shall form a finance committee to oversee the selection of an independent auditor and the completion of the annual audit of the school's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. The audit shall verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices and review the school's internal controls. The audit shall be conducted in accordance with generally acceptable accounting principles applicable to the school. To the extent required under applicable federal law, the audit includes items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit shall be completed within six months of the close of the fiscal year and copies of the audit's findings forwarded to the District, the county Superintendent of Schools, the State Controller, the California Department of Education, and other entities by December 15th of each year and as required by law. The school's finance committee shall review any audit exceptions or deficiencies and report them to the school's Board of Directors with recommendations on how to resolve them. The Board shall report to OUSD regarding how the exceptions and deficiencies have been or will be resolved to their satisfaction along with an anticipated timeline for the same. Any disputes regarding the resolutions of audit exceptions and deficiencies shall be referred to the dispute resolution process contained in Element N. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled.

- California Education Code Section 47605.6(b)(5)(J)

In order to promote learning and protect the safety of all students and staff, FACSEB will maintain a comprehensive set of student disciplinary policies and procedures that clearly outline expectations for student behavior and consequences for inappropriate behavior. These policies and procedures will be distributed as part of the Charter School's Parent-Student Handbook. FACSEB will ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures and will work with students and families to foster a safe and respectful learning environment.

Students will be encouraged to develop self-discipline, mutual respect, and acceptance of personal responsibility. School staff will be expected to model appropriate behavior, be consistent in enforcing rules, and use positive reinforcement to encourage good behavior among students. Parents/guardians are encouraged to discuss any concerns they have regarding student behavior with the teacher or Principal at any time. Open communication

between students, parents, and the school staff is crucial for maintaining a safe school environment that provides all students with access to a quality education.

When a student violates school behavioral policies and expectations, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students shall be excluded from school and school-related activities. Should a student's behavior be severe enough to warrant suspension or expulsion, the Charter School will follow the procedures for suspension and expulsion as outlined in the California Education Code. These policies and procedures will be enforced fairly and consistently without regard to race, creed, color, sex, or any other prohibited classification. In the case of a special education student, or a student who receives 504 accommodations, FACSEB will ensure that it follows all applicable federal and state laws including, but not limited to, the California Education Code, when enforcing any form of discipline on a student identified as an individual with disabilities.

See Appendix F-1 for the Charter School's Suspension and Expulsion Policy and Procedures, which are part of the Charter School's Comprehensive School Safety Plan.

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: 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.

- California Education Code Section 47605.6(b)(5)(K)

All employees of the Charter School who qualify for membership in the California State Teachers Retirement System (STRS) shall be covered and will contribute at the rate established by STRS¹⁵⁸. All employees who are not members of STRS must contribute to the federal social security system. The Charter School will make all employer contributions as required by STRS and federal social security.

All applicants for positions within FACSEB shall be informed of the retirement system options for employees of the Charter School. This information shall specifically include that the Charter School makes available to its employees coverage under the STRS, and that accepting employment in the Charter School may exclude the applicant from further coverage in the applicant's current retirement system.

The Charter School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. To maximize its ability to attract qualified staff, the Charter School will periodically evaluate the feasibility and appeal to candidates by offering a 403(b) in lieu of STRS membership.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

-California Education Code Section 47605(b)(5)(L)

¹⁵⁸ If charters lose the ability of charters to participate in STRS, which is currently under review, FACSEB will offer an alternate retirement plan such as a 403(b) that will achieve smooth benefit accrual and will allow staff to save for retirement.

No student shall be required to attend the French American Charter School of the East Bay. Students who do not attend the school may attend their local school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district of residence. Parents or guardians of each student enrolled in the Charter School will be informed upon enrollment that the student has no right to admission in a particular school or program of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the Oakland Unified School District.

ELEMENT M: EMPLOYEE RIGHTS

Governing Law: A description of the rights of any 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.

- California Education Code Section 47605.6(b)(5)(M)

No Oakland Unified School District employee shall be required to work at the French American Charter School of the East Bay.

OUSD employees who choose to leave the District's employment to work at the Charter School will not have the automatic right to return to a comparable position within OUSD unless District policy permits this. Former District employees must work with the District on the procedures for returning should they choose to do so.

Sick leave or years of service credit with OUSD or another school district may be transferred to the Charter School for the purposes of the State Teachers' Retirement System (STRS).

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of the closure of the Charter School.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

- California Education Code Section 47605(b)(5)(N)

The French American Charter School of the East Bay (FACSEB) recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the District.

FACSEB and the District will be encouraged to attempt to resolve all disputes amicably and reasonably without resorting to formal procedures. Parties shall 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 the Charter School, except any controversy or claim that is 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 agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. 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, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Principal:
French American Charter School of the East Bay
[FACSEB address to be provided when determined]

To Coordinator, Office of Charter Schools:
Office of Charter Schools, Oakland Unified School District
1025 Second Avenue, Room 206
Oakland, California 94606

(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 that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. 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 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 in 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

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

Disputes arising from within FACSEB, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing Board members of the school, shall be resolved pursuant to policies and processes developed by the Charter School.

The District agrees to inform FACSEB in writing if it is contacted regarding a conflict at the Charter School and to refer the involved parties to the Charter School's conflict procedures.

The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Charter School has requested the District to intervene in the dispute.

Disputes shall first be brought in writing to the Charter School's Principal for resolution. All complaints must be signed and dated. If the dispute is not resolved at this level, the matter shall be brought before Board of Directors.

The Principal shall provide a written summary of the dispute and all attempts at resolution for the school Board of Directors. The decision of the Board of Directors shall be final.

The Charter School will establish a Uniform Complaint Policy. See the Appendix for Anti-Discrimination and Anti-Harassment Procedures (included as part of the Comprehensive School Safety Plan, Appendix F-1).

ELEMENT O: PUBLIC SCHOOL EMPLOYER

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act

– California Education Code Section 47605 (b)(5)(O)

The French American Charter School of the East Bay shall be deemed the exclusive public school employer to the teachers, staff and other employees of the Charter School for the purpose of the Education Employment Relations Act (EERA). The Charter School recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

ELEMENT P: SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the 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 public records.

– California Education Code Section 47605.6(b)(5)(P)

In the event that the French American Charter School of the East Bay (FACSEB) should close, the Board of Directors will document the closure with a formal action. The Charter School will promptly notify parents/guardians of pupils, the District, the Alameda County Office of Education, the School's SELPA, retirement systems in which the School's employees participate, and the California Department of Education of the closure. This notice will include a description of the circumstances of the closure, the effective date of the closure, and will identify an entity responsible for conducting closure-related activities. Also included in this notification will be: name(s) and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents/guardians and students of FACSEB of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

FACSEB will provide to the entity responsible for closure-related activities a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

All personnel records, pupil records, state assessment results and special education records will be transferred to and maintained by the entity responsible for closure-related activities. As applicable, the Charter School will provide parents/guardians and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All pupil's permanent records or copies thereof shall be transferred by the Charter School no later than 10 schooldays following the date the request is received from the public school or

private school where the pupil intends to transfer. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g.

FACSEB will ask the District to store original records of students. All records shall be transferred to the District upon school closure. If the District will not or cannot store the records, the Charter School shall work with the Alameda County Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will have an independent final audit completed within six months after closure. The Charter School will pay for the audit, which shall function as the annual audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include: an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to the Charter School.

On closure of FACSEB, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon school closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. This distribution shall also include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As FACSEB is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

REQUIRED SUPPLEMENTAL INFORMATION

INSURANCE

FACSEB shall acquire and finance general liability, workers compensation, and other necessary insurance¹⁵⁹ of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of

¹⁵⁹ Appendix Q provides information on types and amounts of other insurance that are offered by the CharterSAFE Joint Powers Authority (JPA) and that FACSEB will consider. The FACSEB budget (provided in Appendix Q) assumes that the Charter School will use the CharterSAFE JPA for insurance purposes.

Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

BUDGET AND FINANCIAL REPORTING

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

- California Education Code Section 47605(g)

While FACSEB will apply for the Public Charter Schools Grant Program (PCSGP) grant and for a facility through Proposition 39, the most conservative financial scenario – which assumes that FACSEB rents a facility and does not receive the PCSGP grant – is provided in Appendix Q. This financial scenario includes the following documents:

- A projected multi-year budget, including startup costs and cash-flow for the most conservative financial scenario, which assumes that FACSEB rents a facility and does not receive the PCSGP grant;
- A narrative for this scenario; and
- An Excel workbook of LCFF calculations.

These documents are based upon the best data available to the petitioners at the time.

FACSEB shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1st, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to California Education Code 47605(g) will satisfy this requirement.
- By July 1st, an annual update required pursuant to Section 47606.5.
- By December 15th, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15th, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15th, a second interim financial report for the current fiscal year reflecting changes through January 31st.
- By September 15th, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ADMINISTRATIVE SERVICES

The manner in which administrative services of the school are to be provided.

- California Education Code Section 47605(g)

FACSEB intends to contract with EdTec, or another similar service provider, to meet the Charter School's administrative needs. EdTec is a company that provides charter schools with the expertise they require in charter related services from charter development, business services, school software solutions, and school performance

and educational support. It is the most comprehensive charter school services provider, and supports schools throughout the state. Since its inception in 2001, EdTec has helped more than 250 charter schools and developers. FACSEB initially intends to contract with EdTec for all "back-office" administrative services, including but not limited to accounting, payroll, accounts payable, budget development, and data. This service has already been reflected in our budget under Business Services. FACSEB may bring some or all of these services "in house" when the school deems it appropriate.

FACILITIES

The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.

- California Education Code Section 47605(g)

FACSEB plans to request facilities from the District through Proposition 39. If the Charter School is not able to secure facilities from the District through Proposition 39, it will secure appropriate private facilities within the boundaries of the Oakland Unified School District and plans to be physically located in the attendance area of a public elementary school in which at least 70 percent of the student enrollment is eligible for Free and Reduced Lunch so that the Charter School can qualify for SB740 Facility Grant funds.

Considering the goal of FACSEB to accommodate students of various income levels from across Oakland, the facility should be in a central location and easily accessible by public transportation. Current areas of interest based on their central location and the distribution of our interested families are near the following BART stations: 12th Street, 19th Street, MacArthur and Lake Merritt. FACSEB prefers that the facility be able to accommodate the school's enrollment growth for at least two years, according to the enrollment growth pattern outlined in this petition. However, FACSEB is willing to consider any available OUSD facility that meets the needs of the Charter School. The following Facility Needs Assessment describes the facility needs for FACSEB for the five-year term of this charter.

FACSEB Proposed Facility Needs Assessment, Number of Rooms Needed, 2015-16 through 2019-20

	Year 2015-16	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20
Grade Levels Offered	TK-3	TK-4	TK-5	TK-6	TK-7
Type	Elementary	Elementary	Elementary	Elementary and Middle	Elementary and Middle
Estimated Total Enrollment	130	182	234	286	338
Estimated Student-Teacher Ratio	26:1	26:1	26:1	26:1	26:1
Classroom (Kindergarten, including Transitional Kindergarten)	2	3	3	3	3
Classroom (First Grade)	1	1	2	2	2
Classroom (Second Grade)	1	1	1	2	2
Classroom (Third Grade)	1	1	1	1	2
Classroom (Fourth Grade)		1	1	1	1
Classroom (Fifth Grade)			1	1	1
Classroom (Sixth Grade)				1	1
Classroom (Seventh Grade)					1
Science Lab/Art Studio				1	1
Choral/Band/Music Room				1	1
Computer Lab/Media Center				1	1
<i>Total Classrooms</i>	<i>5</i>	<i>7</i>	<i>9</i>	<i>11</i>	<i>13</i>
Principal's Office	1	1	1	1	1
Administrative Offices	1	1	1	1	1
Nurse/Medical Room					
Kitchen ¹⁶⁰					
Faculty Room	1	1	1	1	1
<i>Total Other Rooms</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>
Reception/Lobby Area	1	1	1	1	1
Storage Closets	1	1	1	2	2
Cafeteria/Auditorium/Multipurpose Room	1	1	1	1	1
Playground (Elementary)	1	1	1	1	1
Gym/Hard Court Recreational Area				1	1
Locker Area				1	1
Library				1	1
Drinking Fountain	1	1	2	2	2
Men's Bathroom	1	1	1	1	1
Women's Bathroom	1	1	1	1	1
Boy's Bathroom	1	1	1	2	2
Girl's Bathroom	1	1	1	2	2
<i>Total Bathrooms</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>6</i>	<i>6</i>

¹⁶⁰ Assumes that FACSEB will rely on catered lunches from a provider such as Revolution Foods.

TRANSPORTATION

FACSEB will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

MEALS

In accordance with the Federal Lunch Act and State Assembly Bill 1594, FACSEB will provide "each needy pupil one nutritionally adequate free or reduced-price meal during each school day."¹⁶¹ FACSEB will prepare and serve meals on site through a vendor catering company such as Revolution Foods¹⁶². This vendor provides many organic options packed in BPA-free packaging, which helps FACSEB ensure that the food provided is nutritious and adheres to our vision of supporting and engaging students in making healthy life choices, including education about eating and nutrition that fuels learning and wellness.

POTENTIAL CIVIL LIVABILITY EFFECTS

FACSEB shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, FACSEB and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

¹⁶¹ AB 1594, April 10, 2012: http://www.leginfo.ca.gov/pub/11-12/bill/asm/ab_1551-1600/ab_1594_bill_20120410_amended_asm_v98.html.

¹⁶² <http://revolutionfoods.com/in-schools/>

PARENT SIGNATURES

Over 300 signatures of parents or guardians meaningfully interested in sending their child(ren) to FACSEB in its first year of operation are available in Appendix Q-5.

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2015 through June 30, 2020.

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

CHARTER PETITION APPENDIX

CONTENTS

Appendix 1-1 – Map of Members of the International Organization of the Francophonie	4
Appendix 1-2 – Letters of Community Support.....	5
Appendix 2 – Founding Families	18
Bios of Founding Families and Aspiring Founding Families	18
Appendix 3 – FACSEB Outreach Plan	21
OBJECTIVE.....	21
FACSEB Audiences	22
Outreach Strategies and Timeline	22
Sample flyers – English, French, Spanish & Mandarin.....	25
Appendix A-1 – Benefits of Language Immersion Education.....	29
Pedagogy of Language Immersion Education.....	29
Academic Success in Multiple Subjects	29
Social-Emotional Benefits.....	30
Lifelong learning	30
Cognitive Benefits.....	31
Evidence for starting Second Language Learning in Early Childhood	31
Support of Language Immersion for Special Populations.....	32
Race, Ethnicity and Income as it Relates to Success in immersion classrooms	32
Cultural Relevance of Language immersion classrooms.....	32
Addressing Diversity in a Language Immersion Classroom	33
Benefits for English Learners.....	33
Appendix A-2 – Non-Transferable English Language Arts Skills.....	34
Common Core State Standards in English Language Arts (ELA)	34

Teaching English Language to Francophone Students	34
Appendix A-3 – Language Arts.....	89
Teachers College Reading & Writing Project.....	89
Guided Reading – Reading A-Z’s Leveled Books.....	90
Leveling Criteria.....	90
How to Use Leveled Books	91
Leveled Book Formats	92
Appendix A-4 – Singapore Math.....	93
Alignment of Singapore Math with the Common Core.....	93
Sample Kindergarten Student Worksheets	98
Appendix A-5 – FOSS Science	103
Scope and Sequence, K-8.....	104
Earth Science Strand Matrix	105
Standards for <i>Materials in Our World</i> Module, Kindergarten	107
Summary of Kindergarten Life Sciences Module on Trees	108
Appendix A-5a – Global Citizenship Integration Across Multiple Subjects.....	113
Appendix A-5B – Proposed Educational Program Implementation Plan	116
Year 0.....	116
Year 1.....	117
Year 2.....	117
Year 3.....	117
Year 4.....	118
Appendix A-6 – Draft Three-Way Contract.....	118
Appendix A-7 – A Day in the Life of A FACSEB Student	121
Appendix A-8 – Proposed School Calendar and Schedule.....	124
Appendix A-9 – Student Study Team (SST) Approach.....	126
Appendix A-10 – Section 504 Board Policies and Procedures (Draft).....	127

French American Charter School of the East Bay – Charter Appendix

Appendix C-1 – Draft Character Report Card.....	133
Appendix D-1 – Articles of Incorporation	134
Appendix D-2 – Draft Bylaws	138
Appendix D-3 – Conflict of Interest Code.....	155
Appendix F-1 – Comprehensive School Safety Plan (Draft).....	159
Appendix Q-1 – Sample of Other Insurances that FACSEB may Carry.....	194
Appendix Q-2 – Multi-Year Budget Summary & Cash Flow Projection	196
Appendix Q-3 – Budget Narrative.....	208
Enrollment.....	208
Demographics.....	208
Revenues	208
Local Control Funding Formula.....	208
Other Government Sources.....	210
Local Revenues	211
Accounting.....	211
Expenses	211
Staffing and Benefits.....	212
Books and Supplies	212
Services and Operating Expenses	213
Cash Flow.....	214
Start Up Year Expenses.....	215
Appendix Q-4 – Loan Agreements.....	216
Appendix Q-5 – Parent or Guardian Meaningfully Interested in Enrolling Their Child at FACSEB	219

APPENDIX 1-1 – MAP OF MEMBERS OF THE INTERNATIONAL ORGANIZATION OF THE FRANCOPHONIE

The International Organization of Francophonie has 56 member states and governments that span 29 countries and five continents, illustrating the span of the French language across the globe.



Source: Organisation Internationale de la Francophonie, <http://www.francophonie.org/>

APPENDIX 1-2 – LETTERS OF COMMUNITY SUPPORT

Berkeley PUBLIC SCHOOLS

Berkeley Unified School District

Thousand Oaks Elementary
840 Colusa
Berkeley, CA 94707
510-644-6368
Jen Corn, Principal

March 14, 2014

Mr. Gary Yee
Acting Superintendent
Secretary to the Board
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

Dear Mr. Yee:

As a bilingual person and the Principal of Thousand Oaks Elementary School in Berkeley, I am glad to write this letter in support of the French-American Charter School of the East Bay (FACSEB).

Dual language immersion education provides long-lasting academic, cognitive and social benefits for students of all backgrounds and is an educational program that is in high demand but remains underrepresented in the public schools in the East Bay. FACSEB's mission is to serve all communities, along with French-speaking communities, present in Oakland and the East Bay. By embracing Oakland's socio-economic and ethnic diversity, and offering an academic curriculum aimed at developing tomorrow's global citizens in a French immersion school, FACSEB will benefit Oakland and East Bay residents.

Sincerely,


Jennifer Corn
Principal



May 20, 2014

Mr. Gary Yee
Acting Superintendent
Secretary to the Board
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

RE: French American Charter School of the East Bay (FACSEB).

As President of the Board of Les Petits Francophones, a non-profit French-immersion preschool in Oakland, I am reaching out to you in support of the French American Charter School of the East Bay (FACSEB). I am excited about the possibility of expanding an affordable, high-quality, bilingual French education to families in Oakland for elementary and middle school.

Over the past three years, I have seen Les Petits Francophones begin as a newly formed preschool and continue to develop into a well established preschool; now looking for growth opportunities. Due to the increasing demand from families, French speaking and non-French speaking, to have a bilingual education, I strongly believe establishing a bilingual French charter school in Oakland can only succeed where our competition does not, through affordability and accessibility to all families.

Les Petits Francophones is located near Oakland's Lake Merritt. Our mission is to have an affordable French language immersion program that embraces strong academics, social and emotional learning and a highly connected and involved parent community. Since as we know, a strong parent involvement means a better education for our children. We accept children from diverse cultural and language backgrounds, often speaking more than one language at home (Spanish, Korean, Bulgarian), not just English or French.

Since we opened, we have welcomed 48 different families to our school. Our first class, in 2011, started with 15 children and quickly grew to 25 children the very next year. In fact, one of our main goals for the 2014-2015 school year is to find a new location where we can accommodate an expected growth up to 75 children. More than three quarters of our students continue on in the public school setting with a majority unable to sustain their bilingual education. With FACSEB, these families will have the opportunity to continue their children's education in a public French immersion program. As without continuous language immersion, the language can be lost, especially for families with out adequate resources or financial means.



FACSEB's mission is to integrate children in a dual immersion model (i.e. 50% French-speaking and 50% non-French speaking students). FACSEB will seek children from every community and neighborhood in Oakland, making it a true microcosm of Oakland itself. The Charter school hopes to be approved for the 2015-2016 school year with classes from transitional kindergarten to 3rd grade initially; then adding one class per year until 8th grade. It is my strong belief that the FACSEB will respond to the growing need for our children to learn multiple languages. I see at as an opportunity for the City of Oakland to be seen as a leader in bilingual education and help develop our future children into global citizens.

If I can provide any further assistance, please do not hesitate to contact me.

Sincerely,

Catherine Siegle
President of Les Petits Francophones

Frédéric LEFEBVRE

Ancien Ministre

Député 1^{re} circonscription des Français établis hors de France

Mr. Gary YEE

Acting Superintendent

Secretary to the Board

Oakland Unified School District

1000 Broadway

Oakland, CA 94607

USA

Paris, April, 24th

Dear Mr Yee

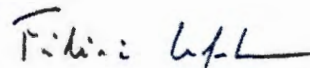
I am writing to express my support for a planning grant for the French American Charter School of the East Bay , an elementary school designed to service children in the East Bay Area.

This proposed charter school would provide an innovative exposure to bilingual teaching and furnish a rigorous general education to students in Oakland area which contains a culturally and economically diverse population.

The proposed school will promote scholastic achievement in an academically engaged atmosphere, afford its student body an enriched learning environment in both English and French. Bilingual education promotes critical thinking and helps develop individuals who are capable citizens of the globe.

I have read the planning application of the French American Charter School of the East Bay. The instructional planning is both creative and comprehensive and its language arts and mathematics programs will cultivate students to become both literate and numerate. I strongly support this dynamic educational institution.

Very truly yours



Frédéric LEFEBVRE

INGA ASSOCIATION, COMMUNITY OF CONGOLESE AND
FRIENDS OF NORTHERN CALIFORNIA

INGA Association
PO. Box: 545 SEASIDE,
CALIFORNIA 93955
Tel: 831 324 3337

Tuesday, May 27, 2014

To Whom It May Concern:

On behalf of INGA Association, I would like to express our enthusiasm for the possible opening of the French American Charter School of the East Bay (FACSEB).

INGA Association is a nonprofit and nonpolitical community organization of Congolese-Americans and Friends of Northern California dedicated to support and promote our community and raise awareness of the rich Congolese culture in Northern California while providing community-based services to our members.

The Association has approximately 250 families as members. The majority of our members live in Alameda, Contra Costa, Santa Clara and San Joaquin counties.

FACSEB's mission completely aligns with the mission of our organization. French is the official language of Congo and many members of our community speak French at home. As a French immersion school, FACSEB provides another way to perpetuate our Congolese heritage and culture, which is one of the goals of our organization. Additionally, FACSEB has designed its mission and program to serve a diverse community of students and foster global citizenship particularly by reaching out to and celebrating communities with a Francophone heritage such as Congo's.

We will be happy to collaborate with FACSEB in the recruitment of students and teachers, in establishing partnerships with other Congolese or African organizations, and participate in cultural and educational events.

We hope you will help make this wonderful project a reality.

Thank you for your consideration,

Jerome Sindano
President
INGA Association

Tel: 831 324 3337

Virginie BRIENS
Ecole Sainte Thérèse
Parent Teacher Association
15 Rue Jean Baptiste Robert
44230 Saint-Sébastien-sur-Loire
FRANCE
☎ 06 60 79 82 23
<http://ecolesaintetherese.net/>

French American Charter School of the East Bay
Oakland, CA

Nantes, 15th of May

To Whom It May Concern:

What a great project to open your school in Oakland! It is a beautiful idea for the pupils to become bilingual for their future and to mix cultures. I think particularly of one of my French friends who settled down in Oakland and who will surely be very happy to be able to send her son to your school in 3 years. That way, he can learn his mother's language as well.

My name is Virginie and I live near Nantes, a city in the West of France. My children are in 4th Grade and preschool and I'm part of the school's parent association. I am the secretary of the association and I take care of the communications for the events of the school.

If someday the French American Charter School of the East Bay wishes to enter into a partnership with a school in France in order to organize exchanges between classes of middle school or web conferences for the youngest to share songs or nursery rhymes, feel free to contact me.

It would be rewarding, both for pupils and adults, to share cultures and teaching methods.

We hope to hear from you soon,

Virginie Briens



Mr. Gary Yee
Acting Superintendent
Secretary to the Board
Oakland Unified School District
1000 Broadway
Oakland, CA 94607, USA

Paris, 29 April 2014

Dear Mr. Yee,

Robert del PICCHIA

SENATEUR DES FRANÇAIS
ETABLIS HORS DE FRANCE

*Vice-Président
de la Commission des
Affaires étrangères
de la Défense et
des Forces armées*

*Membre de la Commission
des Affaires européennes*

*Président du Groupe des 12+
de l'Union interparlementaire
(UIP)*

It is with great pleasure that I write this letter in support of the application to the Oakland Unified School District of a new charter school, the French-American Charter School of the East Bay (FACSEB).

It is part of my mission to promote the teaching and use of the French language as well as to foster cultural and educational collaboration between France and the US.

FACSEB mission is to serve all communities, along with French-speaking communities, present in Oakland and the East Bay. By embracing Oakland socio-economic and ethnic diversity, and offering an academic curriculum aimed at developing tomorrow's global citizens in a French immersion school, FACSEB will benefit the East Bay residents.

Throughout the world, many French-American schools are already offering similar opportunity to their respective communities.

Sincerely,

Hon. Robert del Picchia
French Senator of the French Abroad

April 10, 2014

To Whom It May Concern,

I am writing to support the approval of the French American Charter School of the East Bay (FACSEB).

As a parent and resident of Oakland and a former teacher and administrator in Oakland, I am a staunch advocate of educational opportunities for Oakland's youth. I believe the French American Charter of the East Bay provides an invaluable educational offering that will foster success for all students.

Oakland is an amazing community that will benefit from having its cultural diversity further showcased through a public Francophone immersion school. Our many advocacy groups and community organizations, as well as our Francophone populations, constitute resources that can be better tapped by elementary and middle school students in Oakland to educate and engage leaders for the future.

Through extensive outreach, FACSEB has established relationships with individuals, communities and organizations throughout Oakland that embody the cultural and linguistic diversity within the community. They have developed a strong focus on inclusion, Francophone cultures and global citizenship that aligns with the identity of Oakland and shows that their founding group has carefully crafted the program to best serve our families.

I support FACSEB and the educational program it will offer to the children of Oakland. Should you have any questions, please feel free to contact me at 510.703.1417.

Thank you,

A handwritten signature in black ink, appearing to read 'Claudia Walker', with a large, stylized flourish extending to the right.

Claudia Walker
School Innovation Partner
Partners in School Innovation

ASSEMBLEE DES FRANÇAIS
DE L'ETRANGER



FRANCK BARRAT

CONSEILLER A L'AFE
POUR L'OUEST AMERICAIN

MEMBRE DE LA COMMISSION
DES AFFAIRES CULTURELLES,
DE L'ENSEIGNEMENT ET DE
L'AUDIOVISUEL

MEMBRE DU GROUPE
COMMUNICATION A L'AFE

ADRESSE :

CONSULAT GENERAL DE
FRANCE A SAN FRANCISCO
S/C VALISE DIPLOMATIQUE
92438 CHATILLON CEDEX

MOBILE +1.650.200.7146

f.barrat@assemblee-afe.fr

www.assemblee-afe.fr

Mr. Gary Yee

Acting Superintendent
Secretary to the Board
Oakland Unified School District
1000 Broadway
Oakland, CA 94607

May 19, 2014

Dear Mr. Yee,

I am an elected representative at the French Assembly for Expatriates for the French citizens living in California (<http://www.assemblee-afe.fr/>). It is with great pleasure that I would like to express my support for the application to the Oakland Unified School District of a novel charter school, the French-American Charter School of the East Bay (FACSEB).

I am excited to support the founding and development of a French American public charter school which main mission will be to serve all communities, along with French-speaking communities, present in Oakland and the East Bay. By embracing Oakland socio-economic and ethnic diversity, and offering an academic curriculum aimed at developing tomorrow's global citizens in a French immersion school, FACSEB will benefit East Bay residents.

I hope you will be able to support such an innovative and needed endeavor for the French community of the East bay that I have no doubt will benefit the entire East Bay community.

I am looking forward to a fruitful collaboration in the future.

Yours Sincerely,

Franck BARRAT
Conseiller à l'AFE



Arab Cultural and Community Center

2 Plaza Street, San Francisco, CA 94116

March 12, 2014

To Whom It May Concern:

It is with great pleasure that we write this letter in support of the development and approbation of the French-American Charter School of the East Bay (FACSEB).

The Arab Cultural and Community Center of San Francisco is a nonprofit organization devoted to promoting Arab art and culture, and enriching the lives of the Arab American Community. We achieve this by providing culturally focused social services, and promoting cross-cultural events to all residents of the Bay Area and beyond. We draw upon our Arab-American heritage and traditions to guide us in this work.

Because a section of our membership speaks French or comes from countries with a Francophone heritage, our Center's mission intersects with the mission of FACSEB of developing bilingual and biliterate global citizens through the French language.

FACSEB has approached us about working together and we would be happy to explore points of collaboration with the school once it is approved.

More specifically, ACCC may support the school's endeavor by getting the word about the school to recruit new students, by facilitating networking with other Arab community organizations, by collaborating on after-school programs such as Arabic classes, or by contributing to cultural events.

We are looking forward to a fruitful collaboration that will benefit both our members and the school in the future.

Sincerely,

Soraya Hosni
Executive Director



African Advocacy Network

A Program of Dolores Street Community Services

938 Valencia Street, San Francisco, CA 94110

Phone: 415-503-1032 / 415-282-6209 Ext: 128 Fax: 415-282-2826

www.aansf.org / www.dscs.org

Oakland Unified School District
Board of Education
Office of Charter Schools
1000 Broadway
Oakland, CA 94607

May 21, 2014

To Whom It May Concern:

We are writing this letter in support of the French American Charter School of the East Bay (FACSEB), hoping to open its doors in Oakland in Fall 2015.

Our organization African Advocacy Network (AAN) is a San Francisco-based group of immigrants, activists, and allies serving the Bay Area community of African and Afro-Caribbean immigrants and refugees through culturally competent social services. We estimate that we currently serve about 300 individuals of African and Afro-Caribbean descent per year. About 30-40% of the people we serve are from French-speaking countries.

FACSEB has approached us to help get the word out to these communities. As part of their mission to provide a dual-immersion curriculum to a diverse community of students, they intend to use languages, namely English and French, as a tool to bridge cultural barriers. They also aim to both offer a novel educational option to francophone families for their children as well as celebrate the many francophone cultures, in and outside the classroom. To attain this goal, they will establish relationships with the numerous social and cultural organizations and service providers like the African Advocacy Network (AAN), which exist in the region.

There is an increasing number of immigrant families coming from francophone countries. Therefore, I do believe that there is a demand for a French immersion elementary education and beyond. Existing institutions offering French education can be quite expensive, and almost non-accessible to French-speaking immigrant families moving here.

We are excited about this project and will be happy to support it by spreading the word to the members of the francophone community all around the San Francisco-Bay Area, facilitating connections with other advocacy, cultural organizations, and various associations providing resources for classes and events, and more.

We hope that you will approve this charter school.

Thank you,

Adoubou Traoré, Program Director



French Charter <facsebay@gmail.com>

Félicitations

Frédéric Lefebvre <flefebvre@assemblee-nationale.fr>
To: "facsebay@gmail.com" <facsebay@gmail.com>

Thu, Feb 20, 2014 at 12:14 AM

Chers Corinne, Galienne and Renae,

Vous avez choisi d'ouvrir dès la prochaine rentrée une école français à Oakland pour pallier l'absence de présence dans votre région. Avec pour objectif de former à terme 500 élèves par an, vous faites rayonner le français et la culture française loin de notre pays.

Sachez que votre travail remarquable a attiré mon attention. Il va de soit que si, en tant que député des Français résidant en Amérique du Nord, je peux vous être d'un quelconque soutien, que ce soit en me faisant le relais de votre initiative ou en échangeant avec vous sur le projet, ce serait avec grand plaisir. Si vous souhaitez également que je relaye votre initiative aux acteurs avec qui je travaille, je le ferai avec plaisir.

Je reste également à votre disposition pour vous mettre en relation avec d'autres personnes poursuivant des initiatives similaires à la votre. C'est avec plaisir que je vous rencontrerais lors d'un passage à Oakland.

Bien à vous,

Frederic Lefebvre
Ancien ministre
Depute
1ère circonscription des Français établis hors de france

Ce message, ainsi que les pièces jointes, sont établis, sous la seule responsabilité de l'expéditeur, à l'intention exclusive de ses destinataires ; ils peuvent contenir des informations confidentielles. Toute publication, utilisation ou diffusion doit être autorisée préalablement.

Ce message a fait l'objet d'un traitement anti-virus.
Il est rappelé que tout message électronique est susceptible d'altération au cours de son acheminement sur Internet.

Vous pouvez consulter le site de l'Assemblée nationale à l'adresse suivante : <http://www.assemblee-nationale.fr>

APPENDIX 2 – FOUNDING FAMILIES

Founding Families are committed to the mission and vision of the Charter School and are required to complete 50 hours of 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.

Volunteer projects should be approved by the Founding Team and his/her designee and hours logged with the Founding Team as soon as possible after completing each project. Projects include a variety of activities including but not limited to outreach, recruitment, fundraising, legal counsel, research, translation of documents, facilities search, and other activities as they relate to the development of the Charter School. There is no financial obligation to become a Founding Family, and financial contributions themselves do not earn families any volunteer time. Eligibility is solely based on the voluntary contribution of time and expertise.

The Founding Team or its designee has the sole authority to determine whether a volunteer activity is credible and at how many hours it is valued. Families qualifying for Founding Family Status will be confirmed prior to the close of the first open enrollment period in 2015. Disputes concerning eligibility of a child of a Founding Family must be resolved prior to any year's public random drawing, and shall be referred to the Board of Directors. The Board shall be guided by the definitions herein, by the substantiating information provided by the claimant, following the criteria stated above.

The Charter School shall maintain a list of Founding Families and hours accrued as of January 31, 2015.

Founding Family status does not guarantee enrollment of your child(ren) in FACSEB. If the Charter School has more applications for enrollment than it can accommodate, your child(ren) will have preferences in the public random drawing as outlined in the admission policies and procedures section of the petition. The FACSEB Founding Family exemption in the public random lottery is limited to a total of 40 families and will be limited during periods of eligibility for the Public Charter Schools Grant Program (PCSGP), as outlined in the admissions requirements section of the petition¹.

Parents and legal guardians accrue hours for Founding Family status for all of the children in their immediate family. Grandparents, aunts and uncles may volunteer on behalf of a related child who is not in his or her immediate family. At the time of accrual, all of these hours must be designated to a particular immediate family and may not be double-counted. Hours may not be transferred between families.

Once a family receives Founding Family status, all children within that immediate family will always have that status. For example, if a Founding Family moves away, and then returns to the area and would like to enroll their child(ren) in FACSEB, each of their children may apply to the Charter School with Founding Family status. This preference does not guarantee admission, pursuant to the preferences in the public random drawing outlined in the admissions requirements section of the petition.

BIOS OF FOUNDING FAMILIES AND ASPIRING FOUNDING FAMILIES

Julia Andrews – Growing up in New York City's Greenwich Village with artist parents in the 70's I was exposed and attracted to other cultures and languages from an early age. I started learning French in public junior high school

¹ See Admissions Overview within Element H, Admissions Requirements.

and continued through high school mastering only a basic level of French skill. In my travels to other countries for work and pleasure I found even my basic language skills afforded me a better connection than if I only spoke English. My hope became that if my children started to learn a second language at a young age they could achieve a level of fluency I could only dream of. My 2 daughters who come from an English speaking household have achieved both a respectable degree of fluency and academic curiosity due to their starting a French immersion school at 2 and 5 years of age. After a few years, private school education was no longer affordable, and so we commuted 50 miles for the last two years from home to the French American Charter School in Santa Rosa. It is with much pleasure that we are now involved with reaching out to the diverse communities of Oakland to build together a public multicultural francophone school that my daughters can be part of from its beginning.

Milo Beitman – I was born in Marseille, France but have lived most of my life in the United States. Being of dual nationality, the importance of a French Immersion school cannot be overstated. I am a recently licensed attorney focused on international human rights. I am incredibly excited for my family and my children to be a part of this new French-immersion public charter school.

Alexis Dufour and Mi-Suk Kang Dufour - Alexis is French by birth and grew up in Canada, Mi-Suk is a Korean American born in California. Mi-Suk is a professor of epidemiology at UCSF, Alexis is a water engineer for the city of San Francisco. Both of us have worked in multiple countries and are committed to raising multi-lingual children. We feel strongly that our children should be able to speak to all the members of their family and understand all of the cultures that form their heritage. We believe in the benefits of multi-lingual education for mental development and promotion of open minded global citizenship.

Cyrus Farivar - Cyrus comes from a global, multi-lingual, and multi-cultural family, with close relatives across Iran, North America, Europe, South America, and Africa. When he was 15, his parents sent him for a year to live with an American aunt in francophone Switzerland, and after just a few months of attending a French-speaking high school, he became fluent in the language—and participated in two different local community musical ensembles in the town of Nyon (Canton de Vaud). Later, he studied for an academic year (2002-2003) at the Université Gaston Berger in Saint-Louis, Senegal. More recently, he and his wife lived in Lyon, France, while teaching English during the 2008-2009 academic year. While not a native speaker, French is the foreign language that Cyrus is by far the most comfortable in. Mastering French has made it much easier to begin learning other languages, including Italian, Persian, Wolof, German and Spanish. As a new father, it is important that his daughter learn to speak French, and ideally other languages too. Without FACSEB, it's unlikely that she would be able to learn French here in Oakland to such a high degree without paying exorbitant amounts for private education. FACSEB's inclusive goals are important not only to the global francophone community, but to our local community here in the East Bay, where we are lucky to have such linguistic and cultural richness.

Erika Lamoreaux – Erika and her husband Damian have been Francophiles for most of their lives. Erika learned French in East Bay public schools and made it her goal to be fluent by the time she graduated college. After spending a year studying in Aix-en-Provence, she went on to incorporate her love for foreign languages and different cultures into her career in international marketing. She wishes she had had access to bilingual education as a child, but private school was not an option her parents could afford. Damian's parents recognized the value of a bilingual education early on. Both children of Mexican immigrants, they looked for Spanish-immersion programs and realized none existed at the time – so they opted for French! Damian also studied in France and incorporates the French language and culture into many aspects of his life. Both Erika and Damian want their children to experience the benefits of bilingual education – a greater awareness of different cultures and ideas, an appreciation of diversity, and an ability to connect and communicate with more people throughout the world.

Amy Moore – Amy has immersed herself in languages and literatures from a young age. After spending a year as an AFS exchange student in Kharkov, Ukraine, where she learned Russian, she went on to pursue her bachelors and doctorate in Comparative Literature. Her specialties include Contemporary French and Francophone, Russian, Ukrainian and Italian Literatures. She has over ten years of experience teaching literature and composition at the college level. Long before having children, Amy started volunteering in local schools. She began as a reading tutor before moving on to teaching college writing at San Quentin. In her children's schools, her duties have ranged from room parent, room parent coordinator, parent board member, weekly classroom aide and member of various committees. Currently, she is a freelance editor and writer, working with an Ojibwe tribe on their Strategic Plan for Adapting to Climate Change. In addition, she currently home schools her 2nd grader, hosts French Playgroups for her toddler and his friends, and has raised her two children in a French-speaking home. She is excited to have the opportunity to be involved in a French-immersion public charter school.

Deborah "Day" Pollini – Although I am of Italian decent, I unfortunately, was not exposed to learning a second language while I was a child. Not until I was in High School did I learn of the importance of learning a second language, and then realized learning a "Latin" based language would open the door to learning many other languages much faster. At 17 years old, I found it difficult to practice conversation in French after having attended a class because there was no one around to converse with me. Throughout my adult life, I've always yearn to learn a second language so as to expand my communication skills with people of the world. I chose French primarily due to the current fact that it is the second most widely used language on this earth. I also adore many aspects of the lifestyle and culture of France. I also have a few close friends who are from France. I would be extremely thrilled to have my daughter learn French. It would be of greater benefit to her and me if she were to learn while she is very young. She and I would have daily conversation together as she grows and, I believe it will strengthen our family bond, as well. It is my belief that using a second language will more actively exercise parts of her cognitive brain which will assist in advancing her verbal, literal, creative and ingenious areas of thought. My hope is that the practice of using a secondary language will offer my daughter an easier path to learning anything else she has interest in and, learning French will offer her the ability to communicate with many more people in this World. The ability to communicate with people in their language can eliminate fear and potential misunderstanding. When people are misunderstood, it generates fear, anger, confusion and possibly even hate. It is my family's preference to first approach people of different cultures with an offer of peace and understanding. Using the two most widely used languages of the world, would increase the chance for my daughter, and myself, to experience Peace in our lifetime and be welcomed with a smile or an embrace where ever we go. Continuing to live a harmonious life is my desire for my family.

Pascale and Randy Schmidt – Pascale and Randy live in Oakland with their two children aged 7 and 5, and have close ties to both French and American culture. Pascale was born and raised in France. She began studying English at age 11 and studied linguistics, translation and British literature at the Sorbonne University Paris III. Randy is from Michigan, graduated from UC Berkeley, and has a background in Japanese and German languages. Both French and English are spoken at home. Pascale and Randy very much look forward to their children attending this bilingual school, and feel it will greatly strengthen their bi-cultural education and help their children more strongly engage their families and communities on both sides of the Atlantic.

Lisa Shah and Indrajit Sen are excited about FACSEB as we believe that a bilingual education will challenge and expand our children's minds. We're both of Indian origin, but Lisa was born and raised in the US and Indy in France. We speak English, French, and Gujarati at home as we want to expose our daughter, Mira (4 years old), and son, Zubin (1 years old), to our various cultures and languages. In addition, Indrajit went to Ecole Active Bilingue Jeannine Manuel in Paris and is excited that our children would be able to have a similar education in United States.

Rita and Robert Shahrokhshahi – Rita and Robert have immersed their daughter in the French language since the age of 1 years old and value the importance of a bilingual education. Both were brought up with a fondness for the French culture and Robert was raised partly in Iran and spent much time in French speaking countries when his father and other relatives migrated to Geneva, Switzerland. We attribute our early childhood education of the French language to broadening and sharpening other skills we otherwise would not have had and are giving our daughter the necessary tools to benefit her in her later years. We look forward to continuing to learn French and to give our daughter a well-rounded education that she surely will have at this French American Charter School.

Isabelle Tennant – Isabelle grew up in France and moved to the US at the age of 21 after graduating with a degree in Mathematics. After working as a French and math tutor in the Bay Area, she completed her Masters at the Universite Stendhal in Grenoble in teaching French as a foreign language, with the goal of teaching French to American children. Over the ensuing years, Isabelle got swept up by the dot com revolution, and worked as computer programmer and troubleshooter for several software companies, including Adobe. But she never forgot her dream of teaching, and after the birth of her two children she started teaching French immersion classes for children 2-5 years old, and also taught yoga classes at the French Immersion preschool "Les Petits Francophones" in Oakland. Wanting her children to improve their French and learn more about the culture, she recently moved her whole family back to France for two years, but has been very excited to help with the FACSEB project and is looking forward to be even more involved when she comes back to live in the Bay Area beginning in the summer of 2015.

Cherif Triki – I am Tunisian, speak to my child in Arabic and French, and live in Oakland. I would send my child to a bilingual French school like FACSEB for the following reasons. My child will better understand English and be able to speak my native language. Children are sponges and, therefore, if he starts early he will learn faster. It will be easier for him to learn other languages in the future. He will know my culture better and understand his family in Tunisia. He will have better memory. He will have a better understanding of the world. He will also understand there are other cultures and people from other countries that speak different languages.

APPENDIX 3 – FACSEB OUTREACH PLAN

OBJECTIVE

The French American Charter School of the East Bay (FACSEB) aims to recruit and maintain a diverse student population reflective of the city of Oakland. Such diversity will provide a richer educational experience for our students while promoting our core values of respect and community. A broad spectrum of backgrounds, cultures and perspectives is essential to creating a school where creative thinking is valued and nurtured.

FACSEB will track the socioeconomic, ethnic and racial balance of the students applying for and enrolling in the school. It will also document the efforts the school makes to achieve racial and ethnic balance and is committed to adapt its strategies as needed.

FACSEB will implement a recruitment plan designed to educate and inform potential students and families about its instructional program and its value for all Oakland residents, French speakers, non-French speakers and English Language Learners. The school will ensure that all Oakland residents are given an equal opportunity to enroll their children at the school by building long-lasting relationships with community organizations, businesses and leaders.

FACSEB AUDIENCES

- **Francophone communities in Oakland and the East Bay** to recruit a diverse group of French-speaking students. This effort was started in Summer 2013, well before the completion of the petition in order to demonstrate the interest for and relevance of the school in the community, and to contribute to the overall diversity of our student body. We are using the International Organization of la Francophonie as a source for an accurate list of French-speaking countries: <http://www.francophonie.org/Denombrement-des-francophones.html>. A sample of the organizations we reached out to includes:
 - Faith-based organizations: Islamic Cultural Center of Northern California, Oakland, CA, Our Lady of Lebanon, Maronite Catholic Church, Millbrae, CA
 - American associations: Moroccan American Association of California, San Dimas, CA, INGA Association Community of Congolese and Friends of Northern California, San Ramon, CA
 - Consulates: Swiss Consulate of San Francisco, French Consulate of San Francisco, Consulate of Madagascar, Ivorian Consulate of San Francisco, etc.
 - Meetup groups: San Francisco Expat Canadian Meetup Group, East Bay Moms Meetup Group
 - Community Centers: Vietnamese Community Center, Oakland, CA, Arab Cultural and Community Center, San Francisco, CA
 - Shops and restaurants: Sahara Import, Berkeley, CA, Bissap Baobab, San Francisco, CA
 - Cultural organizations (dance, music, etc.): Rara Tou Limen Haitian Dance Company, Oakland, CA
 - Advocacy groups: Bellot Idovia Foundation, Oakland, CA, Africa Advocacy Network, San Francisco, CA
- **Oakland families with young children** through Oakland-based businesses, organizations, community groups, and events serving young children and their families. A sample of the organizations we connected with includes:
 - Preschools: Head Start Program - San Antonio, Oakland, CA
 - Early Childhood Organizations: Child Development Center, Emeryville, CA, Lotus Bloom Child and Family Resource Center, Oakland, CA
 - Gymnastics Centers – Head Over Heels, Emeryville, CA, Athletic Playground, Emeryville, CA
 - Libraries: Oakland Public Library (most branches), Oakland, CA
 - Neighborhood Associations: Dover Street Neighborhood Association, Oakland, CA, Longfellow Community Association, Oakland, CA, Maxwell Park Neighborhood Council, Oakland CA
 - Education organizations: Great Oakland Public Schools, Oakland, CA
 - Farmers Markets: Temescal Farmers' Market, Grand Lake Theater Farmers' Market, Fruitvale Farmers' Market, Jack London Square Farmers' Market, etc.
 - Faith-Based Organizations: St. Jarlath, Oakland, CA, St. Elizabeth, Oakland, CA, St. Anthony, Oakland, CA, Baha'i Faith Oakland

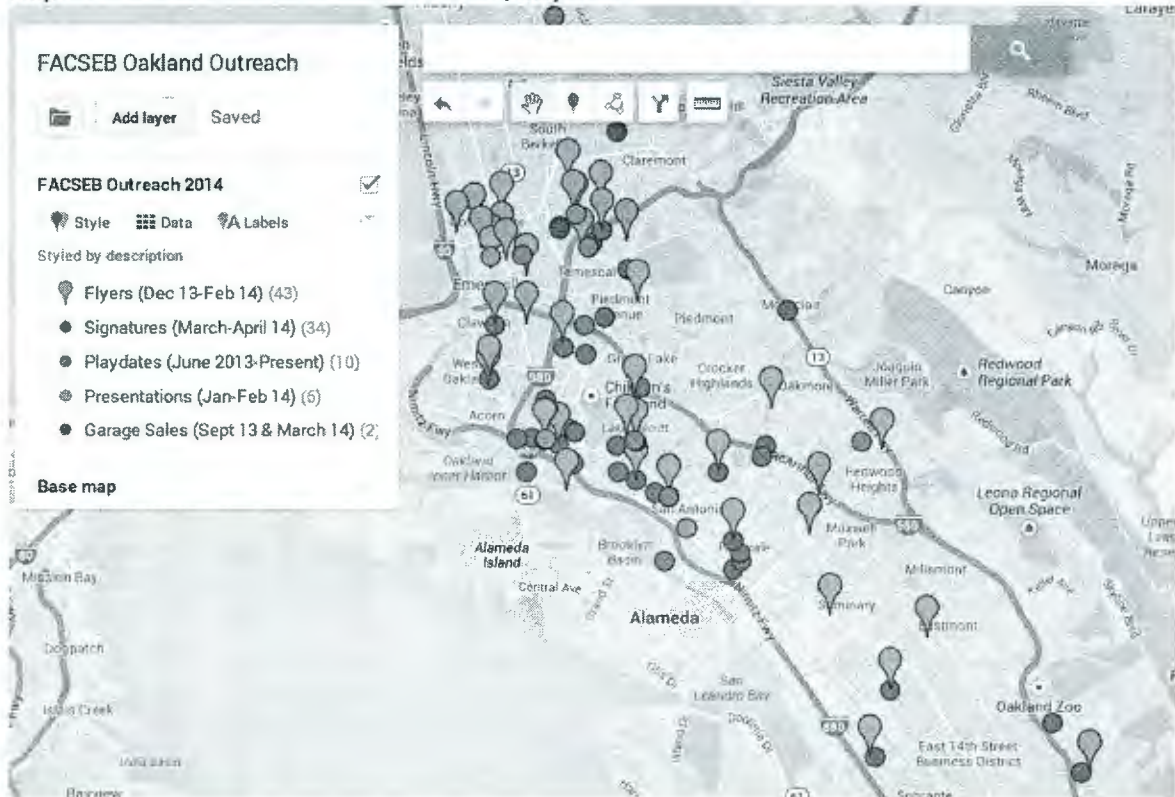
OUTREACH STRATEGIES AND TIMELINE

Strategy (see map below)	Timeline
First steps: <ul style="list-style-type: none"> • Compiling information and seeking counsel on how to reach community members at large. We talked to many charter schools about outreach strategies, including but not limited to Kipp Bay Area Schools, Los Angeles' City Charter Elementary School, North 	Fall-Spring 2013

Strategy (see map below)	Timeline
<p>Oakland Community Charter School, Santa Rosa French American Charter School, and Yu Ming Charter School. Our volunteers were met with enthusiasm and support throughout this early research on outreach best practices.</p> <ul style="list-style-type: none"> A parent survey was quickly put in place to get to know interested families and provide a virtual space for them to describe their interest and what they expected from the school, as well as a way for us to track supporters and gauge interest. 	
<p>Monthly Contacts:</p> <ul style="list-style-type: none"> Monthly "Meet and Greet" and playdates to provide a time and space to connect with parents interested in the project, offer updates on the school, and get their input (<i>red markers on the map</i>). These have been held in local parks (except during the winter months, when they were held at local organizations such as the Malonga Center for the Arts, and Bananas) so that children could attend, and get to know each other through play. The playdates were advertised in our monthly newsletter and other relevant outreach communications (social media, flyers, etc). Monthly newsletter sent out to interested parents providing updates, and announcing upcoming meetings and volunteer opportunities. The mailing list was first created through word of mouth, based on the information recorded in the parent survey. It doubled by September 2013, reaching 150 email addresses. In May 2014, it reached 450 email addresses. 	Since May 2013
<p>Research:</p> <ul style="list-style-type: none"> Creation of database of groups and contacts mentioned above. 	Summer-Fall 2013
<p>Creation of promotional materials:</p> <ul style="list-style-type: none"> Creation of flyers and handouts in several languages. <i>See below for a sample of the flyers used.</i> 	Fall 2013
<p>Getting the word out to community groups:</p> <ul style="list-style-type: none"> Distribution of flyers to above groups and organizations: libraries, recreation centers, preschools, etc. (<i>yellow markers on map</i>) Presentation of the school to some of these groups and organizations (<i>blue markers on map</i>): public library story time, recreation center, organized playgroups. In person outreach proved to be most effective, therefore we quickly started meeting with local leaders and attending events to promote the school. 	Dec 2013-Feb 2014
<p>Signature Gathering: (<i>green markers on map</i>)</p> <ul style="list-style-type: none"> Attendance and participation in Oakland community events to promote the school and gather signatures. E.g.: Farmers' markets, "Jack of All Trades", Easter egg hunts, "J-Pop Anime Day," etc. Tabling outside Oakland businesses. E.g.: Lucky's, Safeway, Marwa Market, Grocery Outlet, Farmer Joe's Talking to parents at playgrounds. E.g. Lakeside Park, Astro Park, Frog Park, etc. 	March 2014
<p>Signature-Gathering Assessment:</p> <ul style="list-style-type: none"> Creation of a map based on addresses on signatures Analysis of anonymous and voluntary diversity surveys distributed to parents upon signing of the petition Data collected from these assessments led to modifications to the outreach strategies in April 2014 	End of March-Beginning of April 2014

Strategy (see map below)	Timeline
Signature-Gathering Continued: <ul style="list-style-type: none"> • Tabling at faith-based organizations. E.g. St. Elizabeth, St. Jarlath, Baha'i Faith Oakland, Islamic Cultural Center of Northern California • Tabling at more playgrounds. E.g. Mosswood Park, Clinton Park, San Antonio Park, Jefferson Playground • Tabling at events specifically geared towards families of young children: Easter egg hunts at recreation centers, playgroups, soccer games 	April 2014

Map of FACSEB's Conducted Outreach Activities, May 2014 ²



Additional strategies to be implemented upon approval of the petition, through enrollment period (February 2015):

The Outreach Committee, so far composed of approximately 20 volunteers, plans to continue their work through the enrollment process. The following additional strategies will also be implemented:

- Development of a media presence in several languages by sending out press kits to local media (TV/print/radio/online) after approval of the petition and during the recruitment period
- Advertising in local and community newspapers, both in English and other languages

² This map can also be found online at: <http://tinyurl.com/FACSEBOutreach>

- Monthly playdates as well as info nights for prospective students and their families
- Enrollment brochures in various languages
- Canvassing based on determined location of the school and communities lacking representation among interested families
- Continued review of diversity data and adaptation of outreach strategies accordingly in order to maintain or increase diversity among interested families, comparable to the diversity of the jurisdiction comprising the Oakland Unified School District.

Outreach strategies after the opening of the school (start of the school year):

- Open house and school tour visits on a regular, on-going basis
- Development of an enrollment timeline by the start of each year for the following recruitment period
- Cultivation of a media presence by inviting local television, print and online media to visit the school and learn about the instructional program.
- Annual review of student diversity prior to the recruitment, application and enrollment cycle for a subsequent school year, and adaptation of outreach strategies accordingly in order to maintain or increase diversity among the student body, comparable to the diversity of the jurisdiction comprising the Oakland Unified School District.

SAMPLE FLYERS – ENGLISH, FRENCH, SPANISH & MANDARIN



French American

charter school of the east bay

find out more at:
saber más en:

www.faceb.org

facebook.com/FACSEB

LOCATED IN OAKLAND, CA
SITUADO EN OAKLAND, CA

A FREE PUBLIC IMMERSION CHARTER SCHOOL
UNA ESCUELA DE INMERSIÓN PÚBLICA GRATUITA

A TWO WAY FRENCH + ENGLISH IMMERSION PROGRAM
UN PROGRAMA DE INMERSIÓN EN INGLÉS DE DOS VÍAS FRANCES

OFFERING CLASSES FROM KINDERGARTEN - 3RD GRADE
OFRECE CLASES DESDE JARDÍN DE INFANTES HASTA EL TERCER GRADO

OPENING FALL 2015
SE ABRE EN EL OTOÑO 2015

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL
WWW.FACSEB.ORG | {000} 123-4567

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY



OPENING

AUGUST 2015

OUVRIRA EN AOÛT 2015

LOCATION

IN OAKLAND

SITUÉE A OAKLAND

FRENCH-ENGLISH IMMERSION

PROGRAMME D'IMMERSION FRANÇAIS-ANGLAIS

TUITION FREE

PUBLIC SCHOOL

ÉCOLE PUBLIQUE GRATUITE

TK-3RD GRADE

(WILL EXPAND TO TK-8 BY 2020)

**MOYENNE SECTION DE MATERNELLE ÂGE 2
(JUSQU'À LA 4ÈME EN 2020)**

**OPEN TO ALL
CALIFORNIA
RESIDENTS**
**OUVERTE À TOUS LES
RÉSIDENTS DE CALIFORNIE**

CONTACT:

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

WWW.FACEBOOK.COM/FACSEB

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY



**OPENING
AUGUST 2015**

將於2015年秋季正式開幕。

**LOCATION
IN OAKLAND**

將坐落於加州的屋崙市。

**OPEN TO ALL
CALIFORNIA
RESIDENTS**

**FRENCH-ENGLISH
IMMERSION**

採用兼顧法語和英語的沉浸式雙語教學課程。

**TUITION FREE
PUBLIC SCHOOL**

為一所免收任何學費的公立學校。

**TK-3RD GRADE
(WILL EXPAND TO TK-8 BY 2020)**

先開設K至3的各個年級，再每年增加一級，最終完成開設8年級。

CONTACT:

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

WWW.FACEBOOK.COM/FACSEB

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTERSCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTERSCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTERSCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

FRENCH AMERICAN CHARTER SCHOOL
OF THE EAST BAY

WWW.FACSEB.ORG

FACSEBAY@GMAIL.COM

APPENDIX A-1 – BENEFITS OF LANGUAGE IMMERSION EDUCATION

In addition to the references cited in the core of the petition, below are additional references that provide evidence in support of the value and success of language immersion education in several areas:

- pedagogy of language immersion education,
- academic success in multiple subjects,
- social-emotional benefits,
- lifelong learning,
- cognitive benefits,
- benefits of starting language learning in early childhood,
- and benefits of language immersion for special populations, including socioeconomically disadvantaged youth and English Learners.

PEDAGOGY OF LANGUAGE IMMERSION EDUCATION

- Baker, Colin. *Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters, 2011.
 - Comprehensive introduction to bilingualism and bilingual education.
- Genesee, F. (1986). *Learning through two languages: Studies of immersion and bilingual education*. Cambridge, MA: Newbury House.
 - This complete review of immersion and bilingual education integrates program data, research findings, theoretical discussions, and educational implications.
- Kelley, Kathy. "Simultaneous Bilingualism: An Overview". ERIC Clearinghouse, 1989.
 - Partial review of the literature, to present a non-technical overview of some of the child-related issues in simultaneous bilingualism.
- *Successful Bilingual Schools: Six Effective Programs in California*. San Diego County Office of Education, 2006.

ACADEMIC SUCCESS IN MULTIPLE SUBJECTS

- Add citation from Santa Rosa petition (Appendix D, pp. 144-146)
 - Bilingual students in North America outscore their French monolingual counterparts in French and Math.
- Barick, H.C., & Swain, M. (1975). "Three-year evaluation of a large scale early grade French immersion program: The Ottawa Study." *Language Learning*, 25(1) 1-30.
 - Evaluation of school performance in comparison with a monolingual English program. Confirms positive results of previous research.
- Bhattacharjee, Y. (2012, March 12). The benefits of bilingualism. *The New York Times*. Retrieved from http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html?_r=0
- Collier, Virginia P. and Wayne P. Thomas. "The Astounding Effectiveness of Dual Language Education for All," *NABE Journal of Research and Practice*, 2:1 Winter 2004.
http://hillcrest.wacoisd.org/UserFiles/Servers/Server_345/File/Publications/ELL/Dual%20language%20survey.pdf

- Curtain, H. & Dahlberg, C.A. *Languages and Children: Making the Match*. Boston: Pearson Education, 2004.
 - Immersion students perform as well – or better than – their monolingual peers on tests in math, science and social studies.
- Pacific Policy Research Center, (2010). Successful bilingual and immersion education models/programs. Honolulu: Kamehameha Schools, Research & Evaluation Division.

SOCIAL-EMOTIONAL BENEFITS

- Gillette, H. (2013, May 11). "Growing up bilingual is so good for you!" *Saludify*. Retrieved from <http://voxxi.com/2013/05/11/bilingual-children-health-benefits/>
- Smith, Patrick H., Elizabeth Arnet-Hoppfer, Catherine M. Carmichael, Ellen Murphy, Anna Valle, Norma González, and Angélica Poveda. (2002). "Raise a Child, Not a Test Score: Perspectives on Bilingual Education at Davis Bilingual Magnet School." *Bilingual Research Journal*, 26:1.
 - This article describes a highly successful bilingual education program at Davis Bilingual Magnet School in Tucson, Arizona. After two decades of bilingual schooling in which children of all language backgrounds study content via both Spanish and English, Davis has developed strong community support through special attention to additive bilingualism/bi-literacy and by creating a challenging and nurturing learning environment. By examining the school's long-term success from the perspectives of teachers, families, and dual language immersion students themselves, the study highlights successful bilingual schooling in a manner that acknowledges but goes beyond performance on standardized tests.

LIFELONG LEARNING

- Bialystok, Ellen. "Acquisition of Literacy in Bilingual Children: A Framework for Research." *Language Learning*, 52: 1, March 2002, pp. 159-199.
<http://www.linguistics.pomona.edu/thornton/lgs185c/readings/Bialystok02.pdf>
- Bialystok, Ellen, Fergus I.M. Craik, David W. Green, and Tamar H. Gollan. (2009) "Bilingual Minds," *Psychological Science in the Public Interest*, 10(3) 89-129.
<http://www.naiscoil.org/uploads/1341328869bilingual-minds.pdf>
- Bialystok, Ellen. "Effects of Bilingualism and Biliteracy on Children's Emergent Concepts of Print." *Developmental Psychology*, 30(3), 1997, pp. 429-440.
- Bialystok, Ellen. "Reshaping the mind: the benefits of bilingualism." *Canadian Journal of Experimental Psychology*, Vol. 65(4), December 2011, pp. 229-235. <http://www.apa.org/pubs/journals/features/cep-65-4-229.pdf>
- Kharkhurin, Anatoliy. *Multilingualism and Creativity*. Bristol: Multilingual Matters, 2012.
- Marian, Victoria and Peter Shook. "The Cognitive Benefits of Being Bilingual," *Cerebrum*. Sept-Oct 2012: 13. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>
- Marshall, Jessica. "Bilingualism Good for the Brain," *Discovery News*, October 14, 2010.
- Mathewson, Tara Garcia. "Dual Language Programs Prepare Students for a Global Society," *Daily Herald*, April 29, 2013. <http://www.dailyherald.com/article/20130428/news/704289911/>
- Mehisto, Peeter and David Marsh. "Approaching the Economic, Cognitive and Health Benefits of Bilingualism: Fuel for CLIL," in *Content and Foreign Language Integrated Learning: Contributions to Multilingualism in European Contexts*. Peter Lang: Bern, 2011, pp. 21-48.

- Petitto, Laura-Ann. (2009) "New Discoveries from the Bilingual Brain and Mind Across the Life Span: Implications for Education," *Mind, Brain and Education*, Vol. 3 (4), pp. 185-197.
- Wenner, Melinda. "The Neural Advantage of Speaking Two Languages," *Scientific American*, January 21, 2010: 32.
- Westly, Erica. "The Bilingual Advantage," *Scientific American Mind*, July 21, 2011.

COGNITIVE BENEFITS

- Bhattacharjee, Y. (2012, March 12). "The benefits of bilingualism." *The New York Times*. Retrieved from <http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html? r=0>
- Gillette, H. (2013, May 11). "Growing up bilingual is so good for you!" *Saludify*. <http://voxxi.com/2013/05/11/bilingual-children-health-benefits/> Retrieved on May 15, 2013.
- Marin, V. & Shook, A. (2012). The cognitive benefits of being bilingual. *Cerebrum*, 13. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3583091/>

EVIDENCE FOR STARTING SECOND LANGUAGE LEARNING IN EARLY CHILDHOOD

- Conboy, B., & Kuhl, P. (2011). "Impact of second-language experience in infancy: brain measures of first- and second-language speech perception." *Developmental Science*, (2), 242. doi:10.1111/j.1467-7687.2010.00973.x
- Curtiss, S. (speaker). 1995. "Gray Matters: The Developing Brain." Final script of radio broadcast. Madison, WI: Wisconsin Public Radio Association.
- Genesee, F. (1978). "Is There an Optimal Age for Starting Second Language Instruction?" *McGill Journal of Education* 13 (2): 145–154.
- Giannakopoulou, A., Uther, M., & Ylinen, S. (2013). "Enhanced plasticity in spoken language acquisition for child learners: Evidence from phonetic training studies in child and adult learners of English." *Child Language Teaching & Therapy*, 29(2), 201-218. doi:10.1177/0265659012467473
- Harley, B. (1986). *Age in Second Language Acquisition*. San Diego, CA: College Hill Press.
- Johnson, J. S., and E. L. Newport. (1989). "Critical Period Effects in Second Language Learning: The Influence of Maturational State on the Acquisition of English as a Second Language." *Cognitive Psychology* 21 (1): 60–99.
- King, Kendall and Alison Mackey. *The Bilingual Edge: Why, When and How to Teach Your Child a Second Language*. New York: Harper Collins, 2007.
 - Includes sections on the advantages of becoming bilingual, when children should start learning another language, the characteristics of good second language learning programs and teachers and how to find them, and how to deal with opposition and overcome objections.
- Klein, D, Mok, K., Chen, J., & Watkins, K. (2013). Age of language learning shapes brain structure: A cortical thickness study of bilingual and monolingual individuals. *Brain And Language*, doi:10.1016/j.bandl.2013.05.014
- Kuhl, P. (2011). Early Language Learning and Literacy: Neuroscience Implications for Education. *Mind, Brain & Education*, 5(3), 128-142. doi:10.1111/j.1751-228X.2011.01121.x
- Marcos, Kathleen M. "Second Language Learning: Everyone Can Benefit" *ERIC Review*. <http://www.cal.org/earlylang/benefits/marcos.html>
- Patkowski, M. S. (1990). "Age and Accent in a Second Language: A Reply to James Emil Flege." *Applied Linguistics* 11 (1): 73–90.
- Strozer, J.R. (1994). *Language acquisition after puberty*. Washington, DC: Georgetown University Press.
 - Strozer explores what recent theoretical advances suggest about learning a language after

childhood and the implications for the design and execution of a foreign language program.

- U.S. Department of State Fact Sheet, *National Security Language Initiative*, Washington, D.C., January 5, 2006. <http://2001-2009.state.gov/r/pa/prs/ps/2006/58733.htm>. Retrieved on May 15, 2013.
 - Created by Bush administration to develop a national plan to expand US foreign language education beginning in early childhood and continuing through formal schooling.

SUPPORT OF LANGUAGE IMMERSION FOR SPECIAL POPULATIONS

RACE, ETHNICITY AND INCOME AS IT RELATES TO SUCCESS IN IMMERSION CLASSROOMS

- Essama, Lysianne, Ph.D. (2007) "Total Immersion Programs: Assessment Data Demonstrate Achievement in Reading and Math." *The Bridge*. Retrieved on 2/20/14 from <http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>
 - Data on success of immersion students by race and ethnicity.
- Haj-Broussard, M. (2002). Perceptions, interactions and immersion: A cross-comparative case study of African-American students' experiences in a French immersion context and a regular education context. *Texas Papers in Foreign Language Education*, 7(1), 31-51.
- Holobow, N., Genesee, F., Lambert, W., Gastright, J., & Met, M. (1987). "Effectiveness of partial French immersion for children from different social class and ethnic backgrounds." *Applied Psycholinguistics*, 8, 137-152.
 - Reports the results of a 4-year study of Cincinnati immersion programs. Researchers conclude that immersion students score comparably with students in English-only programs in all basic skills areas; working-class immersion students, both black and white, scored as well as middle-class students on measures of their listening and oral performances in French.
- Holobow, N, Genesee, F., & Lambert, W. (1991). The effectiveness of a foreign language immersion program for children from different ethnic and social class backgrounds: Report 2. *Applied Psycholinguistics*, 12, 179-198.
- Kobayashi, H. (2009). Hispanic immigrants and bilingual education after Proposition 227: A case study of attitudes about language and culture in American society. *Journal of Political Science & Sociology*, (10), 27-40.

CULTURAL RELEVANCE OF LANGUAGE IMMERSION CLASSROOMS

- Lee, J., Hill-Bonnet, L., & Raley, J. (2011). Examining the effects of language brokering on student identities and learning opportunities in dual immersion classrooms. *Journal of Language, Identity, and Education*, 10(5), 306-326.
- McCullough, R., & Reyes, S. (2010). Immersion and identity: Experiences of an African American preschool child. *International Journal of Multicultural Education*, 12(2), 1-12.
- Moore, Z., & English, M. (1997). Linguistic and cultural comparisons: Middle school African American students learning Arabic. Retrieved from ERIC database (ED414723).
- 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

ADDRESSING DIVERSITY IN A LANGUAGE IMMERSION CLASSROOM

- Haney López, I., 2007. "A nation of minorities": race, ethnicity, and reactionary colorblindness. *Stanford law review*, 59(4), 985-1063.
- Henfield, M. S. & Washington, A. R. (2012). "I want to do the right thing but what is it?": White teachers' experiences with African American students. *Journal of Negro Education*, 81(2), 148-161.
- Hyland, N. E. (2005). Being a good teacher of black students? White teachers and unintentional racism. *Curriculum Inquiry*, 35(4), 429-459.
- Palmer, D. (2010). Race, power, and equity in a multiethnic urban elementary school with a dual-language "strand" program. *Anthropology & Education Quarterly*, 41(1), 94-114.
- Ramirez, A., & Carpenter, D. (2005). Challenging assumptions about the achievement gap. *Phi Delta Kappan*, 86(8), 599-603.
- Takei, Y., & Shouse, R. (2008). Ratings in black and white: Does racial symmetry or asymmetry influence teacher assessment of a pupil's work habits? *Social Psychology of Education*, 11(4), 367-387.
- Walker, K. (2011) Deficit thinking and the effective teacher. *Education and Urban Society*, 43(5), 576-597.
- Williams, A. (2011). A call for change: Narrowing the achievement gap between white and minority students. *Clearing House*, 84(2), 65-71. doi:10.1080/00098655.2010.511308

BENEFITS FOR ENGLISH LEARNERS

- Lightbown, P. (2007). Fair Trade: Two-Way Bilingual Education. *Estudios de lingüística inglesa aplicada* 7, 9-34.
- Lindholm-Leary, K. J. (2005). The rich promise of two-way immersion. *Educational Leadership*, 62(4), 56-59.
- 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
- Virginia, B., Ellen, P., Mariela, P., Carol, H., & Meagan, K. (2013). Review: Effects of early education programs and practices on the development and learning of dual language learners: A review of the literature. *Early Childhood Research Quarterly*, doi:10.1016/j.ecresq.2013.08.004

APPENDIX A-2 – NON-TRANSFERABLE ENGLISH LANGUAGE ARTS SKILLS

COMMON CORE STATE STANDARDS IN ENGLISH LANGUAGE ARTS (ELA)

Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language:³

- Demonstrate independence;
- Build strong content knowledge;
- Respond to the varying demands of audience, task, purpose, and discipline;
- Comprehend as well as critique;
- Value evidence;
- Use technology and digital media strategically and capably;
- Come to understand other perspectives and cultures.

FACSEB will teach students in English and French, ensuring their adherence to these standards in both languages. In cases when French Language Arts skills are not transferable to English, specific English Language Arts content will be taught in English. Canada has decades of experience with dual immersion education in English and French and created the guide below for ELA skills that are non-transferable from French and need explicit instruction. FACSEB will use guides such as this one (included below) and the most recent research in French language immersion education to ensure that all students at the Charter School receive adequate instruction for proper language skills in both languages.

TEACHING ENGLISH LANGUAGE TO FRANCOPHONE STUDENTS

Source: <http://education.alberta.ca/media/606902/transfers.pdf>

³ http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Domain/93/CCSSI_ELA_Standards.pdf

**Teaching English Language Arts
to Francophone Students**



Grades 3 to 9

**A Guide to
Transfers and Interference**

ALBERTA LEARNING CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Learning. French Language Services Branch.

Teaching English language arts to francophone students, grades 3 to 9 :
a guide to transfers and interference.

ISBN 0-7785-1300-9

1. English language -- Study and teaching -- Alberta -- Foreign speakers.
2. English language -- Study and teaching as a second language -- Alberta -- Foreign speakers. I. Titre.

PE1128.A2.A333 2001

372.6521

This publication is for:

<i>Students</i>	
<i>Teachers</i>	✓
<i>Administrators (principals, superintendents)</i>	
<i>Parents</i>	
<i>General Public</i>	
<i>Others</i>	

Copyright © 2001, the Crown in Right of Alberta, as represented by the Minister of Learning. Alberta Learning, French Language Services Branch, 11160 Jasper Avenue, Edmonton, Alberta, Canada, T5K 0L2 (Phone: [780] 427-2940; Fax: [780] 422-1947). All rights reserved. Additional copies may be obtained from the Learning Resources Centre, 12360 - 142 Street, Edmonton, Alberta, Canada, T5L 4X9 (Phone: [780] 427-2767; Fax: [780] 422-9750).

Permission is given by the copyright owner to reproduce this document for educational purposes and on a non-profit basis.

Contents

Introduction	1
• Purpose of Document	1
• Areas of Transfer and Interference	1
• Organization of Document.....	2
List of Points of Interference and Transfer Between French and English	3
Appendices	45
• Appendix A – Tag Word Strategies	46
• Appendix B – Silent “e” Lesson	47
• Appendix C – Spelling Strategy	51
• Appendix D – Proofreading Strategy	52

Introduction

A Guide to Transfers and Interference is the second in a three-part collection entitled *Teaching English Language Arts to Francophone Students (Grades 3 to 9)* that consists of the following:

- *Bridging the Français and English Language Arts (ELA) Programs of Study*;
- *A Guide to Transfers and Interference*; and
- *Teaching English to Francophone Students: Pedagogical Considerations*.

Alberta Learning has developed this collection specifically for individuals, namely teachers, involved with English language teaching to francophone students. ELA teachers are the bridge between francophone students' established French language skills and their formal English language learning experiences. It follows that francophone students' growth as English language learners is greatly influenced by the pedagogical decisions of the ELA teacher. ELA teachers must ensure that francophone students build upon their established French language skills when learning English. The documents in this collection are designed to support teachers in doing this by:

- showing the strong correlation that exists between learning outcomes outlined in the Français and ELA programs of study;
- presenting ways to help students make the most of the opportunities to transfer their skills, while minimizing the interference that is bound to occur; and
- providing a new perspective on teaching English language arts, a perspective that takes into account the aspirations of the language community of francophone students and current knowledge regarding how language is learned in an environment where English is the dominant language.

Purpose of Document

A Guide to Transfers and Interference provides an extensive but not conclusive list of points of transfer and interference between the French and English languages. It is designed for ELA teachers of francophone students to:

- understand that in some cases, French language skills can be usefully transferred to English but in others, they result in interference errors;
- identify where French language skills can be usefully transferred to learning English, and where generalizing French language skills to English interferes with proper English usage;
- identify occurrences of transfer and interference typical of a francophone student learning English; and
- provide strategies to help students minimize interference errors and maximize appropriate transfer of French language skills to English language learning.

Areas of Transfer and Interference

As students are required to explore, construct and communicate in English, they rely on their wealth of knowledge about language and language learning gleaned from their formal and informal experiences in French. Students filter their language needs in English, for example, writing a word or understanding narrative structure, through their bank of established French language skills, transferring that knowledge

from French to English to successfully complete the task at hand. Due to the high degree of similarity of the French and English languages, much of francophone students' knowledge, skills and attitudes transfer directly from French to English. It is not unusual for some students who start reading and writing in English before formal ELA instruction to begin transferring skills spontaneously. Other students do so more gradually with the encouragement and expertise of the ELA teacher. This transfer of corresponding French language skills eases English language learning and forms an important component of English language instruction in the francophone program.

But some elements of French and English are language specific. For example, apostrophes designate possessive nouns only in English. As a result, francophone students are likely to make such errors as omitting the apostrophe in a possessive noun or designating possession within the structure of a sentence (e.g. "The bicycle of my sister is red."). Like transfers, these errors reflect the students' attempts to filter English tasks through their bank of knowledge and skills in French. In these cases though, they incorrectly apply French construction to English learning. However, interference errors are predictable and occur where there is inconsistency between the French and English languages. Making students aware of the possibility of interference, the source or sources of specific errors, and strategies to correct them will help reduce interference errors. While using specific points of interference as the foundation for isolated drills may be tempting, applying language-appropriate structures is generally best accomplished by providing students with context-embedded language learning activities. Eventually, students will use language-appropriate structures in both English and French.

Organization of Document

Apart from this brief introduction, this document consists of a chart, providing a fairly detailed list of points of interference and transfer between French and English and appendices on strategies. The chart, in turn, consists of two columns:

1. The first column identifies the language concept that may result in interference, e.g. "Q". It also illustrates how the interference may show itself in the student's language skills, e.g. quit → kwit (S). The symbols used in this column are (P) for "pronunciation," (S) for "sound," and → for "written as" or "pronounced as."

2. The second column presents three types of information:

The **Problem** offers an explanation of what the student is doing incorrectly (e.g. students write "kw" instead of "qu").

The **Source** offers an explanation of how the students' knowledge of French produce this error (e.g. the letter/sound relationship of "qu" as in "quite" exists in few words in French, *quoi, pourquoi*). Students spell words containing "qu" as they sound in English.

The **Strategy** suggests how to correct the interference (e.g. tell students that the letter combination "kw" does not exist in English). Use *quoi* and *pourquoi* as tag words. See Appendix A for the tag word strategy.

The second column also provides information on points of transfer (e.g. the letter "b" produces the same sound in French and English [e.g. *bonbon* – baby]).

List of Points of Interference and Transfer Between French and English

CONSONANTS

B

Interference	Explanation/Strategy
but → put (S)	<p>The letter “b” produces the same sound in French and English (e.g. <i>bonbon, bain, bravo, bébé, belle</i>).</p> <p>Problem: Students write “p” instead of “b”. (Grade 3)</p> <p>Source: The “b” and “p” sounds are similar in both languages. Students use “b” and “p” interchangeably until they learn to differentiate between the two.</p> <p>Strategy:</p> <ol style="list-style-type: none"> 1. Provide students with opportunities to see English words containing “b” and “p” in context using story books, recipes, letters from friends, cereal boxes, flyers, catalogues, etc. 2. Highlight letter-sound relationships by using alliterations with words beginning with “b” or “p”. For example: Peter Piper picked a pack of pickled peppers. Brad and Beth ate bread and butter for breakfast. 3. Illustrate letter-sound relationships by using familiar words such as students’ names. For example: “B” has the sound as in <i>Bernard</i>. “P” has the sound as in <i>Paul</i>. Use <i>bébé</i> and <i>papa</i> as tag words (see Appendix A).
lamb → lam (S)	<p>Problem: Students omit the silent “b”. (Grades 3 to 6)</p> <p>Source: At the beginning of formal ELA instruction, students apply their knowledge of French letter-sound relationships, letter combinations and word patterns to spelling words in English. The silent “b” does not exist in French, therefore students are unfamiliar with the “CVmb” (e.g. <i>comb</i>) and “CCVmb” (e.g. <i>climb</i>) word patterns. They omit the silent “b” and spell the word as it sounds.</p>

Strategy:

1. Target words containing a silent “b” as interferences. Provide opportunities for students to see silent “b” words in context.
2. Familiarize students with the silent “b” word pattern by highlighting silent “b” words in texts.
3. Provide students with a list of words containing silent “b”. Have students write a paragraph using all the words in the silent “b” word list, write sentences using as many list words as they can, or if needed complete cloze activities with these words.

Word List: comb, lamb, dumb, plumber, climb, crumb

C

The letter “c” produces the hard and soft sound in French as in English (e.g. hard: *couper, cabine, cacher, cadeau, cuisine*; soft: *ce, cela, céleri, cerise, cent*).

candy → **kandy** (S)
ceiling → **seiling** (S)

Problem: Students write “k” instead of hard “c” or “s” instead of soft “c”. (**Grades 3 to 6**)

Source: Soft “c” may be represented by an “s” and hard “c” may be represented by a “k” in French as well as English.

Strategy:

1. Many words beginning with “c” are directly transferable (e.g. circle, cable) or partly transferable (e.g. *construire* – construct) from French. To help students determine whether a “c/s”, or a “c/k” should be used have students:
 - a) Write the French translation of the word (e.g. *cabane* → cabin). (This works especially well with beginning sounds.) If the word is transferable to English, write the letter used in French (*cabane* begins with a “c” so “cabin” is spelled with a “c”.)
 - b) If the word is not transferable (e.g. carpet → *tapis*, ceiling → *plafond*), have students write the word twice using the letters “c” and “s” to represent soft “c” sound, (e.g. ceiling, seiling) or “c” and “k” (e.g. carpet, karpet) to represent hard “c” sound.
 - c) Encourage students to rely on their visual memory to choose the spelling that “looks” right, then verify the correct spelling with the teacher or a dictionary. (See Appendix C and Appendix D for spelling and proofreading strategies.)

Note: Encourage students to rely on their visual memory. Often students choose the correct spelling of a word from a list but are unable to produce the correct spelling of the word independently.

2. Show how the letter “k” is rarely used to represent the hard “c” sound when followed by an “l”, “r” or a “y”. E.g. “cl” never “kl” (clown, cloud, clasp, clip); “cr” never “kr” (cry, crisp, crave, crow).

The letter “c” produces the soft “c” sound only when followed by the letters “e”, “i” and “y” (e.g. centre, cent, certain, ceremony, cereal, circle, cygnet).

music → musique (S)

Problem: Students write “ique” instead of “ic”. (**Grades 3 to 6**)

Source: Students use “ique” because it produces the same sound in French as “ic” in English (e.g. *magique, tragique, historique*). Many words ending in “ique” are transferable to English except that the “ic” ending is used instead of “ique”.

Strategy: Tell students that most words ending in “ique” in French are transferable to English except that the “ique” ending is dropped and “ic” is used and the accent is not applied.

Word List: magic, tragic, electric, eccentric, politic, music, dramatic, energetic

D

The letter “d” produces the same sound in French and English (e.g. *doux, danser, donner, début, demander*), however it is not always used in the same way.

ledge → lege (S)

judge → juge (S)

Problem: Students omit the “d” when spelling words containing the “dge” letter combination. (**Grades 3 to 6**)

Source: The “Vdge” letter combination (e.g. edge) does not exist in French. Students apply the “Vge” letter combination from French because it produces approximately the same sound as “Vdge” (judge – *juge*, ledge – *léger*) and is a more familiar word pattern. The silent “e” does not have the same function in French as in English. Students may not realize that the “Vowel/Consonant/silent ‘e’” combination (e.g. *juge*) produces a long sound in the vowel in English (e.g. huge). See Appendix B.

Strategy:

1. Familiarize students with the word pattern “dge” by providing them with opportunities to see and use “dge” words in context.

2. Illustrate the function of the silent “e” in English. Two consonants between a vowel and a silent “e” often prevent the vowel from producing a long vowel sound or “saying its name” (e.g. the “u” in “judge” is short only if the “d” is present). One consonant between a vowel and a silent “e” often produces a long sound or makes the vowel “say its name” (e.g. cake, cute, like, bake). Although the “d” in the “dg” letter combination is silent, it has the important function of producing the short sound in the vowel before it. The word “judge”, therefore, could not be spelled “juge” in English because the “u” would produce a long sound as in “huge”.

Word List: budge, judge, fudge, ledge, bridge, knowledge, nudge, ridge, lodge, hodgepodge, pledge, wedge

during → juring (S)

Problem: Students write “j” instead of “d”. **(Grade 3)**

Source: In English, a “d” followed by a “u” can be pronounced “dj” (e.g. duo, duplicate). The “j” in English produces a similar sound so students write “j”.

Strategy:

1. Explain how words can be transferred from French to English (e.g. *dupe* – dupe, *duplex* – duplex).
2. Introduce the concept of word families and draw comparisons between word families that appear in both languages. Many French and English words come from the same word family. Words from the same word family use similar spelling (e.g. the “d” in the following pairs: *durant* – during, *doute* – dubious, *deux* – duo). The word “during” is derived from the same word family as *durant* in French, therefore it begins with a “d”.

French Word List: *durabilité, durable, dur, durer, dureté, endurer, endurance, durée*

English Word List: durability, duration, duress, during, endure, durable, endurance

F

The letter “f” produces the same sound in French and English (e.g. *fenêtre, faim, faire, famille, fête*).

G

The letter “g” produces the same hard sound in French and English (e.g. *gâter, glisser, gomme, grand, gros*) and the same soft sound when “g” is followed by the letter “e” (e.g. *gens, gentil, Georges*).

(Grade 3) PRONUNCIATION

G → J (P)

French Word List: *geste, giraffe, gigue* (pronounced dj); *gant, garage, garde, gorille, gorge, guimauve, guide* (pronounced hard “g”);

jambon pronounced “j”

English Word List: (hard “g” is followed by u, o, a, jam pronounced dj and occasionally “i”. (e.g. *guest, gone, game, gig*)

Implications: Students should be able to transfer the hard “g” sound in pronunciation and spelling, but they will need to learn to differentiate between the soft sound produced by “j” and “g” in English and French.

gest → jest (S)

Problem: Students pronounce the letter “g” as “j”. **(Grade 3)**

Source: The pronunciation of the letter “g” in English is close to that of the letter “j” in French.

Strategy:

1. Target the names of the alphabet for instruction using the “ABC” song or alphabet books in English.
2. Tell students that the names (and sounds) of the letters “g” and “j” are reversed in French and English.

Problem: Students write “g” instead of “j”. **(Grade 3)**

Source: The sounds of “j” (e.g. *juin*) and soft “g” (e.g. *gérant*) in French are similar to the soft “g” sound in English (e.g. *gentle*). Students use “j” and “g” interchangeably to represent the soft “g” sound in English. When they choose “g”, they effect a positive transfer. When they use “j”, it is an interference.

Strategy:

1. See C (differentiating soft “c” and “s”, hard “c” and “k”).
2. Tell the students that the majority of words that begin with soft “g” in English come from the same word family as French; provide examples. Students should use the same letter they use in French (e.g. *gelée* – gel, *genre* – gender, *général* – general, *généreux* – generous, *génie* – genius, *geste* – gesture).

Use the following chart to help clarify the different errors associated with the letter “g”.

ghost → gost (S)

Problem: Students omit the “h” when writing words containing the “gh” letter combination pronounced with the hard g sound. **(Grades 3 to 6)**

Source: The “gh” letter combination at the beginning of a word is rare in French (e.g. *ghetto*, *Ghana*) and infrequently used in English. The “h” is silent, therefore the students leave it out.

Strategy:

1. Provide students with opportunities to see and write “gh” words in the context of stories, etc.
2. Many “gh” words integrate well with a Hallowe’en theme. Provide students with a list of “gh” words and have them write a story, invitation, letter, etc., containing all or most of the words.

Word List: aghast, ghastly, ghetto, ghost, ghoul, ghost town

enough → enuf (S)

Problem: Students write “f” instead of “gh”. **(Grades 3 to 6)**

Source: The “gh” letter combination does not produce the sound of “f” in French. Students do not have a reference for this letter combination so they spell words as they sound.

Strategy: Provide students with the word list below. They may then write a story, paragraph or journal entry containing these words.

Word List: enough, rough, tough, laugh, cough

night → nite (S)
caught → cot (S)
bought → bot (S)
high → hi
though → tho

Problem: Students write “ite” instead of “ight”. (Grades 3 to 9)
 Students write “ot” instead of “aught”.
 Students write “ot” instead of “ought”.

Source: The silent “gh” letter combination does not exist in French. Students write words containing the silent “gh” as they sound.

Strategy:

1. Familiarize students with the “ight”, “igh”, “aught”, “ought”, and “ough” word patterns by providing opportunities for students to see these words in context.
2. Illustrate the different sounds of the “ough” letter combination as in “tough”, “though”, “thought”, “slough”.
3. Provide students with a word list of “ight”, “igh”, “aught”, “ought” or “ough” words. They may write rhyming couplets, limericks, etc. with these word patterns as rhyming words. For example: It happened one night, When the moon was bright.

Word List:

au ght	eigh	eight	igh	ight	ough	ought
caught	neigh	eight	high	bright	bough	bought
taught	sleigh	weight	sigh	delight	dough	fought
fraught	weigh	reight		fight	sought	
	neighbor	height		fright	slough	thought
		straight		light	though	
				might		
				night		
				plight		
				right		
				sight		
				tight		

bright → brighth (S)
length → lenght (S)
 (P)

Problem: Students write “gth” instead of “ght” and vice versa. (Grade 3 and up)

Source: The letter combinations “gth” and “ght” do not exist in French. Students are unfamiliar with these word patterns so they attempt to spell the words as they sound. The “th” sound as in “length” does not exist in French. Students mispronounce words ending in “gth” (length → lengt) (p) by substituting a “t” sound for “th”. They then spell the word with the letter combination “ght” as if the end consonant sound was a “t”.

Strategy:

1. Provide opportunities for students to see words containing the letter combinations “ght” and “gth” in context.
2. Demonstrate the correct pronunciation of the “th” sound at the end of a word in English.
3. If the word ends in the sound of “t” as in “fright” apply the “ght” letter combination. *If the word ends in the sound of “th” as in “length” apply the “gth” letter combination.*

Word List: length, strength

foreign → foren
feign → fane

Problem: Students write “en” instead of “eign”. (**Grades 3 to 6**)
Students write “ane” instead of “feign”.

Source: The letter combination “eign” does not exist in French. The letter combination “ign” does exist in French, however it produces the sound as in *signe* so students are unlikely to use it to represent the “en” sound. In English, the “eign” in “feign” produces the same sound as “ane”. In English, the “eign” as in “foreign” produces the same sound as in “en”.

Strategy:

1. Write the “ig” in “foreign”, “reign” and “feign” using a coloured pencil to indicate the letters “ig”.
2. Frame an outline of the word to create a visual image of the shape of words containing “eign”.

H

his → is (S) (P)

Problem: Students omit the “h” when spelling words beginning with the letter “h”. (**Grades 3 to 6**)
Students do not pronounce the “h” in words beginning with the letter “h” (e.g. hotel, humour). (**Grade 3**)

Source: Students do not use the letter “h” because the letter “h” is not pronounced in French [e.g. *hôtel* → ôtel (P)] and the sound produced by the “h” in English does not exist in French. Students may mispronounce words containing “h” and then misspell the word based on the mispronunciation.

Strategy:

1. Promote PROPER PRONUNCIATION of words containing “h” by demonstrating the sound produced by the letter “h”. Proper pronunciation is a precursor of proper spelling.
2. Tell students that the letter “h” is the happiest letter in the alphabet because it produces the laughing sound in English (e.g. “ha ha ha”).
3. Associate the letter “h” with familiar words in English (e.g. Happy Birthday, Hallowe’en).
4. Although the “h” is not pronounced in French, many “h” words transfer directly from French to English in spelling and definition (e.g. *hectare*, *humble*, *harmonica*). When writing a word in English, students should think of how the word is written in French. If it requires an “h” in French, an “h” is required in English.

J

“j” → “g” (P)

Problem: Students say “g” instead of “j”. (Grade 3)

Source: The pronunciation of the name of the letter “j” in French is similar to that of the name of letter “g” in English.

Strategy: Associate the names of the letters “j” and “g” with familiar words. Use the word “blue jay” to illustrate the name of “j” in English. Use the word “genie” to show how the name of “g” is pronounced in English.

K

The letter “k” produces the same sound in French and English (e.g. *kan-gourou*, *kilomètre*, *kiosque*, *klaxon*), but is used less frequently in French. Illustrate this by having students refer to a French/English dictionary to compare the number of words that begin with “k” in each language.

pick → pic, pik
pique (S)

Problem: Students write “k”, “c” or “que” instead of “ck”.
(Grades 3 to 6)

Source: The “ck” letter combination does not exist in French. Students use their knowledge of one syllable word patterns in French (e.g. *bec*, *lac*, *bloc*, *truc*, *troc*, *pique*, *bloque*) that use “c” and “que” to produce the “k” sound at the end of a one syllable word. Students may be writing words ending in “ck” as they sound, omitting the “c” (e.g. *pik*, *pic*).

Strategy:

1. Explain that the “k” sound at the end of one syllable words is often represented by “ck” or “ke” (e.g. pick, bike) in English, not “c” or “que” as in French.
2. When the vowel preceding the “k” sound is short, the word usually ends in “ck” (e.g. pick, stack, luck, sock, deck).
3. When the vowel preceding the “k” sound is long, the word ends in “ke” (e.g. bake, dike, yoke, duke, lake, take).
4. The one syllable word pattern of CVk is rare in English (e.g. yak).

knot → not

Problem: Students omit the “k” in words containing an initial silent “k”. (**Grades 3 to 6**)

Source: The initial silent “k” word pattern does not exist in French. Students spell these words as they sound omitting the “k”.

Strategy:

1. Familiarize students with the initial silent “k” word pattern by giving them opportunities to see and use these words in context.
2. Provide students with a word list of initial silent “k” words.
3. Use mnemonic devices to help students remember which words are written with an initial silent “k”. “To knit is to know the knack of knotting.”
4. To emphasize the presence of the silent “k”, have students write sentences with silent “k” words then read them aloud to the class pronouncing the “k”.
5. Have students write sentences using as many silent “k” words as they can (e.g. While knocking with his knuckle, the kneeling knight unknowingly knifed the doorknob.)

Word List: knee, knife, knob, know, kneel, knight, knock, knuckle, knew, knit, knot

L

The letter “l” produces the same sound in French and English (e.g. *lancer, lait, lapin, loup, lunettes*).

talk → tak (S)
could → coud (S)

Problem: Students omit the silent “l”. (Grades 3 to 6)

Source: The silent “l” in the “lm”, “ld” and “lk” word patterns does not exist in French. Students spell words containing this word pattern as they sound omitting the silent “l”.

Strategy:

1. Familiarize students with the silent “l” word pattern by giving them opportunities to see and use silent “l” words in context.
2. Demonstrate how omitting the silent “l” in some words changes the sound of the vowel (e.g. “calm” written without an “l” would be pronounced “cam” as in *camper*).

Word List: walk, talk, balm, chalk, psalm, calm, could, should, would

M

The letter “m” produces the same sound in French and English (e.g. *maman, matin, mêler, midi, mois*).

N

The letter “n” produces the same sound in French and English (e.g. *nager, nuit, nid, Noël, nuage*).

P

The letter “p” produces the same sound in French and English (e.g. *papa, partir, penser, père, pilote*).

psychology →
psychology (P)

Problem: Students pronounce the “p” in words beginning with the letter combination “ps”. (Grades 9 to 12)

Source: The “ps” letter combination is directly transferable from French except that the “p” is pronounced in French and not in English. Students use the French pronunciation and pronounce the “p”.

Strategy:

1. Model correct pronunciation of words beginning with “ps”.
2. Explain that the initial “p” is silent in English.

Word List: psyche, psychiatry, psychic, psychology, psychosomatic, psalm, pseudo

I Q

The letter combination “qu” produces the same sound, “kw”, in both French and English (e.g. *quoi*, *pourquoi*, *quorum*). **(Grades 3 and 4)**

quit → kwit (S)

Problem: Students write “kw” instead of “qu”.

Source: While the letter combination “qu” producing the sound as in “quite” exists in both languages, it is rarely used in French (e.g. *quoi*, *pourquoi*). Students do not spontaneously transfer it to English. Instead they spell the “qu” phonetically using “kw”. Students are likely to have seen the “kw” used to represent “qu” in advertising.

Strategy:

1. Tell students that the letter-sound combination “kw” does not exist in English. Provide them with dictionaries and challenge them to find words containing the letter-sound combination “kw”. **Note:** *There is at least one word in English that has kw in it, “awkward”, but of course it does not have the “kw” sound.*
2. Use the words *quoi* and *pourquoi* as tag words. See Appendix A.

question → kestion (P)

Problem: Students pronounce “qu” letter combination as “k”.
(Grade 3)

Source: The combination “qu” is most often pronounced “k” in French (e.g. *qui*, *quelle*, *quitter*, *que*).

Strategy:

1. Model correct pronunciation of “qu” words in English .
2. Explain that in English “qu” is pronounced like the “qu” in *quoi*.
3. Use *quoi* as a tag word. See Appendix A.

sink → sinq (S)

Problem: Students write “q” instead of “k” at the end of a word.
(Grade 3)

Source: Students are approximating the spelling of “ink” and “ank” words from their knowledge of the French word *cinq*.

Strategy: Demonstrate that in English, the letter “q” is always accompanied by the letter “u” (e.g. quest, quality, quad, quench, quick, quite, quit, quiet).

R

start → start (P)

Problem: Students mispronounce the “r” in English. (Grade 3)

Source: The sound of “r” is strong and rolled in the back of the mouth in French. The sound of “r” in English is softer.

start → stat

Problem: Students omit the letter “r”. (Grades 3 to 4)

Source: Students do not use the “r” to represent the “r” sound in English because “r” produces a different sound in French. Students may not hear the “r” sound in English because it is obscured by the stronger consonant beside it (e.g. part), blended in with the vowel it controls (e.g. short), or too soft to recognize.

S

The letter “s” produces the same sound in French and English (e.g. *soleil*, *sac*, *salut*, *souper*, *sel*).

was → wuz (S)

Problem: Students write “z” instead of “s”. (Grades 3 to 6)

Source: Students model the spelling of “was” after the French word *gaz* whereas a one syllable word ending in the sound of “z” may be written with a single “z”. They would not likely write “as” because the “s” is silent when ending a one syllable word in French (e.g. *pas*). The letter “s” also produces the sound of “z” in both French and English (e.g. “was” in English, *hasard* in French).

Strategy: Unlike French, one syllable words ending in the sound of “z” are not written with a single “z” in English. They are written with a double “z” (e.g. buzz) or a “ze” (e.g. size). If the consonant before it is long, it is written “ze”. If the consonant before it is short, it can be written “zz” or less frequently “s”.

chastise → chastize (S)

Problem: Students write “z” instead of “s”. (Grades 6 to 12)

Source: In English, the “s” and “z” are used interchangeably in many words ending in “ise”/“ize” depending on whether North American or British spelling is applied. French words ending in “ise” are often directly transferable to English (e.g. *matérialise* → materialize, *centralise* → centralize). Students generalize this interchangeability to all words that contain “ise”.

Strategy: Students should identify words containing “ize” and “ise” as possible interferences and check the correct spelling in a dictionary.

T

The letter “t” produces the same sound in French and English (e.g. *tableau*, *temps*, *terre*, *tête*, *tomber*).

watch → **wach**

Problem: Students omit the “t”. (Grades 3 and 4)

Source: Students do not access “tch” because it is infrequently used in French, therefore students do not spontaneously transfer it to English. The sound of “tch” is also produced by “ch” in English.

Strategy: Although rarely used, the “tch” letter combination produces the same sound in French. Use “atchoum” as a tag word (see Appendix A).

Word List: catch, witch, match, butcher, fetch, watch, latch

V

The letter “v” produces the same sound in French and English (e.g. *vite*, *vacance*, *vendre*, *vent*, *vert*).

active → **actif (S)**

Problem: Students write “f” instead of “ve”. (Grade 3)

Source: In French, an adjective ending may change from a “ve” (when modifying feminine nouns) to an “f” (when modifying masculine nouns). Although this does not apply to English, students may be applying a form of this grammatical rule when they spell words such as “active” as *actif*. Student may also be confusing the “f” with the “v” because the sounds they produce are similar in both French and English.

Strategy:

1. Explain that in English adjectives do not change spelling according to the gender of a noun. For example: The girl is active. The boy is active.
2. English words rarely end in a vowel followed by a single "f" (exception "if"). The "f" is either preceded or followed by a consonant (e.g. golf, wolf, loft, gift), doubled (e.g. stuff, cliff), or followed by an "e" (e.g. knife).

W

The "w" produces the same sound in French and English (e.g. *wapiti*, *water-polo*, *western*).

with → ouith (S)
water → ouatter (S)

Problem: Students write "oi" or "ou" instead of "w". (**Grade 3**)

Source: Students do not use "w" because the letter-sound relationship of "w" as in "water" is rare in French and exists in only a few words mainly related to science, sports, and leisure or borrowed directly from English (e.g. watt, week-end, water-polo). The "w" sound (as in "water") approaches the sound produced by the letter combinations "oi" or "ou" in French (e.g. *oiseau*, *oison*, *ouest*, *oui*). Students use these letter combinations instead of "w".

Strategy:

1. Familiarize students with words containing "w".
2. Use the word *wapiti* as a tag word. See Appendix A.

with → whith
where → were

Problem: Students write "wh" when a "w" is required and write "w" when "wh" is required. (**Grades 3 to 6**)

Source: Students do not use "wh" to represent the sound of "w" in English because the "wh" letter combination does not exist in French. The letter "h" in the "wh" letter combination is silent so students leave it out. Since the "wh" produces the same sound as the "w", students use them interchangeably.

Strategy:

1. Tell students that words associated with questions (e.g. what, when, where, and why) begin with "wh".

2. Provide students with opportunities to see and use words beginning with “wh” in context.
3. Provide students with words beginning with “wh” and have them put these words in sentences (e.g. Why did you whistle at the white whale?) This will assist students in entering “wh” words in their visual memory. They are then better able to determine if a “wh” or a “w” is required on a word.

Word List: white, whale, whistle, wharf, whisper, whip, whine, whippersnapper, whirl, whip

write → rite

Problem: Students omit the silent “w”. (Grades 3 to 6)

Source: Students do not use “wr” because this letter combination does not exist in French. Students spell “wr” words as they sound omitting the silent “w”.

Strategy:

1. Provide students with a list of words beginning with “wr” and have them use as many words as they can in a sentence.
2. Present “wr” words along with their homonym (e.g. wrap – rap, wring – ring, write – rite, wrote – rote) to illustrate that a misspelling of some “wr” words alters the meaning completely.

Word List: wrap, wrinkle, wrist, wreath, wring, write, wreck, wrestle, wrong, wrote, wren, wrench

X

The “x” produces the same sound in French and English (e.g. *extra*, *saxophone*, *exception*, *explorer*, *express*).

Y

The “y” produces the same consonant sound in French as English (e.g. *yo-yo*, *yacht*, *yoga*).

your → wour (S)
yet → het (S)

Problem: Students write “w” and “h” instead of “y”. (Grades 3 to 4)

Source: The letter-sound relationship of “y” as in “you” is rare in French (e.g. *yacht*, *yaourt*, *yoga*, *yo-yo*), therefore students do

not make a spontaneous transfer of this letter-sound relationship to English. Students tend to use the consonants “w” and “h” indiscriminately for “y”.

Strategy:

1. Provide students with a list of words beginning with “y” and have them write sentences with as many words as they can (e.g. The yak ate yummy yellow yogourt while yawning in the yard.)
2. Use the word *yo-yo* as a tag word. See Appendix A.

Word List: yard, yawn, yellow, yet, your, yarn, yell, yes, you, young, yummy, yucky, yak, yodel, year

silly → sillie (S)
→ stille (S)
→ silli (S)

Problem: Students write “ie”, “e” and “i” instead of “y”. (**Grades 3 to 4**)

Source: The long “e” sound at the end of a word is represented by an “i” (e.g. *céleri*) or “ie” (e.g. *partie*) in French. Students generalize these rules to English. Students may also write the letter they hear (e.g. “e” in English or “i” in French).

Strategy: Show that the long “e” sound at the end of two or more syllable words in English is almost always spelled with a “y” (e.g. candy, party, happy, dirty, muddy, silly, funny). Use claps to demonstrate syllables.

my → mi

Problem: Students write “i” instead of “y”. (**Grade 3**)

Source: Students do not use “y” to represent the long “i” sound as in “my” because “y” does not represent the sound of long “i” in French. Early in their English language development, students learn from phrases such as “I am” that the long “i” sound is represented by an “I”. They write the letter of the sound they hear.

Strategy: In English, “y” makes the sound of long “i” at the end of a one syllable (one clap) word (e.g. try, by, fry, dry, sky). When you hear “i” at the end of a one syllable word, it is a “y”. When you hear “i” inside a word with more than one syllable, it is an “i” (e.g. bilingual, biography).

I Z

The letter “z” produces the same sound in English as in French (e.g. *zèbre*, *zigzag*, *zone*, *zéro*).

VOWELS

Interference	Explanation/Strategy
<p>came → cam (S)</p> <p>back → backe (S)</p> <p>cousin → cousine (S)</p>	<p>Both long and short vowel sounds are very problematic. Few letter-sound associations transfer directly from French to English. Treat all vowels as possible interferences. (Grade 3)</p> <p>Problem: Students omit the silent “e” or apply “e” indiscriminately. (Grades 3 to 6)</p> <p>Source: The silent “e” at the end of a word in French does not have the same function as the silent “e” in English (e.g. <i>jupe, verte, brave, belle, place</i>). The silent “e” is used to indicate gender in French. Note: <i>The function of the silent “e” in the two languages is similar, i.e. in both languages it changes the pronunciation of the word. How it changes the pronunciation differs of course.</i></p> <p>Strategy: Illustrate the function of the silent “e” in English. When the silent “e” is added after a “VC” letter combination, the vowel often usually produces a long sound. Without the silent “e”, the vowel produces a short sound (e.g. car – care, kit – kite, cut – cute, quit – quite, Tom – tome, cam – came). Inform students that the silent “e” at the end of a “CVC” (e.g. cap) or “VC” (e.g. at) knocks on the vowel’s door so the vowel says its name to introduce itself (e.g. cape, ate). See Appendix B.</p>
<p>come → comme (S)</p>	<p>Problem: Students double the consonant before the “e” in words where the first vowel is short. (Grades 3 and 4)</p> <p>Source: Students may be generalizing the spelling of these words from the pattern of words such as <i>comme</i> and <i>sommes</i> in French. The words “come” and “some” are exceptions to the silent “e” rule in English.</p> <p>Strategy: Present the words “come” and “some” as exceptions to the silent “e” rule.</p>
<p>cousin → cousine (S)</p>	<p>Problem: Students apply the silent “e” indiscriminately. (Grades 3 to 6)</p>

Source: In French, the silent “e” is often added to indicate gender. Students may be adding an “e” to English words as well. The English pronunciation of “cousin” is actually closer to the French pronunciation *cousine* than “cousin” so students write *cousine*.

Strategy: Illustrate the function of the silent “e” in English. Explain that gender is not indicated by adding an “e” in English.

second → second

Problem: Students add accents to words in English. **(Grade 3)**

Source: The spelling of some words transfer directly from French to English except that the word requires an accent in French (e.g. *décide, élection, décade, révision, résumé*).

Strategy: Explain to students that English words do not require accents. Provide examples of words that transfer directly from French to English except that an accent is not required in English.

I → E (P)

Problem: Students say “e” instead of “i”. **(Grade 3)**

Source: The letter “i” is pronounced “e” in French.

Strategy: Demonstrate the difference between the pronunciation of “i” in English and in French.

I

**My sister and I →
My sister and i**

Problem: Students do not capitalize the “I” when used as a personal pronoun. **(Grade 3)**

Source: The capital “I” word pattern does not exist in French.

Strategy: Explain that “I” represents a very important word and deserves a capital.

U

put → pout (S)

Problem: Students write “ou” instead of “u”. **(Grades 3 to 5)**

Source: Since the short “u” sound as in “put” does not exist in French, students may be using letters that produce approximately the same sound in French. In colloquial French, *bout* is pronounced to rhyme with “put”. Students may use the “ou” to represent the short “u” sound.

	<p>Strategy: Illustrate the sound produced by “ou” in English (e.g. out, bout, pout).</p>
<p>fun → fon (S) but → bat (S)</p>	<p>Problem: Students write “o” and “a” instead of “u”. (Grades 3 to 5)</p> <p>Source: The “u” in French does not produce the sound of “u” as in “put”. The sound of “o” as in <i>pomme</i> and <i>téléphone</i> approaches the short “u” sound so students write “o”. Students are unfamiliar with the letter-sound relationships of all short vowels in English.</p> <p>Strategy: Illustrate the letter-sound relationships of all short vowels.</p>
<p>build → bild (S)</p>	<p>Problem: Students omit the silent “u” in words containing the “ui” letter combination. (Grades 3 to 6)</p> <p>Source: The “ui” letter combination producing the short “i” sound does not exist in French. Students write words containing “ui” as they sound.</p> <p>Word List: build, built, guild</p>
<p>suit → sout (S) → soot (S)</p>	<p>Problem: Students write “ou” or “oo” instead of “ui”. (Grades 3 to 6)</p> <p>Source: Students use “ou” because these letters produce the same sound in French (<i>bout, toupie, ou</i>) as “ui” (fruit, pursuit, suit, recruit) does in English. Students may write “oo” because these letters produce the same sound as “ui” in English (e.g. moon, tool, zoo, too, boot).</p>

R – Controlled vowels

<p>word → werd (S)</p>	<p>Problem: Students spell words containing “r” – controlled vowels with the incorrect vowel. (Grades 3 to 6)</p> <p>Source: The use of “r” after a vowel does not significantly change the sound of the vowel in French. Since “er” is the most common of the “r” – controlled vowels, students use it indiscriminately.</p> <p>Strategy:</p> <ol style="list-style-type: none"> 1. Brainstorm words containing “r” – controlled vowels. Make columns to represent the various ways in which “r” – controlled words can be represented in English (e.g. er, or, ir, ur, ar).
--------------------------------------	--

2. Give students opportunities to see and use “r” – controlled words in context.
3. The more often students see “r” – controlled vowels in context the more likely they are to commit them to their visual memory.

DIPHTHONGS

AU

caught → cot (S)

See “G”.

OI

noise → noys (S)

Problem: Students write “oy” instead of “oi”. (Grades 3 to 6)

Source: In English, the “oy” produces the same sound as “oi” (e.g. boy). Students do not use “oi” because this letter combination produces the sound of “w” as in “walk” in French (e.g. *oiseau*).

Word List: hoist, poise, point, coin, coil, moist, soil, voice, void, oil

OO

moon → moun (S)

Problem: Students write “ou” instead of “oo”. (Grades 3 to 6)

Source: Students use “ou” as this letter combination produces a sound in French similar to that of “oo” in English (e.g. *foulard* – fool).

Word List: soon, shampoo, cool, baboon, food, mood, tool, pool, igloo

wood → woud (S)

Problem: Students write “u” instead of “oo”. (Grades 3 to 6)

Source: Students do not use “oo” because this letter combination is rare in French and does not produce the same sound as in English (e.g. *zoo*).

Word List: hoop, hoodoo, hoot

OW

now → nau (S)

Problem: Students write “au” and other letter combinations instead of “ow”. (Grades 3 to 6)

Source: Students do not use the “ow” letter combination because it does not exist in French. They use other letter combinations indiscriminately.

Word List: bow, frown, growl, fowl, cower, endow, owl, cow

OY

boy → boi (S)

Problem: Students write “oi” and other letter combinations instead of “oy”. **(Grade 3)**

Source: Students do not use “oy” because the “oy” letter combination is seldom used in French (e.g. *joyeux, voyelle*).

Word List: joy, coy, toy, enjoy, royal, loyal, destroy

E

real → ril (P) (S)

Problem: Students write the letter “i” to represent the long “e” sound in English. **(Grade 3)**

Source: The letter “i” in French is pronounced as long “e”.

Strategy: See Long-Vowel Letter Combinations

Long-Vowel Letter Combinations

Problem: Students use letter combinations for long-vowel sounds indiscriminately. **(Grades 3 to 6)**

Source: Long-vowels combinations are perhaps the most difficult spelling patterns for francophone students to master. Students are required to learn that more than one letter is used to represent a single long-vowel sound, hence there are several patterns that represent each long-vowel sound. This is complicated by the lack of transfer of letter-sound associations from French.

Strategy:

1. Present long-vowel sounds to students as the vowel “saying its name”. Teach the names of the vowels and verify that students are not confusing the names of the letters “i” and “e”.
2. Present long-vowel sounds to the class and ask students to brainstorm words that contain a long-vowel sound. Reorganize combinations in groups so that students begin to form word patterns and associations for

the various long-vowel letter combinations. Explain the differences among the various combinations (e.g. The long “a” at the end of a word is often represented by “ay” and not “ai”).

3. Encourage students to rely on their visual memory to select which long-vowel letter combination to employ when writing a word. Write “say” on the board using all the long “a” letter combination possibilities (e.g. sai, say, seigh, sey). Ask students to choose the word they think is correct. Many students will choose the correct spelling from a list even though they may not be able to independently produce the correct spelling of the word. Familiarize students with all combinations that produce long-vowel sounds and encourage them to write words using all the combinations, then choose the one they think is correct relying on visual memory.
4. Present homonyms in conjunction with long-vowel combinations. Many words spelled differently reflect different meanings. Indicate homonyms when brainstorming words (Step 2). The concept of homonyms transfers directly from French (e.g. *ce – se, sait – c’est*).
5. Write sentences using homonym pairs to associate definition with a particular spelling of a word (e.g. “There was a sale on sailboats.”, “I rode my bicycle down the road.”).

Word List: they’re – their – there, tail – tale, ate – eight, meat – meet, oar – ore, sail – sale, hay – hey, feet – feat, road – rode, fair – fare, pale – pail, sea – see, boar – bore, break – brake, flare – flair, steal – steel, plain – plane, bear – bare, hear – here, sew – so

a_e, ay, ai, eigh, ey, eig

Word List: “a_e”

bake
age
care
Jane
shape

“ay”

maybe
today
pay
play
spray

“ai”

hail
grain
repair
rain
stairs

“eigh”

eight
freight
weigh
weight

“ey”

they
whey
fey

“eig”

reign

A

e_e, ea, ee, ie

“e_e”

these
mere
theme
complete
delete

“ea”

seat
year
peach
cleaner
squeak

“ee”

tree
street
teeth
between
free

“ie”

thief
chief
field
movie
fierce

E

i_e, igh, ie

"i_e"	"igh"	"ie"
fire	high	pie
invite	sigh	necktie
quite	night	dried
size	delight	spied
nine	right	flies

O

o_e, oa, ow, old, olt

"o_e"	"oa"	"ow"	"old"	"olt"
joke	goat	slow	hold	bolt
cone	toad	window	old	jolt
explore	toast	snow	bold	colt
rope	soap	slow	cold	thunderbolt
alone	coach	elbow	folder	volt

U

u_e, ew

"u_e"	"ew"
cure	few
June	curfew
refuse	
amuse	

DIGRAPHS

SH

Interference	Explanation/Strategy
shed → ched (S)	<p>Problem: Students write “ch” instead of “sh”. (Grades 3 to 4)</p> <p>Source: Students use “ch” instead of “sh” because in French the “ch” produces the same sound as “sh” in English (e.g. <i>cher</i>, <i>cheval</i>, <i>chercher</i>, <i>chemise</i>), and the letter combination “sh” is infrequently used in French.</p> <p>Strategy: Use the French word <i>shampooing</i> as a tag word. See Appendix A.</p>

TH

that → dat (P) thank → tank (P)	<p>Problem: Students pronounce “th” as “d” or “t”. (Grade 3)</p> <p>Source: The sound of “th” as in “that” and “this” does not exist in French. Students pronounce “th” as “t” because “th” is pronounced “t” in French (e.g. <i>thon</i>, <i>théâtre</i>, <i>thé</i>, <i>thème</i>). Students pronounce the “th” as “d” because the “d” sound is produced when attempting to pronounce “th” if the tongue is incorrectly placed for a “t” sound.</p> <p>Strategy: Demonstrate the proper placement of the tongue to produce the correct sound.</p>
this → dis (S) three → tree (S)	<p>Problem: Students write “d” instead of “th”. (Grade 3)</p> <p>Source: (See previous source.)</p>

BLEND S

Interference	Explanation/Strategy																																																
<p>twenty → tounty (S)</p> <p>smell → semel (S)</p> <p>skate → scate (S)</p> <p>sweet → suit (S)</p>	<p>Most blends including “br”, “bl”, “cl”, “dr”, “pr”, “sp”, “st”, “tr”, etc. exist in French.</p> <p>Problem: Students approximate spelling of blends from their knowledge of these sounds in French. (Grades 3 to 6)</p> <p>Source: “sk”, “sl”, “sm”, “sn”, “sw”, “thr” and “tw” are rarely used in French.</p> <table><tr><td>Word List:</td><td>“sk”</td><td>“sl”</td><td>“sm”</td><td>“sn”</td><td>“sw”</td><td>“thr”</td><td>“tw”</td></tr><tr><td></td><td>skate</td><td>slide</td><td>smell</td><td>snake</td><td>swing</td><td>through</td><td>twist</td></tr><tr><td></td><td>skunk</td><td>slip</td><td>smile</td><td>snap</td><td>swim</td><td>three</td><td>twenty</td></tr><tr><td></td><td>ski</td><td>sleep</td><td>smart</td><td>snow</td><td>sweep</td><td>thrill</td><td>between</td></tr><tr><td></td><td>sky</td><td>slow</td><td>smell</td><td>snoop</td><td>sweet</td><td>thread</td><td>twelve</td></tr><tr><td></td><td>skirt</td><td>sled</td><td>smooth</td><td>snail</td><td>swift</td><td>throw</td><td>twist</td></tr></table>	Word List:	“sk”	“sl”	“sm”	“sn”	“sw”	“thr”	“tw”		skate	slide	smell	snake	swing	through	twist		skunk	slip	smile	snap	swim	three	twenty		ski	sleep	smart	snow	sweep	thrill	between		sky	slow	smell	snoop	sweet	thread	twelve		skirt	sled	smooth	snail	swift	throw	twist
Word List:	“sk”	“sl”	“sm”	“sn”	“sw”	“thr”	“tw”																																										
	skate	slide	smell	snake	swing	through	twist																																										
	skunk	slip	smile	snap	swim	three	twenty																																										
	ski	sleep	smart	snow	sweep	thrill	between																																										
	sky	slow	smell	snoop	sweet	thread	twelve																																										
	skirt	sled	smooth	snail	swift	throw	twist																																										
<p>school → scool (S)</p>	<p>Problem: Students write “sc” instead of “sch”. (Grades 3 to 6)</p> <p>Source: Students use “sc” because the sound of “sch” as in “school” is produced by “sc” in French (e.g. <i>scolaire</i>). In addition, “sch” produces the sound of “sh” in French (e.g. <i>schéma</i>, <i>schisme</i>). Since the “h” is silent in “sch” in English, a student’s attention is not drawn to it.</p> <p>Word List: school, scholar, schooner, scheme, schedule</p>																																																

WORD ENDINGS

ED

Interference	Explanation/Strategy
walked → walkt (S)	<p>Problem: Students write “t” instead of “ed”. (Grades 3 to 4)</p> <p>Source: The “ed” ending used to denote past tense is sometimes pronounced as “t” (e.g. walked, talked) in English. When students hear the “t” sound, they write “t”.</p> <p>Strategy: Explain that with few exceptions, the past tense of a verb is formed by adding “ed”.</p>
walked → walk (S)	<p>Problem: Students omit the “ed” ending on the past-tense form of some verbs. (Grades 3 to 4)</p> <p>Source: Students may not understand how to conjugate verbs in the past tense in English.</p> <p>Strategy: Students are familiar with the concept of conjugating verbs. Conjugate a French verb in the past tense. Point out how the infinitive changes when conjugated (e.g. <i>marcher</i> → <i>j’ai marché, tu as marché</i>). Draw comparisons to the conjugation of verbs in the past tense in English. Provide students with the general rule that to change most verbs from the infinitive to the past tense, add “ed” (e.g. haul → hauled).</p>
slept → slept (S) (P)	<p>Problem: Students write “ed” instead of “t”. (Grades 3 to 6)</p> <p>Source: Students generalize the rule of adding “ed” to words in the past tense. Some words in English use a “t” instead of an “ed” to denote past tense.</p> <p>Strategy: Provide students with lists of exceptions to the “ed” rule.</p> <p>Word List: built, burnt, crept, dealt, felt, knelt, meant, slept, spent</p>
happened → happend (S)	<p>Problem: Students write “id” or “d” instead of “ed”. (Grades 3 to 4)</p>
landed → landid (S)	<p>Source: In the early stages of learning English, students are unfamiliar with adding the “ed” to verbs to form the past tense. They use other letter combinations (e.g. id, d) instead.</p>

Students write “id” because they are familiar with the word “did” and some words ending in “ed” rhyme with “did” (e.g. landed, crafted, hunted, haunted, parted). Words that do not form an additional syllable when “ed” is added sound like they require only a “d” (e.g. called, happened, frightened, brightened, bawled).

Strategy: With few exceptions, a verb in the past tense requires an “ed”.

ER

letter → lettre

Problem: Students write “re” instead of “er”. (Grades 3 to 4)

Source: Students do not use “er” because in French “er” produces the sound of long “a” as in *marcher*. The sound produced by “er” as in “letter” does not exist in French. Students may be writing the French form of the word using “re” instead of “er”.

Strategy:

1. Many words ending in “re” in French transfer to English except that the “re” ending in French changes to an “er” ending in English (e.g. *lettre* – letter, *cylindre* – cylinder).
2. Illustrate the “er” sound in English using the last four months of the year.
3. Explain to students that with few exceptions, (e.g. *centre*, *massacre*, *litre*, *spectre*), the sound of “er” as in “letter” at the end of a word in English is written “er”.

LE

little → littel (S)
→ littote (S)

Problem: Students write “el”, “ole”, etc., instead of “le”. (Grades 3 to 4)

Source: Students do not use “le” because “le” produces a different sound in French than in English (e.g. *elle*, *faible*, *horrible*, *table*). Students write “ole” because “ole” produces the same sound in French as “le” does in English (e.g. *métropole*, *école*). In English, the sound of “l” comes after the sound of “e”, so students write “el” instead of “le”.

Strategy:

1. Illustrate the difference between how “le” is pronounced and how it is written in English. The vowel sound sounds as if it comes first but it is written “le”.
2. Tell students that when they hear the sound of “le” as in “little” at the end of a word, write “le”.
3. Many words ending in “le” are transferable in spelling and definition from French. Draw attention to the contrast in the pronunciation of “le” while drawing a comparison to the spelling of these words (e.g. *capable, circle, miracle, portable, probable, stable, table*).

ING

driving → **drivigne** (S)
→ **drivign**

Problem: Students write “ign” instead of “ing”. (**Grades 3 to 6**)

Source: Students use the “ign” spelling because it produces a sound in French that is similar “ing” in English (e.g. *signe, vigne*). The “ing” letter combination is rare in French and does not produce the same sound as in English (e.g. *shampooing*).

Strategy:

1. Illustrate the “ing” letter-sound relationship in English.
2. Familiarize students with this word pattern by using familiar verbs ending in “ing” (e.g. walking, talking, smiling).
3. Use the words “sing” and “sign” to illustrate the difference in pronunciation of “ign” and “ing” in English.

ISM

socialism → **socialisme**
(S)

Problem: Students write “isme” instead of “ism”.

Source: Students use “isme” because words ending in “isme” in French are transferable to English except that the final “e” is omitted (e.g. *terrorisme* → terrorism). (**Grades 9 to 12**)

Strategy: Tell students that words ending in “isme” in French can be transferred to English by omitting the final “e”.

Word List: terrorism, capitalism, socialism, communism, fascism

IST

activist → activiste (S)

Problem: Students write “iste” instead of “ist”. (Grades 6 to 12)

Source: Students use “iste” because words ending in “iste” in French are transferable to English except that the final “e” is omitted.

Strategy: Tell students that words ending in “iste” in French can be transferred to English by omitting the final “e”.

TION/SION

lotion → loshun (S)
→ lochun (S)

Problem: Students write “shun” or “chun” instead of “tion” and “sion”. (Grades 3 to 6)

Source: Students do not use “tion” or “sion” because these letter combinations produce a different sound in French. Students do not recognize the letter-sound relationship of “tion”/“sion” in English so they write these endings as they sound (e.g. shun).

Strategy: Illustrate how many words ending in “tion” in French are directly transferable to English. Words ending in the “shun” sound in English are written using “tion” or “sion”.

Word List: adhesion, admission, concession, education, lotion, motion, nation, permission, possession

CONTRACTIONS

Interference	Explanation/Strategy
<p> didn't → dint (S) → did'nt (S) → didnt </p>	<p> Problem: Students spell the contraction phonetically omitting the apostrophe. (Grades 3 to 6) Students place the apostrophe between letters indiscriminately. Students place the apostrophe between the two words. Students write the contraction correctly omitting the apostrophe. </p> <p> Source: The concept of using an apostrophe to designate letters left out when words are combined exists in both languages (e.g. <i>Je t'aime</i>, didn't). The process of forming contractions in English is different from French. In French, the apostrophe usually represents letters omitted at the end of the first word of an elision. Students in the transition years may not have seen contractions written in English so they are writing them as they sound. Later they may use the apostrophe indiscriminately. </p> <p> Strategy: Compare and contrast a contraction and an elision. </p> <p> Similarity: <ul style="list-style-type: none"> Both a contraction and an elision use apostrophes to designate letters omitted when two words are combined (e.g. is not → isn't, <i>Je te aime</i> → <i>Je t'aime</i>). Both an "elision" and a contraction form one word out of two (e.g. <i>Je t'aime</i> not <i>Je t' aime</i>, "didn't" not "did n't"). </p> <p> Difference: <ul style="list-style-type: none"> In French, the apostrophe usually designates letters omitted at the end of the first word (e.g. <i>l'eau</i>). In English, the apostrophe designates letters left out at the beginning or middle of the second word (e.g. aren't, he's). </p> <p> 1. Print words that form contractions on sentence strips (e.g. can not, did not, she is). Write the contractions on the board. Have students fold back the letters that are omitted to form the contractions. They may then put the apostrophe where the fold is remembering to combine the two words into one. Then students write the contracted </p>

words placing the apostrophe where the letters are left out on the fold of the paper.

2. Provide students with “rules” for writing contractions with “not” (place the apostrophe between the “n” and “t”), and “is” (omit the “i” and replace it with the apostrophe), etc.
3. Explain the contraction exceptions of “won’t” and “can’t”.
4. Revisit contractions throughout grades 3 to 6.

POSSESSIVE NOUNS

Interference	Explanation/Strategy
<p>My brother's bicycle is red. → The bicycle of my brother is red.</p> <p>My brother's bicycle is red. → My brothers bicycle is red.</p>	<p>Problem: Students designate possession within the structure of the sentence instead of using a possessive noun. (Grade 3) Students omit the apostrophe that designates a possessive noun. (Grades 3 to 6)</p> <p>Source: French designates possession by the sentence's structure (e.g. <i>C'est l'auto de mon père.</i>). Students may omit the apostrophe because in French apostrophes are only used in elisions.</p> <p>Strategy:</p> <ol style="list-style-type: none"> 1. Explain the difference between the designation of possession in English and French. 2. Write sentences such as "The bike of my brother is red." Rewrite the sentence using the English structure illustrating the difference between how possession is formed in English and French. 3. Possessive nouns, especially plural possessive nouns, are very problematic for francophone students because of the difference in possessive designation in French and English.

PUNCTUATION

Period (.)

Interference	Explanation/Strategy
	The function and form of most punctuation marks transfer directly from French to English. The following are instances of interference. (Grades 3 to 6)
16.5 → 16,5	Problem: Students use a comma instead of a period to designate decimals. Source: A comma is used to designate decimals in French. A period is used in English.

Quotation marks (“ ”)

“That’s it!” she said. → << That’s it!>> she said.	Problem: Students use angle brackets, << >>, instead of quotation marks, “ ”, to indicate dialogue. Source: Quotation marks have the same function but not the same form in French as in English.
---	--

Colon (:)

Dear Mr. Smith: → Dear Mr. Smith,	Problem: Students use a comma instead of a colon to punctuate a business letter salutation. Source: The greeting of a business letter in French requires a comma, not a colon.
--------------------------------------	---

Hyphen (-)

baseball → base-ball	Problem: Students use a hyphen where none is required. Source: Some words transfer directly from French except that a hyphen is required in French and not in English.
Mary Beth → Mary-Beth	Problem: Students use a hyphen between compound names. Source: Compound names require a hyphen in French.

– What's that?

Problem: Students use a hyphen or dash to designate a change of speaker.

Source: A change of speaker is designated by a hyphen in French only. A new paragraph is used in English instead of a hyphen to designate a change of speaker.

Apostrophe (')

The cat's tail → the
cats tail

Problem: Students omit the apostrophe in possessive nouns.

Source: The apostrophe is not used to designate possessive nouns in French.

DOUBLE LETTERS

Interference	Explanation/Strategy																				
account → acount	<p>Consonants may be doubled in both French and English.</p> <p>Problem: Students do not double the consonant when it is required or double it when it is not. (Grades 3 to 12)</p> <p>Source: Many words requiring double letters transfer directly from French to English (e.g. <i>attribuer</i> – attribute, <i>attacher</i> – attach). Students generalize this to all words. This creates interference because some words require a double letter in French and not in English (e.g. <i>littérature</i> – literature) and some words do not require a double letter in French but do in English (e.g. <i>mariage</i> – marriage).</p> <p>Strategy:</p> <ol style="list-style-type: none"> 1. In English, double letters often produce a short sound in the vowel preceding them, e.g. title (long i), little (short i), cutting (short u), cutest (long u). 2. Target words that are possible interferences. <p>Word List:</p> <table> <tr> <th>French</th><th>English</th></tr> <tr> <td><i>adresse</i></td><td>address</td></tr> <tr> <td><i>mariage</i></td><td>marriage</td></tr> <tr> <td><i>réceptionniste</i></td><td>receptionist</td></tr> <tr> <td><i>enveloppe</i></td><td>envelope</td></tr> <tr> <td><i>appartement</i></td><td>apartment</td></tr> <tr> <td><i>développement</i></td><td>development</td></tr> <tr> <td><i>littérature</i></td><td>literature</td></tr> <tr> <td><i>personnification</i></td><td>personification</td></tr> <tr> <td><i>bagage</i></td><td>baggage</td></tr> </table>	French	English	<i>adresse</i>	address	<i>mariage</i>	marriage	<i>réceptionniste</i>	receptionist	<i>enveloppe</i>	envelope	<i>appartement</i>	apartment	<i>développement</i>	development	<i>littérature</i>	literature	<i>personnification</i>	personification	<i>bagage</i>	baggage
French	English																				
<i>adresse</i>	address																				
<i>mariage</i>	marriage																				
<i>réceptionniste</i>	receptionist																				
<i>enveloppe</i>	envelope																				
<i>appartement</i>	apartment																				
<i>développement</i>	development																				
<i>littérature</i>	literature																				
<i>personnification</i>	personification																				
<i>bagage</i>	baggage																				

FIGURES OF SPEECH

Interference	Explanation/Strategy																					
	<p>The concept and function of figures of speech are the same in French and English. The spelling of the names of the figures of speech is the same or similar in French and English.</p>																					
simile → comparaison	<p>Problem: The “simile” is referred to as a <i>comparaison</i> in French. (Grades 9 to 12)</p> <p>Source: The name for simile in French is <i>comparaison</i>. Students may not make the transfer of the concept of comparison to English because they may not realize that the “simile” is in fact the same thing as a <i>comparaison</i>.</p> <table><tr><td>Word List:</td><td>French</td><td>English</td></tr><tr><td></td><td><i>métaphore</i></td><td>metaphor</td></tr><tr><td></td><td><i>personnification</i></td><td>personification</td></tr><tr><td></td><td><i>comparaison</i></td><td>simile</td></tr><tr><td></td><td><i>hyperbole</i></td><td>hyperbole</td></tr><tr><td></td><td><i>allégorie</i></td><td>allegory</td></tr><tr><td></td><td><i>allitération</i></td><td>alliteration</td></tr></table> <p>Strategy:</p> <ol style="list-style-type: none">1. When introducing the figures of speech to students, determine first what they know about these concepts in French.2. To encourage transfer, use the French names of the parts of speech and compare them to the name in English.3. Illustrate how the concepts are the same.4. Point out that <i>comparaison</i> is referred to as “simile” in English. Also explain that “simile” resembles <i>semblable</i> in French, which means alike.	Word List:	French	English		<i>métaphore</i>	metaphor		<i>personnification</i>	personification		<i>comparaison</i>	simile		<i>hyperbole</i>	hyperbole		<i>allégorie</i>	allegory		<i>allitération</i>	alliteration
Word List:	French	English																				
	<i>métaphore</i>	metaphor																				
	<i>personnification</i>	personification																				
	<i>comparaison</i>	simile																				
	<i>hyperbole</i>	hyperbole																				
	<i>allégorie</i>	allegory																				
	<i>allitération</i>	alliteration																				

PARTS OF SPEECH

Prepositions

Interference	Explanation/Strategy
	<p>The concept and function of the parts of speech is similar in French and English. The spelling of the names of the parts of speech is often similar (e.g. verb – <i>verbe</i>, pronoun – <i>pronom</i>) and sometimes identical (e.g. article). (Grades 3 to 9)</p>
<p>We went to school. → We went at school.</p>	<p>Problem: Students use the incorrect preposition.</p> <p>Source: Students translate sentences directly from French to English; they use the wrong preposition because many prepositions are language specific.</p> <p>Strategy: Target some of the most common preposition usage errors.</p> <p>We went to school. → We went at school. I put my boots on. → I put my boots. I left for school. → I left to school.</p> <p>Correct preposition usage is an ongoing challenge and very difficult for francophone students to master.</p>

Plurals

	<p>Nouns are designated as plural in French and English. An “s” is used to designate plural in French and English.</p>
<p>dogs → dog (P) (S)</p>	<p>Problem: Students do not pronounce the “s” that designates a plural noun. Students do not write the “s” to designate a plural noun.</p> <p>Source: The “s” in plural nouns is not pronounced in French so students do not pronounce it in English. Students may omit the “s” as a result of not pronouncing it. The plural of most French and English nouns is designated by adding an “s”. Words ending in “x”, “s”, “c”, “sh”, “z”, “y”, “o” and “f” are exceptions in English and should be targeted as areas of interference. Irregular plurals (e.g. mouse, ox), especially those words that only have one form (e.g. deer, sheep, moose) should be targeted as an area of interference.</p>

Abbreviation

The abbreviation is used to shorten words in both English and French.
(Grades 3 to 9)

Mr. → Mr
Dr. → Dr
Ms. → Ms

Problem: Students omit the period in abbreviations.

Source: The abbreviation always has a period in English, whereas in French, this rule varies.

Note: Only medical doctors are given the designation of Dr in French. In English, both medical doctors and individuals who hold doctorate degrees are designated with the title Dr. In French, a Ph.D. is designated by putting "Ph. D." after the person's name.

Capital letters

The concept and use of capital letters is an area of transfer from French to English except: (Grades 3 to 12)

Monday → monday
October → october

The days of the week and the month of the year require a capital in English only.

New Year's Day →
New Year's day

Generic nouns in a holiday do not require a capital letter in French.

French → french

The name of a language does not require a capital letter in French.

Atlantic Ocean →
Atlantic ocean

Generic nouns in a geographic name or address do not require a capital in French.

Minister of Education
→ minister of
Education

Generic names of public and private organizations, institutions and societies do not require capitals in French. In fact, many English style manuals now recommend lower case in many uses of titles.

Charlotte's Web →
Charlottes' web

In French, the first word or the first article and noun require a capital. In English, each important word in a title is capitalized.

Accents

celery → céleri

Problem: Students apply accents to words in English. (Grade 3)

Source: Many word spellings transfer directly or partially from French except that the accent is omitted in English.

Strategy: Tell students to omit the accent when transferring spelling from French to English.

Date

→ the 27 January 1999 **Problem:** Students use the word “the” when writing the date. **(Grade 3)**

Source: Students transfer the structure of writing the date directly from French whereas the article *le* (the) is included.

Dollar sign

The symbol for the dollar sign is the same in English and French.
(Grades 3 to 6)

\$ 48 → 48 \$

Problem: Students place the dollar sign after the numeral.

Source: The dollar sign is placed before the numeral in English and after the numeral in French.

Word usage/Sentence structure

Errors occur when students attempt to translate words and phrases from French to English. The following are some common errors in word usage and sentence structure. **(Grades 3 to 9)**

What time is it? → What hour is it?

I like to skate. → Me, I like to skate.

Do you have the time? → Do you have the hour?

Monique and I went to the pool. → Monique and me, we went to the pool.

My brother's bicycle is red. → The bicycle of my brother is red.

If I had seen my friend, I would have waved. → If I would have seen my friend, I would have waved.

I put on my boots. → I put my boots.

I must do my homework. → I must do my homeworks.

Leave me alone. → Let me alone.

I am wasting my time. → I am losing my time.

What are your hours of operation? → What are your hours of opening?

We live in Edmonton. → We live at Edmonton.

I am going to school. → I am going at school.

Idiomatic expressions

**“As red as a beet” →
“As red as a tomato”**

Idioms are expressions peculiar to a language. Idioms are familiar, widely used and easily understood for a native language speaker. They are deeply rooted in the culture and history of a language. Attempts to translate idiomatic expressions literally from French to English, or vice versa often result in confusion and sometimes in great hilarity.

(Grades 3 to 12)

**“You are out in left
field.” → “You are in
the potatoes.”**

The English language has a vast repertoire of idiomatic expressions. Exposing students to the richness of this language form is important and fun.

**“It was as easy as pie.”
→ “It was simple like
hello.”**

Brainstorm common idiomatic expressions in French and provide students with the English “equivalent”. Students may illustrate the English idioms by creating pictures that express their literal meaning. For example, illustrate the literal meaning of the idiomatic expression “all thumbs” by drawing a hand with “all thumbs”.

Some fun ones to try include:

- raining cats and dogs
- to step on someone’s toes
- birds of a feather stick together
- to sleep like a log
- from the frying pan into the fire
- playing with fire
- cool as a cucumber

Appendices

APPENDIX A

Tag Word Strategy

Positive transfer of a student's knowledge of French to English language learning is not always automatic. The ELA teacher plays an important role in eliciting and ensuring that the full range of language transfer potential is maximized. The "tag word" strategy can assist with this.

A tag word is a familiar French word or concept that students may use to initiate positive transfer from French to English language learning. For example, when faced with the task of writing a word containing the "qu" sound as in "queen", students do not automatically use "qu". They often write "kw" instead because, in French, the "qu" more commonly produces the sound of "k" as in *qui*, and only infrequently produces the sound as in "queen" (e.g. *quoi*, *pourquoi*).

1. Illustrate the letter-sound relationship of "qu" as in "queen" by writing the words *quoi* and *pourquoi* on the board.
2. Tell students that these words are tag words. Whenever they must write an English word containing the sound of "qu", they should think of the two tag words in French and write "qu".
3. When correcting students' writing, prompt them to use the words *quoi* and *pourquoi* as models of the sound that the "qu" produces in English.

Silent “e” Lesson

Activity time: 2-3 classes

Grade level: 3 and 4

Concept taught: Function of the silent “e” in English

Prerequisites: Names of alphabet in English, basic knowledge of short vowel sounds and CVC words, vowels and consonants

At the outset of formal English language learning, francophone students often add “e” indiscriminately to the end of words in English. For example, “back” is written “backe”, “cousin” is written “cousine”, or “sit” is written “site”. Actually, students are applying their knowledge of French to complete these spelling tasks. The word pattern of “back” (CVck) is unfamiliar to them in French so they add the “e” to reflect the more common French word pattern of *hache* (CVche). Adding an “e” to “cousin” reflects a direct transfer of the gender function of “e” in French. Adding an “e” to CVC words indicates that the student does not understand the function of the silent “e” in English, how it changes the pronunciation and meaning of a CVC word.

Initially, it appears that there is no possibility of positive transfer for the silent “e” concept. However, on further study, the gender function of the silent “e” is a positive transfer link from the child’s prior knowledge of French to English language learning.

Step 1 – Background

1. Explain to students that today they will learn the job of the silent “e” in English. Even though the silent “e” does not say anything, it has a very important job or purpose.
2. Ask the students if the silent “e” has an important job in French. (Students may answer that the silent “e” indicates gender.)
3. Write the words *vert*, *cousin*, *avocat*, *grand*, *bas* on the board.
4. Ask the students what would happen if you added an “e” to these words.
5. Write the words *verte*, *cousine*, *avocate*, *grande*, and *base* beside their masculine counterpart.
Note: Knowledge of the French language by the ELA teacher would be helpful here, but not compulsory.
6. Prompt students to indicate where:
 - the “e” changes the gender of the word
 - the “e” does not change the meaning of the word
 - the “e” does not make a sound
 - the “e” makes the final consonant “talk”, or to be vocalized.
7. Ask students if they can think of other words in French that follow the same example. Write them on the board.

8. Make a chart outlining the functions of the silent “e” in French.

Step 2 – Language link

1. Tell the students that like French, the “e” has an important job in English. Challenge them to discover what it is and how it is the same as and different from French.
2. Write the words “kit”, “cut”, “at”, “car”, and “Sam” on the board.
3. Ask the students what would happen to these words if you added an “e”.
4. Write the words “kite”, “cute”, “ate”, “care”, and “same” on the board beside the others.
5. Prompt the students to respond that the word changes, the vowel sound is different and the word has a new meaning.
6. Do several more examples on the board.
7. Have students look at the chart listing the functions of silent “e” in French.
8. Compare and contrast.
 - Adding an “e” does not reflect gender in English.
 - Adding an “e” changes the meaning of a CVC word in English but not in French.
 - *Like French, the “e” does not make a sound.
 - *Like French, the “e” makes one of the letters talk. In French, the silent “e” makes the last letter make a sound. In English, the silent “e” makes the vowel in the middle say its name.
9. Summarize by saying that the silent “e” is quiet but important in both languages. When we add it to a word, one of the letters in the word sounds different. In French, the final consonant makes a sound (e.g. *vert* – *verte*) and in English, the middle vowel says its name (e.g. *mat* – *mate*). Unlike French, when we add “e” to a word in English, the meaning of the word changes.
10. To address the specific errors that students make when they apply the silent “e” indiscriminately, write the words “cousine”, “backe”, “balle” and “Find an ocean on the mape” on the board. Tell students that each word is spelled wrong. Challenge students to find reasons why the “e” does not belong.
 - The “e” in “cousine” does not belong because we do not indicate gender by adding an “e”.
 - The “e” in “back” does not belong because the silent “e”’s job is to make the vowel say its name. If the vowel does not say its name then the “e” is not necessary.
 - The “e” in “balle” is unnecessary for the same reason as the “e” in “backe”. Here you could point out that you drop the “e” on words that transfer from French because the middle vowel does not have to say its name.
 - The “e” in “mape” does not belong because it makes the “a” say its name and that is not the word intended.

Step 3 – Practice

1. Working in groups of 2-3 students, using dictionaries, textbooks, word lists, etc., have students find as many CVC – silent “e” word pairs as they can (e.g. car – care). Write the word pairs from each group on the board.
2. Provide a group of 2-3 students with 10 to 15 sentence strips containing CVC words and a lesser amount of sentence strips with a single “e” written on them. (The number of “e” strips will correspond to the number of CVC words the children are able to build correctly from the CVC word and silent “e”).

Mat	e
Fat	e
Pin	e
Map	
Tip	
Top	
Son	
Car	e
Ton	e
Rip	e
Ran	
Quit	e

Students match the “e” to the proper CVC word to produce a correct silent “e” word. Caution students that even though a word may sound correct, the spelling of the word might not be correct (e.g. tip – tipe). Encourage them to verify spelling in a dictionary.

3. Write silent “e” words on sentence strips. Distribute 10 to 15 sentence strips to groups of 2-3 students.

Same

Have students fold back the “e” to form a CVC word. Students determine whether it is a correct word. Write the words on the board.

4. Students choose between a silent “e” and a CVC word to complete a sentence.
(e.g. The apple is rip – ripe.)

Step 4 – Evaluation

1. Evaluate students' ability to apply their knowledge of the silent "e" by observing their spelling in journals and writing assignments.
2. Hand out a text such as the following.

My cousine and I wanted to play balle. We pute our capes on our heads and rane outsid as fast as our feet could go. I picked up my favourite bate and glove. Etc.

Students read the selection and circle the words that are incorrectly spelled. They must correct them by adding or removing an "e".

The silent "e" should be revisited throughout the transition years.

Spelling Strategy

1. How is the word the same as in French?
2. How is the word different from French?
3. Does the word belong to the same word family as French?
4. Does the word contain an interference?
5. Does the word rhyme with a word you know in English?
6. Break it up!
7. Sound it out!
8. Write it three times!
9. Check!

APPENDIX D

Proofreading Strategy

My family is fery busi. I ofen make super for my sister.

My dogs nam is Peanut he liks to eat my choes.

When you go at Edmonton do you lik to go at the water parc.

Tell students:

1. You circle all the mistakes then I will correct them for you.
2. I will put an asterisk in the margin for every error. Try to find them.
3. I will put a proofreading code in the margin. You find the mistake and correct.

APPENDIX A-3 – LANGUAGE ARTS

TEACHERS COLLEGE READING & WRITING PROJECT

The Teachers College Reading & Writing Project (TCRWP)⁴ at Columbia University will be used for the English reading and writing curriculum. TCRWP has experience implementing their program with English Language Learners and with dual language immersion schools, ensuring that the English and French Language Arts components are coordinated in order to provide the greatest benefits to students. Below are summary descriptions of what these programs offer.

WRITING CURRICULUM

The TCRWP writing curriculum encourages writing opportunities across content areas and provides students with both short and long bouts of time with which to use and develop their writing skills, which is in alignment with the Common Core State Standards. Students participate in Writing Workshops, which provide:

- Opportunities for students to engage in all parts of the writing process ;
 - Collecting, drafting, revising, editing and publishing narrative and expository texts⁵
- Direct instruction through mini-lessons, mid-workshop teaching, one-on-one conferences and small group instruction;
 - The teacher explicitly names a skill that proficient writers use that is within reach for most of the class, then demonstrates the skill and provides students with a brief interval of guided practice using it. Students are also given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback that is designed to move students along trajectories of development. The feedback is given through one-to-one conferences and small group instruction, and includes instructional compliments and teaching. The teacher helps a writer imagine what the next challenge is, and equips that writer with the skills and strategies necessary to begin tackling that new frontier.⁶

The Writing Workshop allows teachers to differentiate instruction and use assessments to modify teaching strategies so that all learners advance their writing skills.

READING CURRICULUM

The TCRWP reading curriculum is based on providing students enough time to read books that can be read with fluency, accuracy and comprehension by the reader. The teacher would take steps similar to those below at the start of the school year.

- Assess level of text complexity that each child can handle.
- Channel students toward a variety of different books they can read.
- Students read in school and continue reading at home.

⁴ <http://readingandwritingproject.com/about/overview.html>

⁵ <http://readingandwritingproject.com/professional-development/k-8-writing.html>

⁶ <http://readingandwritingproject.com/professional-development/k-8-writing.html>

- Most students keep reading logs to record data on how long they spent reading and where they are in each book.
- Teachers use explicit instruction in skills and strategies of proficient reading so that all students develop their reading skills, understanding that deliberate practice in reading and graduating to more complex texts improve proficiency.
 - Mini-lessons, one-on-one conferences and small group work are used by teachers throughout a Reading Workshop to enhance reading skills of all students.

GUIDED READING – READING A-Z'S LEVELED BOOKS

Below is Reading A-Z's description of its leveled books, which are available in French. These books will be used as part of FACSEB's guided reading and the Language Arts curriculum.

Source: <http://www.readinga-z.com/readinga-z-levels/leveling-criteria/>

LEVELING CRITERIA

Reading A-Z's leveling criteria are designed to accurately and reliably measure text complexity to support differentiated instruction. The leveling system follows the guidelines for determining text complexity as outlined in the Common Core State Standards (CCSS). The Standards call for an evaluation of student reading materials in three areas of text complexity.

THE COMMON CORE MODEL OF TEXT COMPLEXITY

QUALITATIVE MEASURES

Qualitative measures are text attributes that can only be evaluated by a human reader. These include factors such as the author's purpose, the levels of meaning, structure of the text, language conventions, language clarity, knowledge demands, and the complexity and importance of visual devices.

Reading A-Z's leveling criteria take into account the following qualitative measures:

- Predictability of text
- Text structure and organization
 - Logical nature of organization
 - Text and feature distractions
 - Labeling and reader supports
- Illustration support
- Infographics
 - Complexity
 - Text reliance on
- Knowledge demands
 - Concept load
 - Familiarity of topic (common everyday vs. unfamiliar)
 - Single vs. multi-themed
 - Intertextual dependence

QUANTITATIVE MEASURES

Quantitative measures are statistical measurements of text. These include factors such as average sentence length, number of syllables per word, and the total number of different words.

Reading A-Z's leveling criteria take into account the following quantitative measures:

- Total word count
- Number of different words
- Ratio of different words to total words
- Number of high frequency words
- Ratio of high frequency words to total words
- Number of low frequency words
- Ratio of low frequency words to total words
- Sentence length
- Sentence complexity

CONSIDERATION OF THE READER AND THE READING TASK

Consideration of the reader and the reading task is the final component of text complexity as outlined in the Common Core Standards. Each reader brings different skills, background, and motivation to the act of reading. For example, a student who is interested in the topic of a particular book is likely to bring more background knowledge to the reading task and to be motivated to learn more about the subject.

Reader and task considerations are something teachers must evaluate for themselves. No leveling system can encompass these considerations because they depend upon the circumstances of each student in relation to each particular book at the time of reading. Fortunately, because the Reading A-Z leveling system evaluates the qualitative and quantitative criteria accurately and reliably, teachers are freed up to focus their energy and attention where they are most needed – on the reader and task considerations that affect their individual students.

Reading A-Z's English leveled books have been carefully written in accordance with standardized [Leveling Criteria](#) and quality checked with custom software.

Leveled books are available in a wide variety of fiction and nonfiction genres and strengthen connections in literacy and content-area instruction. Many are also available in French.

HOW TO USE LEVELED BOOKS

Leveled books are used in guided reading, or leveled reading, small-group instruction. This approach recognizes that a wide range of reading ability exists within any grade level or age group. Students are placed in similar-ability groups and given developmentally appropriate books to read.

[Leveled Book Support Resources](#) include lessons, worksheets, discussion cards, and comprehension Quick Check quizzes to support and guide instruction.

Some leveled books are also supported by [fluency practice passages](#), [reader's theater scripts](#), a [writer's response](#) activity, a [literature circle journal](#), or might be part of a paired book set or other collection.

ALL the resources that support a book can be found on its home page.

LEVELED BOOK FORMATS

Reading A-Z leveled books come in an array of options to meet independent, small-group, and whole-class objectives.

Printable Books for use in class or to send home for practice can be printed in color, black and white, as single-sided or double-sided.

Projectable Books integrate technology and reading curriculum. ALL books are available in this format for digital projectors and interactive white boards. [Projectable Book Tips](#) guide educators to meet literacy goals for fluency, vocabulary, comprehension, grammar, and more.

Multilevel Books support mixed-level classes by providing the same book at different levels. Group students according to skill level, but introduce comprehension skills and reading strategies to the whole class.

Pocketbooks fit in a pocket, the perfect size for students to take home for additional reading practice, or to make notes or reinforce grammar skills.

Wordless books allow students to use imagination to tell their own stories with a book's illustrations or support retellings of the original text from levels aa–J. The [Wordless Book Lesson](#) provides suggested skills and strategies.

APPENDIX A-4 – SINGAPORE MATH

ALIGNMENT OF SINGAPORE MATH WITH THE COMMON CORE

Source: Achieve, <http://www.achieve.org/files/CCSSandSingapore.pdf>

Comparing the Common Core State Standards and Singapore's Mathematics Syllabus

Introduction

Through the Common Core State Standards (CCSS) Initiative, states and territories have collaborated in the development of a common core of standards in English Language Arts and mathematics for grades kindergarten through twelve that are now being adopted by states. Designed not only for the purpose of providing strong, shared expectations, the Common Core State Standards will also allow adopting states to collectively create and share high-quality tools such as assessments, curricula, instructional materials (such as textbooks and software), and professional development programs.

As educators and policymakers review the CCSS in mathematics, they will want to consider the way these new standards compare to, and build on, existing standards in mathematics. This brief describes the comparison between the CCSS and Singapore's Mathematics Syllabus.

Common Core State Standards in Mathematics

The K-5 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to apply more demanding math concepts and procedures successfully, and move into applications. They also provide detailed guidance to teachers on how to navigate their way through knotty topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade. Having built a strong foundation in K-5, students can move to more complex work in geometry, algebra and probability and statistics in the middle grades to gain a rich preparation for high school mathematics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be well prepared for algebra in grade 8. The high school standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically across the major strands of mathematics, including number, algebra, geometry, probability and statistics. Note that the CCSS promote rigor not simply by including advanced mathematical content, but by requiring a deep understanding of the content at each grade level, and providing sufficient focus to make that possible.

The CCSS in mathematics lay out a vision for what all students need to master to be ready for credit-bearing college mathematics courses without remediation. Some of the high school standards are designated by a (+), indicating that they are above the college- and career-ready requirement but necessary for students to take advanced mathematics courses in high school such as calculus, advanced statistics, or discrete mathematics, and to be prepared for Science, Technology, Engineering, and Mathematics (STEM) coursework in college.

Singapore's Mathematics Syllabus

Singapore's students have consistently been high performers, ranking first in the world in mathematics on the Trends in International Mathematics and Science Study (TIMSS) in 2003. As a result, researchers have explored Singapore's successful approach to mathematics instruction to identify features that could work in U.S. schools.¹ There are several components that account for Singapore's success, including "a highly logical national mathematics framework, mathematically rich problem-based textbooks, challenging mathematics assessments, and highly-qualified mathematics teachers."²

¹ *What the United States Can Learn From Singapore's World-Class Mathematics System (and What Singapore Can Learn from the United States): An Exploratory Study*; American Institutes for Research, 2005

² *Ibid*

Singapore's mathematics framework identifies five key aspects of mathematics learning as essential:

- ✓ Skills, such as estimation, mental calculation, arithmetic and algebraic manipulation, and handling of data;
- ✓ Numerical, geometrical, algebraic, and statistical concepts;
- ✓ Processes, or thinking skills;
- ✓ Metacognition, the monitoring of one's own thinking; and
- ✓ Attitudes regarding mathematics, including interest, confidence, and perseverance.

The Mathematics Syllabus, which is a part of Singapore's mathematics framework, describes the primary content expectations for each level through topic lists, which are similar to standards. Details are differentiated for students in different streams, or academic tracks. All students will study content through what is called the O-Level. Students who wish to pursue university coursework study A-Level mathematics. Because of its quality, the Singapore Syllabus was an important resource for the developers of the CCSS.

More about Singapore's O- and A-Levels: The O-Level syllabi are titled *Secondary 1, Secondary 2, and Secondary 3/4*, which are equivalent to Grades 7, 8, and 9-10 in the U.S. Virtually all students in Singapore will take the O-Level exams, and 82% do well enough to qualify for junior college, which culminates in the A-Level exams. About 30% of students go on to junior college, while about 40% go on to polytechnic schools after completing the O-Level exams.

Achieve's Analysis

Achieve has analyzed the CCSS and the 2007 version of Singapore's Mathematics Syllabus for the primary and secondary levels to determine how they compare in terms of **rigor, coherence, and focus**. **Rigor** refers to the degree that sets of standards address key content that prepares students for success beyond high school. **Coherence** refers to whether the standards reflect a meaningful structure, revealing significant relationships among topics and suggest a logical progression of content and skills over the years. **Focus** refers to whether the standards suggest an appropriate balance in conceptual understanding, procedural skill, and problem solving with an emphasis on application and modeling; the standards should be teachable within a school year (or across four years of high school), and key ideas in a given grade or topic area should be clear. Standards that are rigorous, coherent, and focused provide better guidance to educators, students, and parents about desired learning outcomes than those that are not. Expert mathematics content analysts conducted a side-by-side comparison of the CCSS and the Singapore Mathematics Syllabus, looking particularly at the inclusion and treatment of mathematics topics at each grade level. This brief describes their findings.

Major Findings

- ✓ The CCSS and Singapore Mathematics Syllabus describe similar levels of rigor. Where grade placement discrepancies occur between the two documents, they are usually within one year of each other.
- ✓ The CCSS and the Singapore Mathematics Syllabus are comparable in their coherence and focus, but there are a few key differences, which result in the CCSS providing greater detail and specificity.

Detailed Findings

Rigor

The CCSS and the Singapore Mathematics Syllabus describe expectations of comparable rigor at each grade level. The two documents contain similar expectations for what students should know and be able to do by the end of grades 4 and 8. In high school, though, the CCSS expect slightly more than the Singapore Mathematics Syllabus expects of all students.

- ✓ **Elementary grades:** Through the end of grade 4, the CCSS and the Singapore Mathematics Syllabus are comparable in rigor. For example, both documents require students completing grade 4 to be fluent at adding, subtracting, and multiplying with whole numbers; to understand and be able to apply place value; and to be able to classify simple two-dimensional geometric figures. These expectations form the basis for basic mathematical understanding in elementary school.
- ✓ **Middle grades:** There also are substantial similarities in the middle grades. Both documents include some of the major hallmarks of algebra—proportionality, linear expressions and inequalities, and using equations and inequalities to solve real-life and mathematical problems—which prepare students well for more advanced mathematics in high school. More specifically, the CCSS contain much of the same content in Grade 8 that is found in the Singapore Secondary 2 expectations.
- ✓ **High school:** The CCSS compare favorably with Singapore's secondary-level syllabus. The CCSS include nearly all of the topics found in the Singapore Mathematics Syllabus through the end of the O-Level, which are the requirements that all students must meet, including solving quadratic equations and the graphs of exponential functions, before advancing to further education and training. While the two documents describe similarly rigorous expectations, the CCSS cover some concepts not addressed in the Singapore Mathematics Syllabus for all students. When comparisons are made between the CCSS that are beyond the college- and career-ready minimum (designated with a (+) symbol), and the Singapore A-Level standards (which are beyond the minimum expectations of all students in Singapore), the Singapore standards are somewhat more rigorous, as they describe content typically found in a U.S. Calculus course, whereas the CCSS describe content up to that which is normally found in a U.S. Pre-Calculus course. As a result, advanced mathematical content is more comprehensive in the Singapore standards than in the CCSS.

Coherence and Focus

Achieve's analysis indicates that the Common Core State Standards and the Singapore Mathematics Syllabus share some key traits of coherence and focus. For example, both documents place a heavy emphasis on number concepts and skills in the primary grades, in order to provide students with a solid foundation for work with more advanced content in later years. The expectations for each grade level are very similar in the two documents, and both describe coherent expectations that build gradually from the primary grades on. For example, both documents lay out a reasonable progression of addition, subtraction, multiplication, and division with fractions by connecting them to measures such as length, as well as by addressing them across grades four through seven. By grounding work with fractions in measurement, both sets of standards provide students with the opportunity to grasp an otherwise elusive topic through more concrete means. Furthermore, by situating the progression of content across four grades, the CCSS and Singapore Mathematics Syllabus emphasize depth of learning without unnecessarily repeating content from one year to the next.

While they are substantially similar in terms of focus, the development of key learning trajectories is more detailed in the CCSS than in the Singapore Mathematics Syllabus. The CCSS present content expectations with greater detail and specificity, more clearly describing the conceptual understanding students should have than the Singapore Mathematics Syllabus does. For example, the CCSS require students to understand place value and then to apply it in computation as in following Grade 1 standard, "Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using...strategies based on place value, properties of operations, and/or the relationship between addition and subtraction..." Here, Singapore provides little or no information about the connection between place value and addition and subtraction, stating only "include addition and subtraction within 100 involving a two-digit number and ones, a two-digit number and tens, two two-digit numbers," in its first grade (Primary 1) standard. As a result, teachers who use the CCSS will have greater guidance regarding both the skills and the concepts students should learn.

In short, the Common Core State Standards and the Singapore Mathematics Syllabus share many key traits of coherence and focus. Significant differences are found in the greater detail and specificity provided by the CCSS, which make them more useful for teachers.

Conclusion

Overall, the CCSS are well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence and focus.

Achieve is a bipartisan, nonprofit education reform organization that has worked with states, individually and through the 35-state American Diploma Project, for over a decade to ensure that state K-12 standards, graduation requirements, assessments and accountability systems are calibrated to graduate students from high school ready for college, careers and life. Achieve partnered with NGA and CCSSO on the Common Core State Standards Initiative and a number of its staff and consultants served on writing and review teams. Achieve thanks the Brookhill Foundation for its generous support in making this brief available, and providing educators and policymakers across the nation with a way to more deeply understand the CCSS through comparison to other well-known mathematics expectations. For more information about Achieve, visit www.achieve.org

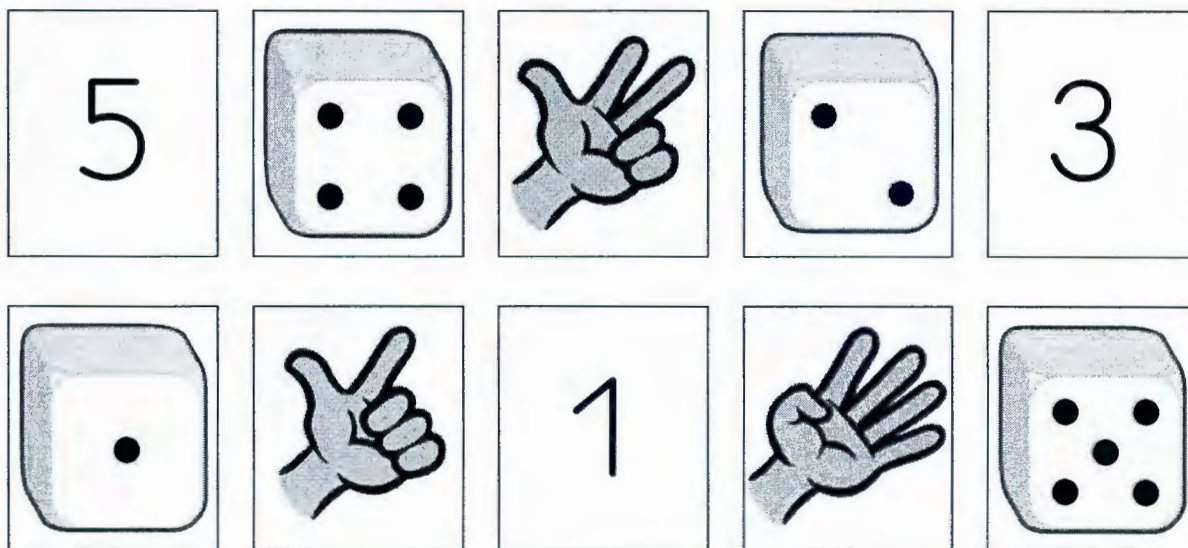
SAMPLE KINDERGARTEN STUDENT WORKSHEETS

Source: http://www.lalibrairiedesecoles.com/medias/pageshtml/annexes_fichier_eleve_maths_gs.pdf

Annexes du fichier de l'élève

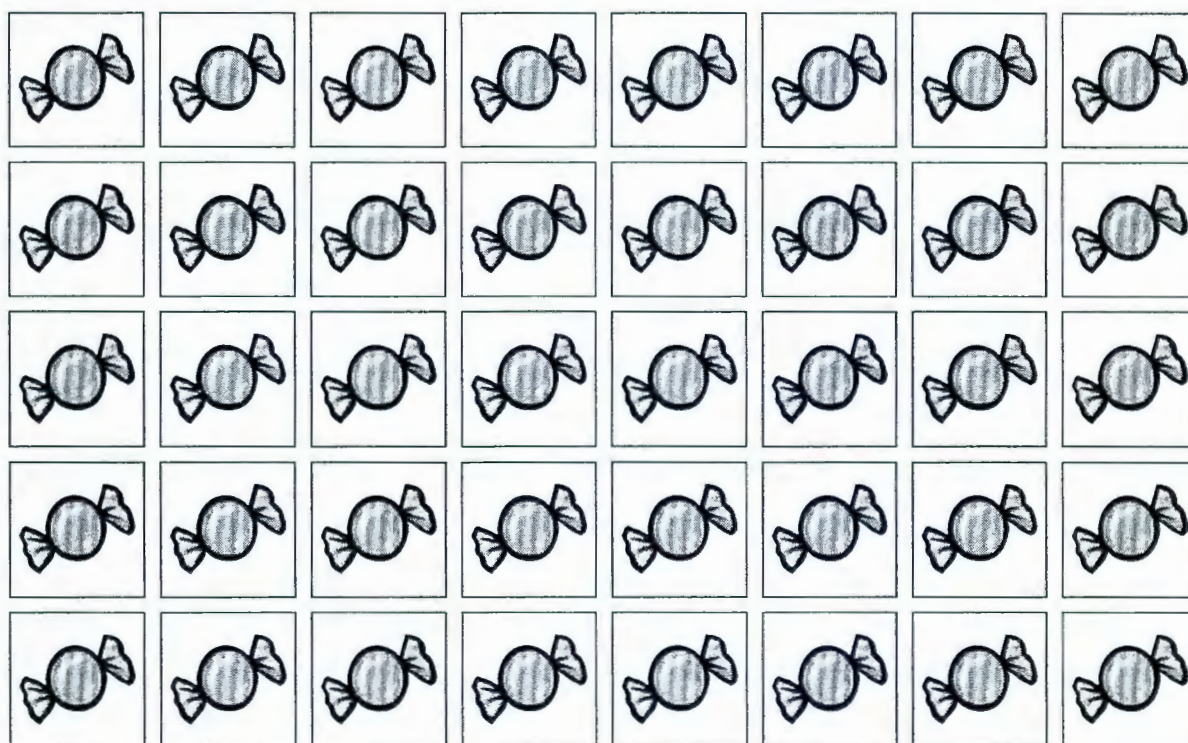
page 9

LES QUANTITÉS DE 1 À 5



page 13

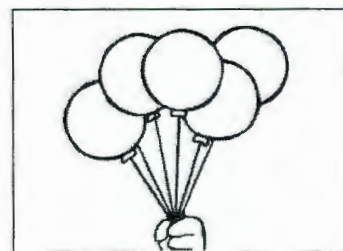
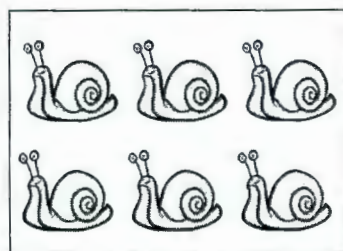
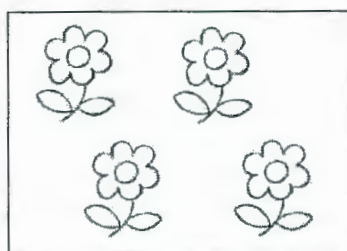
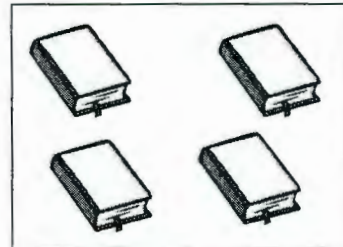
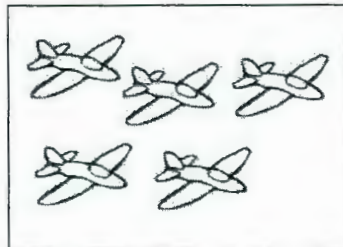
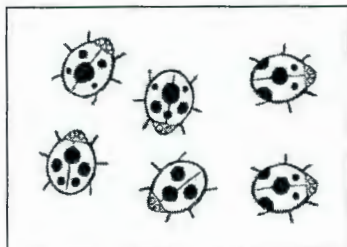
RÉALISER DES COLLECTIONS DE 6 OBJETS



Annexes du fichier de l'élève

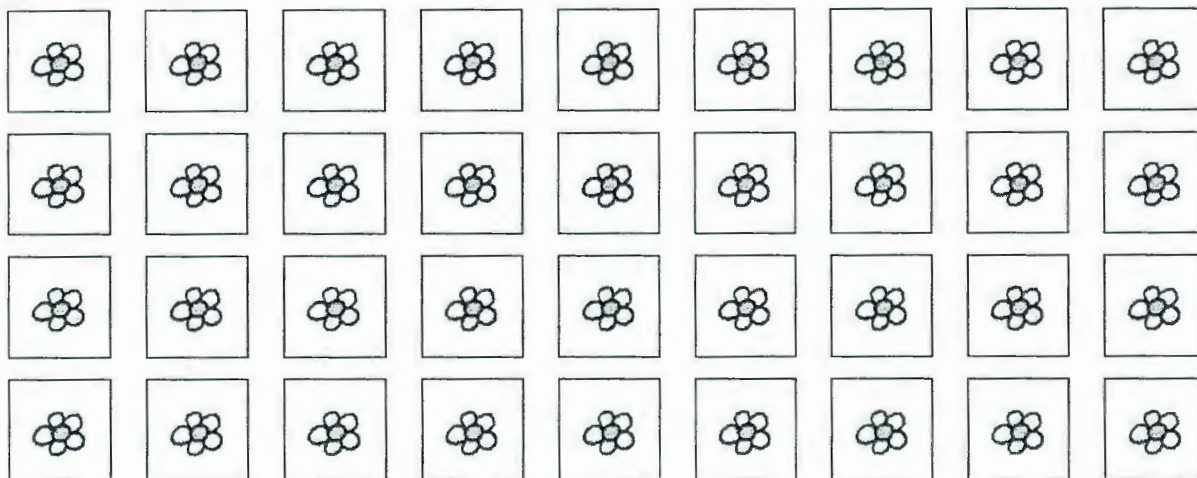
page 17

ASSOCIER NOMBRE ET QUANTITÉ



page 23

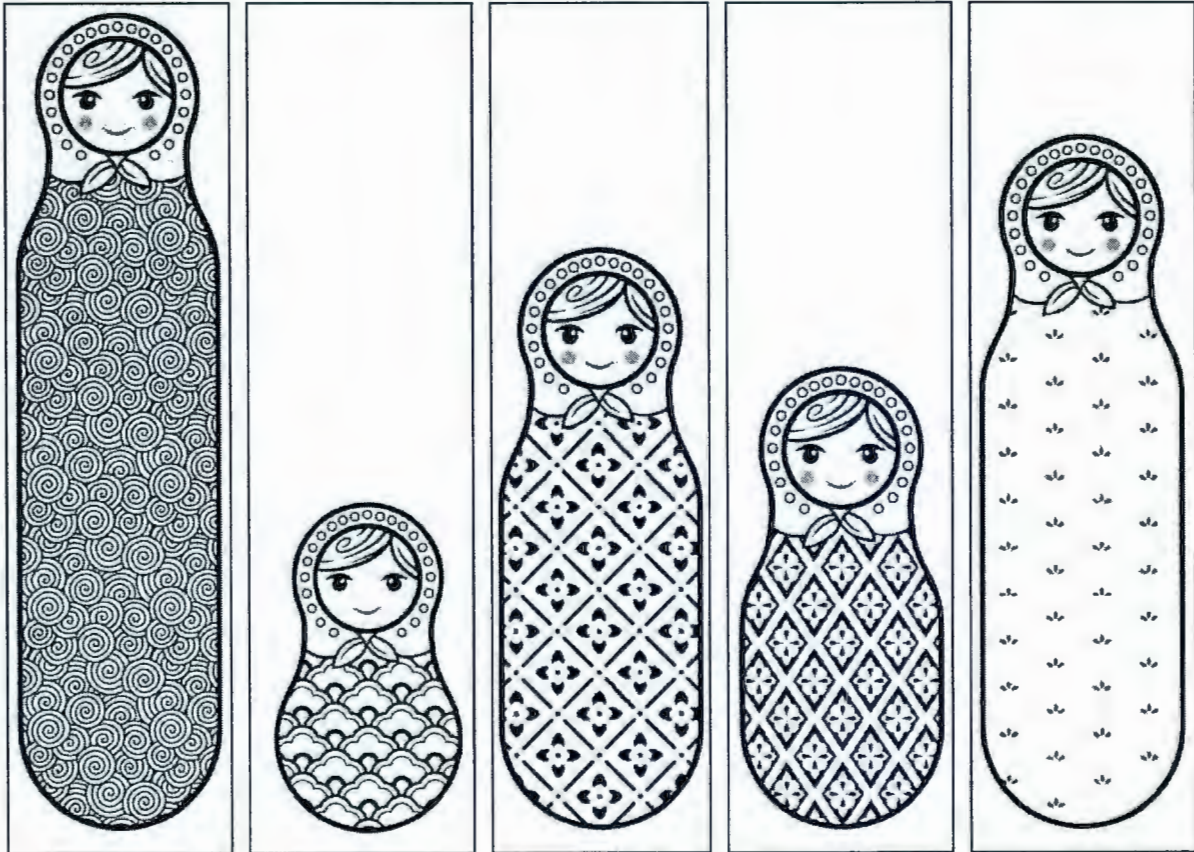
COMPLÉTER UNE COLLECTION DE 6 OBJETS (2)



Annexes du fichier de l'élève

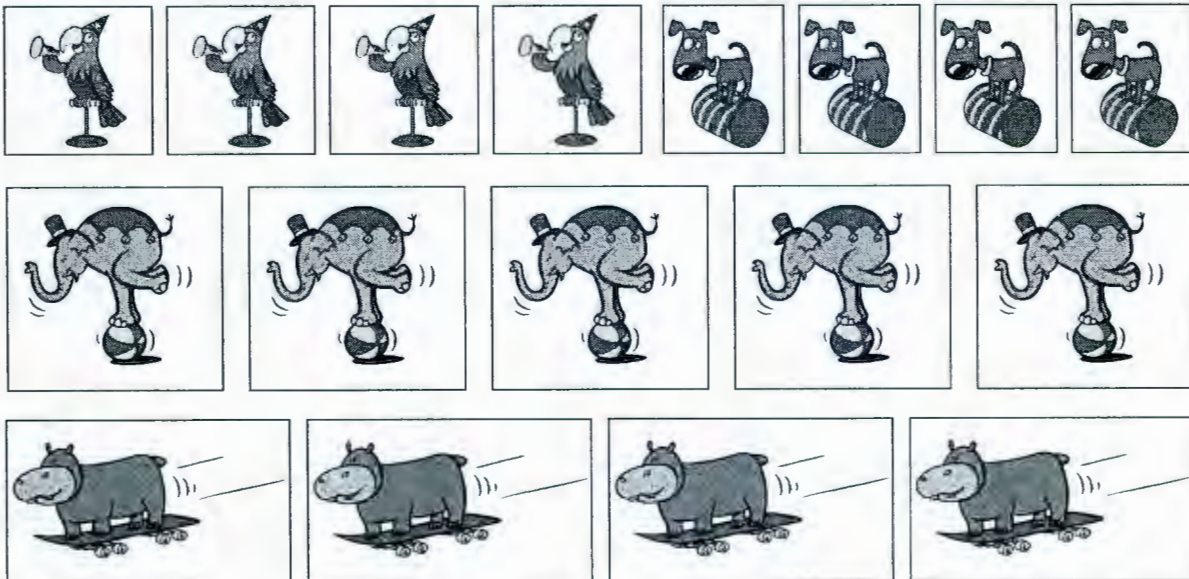
page 27

COMPARER LES LONGUEURS DE 5 OBJETS



page 30

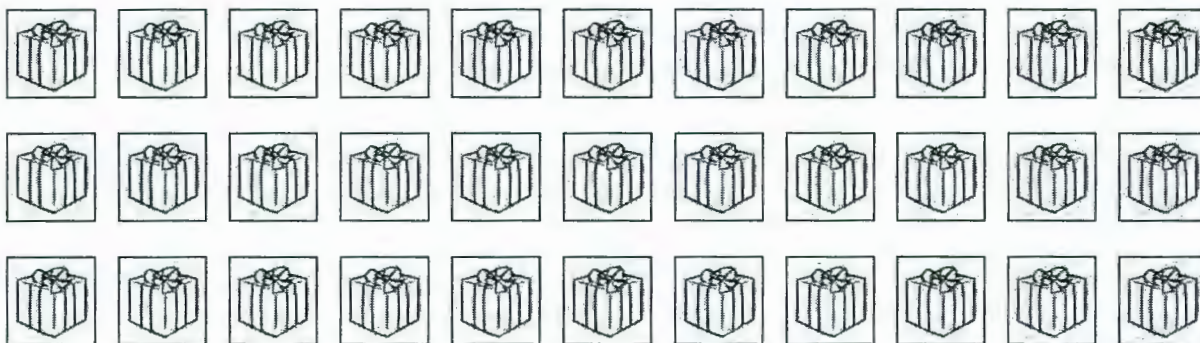
COMPLÉTER UNE COLLECTION



Annexes du fichier de l'élève

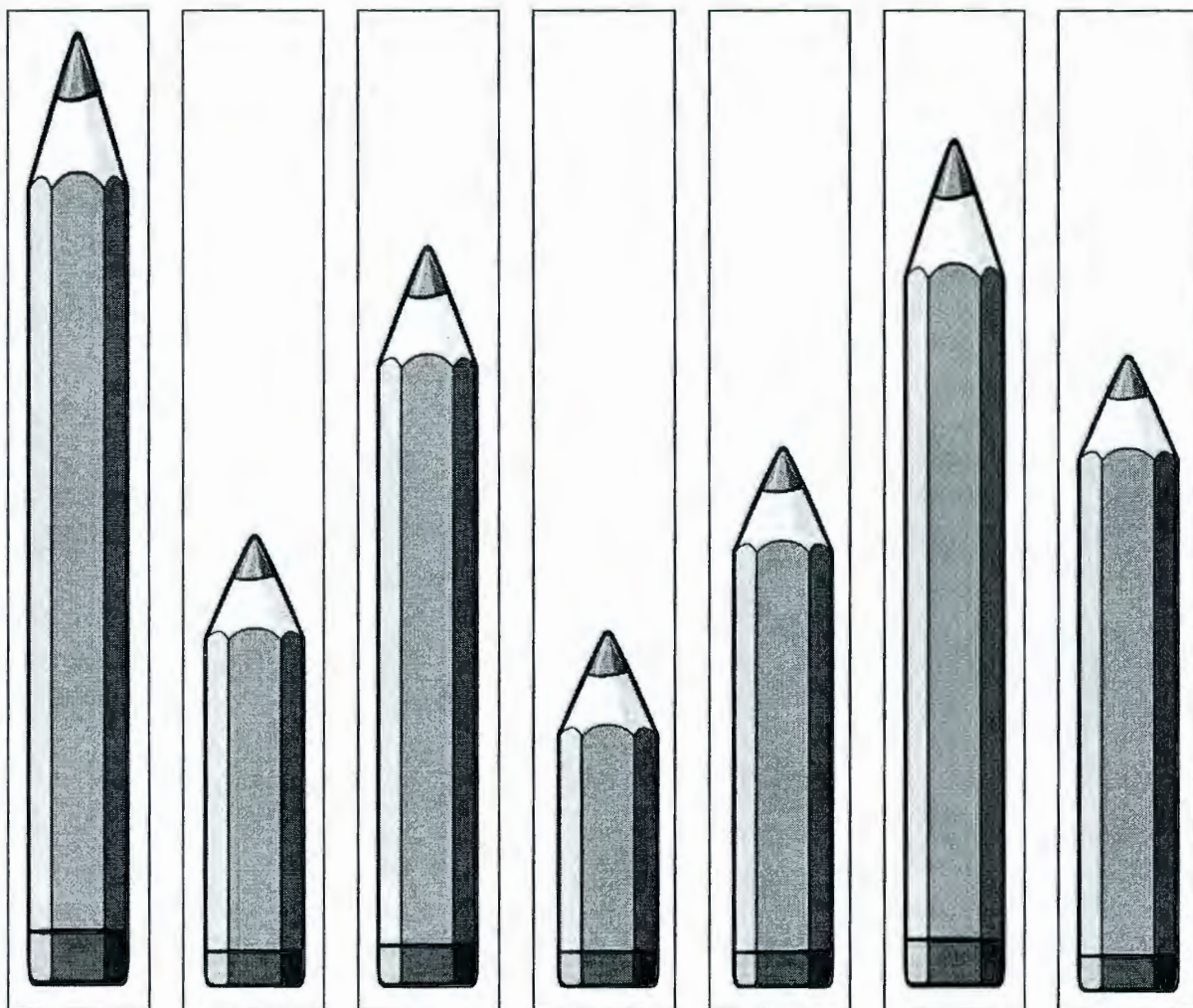
page 32

RÉALISER DES COLLECTIONS DE 7 OBJETS



page 33

COMPARER LES LONGUEURS DE 7 OBJETS



APPENDIX A-5 – FOSS SCIENCE

Science at FACSEB will be guided by the Common Core State Standards (CCSS) and the Next Generation Science Standards for California (NGSS). The Full Option Science System (FOSS) program is aligned with both CCSS and NGSS and is available for grades K-8. Most modules and courses are designed to be appropriate for two grade levels. This provides flexibility for teachers and curriculum planners when selecting modules for use at specific grades and helps with the process of correlating FOSS to the California Common Core Standards. FACSEB will incorporate kindergarten strands into its transitional kindergarten curriculum.

The FOSS curriculum is organized according to three Disciplinary Core Ideas (DCI): life science, earth and space science, and physical science. Each DCI is split into two strands and addresses three areas:

- Engineering Core Ideas,
- Scientific and Engineering Practices, and
- Crosscutting Concepts.

Crosscutting Concepts considered important by the National Research Council⁷ and included in FOSS modules are:

- Patterns
- Cause and effect: mechanism and explanation
- Scale, proportion and quantity

FACSEB will use the scope and sequence available through FOSS to map the curriculum to the Charter School's calendar to ensure that all content and standards have adequate time throughout the year and that teachers have a framework that will help them plan and execute lessons that are mapped to the standards.

⁷ A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. National Research Council, 2012.

SCOPE AND SEQUENCE, K-8

The following matrix provides a global view of the modules available in the FOSS program and the scope and sequence that FOSS suggests and that FACSEB will follow.

Grade	Physical Science	Earth Science	Life Science
8	Electronics	Planetary Science, Second	Populations and Ecosystems
7	Chemical Interactions	Earth History, Second	Human Brain and Senses
6	Force and Motion	Weather and Water	Diversity of Life
5	Mixtures and Solutions	Weather on Earth Sun, Moon, and Planets	Living Systems
4	Energy and Electromagnetism Motion, Force, and Models	Soils, Rocks, and Landforms	Environments
3	Measuring Matter	Water	Structures of Life
2	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants
1	Balance and Motion	Air and Weather	Plants and Animals
K	Materials in Our World	Trees and Weather	Animals Two by Two

EARTH SCIENCE STRAND MATRIX

Below is the detailed Earth Science strand matrix that is provided here as a sample of the science concepts, thinking processes and modules that could be included in this particular strand of the FOSS program. Detailed matrices for Life Science, Physical Science and Scientific Reasoning and Technology are also available on the FOSS website (<http://lhsfoss.org/scope/strand.html>) but are not included here so as to save space. In addition to these matrices, a summary of the kindergarten Life Science module on trees is also included here.

Grade Level	Module	Science Concepts	Thinking Processes	Module Overview
6-8	Planetary Science Course	Solar system Planet Satellite Crater Atmosphere Scale Orbit Revolution Rotation Day and night Interaction Change	Inferring Relating Organizing Comparing Communicating Observing	Students study the Earth as a celestial object before progressing to lunar science and lunar exploration, and then on to the solar system. They explore the Moon's origin, phases and geology, celestial motions, cratering, imaging, and space exploration.
	Earth History Course	Erosion Deposition Sedimentation Lithification Index fossil Rock formation Landform Prehistoric environment Evidence		Students investigate rocks and fossils to discover clues that reveal Earth's history. They explore Grand Canyon rocks and fossils, the processes that created them, and compare evidence discovered in rocks to present day processes and life.
	Weather and Water Course	Heat Radiation Conduction Convection Density Pressure Condensation Water cycle Drainage basin Climate		Students investigate the properties of Earth's atmosphere and the processes that produce weather, including energy transfer, atmospheric pressure, and water cycle. Students collect and analyze local and global weather data.
5-6	Landforms Module	Contour Erosion Deposition Elevation Landform Map Model Point of view Slope Topography	Relating Organizing Comparing Communicating Observing	Students investigate variables that influence erosion and deposition and the subsequent creation of landforms and create topographic maps as a means to represent landforms.
	Solar Energy Module	Absorb Change Energy transfer Heat sink Insulation Orientation Reflect Shadow Solar Energy Surface Area		Students study the relationship between the sun, an object, and the shadow it casts. They set up experiments to discover which variables influence the transfer of solar energy.
3-4	Earth Materials Module	Earth material Crystal Geology Mineral Rock Property	Advanced Organizing Comparing Communicating Observing	Students examine rocks in detail and discover that rocks are made of combinations of minerals. They identify rocks and minerals by observing their properties, e.g. color and hardness.
	Water Module	Change Cycle Condensation Earth material Evaporation Liquid Solid Property Surface tension		Students examine the properties of water as solid, liquid, and gas. They discover what happens to water as it is heated, cooled, frozen, evaporated, and allowed to interact with other materials.

French American Charter School of the East Bay – Charter Appendix

Grade Level	Module	Science Concepts	Thinking Processes	Module Overview
1-2	Pebbles, Sand, and Silt Module	Earth material Rock Mixture Particles Soil	Beginning Organizing Comparing Communicating	Students study the properties of rocks and soil. They group and seriate rocks, learning simple ways by which earth materials can be organized.
	Air and Weather Module	Air Gas Lift Pressure Propulsion Temperature Weather Wind	Observing	Students study the properties of air. They examine its effects on other materials and use basic tools to gather information about air and weather.
K (including TK)	Materials in Our World (Paper, Wood, and Fabric Modules)	Materials Structures Change	Comparing Communicating Observing	Students observe, compare, and describe wood, paper, and fabric, and find out what happens when these materials interact with other materials.

STANDARDS FOR MATERIALS IN OUR WORLD MODULE, KINDERGARTEN

Below are the NGSS standards covered and the applicable DCI in the *Materials in Our World* module for Kindergarteners.

Physical Science Standards (NGSS)

- **Matter and Its Interactions (DCI)**
 - **Standard PS1-1** – Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
 - **Standard PS1-2** – Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
 - **Standard PS1-4** – Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
- **Energy (DCI)**
 - **Standard PS3-1** – Make observations to determine the effect of sunlight on Earth’s surface.
 - **Standard PS3-2** – Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Engineering Technology Standards (NGSS)

- **Engineering design (DCI)**
 - **Standard ETS1-1** – Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
 - **Standard ETS1-2** – Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
 - **Standard ETS1-3** – Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Earth and Space Standards (NGSS)

- **Earth’s systems (DCI)**
 - **Standard ESS2-1** – Use and share observations of local weather conditions to describe patterns over time.
 - **Standard ESS2-2** – Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **Earth and human activity (DCI)**
 - **Standard ESS3-2** – Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
 - **Standard ESS3-3** – Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Life Sciences (NGSS)

- **From Molecules to Organisms (DCI)**
 - **Standard LS1-1** – Use observations to describe patterns of what plants and animals (including humans) need to survive.

SUMMARY OF KINDERGARTEN LIFE SCIENCES MODULE ON TREES

<http://www.fossweb.com/delegate/ssi-foss-ucm/ucm?dDocName=D1976232>

OVERVIEW

TREES



GOALS

The giant sequoia is the most massive living organism on Earth. It is a tree, magnificent in dimension and awe inspiring in its longevity and durability. To stand in the company of such giants is to experience the scale of life.

To a kindergartner the oak on the corner, the pines at the park, and the mulberry trees at school are giants. Systematic investigation of trees will bring students to a better understanding of trees' place at school and in the community, and will provide some solid experiences on the way to understanding all plants.

FOSS EXPECTS STUDENTS TO

- Develop a growing curiosity and interest in the living things that make up their world.
- Observe and describe the properties of trees and leaves in the schoolyard.
- Compare the similarities and differences of the trees and leaves observed on mini-field trips.
- Help plant and care for a tree temporarily in the classroom, then permanently in the schoolyard.
- Observe trees throughout the school year for changes that come with the different seasons.
- Compare the shapes of leaves to geometric shapes.
- Compare the size and edges of leaves, using a reference card.
- Use pictorial experiences to heighten their awareness of the diversity and variety of trees and leaves.
- Acquire the vocabulary associated with the properties and structures of trees and leaves.
- Use drawings and oral language to describe observations.

OVERVIEW CONTENTS

Goals	1
FOSS and National Standards	2
Science Background	3
Integrating the Curriculum	5
Science for Young Children	6
FOSS for All Students	8
Assessing Progress	9
Organizing the Classroom	10
Scheduling the Trees Module	12
Safety in the Classroom	15
The FOSS Teacher Guide Organization	16
The FOSS Investigation Folio Organization	17
Trees Module Matrix	18
FOSS Staff	20

TREES MODULE MATRIX

SYNOPSIS

SCIENCE CONTENT

THINKING PROCESSES

1. FALL TREES

Students begin their study of trees by going on a walk looking at the variety and structure of trees in the schoolyard. A living tree becomes part of the classroom for 2 weeks, and students work with representational materials to look more closely at the shapes of trees and their parts. Students adopt trees to observe changes throughout the year, and complete the activity by planting their class tree on the school grounds.

- Trees have identifiable structures.
- Trees are a resource to people and other animals.
- Trees are growing, living organisms.
- Trees have basic needs, including water, light, and nutrients from soil.
- Trees are identifiable by their shapes.

- Observe trees in the schoolyard.
- Compare trees for similarities and differences.
- Communicate observations of trees.

2. LEAVES

Students begin with a schoolyard walk, focusing on the leaves of trees. They match leaves with geometric shapes, go on a leaf hunt to make comparisons of leaves, work at centers with representational materials, and make a leaf book. This investigation concludes with a story, *Our Very Own Tree*.

- Leaves have identifiable structures.
- Leaf shapes can be compared to geometric shapes.
- Leaves can be identified by their shapes.
- Leaves have many properties that can be compared.

- Observe size, shape, texture, and color of tree leaves.
- Compare the shapes of leaves to common geometric shapes.
- Compare the size and edges of leaves.
- Communicate observed similarities and differences.

3. TREES THROUGH THE SEASONS

Students extend their understanding of trees as a growing, changing, living part of their world. During each season, the schoolyard trees are visited and their twigs, leaves, flowers, and seeds are observed and compared to those from a previous season.

- Trees have identifiable structures that serve different functions.
- Trees change through the seasons.
- Trees are a resource. They are useful to people and other animals.

- Observe seasonal changes in the life of schoolyard trees.
- Observe the structures of twigs, flowers, fruits, seeds, and bark of trees.
- Compare changes in parts of trees through the seasons.
- Communicate observations and comparisons of schoolyard trees.

INTERDISCIPLINARY EXTENSIONS

- Use science journals.
- Make a tree-observation class book.
- Review parts of a tree.
- Make more puzzles.
- Hang up the trunk-circumference strings.
- Measure the circumference strings.
- Plan a discovery center.
- Collect prunings.
- Pass the scrapbook on.

READING CONNECTIONS

- A Tree Comes to Class
- *Red Leaf, Yellow Leaf* by Lois Ehlert

HOME/SCHOOL CONNECTION

- Students survey family members to see how many trees each estimates to be in their yard, block, or local park. When all guesses are in, they take a walk to make an actual count.

- Use science journals.
- Make invitations for back-to-school night or open house.
- Make a leaf-shape bar graph.
- Print T-shirts.
- Make leaf rubbings.
- Try spatter painting.
- Make photo frames.
- Make sunprints.
- Use a two-handed feely box.
- Find your leaf.
- Play What Matches?
- Add to the discovery center.
- Add to the scrapbook.

- *FOSS Science Stories: Trees*, "Where Do Trees Grow?"
- *Our Very Own Tree* by Lawrence F. Lowery

- Students and families play What's My Leaf? Eight fallen leaves are collected from the same tree. Each player chooses a leaf and studies it well. All the leaves are returned to a bag, mixed up, and spread out on a table. Each player tries to identify his or her leaf.

- Use science journals.
- Make a tree bulletin board.
- Make a food-from-trees center.
- Watch for seed showers.
- Watch for life in trees.
- Compare cones.

- *FOSS Science Stories: Trees*, "My Apple Tree"
- *FOSS Science Stories: Trees*, "Orange Trees"
- *FOSS Science Stories: Trees*, "Maple Trees"
- *The Secret Life of Trees* by Chiara Chevallier

- Students watch for changes to a tree in their neighborhood throughout the seasons. They look for signs of life in trees, and watch for the emergence of leaves, fruit, and seeds.



FOSS AND NATIONAL STANDARDS

The **Trees Module** emphasizes the development of observation and descriptive communication and building explanations based on experience. This module supports the following National Science Education Standards.

SCIENCE AS INQUIRY

Develop students' abilities to do and understand scientific inquiry.

- Ask and answer questions.
- Plan and conduct simple investigations.
- Communicate investigations and explanations.

CONTENT: LIFE SCIENCE

Develop students' beginning awareness of the characteristics of organisms.

- All organisms have basic needs. Trees need water, nutrients in the soil, light, and air.
- Organisms have different structures that serve different functions in growth, survival, and reproduction.

Develop students' beginning awareness of life cycles of organisms.

- Trees have life cycles that include growth from seed, developing into mature trees, and formation of new seeds.

Develop students' beginning awareness of organisms and their environments.

- All animals depend on plants. Many animals depend on trees for food or shelter.
- Organisms cause changes to their environment.

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES

Develop students' beginning awareness of types of resources.

- Resources are things we get from living and nonliving things to meet our needs.

APPENDIX A-5A – GLOBAL CITIZENSHIP INTEGRATION ACROSS MULTIPLE SUBJECTS

How does Education for Global Citizenship relate to your curriculum subjects?

Every area of the curriculum can make an important contribution to Education for Global Citizenship. Furthermore, applying a global perspective can enrich subject teaching and help fulfil national curricula in deeper and more rewarding ways.

Art and Design

- explores how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art
- recognises different perspectives, ideas, beliefs and values
- provides opportunities to learn about, and from, different cultures through handling images and artefacts

Citizenship

- engages with issues of social justice, human rights, community cohesion and global interdependence
- provides opportunities to challenge injustice, inequalities and discrimination through informed, responsible action
- explores issues of diversity, identity and belonging

Design and Technology (including Food)

- explores the impacts of design and technology on the world and on quality of life
- addresses sustainability issues in product design and food production and consumption
- considers social, environmental and economic contexts of products, and 'appropriate technology'

English

- explores values, beliefs and experiences of different groups of people, and themes common to people the world over, through texts from a range of cultures and traditions
- develops empathy, communication skills, the ability to argue effectively, critical thinking and media literacy
- considers insights into issues common to the personal and global spheres, such as prejudice and conflict
- provides limitless opportunities to use exploration of global issues as the means to develop core skills

Geography

- questions, investigates and critically engages with issues affecting people's lives throughout the world
- develops understanding of global interconnectedness and interdependence, and of sustainable development
- provides opportunities for informed, responsible action
- addresses diversity and identity issues through the investigation of differences and similarities between people, places, environments and cultures, and through the exploration of different values and attitudes in relation to social, environmental, economic and political questions

History

- explores differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history
- engages with diversity through critical thinking about reasons why history is interpreted in different ways
- considers significance of individual and collective action and questions of civic and social responsibility
- explores themes such as prejudice, conflict and oppression and relates historical examples to contemporary events and experiences

ICT

- considers impacts of ICT on individuals, communities and society, including the social, economic and ethical implications of access to and use of ICT (e.g. impacts on globalisation, poverty, inequality, democracy, diversity and conflict)
- develops critical thinking and media literacy
- provides limitless opportunities to explore global issues in order to address the largely skills-based ICT curriculum

Mathematics

- provides opportunities to illustrate mathematical concepts and processes by means of issues in local, national and global society
- provides opportunities to consider the influence of different cultures on mathematics (e.g. the role of Hindu and Islamic scholars in developing the decimal system, the zero concept and trigonometry)
- develops critical thinking around use, presentation and manipulation of data

Modern Foreign Languages

- explores issues of identity and diversity by considering similarities and differences between peoples, places, cultures and languages
- develops awareness of global interconnectedness in that languages are continually evolving and borrowing from each other
- develops knowledge and appreciation of different cultures and their different world views
- provides opportunities to explore global issues while developing reading, writing, speaking and listening skills

Music

- explores how music expresses identity and belonging, and feelings in personal life
- considers how music is used to protest at social injustice and promote visions of positive change
- develops appreciation of diversity and global interconnectedness through exploring the fusion and cross-fertilisation of various musical traditions and the common elements in different musical traditions

Modern Studies (Scotland)

- explores the social, political, environmental and economic aspects of local, national and global development issues
- explores the shaping of society, democracy and power relationships, developing understanding of global interconnectedness and interdependence
- makes connections between issues of social justice and equality at home and abroad
- develops active participation and critical thinking skills, and informed values and attitudes to social studies

Personal, Social, Health and Economic Education

- develops appreciation of diversity and encourages critical thinking through the exploration of similarities and differences between people and the discussion of social and moral dilemmas
- explores well-being in all senses – from physical health to financial well-being – and key factors in this (both local and global)

Physical Education

- through teamwork, develops co-operation and collaboration skills, and an appreciation of interdependence
- through competition, promotes a sense of fair play, mutual respect, and the ability to manage emotions and conflict
- provides opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence

Religious Education

- explores issues of justice, equality, care for others and for the planet, and peace and conflict, from different perspectives
- develops awareness of diversity through exploring different values, attitudes and beliefs
- develops empathy, critical thinking, respect for others and the ability to argue effectively
- explores the role of religious belief in Global Citizenship and global issues

Science

- engages with the social, cultural and economic contexts in which scientific enquiry takes place
- explores ethical issues surrounding science and its pursuit and uses
- considers the contribution of science to debates around sustainable development
- develops appreciation of interdependence within the natural world and between people and planet
- provides opportunities to explore the contributions of different cultures to science



Abbie Taylor-Smith / Oxfam

▲ Global Citizenship encourages young people to feel empathy with their peers around the world.

APPENDIX A-5B – PROPOSED EDUCATIONAL PROGRAM IMPLEMENTATION PLAN

Below is the proposed implementation of various elements of the educational program. Once an element has been introduced, the plan assumes that it will continue to be offered in subsequent years. Proposed professional development opportunities and trainings that align with the educational program and goals for the Charter School are included here. However, actual opportunities will depend on staff experience and interest and student needs.

YEAR 0

Board of Directors

- Hire and support Principal in his/her activities
- Secure facility
 - Facilities Committee
- Student recruitment, application and enrollment processes
 - Enrollment Committee
- Develop and/or finalize school policies and documents as required or needed to ensure a smooth first year of school (e.g. Student-Parent Handbook, Staff Handbook, 3-Way Contract, application and enrollment materials, etc.)

Principal

- Develops curriculum maps for all grades and all subjects in first year
 - Supports for this effort
 - Curriculum and Education Program Evaluation Team
 - Advisory Board
 - Board of Directors
 - Paid consultants
- Hiring all staff for first year
 - Supports for this effort
 - Hiring Committee
 - Board of Directors

Teacher Institute Goals⁸

- Build community among staff
- Create Professional Development Plan for the year, which will include Project GLAD if teachers aren't trained in SDAIE (each teacher will create their own PDP, which will be reviewed and discussed with the Principal)
- Review and adjust curriculum maps created by Principal and team
- Introduce and/or provide training in:

⁸ The agenda for the Teacher Institute will vary depending on the needs of the teachers in relation to the curriculum plans. Teachers with experience in a particular curriculum will provide an introduction and examples of the curriculum in action. If no teacher has experience in the explicit curriculum being used, paid consultants may be hired to provide information and/or conduct training.

- FOSS science
 - Reading and Writing Project
 - Singapore Math
 - Social Emotional Learning (SEL)
- Prepare for the school year (e.g. classroom, materials and lessons for the first week, etc.)

YEAR 1

- Proposed professional development opportunities and trainings
 - Social Emotional Learning – may collaborate with organizations such as Roots of Empathy or Caring School Community
 - Special Education (by Teacher on Special Assignment and possibly through monthly trainings at Aspire)
 - English Learners – organized and delivered by Teacher on Special Assignment
 - Project GLAD for teachers not trained in SDAIE
 - Conferences – send teacher delegates to California Charter School Association, Association of Two-Way & Dual Language Education’s National Two-Way Immersion Conference, and/or other conferences relevant to the successful implementation of the educational program
- International Day of the Francophonie celebrations

YEAR 2

- Integrate global citizenship into curriculum maps/lessons, including francophone history, arts and culture, and explicit global citizenship teachings through TeachUNICEF and Oxfam
- Integrate arts/music into curriculum maps/lessons
- Proposed professional development opportunities and trainings
 - Cultural competence training through The Center for Culturally Responsive Teaching and Learning
 - Project GLAD for teachers not trained in SDAIE
 - Special Education (by Teacher on Special Assignment and possibly through monthly trainings at Aspire)
 - English Learners – organized and delivered by Teacher on Special Assignment
 - Conferences – send teacher delegates to California Charter School Association, Association of Two-Way & Dual Language Education’s National Two-Way Immersion Conference, and/or other conferences relevant to the successful implementation of the educational program

YEAR 3

- Hire Arts/Music teacher
- Integrate inquiry-based learning into math curriculum maps/lessons
- Integrate technology into curriculum maps/lessons
- Integrate francophone arts/culture/history/geography into curriculum maps/lessons
- Proposed professional development opportunities and trainings
 - Project GLAD for teachers not trained in SDAIE
 - Special Education (by Teacher on Special Assignment and possibly through monthly trainings at Aspire)

- English Learners – organized and delivered by Teacher on Special Assignment
- Conferences – send teacher delegates to California Charter School Association, Association of Two-Way & Dual Language Education’s National Two-Way Immersion Conference, and/or other conferences relevant to the successful implementation of the educational program

YEAR 4

- Start looping. Teachers will teach TK&K, K&1, 1&2 or 2&3. Below is a sample of what this might look like. Each of the teachers listed would be the francophone teacher. Teachers hired to teach courses in English will rotate through various classes and may not be consistent from year-to-year.

Teacher	2017	2018
A	TK_A	K_A
B	K_B	1_B
C	1_C	2_C
D	2_D	3_D

- Integrate health units into curriculum maps/lessons
- Hire Physical Education teacher
- Hire World Language teacher(s)⁹

APPENDIX A-6 – DRAFT THREE-WAY CONTRACT

The Student’s Commitment

- I will be guided by the mission and values of the school, including being accountable, responsible, empathetic and helping to build community.
- I will come to school ready and willing to learn.
- I will complete all of my homework assignments on-time.
- I will ask for help when I am having a hard time meeting these commitments.

The School’s Commitment

- We embrace and model the values of accountability, responsibility, empathy, and fostering community.
- We will work to ensure that your child learns the academic knowledge and skills to prepare him/her for the best high schools and colleges.
- We will operate a longer school year and longer school day to ensure that students have more time for learning.
- We will always come to class prepared and will continually engage students in the challenging and meaningful work that prepares them for success in school and in life.
- We will maintain an open-door policy for parents, who may come into the school at any time (after checking in with the front office) and enter any classroom for observation, as long as there is no disruption.

⁹ Specific language, or languages, will depend on the interests of students and their families.

- We will communicate with parents regularly about your child's performance and make ourselves available in person and by telephone and email. We will return your telephone calls within 24 hours.
- We will assign productive and meaningful homework to compliment classroom learning and promote students to reach their fullest potential.
- We will enforce the School's Code of Conduct consistently and fairly, and notify parents promptly if we have concerns about your child's behavior in school.

Parents'/Guardians' Commitment

- We will be guided by the school's core values of accountability, responsibility, empathy, and fostering community.
- We will support our child's academic growth by:
 - Holding high expectations for him/her,
 - Providing a quiet, undisturbed time and space for our child to complete homework,
 - Ensuring that our child completes homework on-time,
 - Frequently discussing schoolwork and activities with my child,
 - Communicating regularly with our child's teachers.
- We understand that the school offers a longer school day, and we will ensure that our child is well-rested, fed and present to take advantage of the extended learning time. Specifically, we will:
 - Ensure that our child comes to school every day on time, stays for the full day, and is picked up promptly at dismissal time,
 - Not plan family vacations or other extended absences on school days,
 - Make sure that our child promptly completes missed work following any absences.
- We understand that the school's dress code is an important part of ensuring a safe and respectful school community and will ensure that our child comes to school each day in proper dress (according to the Parent-Student Handbook).
- We have read, understand and support the school's Code of Conduct, including all its rules, rewards and disciplinary consequences.
- We will do our best to participate in school activities, including Parent-Teacher Conferences so that we can be partners in our child's progress in school.
- We will volunteer at least 30 hours per year per family for the school community. This can include parent education activities, take-home projects, and helping in the classroom. Other opportunities are listed in the Parent-Student Handbook, and the Parent-Teacher Association will work with families to find activities that fit your interests, skills and schedule.
- We understand that we are not required to sign this contract as a term of our child's admission to FACSEB, but do so voluntarily because we believe that a partnership between parents and educators is critical to creating the best possible education for our child.

Student Signature

School Signature

Parent/Guardian Signature

APPENDIX A-7 – A DAY IN THE LIFE OF A FACSEB STUDENT

Below is an example of what a kindergarten student may experience on a typical day at FACSEB.

8:15-8:25 – Students Arrive

- Students greeted as they arrive, put belongings away in their designated cubbies and attendance is taken.

8:25-8:35 – Morning Meeting – greeting, calendar, music, daily agenda

- Teacher leads students in the musical morning greeting, *Bonjour, bonjour*.

<i>Bonjour, bonjour</i>	Hello, hello
<i>Comment ça va?</i>	How's it going?
<i>Bonjour, bonjour</i>	Hello, hello
<i>Très bien, merci</i>	Very well, thanks
<i>Je suis content d'être ici</i>	I am happy to be here
<i>Avec tous mes petits amis</i>	With all my friends
<i>Bonjour, bonjour</i>	Hello, hello
<i>Comment ça va?</i>	How's it going?

- Each student has the opportunity to express how they're feeling by holding up a picture of their feeling (happy, sad, tired, etc.), and the teacher uses this opportunity to teach and reinforce French language vocabulary and to talk about why children may be feeling a certain way.
- The teacher conducts a mini-lesson to teach days of the week and numbers through dates. Music is introduced again with a days of the week song in French.
- The teacher reviews the daily agenda with the class so that they know what to expect throughout the day.

8:35-9:20 – French Literacy Centers & Guided Reading

During this segment of the day, students will rotate through a variety of different stations every 15 minutes.

- Guided Reading – teacher works with small group of children at kidney table doing a guided reading lesson with French Reading A-Z book.
- Students work at independent literacy centers or at centers with parent or community volunteers
 - Literacy centers could include: listening center where students listen to books on CD, writing center, reading center, game center, computer/technology center where students might listen to a book online or work on an interactive educational app, word study and spelling center, ABC center, etc.

9:20-10:05 – French Reading Workshop

- Teacher uses French picture book *Juliette joue avec son chat* (Juliette plays with her cat) and conducts mini-lesson on text-to-self connections.
- Students have independent reading time where they look at picture books and make their own text-to-self connections while teacher circulates and conferences with individual students.
- Sharing time: Class comes back together, some students share their connections with the class and teacher highlights learning she discovered during conferences.
- Students put learning materials away and then have snack.

10:05-10:15 – AM Recess

10:15-10:35 – PE Class

- Teacher shows students how to play a game that emphasizes teamwork and collaboration while engaging in physical activity and developing gross motor skills.

10:35-11:20 – French Writer’s Workshop

- Teacher conducts mini-lesson on how to write a sentence about a pet by providing sentence frames and then models and guides correct letter formation for handwriting practice.
- Students have independent writing time where they practice writing a sentence about a pet and draw a picture to go with their sentence or story.
- Teacher conferences with individual students about their writing.
- Sharing time: Students work in pairs to read their sentence or story to each other.

11:20-11:50 – Arts Class

- Teacher discusses different animals from Africa, including those that are common in French-speaking African nations.
- Drama/Movement: Teacher leads students in a pantomime game in which they pretend to be different animals and the class has to guess which animal they are.
- Visual: Students use magazine pictures of African animals to make collages.

11:50-12:50 – Recess & Lunch

- The teacher escorts students to the playground for a 15-minute recess prior to lunch. The Principal, classroom aides, and/or parent and community volunteers supervise recess and lunch.
- All students eat together in the lunch room so that they have enough time to eat a nutritious lunch and to socialize with their peers in this school-wide community setting. After 30 minutes of mindful eating, students may participate in choice activities (i.e. playing on the playground, reading, sports, games).
- If a student is serving as a Recycling Ambassador, chaperones and older students will guide younger students in identifying recyclable and compostable lunch materials and in working with their peers to ensure materials are disposed of properly. Games to encourage recycling and composting will help students think about their actions at school and at home.
- At the end of the lunch hour, chaperones will gather students to use the restroom and return to the classroom.

12:50-1:00 – Quiet Time

- Students rest quietly to refocus following recess and lunch. Relaxing music is played.

1:00-1:45 – Math

- Teacher models counting plastic bears and writing corresponding number.
- Students work in pairs with math manipulatives and then independently on counting and writing numbers.
- Teacher leads students in singing *Un, deux, trois nous irons au bois* (a French children’s song). Students learn the names of numbers, counting in sequence, and the pattern and sequence of repetition with each verse of the song, exposing students to math concepts¹⁰ through music.

¹⁰ The Common Core State Standards for Mathematics state that kindergarteners should know the names of numbers and be able to count them in sequence.

<http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

1, 2, 3 nous irons au bois

Un deux trois (1 2 3)

Nous irons au bois (We will go to the woods)

Quatre cinq six (4 5 6)

Cueillir des cerises (To pick cherries)

Sept huit neuf (7 8 9)

Dans mon panier neuf (In my new basket)

Dix onze douze (10 11 12)

Elles seront toutes rouges (They will all be red)

1:45-2:30 – Life Skills

- Teacher uses animal puppets to discuss skill of empathy.
- Children practice role-playing empathy skills.

2:30-2:45 – PM Recess

2:45-3:20 – Choice Time

- Students choose role play centers, puzzles, games or other activities that allow them to foster their own interests and development.

3:20-3:30 – Closing Circle and Dismissal

- Teacher engages students in recapping the day's activities
- Sing *Au revoir* song

Au revoir, au revoir,

Il se fait tard et je dois m'en aller

Au revoir, au revoir,

Mais j'aimerais rester toute la journée

Pour vos sourires et vos bien jolies voix

Je vous remercie et a une autre fois.

Good bye, good bye

It's getting late and I must go

Good bye, good bye

But I'd like to stay with you all day

For all your smiles and your pretty voices

I thank you and I'll see you another time.

- Students dismissed and escorted to aftercare or parent pick-up

APPENDIX A-8 – PROPOSED SCHOOL CALENDAR AND SCHEDULE

FACSEB Proposed School Calendar, 2015-2016

School Days: 8.25AM - 3.30PM, Early Dismissal: 2.00PM

Key Dates	
August	17-21 - Teacher Institute (Professional Development/Staff work days) - NO SCHOOL (students)
August	24 - First Day of School
September	7 - Labor Day - NO SCHOOL
October	12-13 - Professional Development Days - NO SCHOOL (students)
November	9-10 - Parent-Teacher Conferences
November	11 - Veterans Day - NO SCHOOL
November	23-27 - Thanksgiving Holiday - NO SCHOOL
December	21 - January 1 - Winter Recess - NO SCHOOL
January	4 - Classes Resume
January	18 - Martin Luther King Day - NO SCHOOL
January	29 - Professional Development Day - NO SCHOOL (students)
February	15 - Presidents Day - NO SCHOOL
March	20-21 – School celebrates International Francophonie Day
April	11-15 - Spring Recess - NO SCHOOL
May	27 & 30 - Memorial Day Holiday - NO SCHOOL
June	22 - Last Day of School
June	23 - Professional Development Day - NO SCHOOL (students)

Early release days: Every Wednesday

FACSEB Proposed Weekly Schedule, Kindergarten

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:25	Arrival - Children greeted as they arrive; children put belongings away; attendance	Arrival - Children greeted as they arrive; children put belongings away; attendance	Arrival - Children greeted as they arrive; children put belongings away; attendance	Arrival - Children greeted as they arrive; children put belongings away; attendance	Arrival - Children greeted as they arrive; children put belongings away; attendance
8:25 - 8:35	Morning Meeting - songs, calendar, music	Morning Meeting - songs, calendar, music	Morning Meeting - songs, calendar, music	Morning Meeting - songs, calendar, music	Morning Meeting - songs, calendar, music
8:35 - 9:20	French Literacy Centers & Guided Reading	French Literacy Centers & Guided Reading	French Literacy Centers & Guided Reading	French Literacy Centers & Guided Reading	French Literacy Centers & Guided Reading
9:20 - 10:05	French Reading Workshop (followed by snack)	Social Studies (followed by snack)	French Reading Workshop (followed by snack)	Science & Health (followed by snack)	French Reading Workshop (followed by snack)
10:05 - 10:15	AM Recess	AM Recess	AM Recess	AM Recess	AM Recess
10:15 - 10:35	PE Class	PE Class	PE Class	PE Class	PE Class
10:35 - 11:20	Handwriting/French Writers' Workshop	French Writers' Workshop	French Writers' Workshop	French Writers' Workshop	English Language Arts
11:20 - 11:50	Arts Class	Music Class	Recess & Lunch (11:20 - 12:20)	Global Citizenship	School Assembly
11:50 - 12:50	Recess & Lunch	Recess & Lunch	Quiet Time (12:20 - 12:30)	Recess & Lunch	Recess & Lunch
12:50 - 1:00	Quiet Time	Quiet Time	Math (12:30 - 1:10)	Quiet Time	Quiet Time
1:00 - 1:45	Math	Math	Music (1:10 - 1:50)	Math	Math
1:45 - 2:30	Life Skills	Science & Technology	Closing circle (1:50 - 2:00)	World Languages (i.e. Spanish, Chinese, Arabic)	Francophone arts & culture
2:30 - 2:45	PM Recess	PM Recess	Dismissal (2:00)	PM Recess	PM Recess
2:45 - 3:20	Pack-Up & Choice Time	Pack-Up & Choice Time		Pack-Up & Choice Time	Pack-Up & Choice Time
3:20 - 3:30	Closing Circle & Dismissal	Closing Circle & Dismissal		Closing Circle & Dismissal	Closing Circle & Dismissal

Daily Minutes:

340

340

265

340

340

Proposed Annual Instructional Minutes, 2015-16

Month	Regular Days	Early Dismissal Days	Total Instructional Days
August	5	1	6
September	17	4	21
October	15	5	20
November	12	3	15
December	11	3	14
January	15	3	18
February	16	4	20
March	19	4	23
April	12	4	16
May	17	3	20
June	13	3	16
Total	152	37	189

Annual Instructional Minutes: 61,485

APPENDIX A-9 – STUDENT STUDY TEAM (SST) APPROACH

If, after providing a series of other strategies to help students succeed in the classroom, a student continues to struggle, FACSEB will convene a Student Study Team (SST). The SST provides an efficient and effective method of support to struggling students and a process by which to show the school's concern for and attention to the student's need in concert with the student and his or her family. A SST will be convened for any student who is persistently tardy, absent, has behavior challenges, or is struggling academically. The SST will include parent(s)/guardian(s), the Principal and/or Special Education Coordinator, teachers, and other school staff. The SST will meet every eight weeks to monitor the student's progress and needs, evaluate the effectiveness of implemented interventions, and to revise intervention strategies or consider referral for Special Education evaluation and testing for specific learning disabilities. The SST will collect data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student's needs. If the monitoring and interventions implemented through the SST do not show sufficient improvement in the student's success, the Principal and/or Special Education Coordinator will request parent(s)/guardian(s) consent for referral for Special Education evaluation and testing for specific learning disabilities.

The goals of SST are to:

- Work with the student, family and school staff to identify causes of poor academic performance, disruptive behavior, and potential developmental problems.
- Work with the student and family if there are concerns that current academic performance or behavior could become more severe and result in poor academic performance or disciplinary problems.
- Discuss a variety of interventions and specific strategies that could be used to address the concerns.
- Inform the student and family of the referral process, the student's current placement in that process, and the consequences of further poor academic performance and/or disruptive behavior.
- Fulfill requirements of federal and state legislation, as stated below.
 - Documentation of regular classroom intervention prior to referring a student for special education services.

- Section 504 accommodation plans must be available for children not eligible for special education services but who qualify for services under Section 504. The multi-disciplinary SST allows it to address this need.

APPENDIX A-10 – SECTION 504 BOARD POLICIES AND PROCEDURES (DRAFT)

French American Charter School of the East Bay (FACSEB) IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504 SECTION 504 BOARD POLICY

Charter School Policy# _____

Date Approved: _____

The Board of Directors of French American Charter School of the East Bay recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA").

The Principal shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's administrative regulation.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If French American Charter School of the East Bay does not assess a student after a parent has requested an assessment, French American Charter School of the East Bay shall provide notice of the parent's/guardian's procedural safeguards.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. French American Charter School of the East Bay shall periodically review the student's progress and placement.

French American Charter School of the East Bay will implement this policy through its corresponding Administrative Regulations.

French American Charter School of the East Bay (FACSEB)

**IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504
SECTION 504 ADMINISTRATIVE REGULATIONS**

Charter School Policy# _____

Date Approved: _____

A. Definitions

1. **Academic Setting** – the educational environment operated by French American Charter School of the East Bay (the "Charter School" or "FACSEB")
2. **Individual with a Disability under Section 504** - An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** - procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** - is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** - the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The Principal or Special Education Coordinator, [NAME - TBD], shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator.
9. **Has a record of such an impairment** -- means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** – means
 - (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
 - (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - (C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a

student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
 4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
 5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
 6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
 7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
 8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
 9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
- D. Review of the Student's Progress
1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
 2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.
- E. Procedural Safeguards
1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
 2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to **[NAME TBD]**, 504 Coordinator c/o French American Charter School of the East Bay, **[ADDRESS TBD]**. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
 3. The Principal shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within El Dorado SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Principal or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
8. The parent/guardian and the Charter School shall be afforded the rights to:
9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

French American Charter School of the East Bay

PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

(Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact [NAME], 504 Coordinator, c/o French American Charter School of the East Bay, [ADDRESS] with any questions regarding the information contained herein.

APPENDIX C-1 – DRAFT CHARACTER REPORT CARD**FACSEB Character Report Card**

S = Successful – Student displays appropriate learning skills and behaviors


P = Progressing – Student is progressing; displays appropriate learning skills and behaviors most of the time

N = Needs improvement – Student does not display learning skills and behaviors that lead to success

Learning Skills and Behaviors	Q1	Q2	Q3	Q4
Cross-cultural competence				
• Showed interest in learning about other cultures				
• Showed respect toward culturally different behaviors and/or attitudes				
Intellectual curiosity				
• Showed interest in learning new things				
Creative thinking				
• Engaged in finding a new way to solve a problem (brainstorming)				
Problem-solving				
• Understood a problem				
• Outlined a plan to address/solve a problem				
• Executed the plan				
• Evaluated the plan				
Respecting self and others				
• Expressed personal needs effectively (self-awareness & communication)				
• Demonstrated respect to someone else				
• Engaged in appropriate social decision making				
Skills for learning				
• Organized self and materials				
• Asked questions and/or sought help when needed				
• Completed tasks in a timely manner				
• Worked independently (autonomy)				
• Worked effectively as part of a team (collaboration)				
Self-management				
• Used self-control				
• Expressed emotions effectively				
Personal integrity				
• Took responsibility for his/her own actions (accountability)				
• Came to class prepared (responsibility)				
Perseverance				
• Finished whatever s/he began				
• Tried very hard even after experiencing failure				
• Kept working hard even when s/he felt like quitting				
Social skills				
• Engaged with peers, teachers and staff effectively (collaboration & relationship skills)				
• Developed a friendship with a classmate (relationship skills)				

APPENDIX D-1 – ARTICLES OF INCORPORATION

3625275

FILED 
Secretary of State
State of California

lcc DEC 12 2013

ARTICLES OF INCORPORATION
OF
FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

Article I

The name of the Corporation shall be French American Charter School of the East Bay.

Article II

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote French American Charter School of the East Bay.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Article III

The name and address in the State of California of this Corporation's initial agent for service of process is:

Gallienne Enksen
2642 Fulton Street
Berkeley, CA 94704

Article IV

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings or assets of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of the Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

Article V

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

Article VI


Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, corporation or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

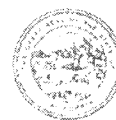
Article VII

The initial street address and initial mailing address of the Corporation is:

2642 Fulton Street
Berkeley, CA 94704

Dated: 12/10/13


Gallienne Eriksen, Incorporator



I hereby certify that the foregoing
transcript of _____ page(s)
is a full, true and correct copy of the
original record in the custody of the
California Secretary of State's office.

DEC 16 2013 8

Date: _____

Debra Bowen

DEBRA BOWEN, Secretary of State

APPENDIX D-2 – DRAFT BYLAWS

**BYLAWS
OF
French American Charter School of the East Bay**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is French American Charter School of the East Bay.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of the Corporation is Alameda County, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where the Corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of the Corporation is to manage, operate, guide, direct and promote the French American Charter School of the East Bay ("Charter School"), a California public charter school. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates

otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. The Corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. The Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. DUTY TO MAINTAIN BOARD CONFIDENCES. Every Board Member has a duty to maintain the confidentiality of all Board actions, including discussions and votes taken in closed session, as provided in applicable California public meeting laws. Any Board Member violating this confidence may be removed from the Board and shall be subject to penalties contained in law.

Section 3. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of 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.

- b. 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.
- c. 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.
- d. Monitor the operational budget and finances for long-term viability.
- e. 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.
- f. Approve the construction, remodeling of facilities 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.
- g. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.
- h. Establish the job description, goals, and responsibilities for the school Principal position, and recruit, hire, and evaluate the performance of the Principal via a process to be approved by the Board.
- i. Define or refine, consistent with the Charter School's charter, the corporation's mission, values and vision.
- j. Ensure curriculum aligns with mission as outlined in charter.
- k. Set strategic direction.
- l. Develop annual goals for the Charter School and long range plans with input from the Principal, teachers, and Parent-Teacher Association.
- m. Adopt policies to ensure that the Charter School and related educational programs are run effectively, legally, and ethically.
- n. Serve as a review board if any complaint cannot be resolved through the usual channels of Charter School administration.

Section 4. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than eleven (11), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code

Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors. The Board of Directors shall consist of no more than eleven (11) directors unless changed by amendment to these bylaws.

The Principal of the Charter School shall be an advisor to the Board. The Principal shall be allowed to act as a member in all aspects except voting. She/he shall automatically be deemed to have resigned from and removed from the Board at any time her/his employment with French American Charter School of the East Bay is terminated.

Beginning in the 2016-17 school year, the Board will add one (1) parent representative to the Board. To qualify as a parent representative, one must have a student enrolled in the 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, one vote per family, with final ratification of the top vote getter(s) by the Board. 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 French American Charter School of the East Bay shall automatically be deemed to have resigned from and removed from the board at any time at which their children no longer attend French American Charter School of the East Bay.

The initial Board of Directors shall be composed of seven (7) individuals that will serve staggered terms of service of one (1), two (2), or three (3) years, to be determined at the first Board meeting. Of these individuals, four (4) are members of the Founding Team and three (3) are other key community stakeholders. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>EXPIRATION OF TERM</u>
Mathilde Andrejko	TBD
Annette Dennett	TBD
Amelie Dupont	TBD
Robert Freedman	TBD
Corinne Petit	TBD
Sarah Sharp	TBD
Renae Waneka	TBD

Section 5. DIRECTORS' TERM. Except for the initial Board of Directors (as described above) 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.

Section 6. DIRECTORS' TERM LIMIT. Directors shall be limited to serving no more than three (3) consecutive terms without taking at least one (1) year sabbatical from serving on the Board. Filling a vacancy for less than a complete term shall not be considered as part of the term limit. Officers may serve no more than two (2) consecutive

terms. Former officers, after a break in service of two (2) years, may be elected to another term as an officer.

Section 7. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 8. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 9. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporate funds may be expended to support a nominee.

Section 10. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors; or (d) the failure, at any meeting at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter School.

Section 11. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 12. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the Corporation would be left without a duly elected director or directors.

Section 13. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of

that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12. The director being considered for removal shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

Section 14. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director.

Section 15. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 16. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 18. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 19. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 20. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 21. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, the Articles of Incorporation or these Bylaws. Directors may not vote by proxy.

Section 22. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed

on the agenda;¹

- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 23. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 24. MEETING ATTENDANCE. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any directors after such director's three unexcused absences to ascertain the director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

Section 25. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 26. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

any committee;

- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 27. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 28. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 29. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, a Secretary, and a Chief Financial Officer. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as

set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of the Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the President, or another officer to appoint any other officers that the Corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the Corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. The President shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

Section 10. SECRETARY. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a

book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the Corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the Corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the Corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the Corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

The Chief Financial Officer shall be the chair of the Finance Committee, which shall prepare an annual budget, in conjunction with the Principal and the Office Manager, for the consideration and approval of the Board of Directors.

Section 12. RETURN DOCUMENTS. Upon expiration of the term of office, or in the case of resignation or termination, each officer shall turn over to the President, without delay, all records, books and other materials pertaining to the office and shall return to the Treasurer, without delay, all funds belonging to the corporation.

Section 13. OFFICERS'S REQUIREMENTS. Officers are required to become familiar with and uphold the bylaws, standing rules, and the provisions of any insurance policies purchased by the corporation.

ARTICLE IX STAFF

Section 1. **PRINCIPAL.** The Board is responsible for appointing a Principal who, in accordance with the charter school and the policies established from time to time by the Board, shall be the Principal of the charter school and supervise and control all of the business and affairs of the charter school. The Principal shall employ and discharge, and prescribe the duties and fix the compensation of all agents and employees of the charter school with approval of the Board. In the event of the absence of the Principal or his or her disability to act the Board will appoint an Interim Principal or a team of Interim Co-Principals to fill this role. The Board is also responsible for working collaboratively with the Principal and conducting an annual evaluation of the Principal's performance.

The Principal of the school will be an ex officio member of all committees, but will not have any voting rights.

ARTICLE X CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE XI CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

ARTICLE XII LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** The Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the Corporation may advance money to a director or officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the Corporation.

ARTICLE XIII INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, the Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually

and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIV INSURANCE

Section 1. **INSURANCE.** The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XV MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** The Corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board; and
- c. Such reports and records as required by law.

ARTICLE XVI INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the Corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or

by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the Corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.

The Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

**ARTICLE XVII
BUDGET**

Section 1. BUDGET ADOPTION. Following the annual elections in September of each year, a finance committee will establish a tentative budget to be adopted by the Board of Directors with appropriate changes at the first board meeting of the school year.

**ARTICLE XVIII
REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the Corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the Corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The Corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the Corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material

financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the Corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the Corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.
- (b) The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

ARTICLE XIX BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created the French American Charter School of the East Bay or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

ARTICLE XX FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the French American Charter School of the East Bay, a California nonprofit public benefit corporation; that these bylaws, consisting of the foregoing 15 pages, are the bylaws of the Corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at _____, California.

_____, Secretary

APPENDIX D-3 – CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., French American Charter School (FACSEB) hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of FACSEB ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "Designated Employees." The Designated Employees' positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Form 700 Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No Designated Employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a

reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board).

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).

- A. Members of the Governing Board and their alternates (if applicable)
- B. Candidates for Member of the Governing Board
- C. Officers (President, Vice- President, Treasurer, Secretary, if not already included in Category A above)
- D. Principal of Charter School
- E. Consultants¹¹

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”

- A. Office Manager

¹¹ The Charter School Principal may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Charter School Principal’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of Alameda County ("County") or (2) within two miles of the boundaries of the County, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors, which are or have been within the previous two-year period engaged in the performance of building construction or design within the County.
- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the County.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include interests described in Category 1.

Category 3 Reporting:

- A. Investments in or income from business entities, which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Principal. Investments include the interests described in Category 1.

APPENDIX F-1 – COMPREHENSIVE SCHOOL SAFETY PLAN (DRAFT)

COMPREHENSIVE SCHOOL SAFETY PLAN (DRAFT)

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

TABLE OF CONTENTS

Introduction.....	3
Campus Safety and Security	3
Entrances and Exits	3
Releasing Students	4
Visitors Policy	4
Fingerprinting Policy.....	5
Registered Sex Offender Policy	6
Emergency Preparedness	8
Drills.....	8
Civil defense procedures	8
Alert Signals	9
Staff Responsibilities	9
Emergency Procedures.....	11
First Aid.....	11
Disaster Plans.....	12

Fire.....	12
Earthquake	12
Flood/Severe Weather	13
Electrical Failure	13
Gas Line Break.....	13
Water main break.....	13
Water Contamination.....	13
Chemical Spill/ Incident.....	13
Lockdown/Shooting Incident.....	14
Bomb Threat.....	14
Explosion	15
Death/Suicide.....	16
Intruders/ Vicious Animals	16
School Dress Code	16
Student Discipline.....	17
Discipline in General.....	17
Suspension	18
Authority to Suspend.....	18
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities.....	26
Policy Against Harassment and Sexual Harassment	28
Prevention of Child Abuse Policy	31
Reporting Suspected Abuse/Neglect.....	31
Reporting Problems at the School Site.....	31
Employee Conduct with Students	32
Alcohol, Tobacco, and Controlled Substances	32

Transportation of Students	32
Language	33
Gifts	33
Attire	33
Behavior	33
Physical Contact with Students	33

INTRODUCTION

The French American Charter School of the East Bay (FACSEB) is committed to maintaining a safe and secure school for all of its students and staff. To that end, this Comprehensive School Safety Plan covers the Charter School's policies and expectations regarding the practices of school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All FACSEB employees will receive training in the Comprehensive School Safety Plan upon joining the school and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

Charter School staff will maintain policies, practices and procedures so that the campus is physically secure and safe.

ENTRANCES AND EXITS

The Charter School Principal and office manager will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use,
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving),
- Maintaining a practice of locking doors that are not being regularly used, even during school hours,
- Posting signs requesting that visitors sign in at the main office,
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office,
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning,

- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily.

RELEASING STUDENTS

Charter School employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the Charter School Principal, Principal's designee or Charter School counsel before releasing the student.

VISITORS POLICY

FACSEB encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name;
- His/her purpose for entering school grounds;
- Destination within the school;
- Time in and out;
- Proof of identity.

At his/her discretion, the Principal, office manager or designee may also request

- Address;
- occupation and company affiliation;
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign in to the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

School employees should follow normal check-in procedures upon arrival for work and should wear badges signifying that they are Charter School employees.

VIP Visitors accompanied by any Board member may be requested to register as a visitor at the discretion of the accompanying Board member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the Principal, also subject to the Charter School's visitor policy.

The Principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The Principal or designee may request that a visitor/outside who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. If necessary, the Principal or designee may call the local police to enforce the departure of the visitor/outside. When a visitor/outside is directed to leave, the Principal or designee shall inform the visitor/outside that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

FACSEB shall inform parents annually about the school's policies regarding visitors/outside, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outside policy is subject to the further terms and conditions contained in the Charter School's Registered Sex Offender Policy, set forth below.

FINGERPRINTING POLICY

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigation (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that the school is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with a pupil while not in the presence of a credentialed Charter School employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with a pupil. This policy also applies to parents/guardians of students who volunteer at the school and may have the occasion to be alone with a pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days. FBI background checks take considerably longer. Individuals who wish to work or volunteer at the Charter School should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

FACSEB pays for Live Scan (fingerprinting) services for employees, using general school funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club.

Please see the School Office Manager for specific details about how to get fingerprinted.

REGISTERED SEX OFFENDER POLICY

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, Principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of the Charter School, or otherwise may be likely to attempt to visit the Charter School for any reason whatsoever.

In accordance with "Megan's Law", the Principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

FACSEB and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When the school has received information about a registered sex offender from any source, the Principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the Principal or designee informs any staff member of the information about a registered sex offender, the Principal or designee shall also inform the staff member of the following:

- The Charter School will share public registered sex offender information with staff members to assist in identifying a danger;
- Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the Principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the Principal or designee. When the Principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written

permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the Principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the Principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- To establish a positive, cooperative working relationship to the extent possible;
- To discuss the incident(s) leading to the registration requirement, (the Charter School recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of the Charter School);
- To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the Principal's or designee's discretion. If this meeting with the parent is not held, the Principal or designee shall notify the parent/guardian in writing of the information contained in this policy. The Charter School recognizes the following rights of the parent/guardian to participate in his/her child's education:

- To transport his/her child to and from school;
- To attend regularly scheduled parent conferences with the teacher, Principal or other school official; and
- To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- Serve as a school or class volunteer;
- Act as a chaperone on a school field trip;
- Be in the presence of children for any reason other than for the parental rights stated herein; or
- Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all-school staff meeting just when the teachers return to duty.

DRILLS

It is the Principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the school's Civil Defense Procedure.
- **Earthquake Duck & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the Charter School's Major Disaster Plan.

CIVIL DEFENSE PROCEDURES

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

ALERT SIGNALS

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the sound of the "Take Cover" signal:

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

At the "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the Principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

STAFF RESPONSIBILITIES

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.

- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure they have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the Principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers (or Principal, office manager, FACSEB staff)

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

FACSEB leadership team

- In advance of emergencies, the school leadership team should ensure the following emergency supplies are stored:

Student Emergency Packets: (1 per student)

2 quarts of water

Solar blanket

Food for two days

Note from parents with emergency instructions

School Emergency Supplies:

First aid kits

Flashlights

Batteries

Radios

Megaphone

Walkie-talkies

EMERGENCY PROCEDURES

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students to assigned location.
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes roll and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes, and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

FIRST AID

The First Aid area should be located at an assigned place and properly stocked at all times.

The First Aid team will consist of individuals assigned by the Principal or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

FIRE

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, pick up emergency card binder and student medication and leave the building prepared to phone parents of any injured child.
3. Custodian or Principal will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

EARTHQUAKE

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, Principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to aftershocks.
5. Staff to follow emergency procedures previously described.

FLOOD/SEVERE WEATHER

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The Principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home. See emergency procedures previously described for evacuation directions.

ELECTRICAL FAILURE

1. Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored

GAS LINE BREAK

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

WATER MAIN BREAK

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal notifies the police.
4. Principal determines if it is necessary to follow the above emergency procedures to evacuate students and staff.

WATER CONTAMINATION

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

CHEMICAL SPILL/ INCIDENT

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident – contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine cleanup procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the Principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never move directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

LOCKDOWN/SHOOTING INCIDENT

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person(s) ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

BOMB THREAT

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Principal immediately.
2. Not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

EXPLOSION

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms and hold to the cover.
5. Hold the position until directed otherwise.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

DEATH/SUICIDE

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

INTRUDERS/ VICIOUS ANIMALS

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

SCHOOL DRESS CODE

School policy requires that all students wear clothing that abides by the school dress code. The dress code shows that students are part of the school community and will promote a culture of inclusiveness. Dress code 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.

Dress code specifications – The dress code will limit words, pictures, logos, commercial characters, and other embellishments. Colors and other specifications of the dress code will be determined by the Board of Directors in consultation with the Parent-Teacher Association.

Support for needy families – FACSEB will designate funds to support families who may need assistance in meeting the dress code requirements.

Exceptions – Since FACSEB is a school specifically chosen by families, and not a school in which a child is randomly placed, there are no exemptions for students.

STUDENT DISCIPLINE

FACSEB believes that one of the major functions of education is the preparation of youth for responsible citizenship. The Charter School shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, the Charter School shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide school personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in the charter petitions, the policies and procedures for suspension and expulsion of students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

DISCIPLINE IN GENERAL

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the Principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention.

All employees will report unmanageable or unusual behavior of students to the school Principal or designee as soon as possible. The school Principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

- Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
- Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any school activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

AUTHORITY TO SUSPEND

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 Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The Principal or his/her designee may extend a student's suspension pending final decision by the Board of Directors on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Chief Executive Officer or Principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.

- During, or while going to or coming from, a school sponsored activity.

GROUND FORS SUSPENSION AND EXPULSION OF STUDENTS

A Pupil may be suspended or expelled for acts that are enumerated below and 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

Students may be suspended or expelled for any of the following acts when it is determined that the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person. A pupil who aids or abets 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).
2. Willfully used force of violence upon the person of another, except self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object. If it is determined by the Board of Directors that a student has brought a fire arm or destructive device on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.4. Unlawfully possessed, used, sold 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.
5. 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.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.

9. 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.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.
15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation 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.
19. Made terrorist 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.
20. 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.

21. Caused, attempted to cause, threaten 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.

22. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal 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 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. 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 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 suspension, the Principal 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 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 Principal or Principal'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. This determination will be made by the Principal 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.

AUTHORITY TO EXPEL

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an 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 Principal 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 unless the pupil makes a written request for a public hearing three (3) days prior to the 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 notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules that 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 the 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.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

FACSEB may, upon finding a 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, which shall be examined only by the Governing Board, administrative panel, 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. FACSEB 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 person or panel conducting the 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 person 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 person 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 person 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, FACSEB must present evidence that the witness' presence is both desired by the witness and will be helpful to the 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 the 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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.

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 and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee 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 accused 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 who 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 expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Principal 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
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 FACSEB.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

DISCIPLINARY RECORDS

FACSEB shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from FACSEB as the Governing Board decision to expel shall be final.

EXPELLED PUPILS/ALTERNATIVE EDUCATION

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 FACSEB 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 the Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or Charter School shall be in the sole discretion of the Governing Board following a meeting with the Principal 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 Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon FACSEB's capacity at the time the student seeks readmission.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of District

FACSEB 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 the Charter School or the District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

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; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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, FACSEB, the parent, and relevant members of the IEP Team shall review all relevant information in the student's file, including the child's IEP, 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.
- c) If FACSEB, the parent, and relevant members of the IEP 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 FACSEB, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that FACSEB 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 FACSEB, the parent, and relevant members of the IEP 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, then the 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 FACSEB 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.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or FACSEB, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

FACSEB 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 Principal 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 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 FACSEB's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

FACSEB 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 FACSEB 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 FACSEB personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other FACSEB supervisory personnel.

If FACSEB 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 FACSEB had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by FACSEB pending the results of the evaluation.

FACSEB 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.

POLICY AGAINST HARASSMENT AND SEXUAL HARASSMENT

The French American Charter School of the East Bay (the "Charter School") is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business. This policy applies to all employee actions and relationships,

regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

PROHIBITED UNLAWFUL HARASSMENT

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

PROHIBITED UNLAWFUL SEXUAL HARASSMENT

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases.

Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

PREVENTION OF CHILD ABUSE POLICY

The School is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

REPORTING SUSPECTED ABUSE/NEGLECT

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, the School's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of the School must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

REPORTING PROBLEMS AT THE SCHOOL SITE

FACSEB maintains zero tolerance for abuse. Every member of the Charter School community must participate actively in the protection of its students.

The Charter School staff will monitor the school buildings and grounds, and ensure that:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- All unused buildings and areas must be designated, posted and enforced as off-limits to children;
- All students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use;
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current school employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on the school premises or during a school-sponsored activity, he or she is required to immediately report their observations to the Principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- "private time" with students,
- taking students off premises without adhering to procedures,

- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The Principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to: administrative leave, termination and/or criminal prosecution.

FACSEB will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

EMPLOYEE CONDUCT WITH STUDENTS

All school employees are responsible for conducting themselves in ways that preserve the safety of students and prevent either the reality of or perception of inappropriate interaction with students.

In general, all Charter School employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

ALCOHOL, TOBACCO, AND CONTROLLED SUBSTANCES

All school employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

TRANSPORTATION OF STUDENTS

School employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;

- Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- Whenever possible, two school employees should collectively engage in the transportation activity.

LANGUAGE

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of the Charter School's health education curriculum. Employees are not permitted to discuss their own sexual activities with students.

GIFTS

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

ATTIRE

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees, and employees will be expected to follow that code.

BEHAVIOR

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

PHYSICAL CONTACT WITH STUDENTS

Some forms of physical contact between adults and children are appropriate and other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students includes, but is not limited to:

- Handshakes;
- "High Fives" or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students includes, but is not limited to:

- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All school employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to:

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and for no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

APPENDIX Q-1 – SAMPLE OF OTHER INSURANCES THAT FACSEB MAY CARRY

FACSEB will work with the District and the Charter School's insurer to determine the actual types of insurance and coverage amounts for all insurance that the school carries. CharterSAFE is an organization that provides insurance to California charter schools. Included here are:

- description of CharterSAFE and
- sample of other insurances that a charter school may consider and that FACSEB will consider.

http://www.chartersafe.net/imis15/CCS_JPA/Insurance_Offerings/All_Offerings.aspx

As stated on its website, CharterSAFE provides insurance and risk management services designed specifically for California's charter schools. In the beginning, individual charter schools were forced to buy overpriced and sometimes deficient insurance coverage. To remedy this situation, 63 schools came together in 2004 to form a Joint Powers Authority risk pool, ensuring the availability of affordable and superior coverage. Now in its 9th year, the pool protects 500+ charter locations. To celebrate its success, the pool is adopting a new brand that more clearly describes its purpose: CharterSAFE.

Our mission is to support members in operating safe, high-quality charter schools.

The CharterSAFE package program offers significant cost savings, broader coverage, higher limits, and rate stability over time. Participating schools receive training to prevent and minimize losses to help control insurance costs and to keep their schools safe. Participation also includes exclusive no-cost school safety tools and resources. Join with hundreds of schools that comprise the CharterSAFE membership and access specialized charter school coverage.

Insurance Coverages that CharterSAFE Offers and that FACSEB will Consider

Insurance Type	Risk	Considerations	Limits	Deductible
Property	Damage, loss, theft of school property including buildings and contents	Should provide for the replacement value of all property you own or are required to insure (a lease may require you to insure the buildings you occupy).	<p>\$100 Million with some of the following sublimits:</p> <ul style="list-style-type: none"> • \$2.5 Million: Builder's Risk • \$5 Million: Newly Acquired Property (120 days reporting clause) • \$1 Million: Extra Expense • \$1 Million: Covered Property at Undescribed Premises • \$1 Million: Covered Property in Transit • \$2.5 Million: Ordinance or Laws (loss for undamaged portion is included) • \$50 Million: Boiler & Machinery • \$1 Million: Business Income 	\$1,000
General Liability, with Abuse and Molestation	Third-party claims, accidents, field trip injuries	Required by most Authorizers to insure minimum coverage limits from \$5 Million to \$25	<p>\$25 Million per Occurrence and Aggregate</p> <p>*Sexual Abuse is on a claims-made basis</p>	\$0

French American Charter School of the East Bay – Charter Appendix

Insurance Type	Risk	Considerations	Limits	Deductible
		Million. CharterSAFE recommends at least \$15 Million.		
Directors & Officers/Employment Practices Liability and Fiduciary Liability	Lawsuits brought against the school board or school	Critical coverage to defend you and protect your school from serious legal liability.	\$25 Million per Claim and Aggregate with a \$50K IEP Defense Cost Sublimit	Various
Educators Legal Liability	Lawsuits brought against the school or staff	Critical coverage to protect your school for educator errors and omissions	\$25 Million per Occurrence and Aggregate	\$2,500
Business Auto Liability	Vehicle accidents, whether vehicles are owned or non-owned	Required for owned vehicles. You may be held financially responsible for employees' accidents if personal autos are used for business.	\$25 Million per Occurrence and Aggregate • Auto Physical Damage is \$1M per occurrence for owned and hired autos	\$0
Crime/Employee Dishonesty	Theft, Forgery & Alterations, monies & securities of schools' financial assets	Critical coverage for protection against theft, robbery and dishonest acts of employees with respect to money, securities and instruments	\$1 Million	\$0
Student Accident - Athletic Injuries	Student athletic injuries	School-sanctioned athletics are automatically covered in CharterSAFE Student Accident Insurance Program.	\$25,000 with \$7.5 Million Catastrophic option available for purchase	\$0
Workers' Compensation	Employees injuring themselves on the job	Workers' Compensation is required by law.	Statutory: Workers' Comp \$5 Million: Employer's Liability	\$0
Domestic Terrorism	Certified acts of terrorism	Critical coverage to protect from catastrophic loss	\$5 Million per Occurrence and Aggregate	\$0

APPENDIX Q-2 – MULTI-YEAR BUDGET SUMMARY & CASH FLOW PROJECTION

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

Multiyear Budget Summary

	2014/15	2015/16	2015/16	2015/16		2016/17	2017/18	2018/19	2019/20
	Startup Budget	Preliminary Budget	Total Preliminary Budget (Including Startup)	Notes		Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
SUMMARY									
Revenue									
General Block Grant	-	1,017,812	1,017,812			1,442,314	1,874,593	2,315,821	2,766,057
Federal Revenue	-	22,290	22,290			57,996	77,181	96,959	116,687
Other State Revenues	-	171,759	171,759			248,033	325,287	404,343	482,778
Local Revenues	-	39,007	39,007			78,015	100,305	122,594	144,884
Fundraising and Grants	12,750	-	12,750			13,133	13,526	13,932	14,350
Total Revenue	12,750	1,250,868	1,263,618			1,839,490	2,390,892	2,953,650	3,524,757
Expenses									
Compensation and Benefits	10,500	619,155	629,655			829,387	1,152,962	1,515,530	1,729,569
Books and Supplies	1,500	203,906	205,406			251,446	312,510	372,747	432,298
Services and Other Operating Expenditures	15,750	395,911	411,661			570,666	745,511	916,021	1,080,455
Capital Outlay	-	-	-			-	-	-	-
Total Expenses	27,750	1,218,972	1,246,722			1,651,500	2,210,982	2,804,298	3,242,321
Operating Income (excluding Depreciation)	(15,000)	31,896	16,896			187,990	179,909	149,352	282,435
<i>Operating Income (including Depreciation)</i>	<i>(15,000)</i>	<i>31,896</i>	<i>16,896</i>			<i>187,990</i>	<i>179,909</i>	<i>149,352</i>	<i>282,435</i>
Fund Balance									
Beginning Balance (Unaudited)		-	-			16,896	204,886	384,796	534,148
Audit Adjustment		-	-			-	-	-	-
Beginning Balance (Audited)		-	-			16,896	204,886	384,796	534,148
Operating Income (including Depreciation)	(15,000)	31,896	16,896			187,990	179,909	149,352	282,435
Ending Fund Balance (including Depreciation)	(15,000)	31,896	16,896			204,886	384,796	534,148	816,583
Ending Fund Balance as a % of Expenses	-54.1%	2.6%	1.4%			12.4%	17.4%	19.0%	25.2%

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY
Multiyear Budget Summary

	2014/15	2015/16	2015/16	2015/16		2016/17	2017/18	2018/19	2019/20
	Startup Budget	Preliminary Budget	Total Preliminary Budget (Including Startup)		Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
Detail									
Enrollment Breakdown									
K		52	52			-	78	78	78
1		26	26			-	26	52	52
2		26	26			-	26	26	52
3		26	26			-	26	26	52
4		-	-			-	26	26	26
5		-	-			-	-	26	26
6		-	-			-	-	26	26
7		-	-			-	-	-	26
8		-	-			-	-	-	-
Enrollment Summary									
K-3		130	130			-	156	182	208
4-6		-	-			-	26	52	78
7-8		-	-			-	-	-	26
Total Enrollect		130	130			-	182	234	286
ADA %									
K-3		95%	95%			-	95%	95%	95%
4-6		95%	95%			-	95%	95%	95%
7-8		95%	95%			-	95%	95%	95%
Average		95%	95%			-	95%	95%	95%
ADA									
K-3		123.5	123.5			-	148.2	172.9	197.6
4-6		0.0	0.0			-	24.7	49.4	74.1
7-8		0.0	0.0			-	0.0	0.0	24.7
Total ADA		123.5	123.5			-	172.9	222.3	271.7
Demographic Information									
Prior Year									
ADA (P-2)		-	-			-	124	173	222
Enrollment (CBEDS)		-	-			-	130	182	234
# ED Students (P-1)		-	-			-	34	48	62
# Free Lunch (Con App)		-	-			-	49	68	87
# Reduced Lunch (Con App)		-	-			-	2	3	4
# ELL (CALPADS)		-	-			-	20	28	36
Current Year									
Enrollment (CBEDS)		130	130			-	182	234	286
# ED Students (P-1)		34	34			-	48	62	76
# Free Lunch (Con App)		49	49		Assumes 1/2 of OUSD's Oct 2012 percentages in order to		68	87	106
# Reduced Lunch (Con App)		2	2		a) be conservative		3	4	5
# ELL (CALPADS)		20	20		b) better reflect the overall Oakland population		28	36	44
New Students		130	130			-	52	52	52
School Information									
FTE's		8.6	8.6			-	11.5	15.5	19.0
Teachers		5.8	5.8			-	7.0	10.5	14.0
Classrooms		5	5			-	7	9	13
New Teachers		5	5			-	1	3	2
New Classrooms		5	5			-	1	3	2
# of school days		189	189			-	189	189	189
Inflation Rate		3.0%	3.0%			-	3.0%	3.0%	3.0%

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

Multiyear Budget Summary

		2014/15	2015/16	2015/16	2015/16	2016/17	2017/18	2018/19	2019/20
		Startup Budget	Preliminary Budget	Total Preliminary Budget (Including Startup)	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
General Purpose Entitlement									
8012	Education Protection Account	-	185,140	185,140	Greater of: \$200 per ADA or 18.19% of Block Grant	262,357	340,988	421,248	503,146
8015	Charter Schools General Purpose Entitlement - State Aid	-	629,596	629,596	Backfills General Purpose Block Grant	895,650	1,168,068	1,447,806	1,734,914
8096	Charter Schools in Lieu of Prop. Taxes	-	203,076	203,076		-	284,306	365,537	446,767
SUBTOTAL - Local Control Funding		-	1,017,812	1,017,812		-	1,442,314	1,874,593	2,315,821
8100 Federal Revenue									
8181	Special Education - Entitlement	-	-	-	\$120 per PY ADA, after Admin and Set-aside fees. No federal funding during first year of SELPA membership.	13,416	19,864	26,905	33,896
8220	Child Nutrition Programs	-	22,290	22,290	Estimated reimbursement at 32% of total Food Service Cost.	44,580	57,317	70,054	82,791
SUBTOTAL - Federal Income		-	22,290	22,290		-	57,996	77,181	116,887
8300 Other State Revenues									
8381	Special Education - Entitlement (State)	-	55,239	55,239	\$512 per ADA, after accounting for Admin and Set-aside fees	80,170	109,252	140,136	170,398
8520	Child Nutrition - State	-	4,876	4,876	Estimated reimbursement at 7% of total Food Service Cost.	9,752	12,538	15,324	18,111
8545	School Facilities Apportionments	-	92,625	92,625	\$750 per ADA or 75% of rent, lesser of the two	129,675	166,725	203,775	240,825
8550	Mandated Cost Reimbursements	-	-	-	\$15 per prior-year ADA (No funding in first year of operation)	1,853	2,594	3,335	4,076
8560	State Lottery Revenue	-	19,019	19,019	\$154 per ADA per SSC	26,583	34,179	41,774	49,369
SUBTOTAL - Other State Income		-	171,759	171,759		-	248,033	325,287	404,343
8600 Other Local Revenue									
8634	Food Service Sales	-	39,007	39,007	Estimated reimbursement at 56% of total Food Service Cost.	78,015	100,305	122,594	144,884
SUBTOTAL - Local Revenues		-	39,007	39,007		-	78,015	100,305	122,594
8800 Donations/Fundraising									
8803	Fundraising	12,750	-	12,750		-	13,133	13,526	13,932
SUBTOTAL - Fundraising and Grants		12,750	-	12,750		-	13,133	13,526	13,932
TOTAL REVENUE		12,750	1,250,868	1,263,618		-	1,839,490	2,390,892	2,953,650

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY
Multiyear Budget Summary

		2014/15	2015/16	2015/16	2015/16		2016/17	2017/18	2018/19	2019/20
		Startup Budget	Preliminary Budget	Total Preliminary Budget (Including Startup)	Notes		Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
EXPENSES										
Compensation & Benefits										
1000	Certificated Salaries									
1100	Teachers Salaries	-	319,000	319,000	5.8 FTE		396,550	612,086	840,198	958,258
1148	Teacher - Special Ed	-	44,000	44,000	0.8 FTE		56,650	58,350	60,100	61,903
1300	Certificated Supervisor & Administrator Salaries	10,500	84,000	94,500	1 FTE		92,700	95,481	98,345	101,296
SUBTOTAL - Certificated Employees		10,500	447,000	457,500		-	545,900	765,917	998,643	1,121,457
2000	Classified Salaries									
2100	Classified Instructional Aide Salaries	-	-	-			20,188	41,587	42,835	44,120
2400	Classified Clerical & Office Salaries	-	45,000	45,000	1 FTE		83,430	85,933	88,511	91,166
SUBTOTAL - Classified Employees		-	45,000	45,000		-	103,618	127,520	131,346	135,286
3000	Employee Benefits									
3100	STRS	-	54,612	54,612		-	82,489	113,466	179,668	219,930
3300	OASDI-Medicare-Alternative	-	7,197	7,197		-	9,502	13,074	16,532	18,384
3400	Health & Welfare Benefits	-	52,200	52,200		-	72,732	113,065	163,266	205,715
3500	Unemployment Insurance	-	4,536	4,536		-	3,780	4,284	6,300	6,804
3600	Workers Comp Insurance	-	8,610	8,610		-	11,367	15,635	19,775	21,993
SUBTOTAL - Employee Benefits		-	127,155	127,155		-	179,869	259,525	385,541	472,826
4000	Books & Supplies									
4100	Approved Textbooks & Core Curricula Materials	-	52,000	52,000	\$400 per New Student		23,400	24,102	24,825	25,570
4300	Materials & Supplies	-	19,500	19,500	\$150 per Student		36,400	48,204	60,683	73,868
4315	Custodial Supplies	-	3,000	3,000	\$250 per Monthly Rate		3,090	3,183	3,278	3,377
4320	Educational Software	-	3,900	3,900	\$30 per Student		5,624	7,448	9,376	11,413
4326	Art & Music Supplies	-	1,950	1,950	\$15 per Student		2,812	3,724	4,688	5,706
4330	Office Supplies	1,500	5,700	7,200	\$600 per Monthly Rate		7,416	7,638	7,868	8,104
4345	Non Instructional Student Materials & Supplies	-	6,500	6,500	\$50 per Student		9,373	12,413	15,626	19,021
4410	Classroom Furniture, Equipment & Supplies	-	19,500	19,500	\$150 per New Student		8,034	8,275	8,523	8,779
4420	Student Computers	-	18,200	18,200	\$280 Chromebook or tablet per every two new students. One for every new student in Year 2 and on.		14,997	15,447	15,910	16,387
4423	Teacher Computers	-	4,000	4,000	\$800 per New Teacher		989	2,962	3,051	1,351
4710	Student Food Services	-	69,656	69,656	Assumes that 95% of total Food Service Cost is reimbursed		139,312	179,115	218,919	258,722
SUBTOTAL - Books and Supplies		1,500	203,906	205,406		-	251,446	312,510	372,747	432,298

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY

Multiyear Budget Summary

	2014/15	2015/16	2015/16	2015/16		2016/17	2017/18	2018/19	2019/20
	Startup Budget	Preliminary Budget	Total Preliminary Budget (Including Startup)	Notes		Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
5000 Services & Other Operating Expenses									
5200 Travel & Conferences	-	4,350	4,350	\$750 per Teacher		5,408	8,347	11,457	13,067
5300 Dues & Memberships	-	780	780	\$6 per Student		1,125	1,490	1,875	2,283
5450 Insurance - Other	-	8,450	8,450	\$65 per Student based on rate for similar sized school using the CharterSafe JPA		12,185	16,136	20,314	24,727
5515 Janitorial, Gardening Services & Supplies	-	14,400	14,400	\$1200 per Monthly Rate		14,832	15,277	15,735	16,207
5535 Utilities - All Utilities	-	29,250	29,250	\$2.5 per sq ft, assuming 75 sq ft per student		40,950	52,650	54,230	55,856
5605 Equipment Leases	-	4,800	4,800	\$400 per Monthly Rate		4,944	5,092	5,245	5,402
5610 Rent	-	198,900	198,900	\$1.70 per sq ft, assuming 75 sq ft per student		278,460	358,020	437,580	517,140
5803 Accounting Fees	-	2,500	2,500			7,500	7,725	7,957	8,195
5809 Banking Fees	-	120	120	\$10 per Monthly Rate		124	127	131	135
5812 Business Services	-	52,150	52,150	4.0% of eligible revenues		64,017	83,124	102,588	122,413
5815 Consultants - Instructional	10,000	5,000	15,000			15,450	15,914	16,391	16,883
5824 District Oversight Fees	-	10,178	10,178	1.0% of General Purpose Entitlement		14,423	18,746	23,158	27,661
5836 Fingerprinting	-	344	344	\$40 per FTE		473	656	829	921
5843 Interest - Loans Less than 1 Year	-	687	687	CDE Revolving Loan Interest, plus EDCOE cash advance interest		601	-	64	64
5845 Legal Fees	3,000	3,000	6,000			6,180	6,365	6,556	6,753
5851 Marketing and Student Recruiting	2,000	1,900	3,900	\$30 per New Student		1,607	1,655	1,705	1,756
5852 Receivable Sale Fees	-	1,350	1,350	Based on the rates incurred by other schools using Charter Asset Management.		1,200	-	-	-
5857 Payroll Fees	-	1,800	1,800	\$150 per Monthly Rate		1,854	1,910	1,967	2,026
5863 Professional Development	-	5,800	5,800	\$1000 per Teacher		7,210	11,129	15,276	17,423
5869 Special Education Contract Instructors	-	19,525	19,525	For services not covered by RSP. Assumes total SPED costs (including RSP) at 15% over revenues		55,654	96,589	140,349	183,250
5875 Staff Recruiting	750	-	750			185	555	572	253
5878 Student Assessment	-	-	-	ZOOM! fee waived in first year		910	1,205	1,517	1,847
5880 Student Health Services	-	3,250	3,250	\$25 per Student		4,687	6,206	7,813	9,511
5881 Student Information System	-	3,750	3,750	Per quote from School Pathways and ZOOM! Connector		3,850	3,850	3,966	4,084
5884 Substitutes	-	6,577	6,577	Assumes 5% teacher absence rate, at \$120/day		7,938	11,896	15,853	17,554
5887 Technology Services	-	6,000	6,000	\$500 per Monthly Rate		6,180	6,365	6,556	6,753
5910 Communications - Internet / Website Fees	-	1,800	1,800	\$150 per Monthly Rate		1,854	1,910	1,967	2,026
5915 Postage and Delivery	-	3,250	3,250	\$25 per Student		4,687	6,206	7,813	9,511
5920 Communications - Telephone & Fax	-	6,000	6,000	\$500 per Monthly Rate		6,180	6,365	6,556	6,753
SUBTOTAL - Services & Other Operating Exp.	15,750	395,911	411,661			570,666	745,511	916,021	1,080,455
6000 Capital Outlay									
6100 Sites & Improvement of Sites	-	-	-			-	-	-	-
SUBTOTAL - Capital Outlay	-	-	-			-	-	-	-
TOTAL EXPENSES	27,750	1,218,972	1,246,722			1,651,500	2,210,982	2,804,298	3,242,321
6900 Total Depreciation (includes Prior Years)	-	-	-			-	-	-	-
TOTAL EXPENSES including Depreciation	27,750	1,218,972	1,246,722			1,651,500	2,210,982	2,804,298	3,242,321

FRENCH AMERICAN CHARTER SCHOOL OF THE EAST BAY
Monthly Cash Forecast

		2015/16 Projected												Forecast		APIAR
		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected			
Beginning Cash		(15,000)	161,783	60,833	7,502	128,889	53,901	14,177	64,353	2,844	6,356	46,061	65,807			
Revenue																
	General Block Grant	-	12,185	24,369	273,897	16,246	16,246	154,273	16,246	85,094	138,749	70,879	70,879	1,017,812	138,749	
	Federal Income	-	-	-	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	22,290	2,229	
	Other State Income	-	-	-	488	11,535	46,800	488	5,242	11,535	11,535	39,446	11,535	171,759	33,153	
	Local Revenues	-	-	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	3,901	39,007	-	
	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total Revenue	-	12,185	28,270	280,514	33,911	69,176	160,891	27,618	102,759	156,414	116,455	88,544	1,250,868	174,131	
Expenses																
	Compensation & Benefits	12,785	55,575	56,936	55,575	55,348	55,348	57,163	55,575	55,575	54,541	54,541	50,191	619,155	-	
	Books & Supplies	31,941	31,941	31,941	11,235	11,235	11,235	11,235	11,235	11,235	11,235	11,235	11,235	203,906	6,965	
	Services & Other Operating Expenses	28,492	27,782	34,470	34,063	34,063	34,063	34,063	34,063	34,601	33,096	33,096	33,345	395,911	712	
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total Expenses	73,217	115,298	123,347	100,874	100,647	100,647	102,461	100,874	101,411	98,873	98,873	94,772	1,218,972	7,677	
Operating Cash Inflow (Outflow)		(73,217)	(103,114)	(95,077)	179,640	(66,736)	(31,471)	58,429	(73,256)	1,348	57,541	17,582	(6,228)	31,896	166,454	
	Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-			
	Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-			
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-			
	Summerholdback for Teachers	-	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164	2,164			
	Loans Payable (Current)	-	-	50,000	(50,000)	-	-	-	20,000	-	(20,000)	-	-			
	Loans Payable (Long Term)	250,000	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-			
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-			
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-			
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-			
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-			
Ending Cash		161,783	60,833	7,502	128,889	53,901	14,177	64,353	2,844	6,356	46,061	65,807	61,743			

FRENCH AMERICAN CHARTER SCHOOL OF 1
Monthly Cash Forecast

		2016/17 Projected												Forecast	AP/AR
		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash		61,743	84,006	2,983	8,051	70,191	18,517	26,926	89,446	39,474	41,363	111,244	135,296		
Revenue															
	General Block Grant	-	43,664	55,849	271,668	72,910	72,910	193,371	72,910	114,095	178,681	93,788	93,788	1,442,314	178,681
	Federal Income	-	-	4,458	4,458	4,458	4,458	4,458	4,458	7,141	7,141	7,141	7,141	57,996	2,683
	Other State Income	-	2,762	3,922	6,132	6,132	70,969	6,132	12,778	11,118	11,118	50,183	11,118	246,033	55,668
	Local Revenues	-	-	7,801	7,801	7,801	7,801	7,801	7,801	7,801	7,801	7,801	7,801	78,015	-
	Fundraising and Grants	-	-	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	1,313	13,133	-
	Total Revenue	-	46,426	73,344	291,372	92,614	157,452	213,075	99,260	141,469	206,055	160,226	121,162	1,839,490	237,033
Expenses															
	Compensation & Benefits	24,146	73,908	75,042	73,908	73,719	73,719	75,231	73,908	73,908	72,653	72,653	66,592	829,387	-
	Books & Supplies	24,711	24,711	38,643	18,153	18,153	18,153	18,153	18,153	18,153	18,153	18,153	18,153	251,446	-
	Services & Other Operating Expenses	38,222	37,183	50,284	49,707	49,707	49,707	49,707	49,707	50,472	48,320	48,320	48,320	570,666	1,010
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenses	87,079	135,802	163,968	141,768	141,579	141,579	143,091	141,768	142,534	139,127	139,127	133,066	1,651,500	1,010
Operating Cash Inflow (Outflow)		(87,079)	(89,376)	(90,625)	149,604	(48,965)	15,873	69,984	(42,508)	(1,064)	66,928	21,099	(11,904)	187,990	236,023
	Revenues - Prior Year Accruals	140,107	6,113	23,156	-	4,755	-	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	(6,985)	(712)	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	(23,800)	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	2,953	-	-
	Loans Payable (Current)	-	-	80,000	(80,000)	-	-	-	-	-	-	-	-	-	-
	Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
	Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash		84,006	2,983	8,051	70,191	18,517	26,926	89,446	39,474	41,363	111,244	135,296	126,344		

FRENCH AMERICAN CHARTER SCHOOL OF 1
Monthly Cash Forecast

2017/18 Projected													
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast API/AR
Beginning Cash	126,344	172,408	72,006	33,026	135,779	75,670	92,277	164,381	105,957	102,288	182,035	207,103	
Revenue													
General Block Grant	-	61,841	78,899	323,075	103,353	103,353	243,926	103,353	150,191	229,103	124,198	124,198	1,874,593
Federal Income	-	671	6,403	6,939	6,939	6,939	6,939	6,939	8,229	8,229	8,229	8,229	77,181
Other State Income	-	4,009	5,522	8,728	8,728	92,091	8,728	17,273	14,545	14,545	64,771	14,545	325,287
Local Revenues	-	-	10,030	10,030	10,030	10,030	10,030	10,030	10,030	10,030	10,030	10,030	100,305
Fundraising and Grants	-	-	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	1,353	13,526
Total Revenue	-	66,520	102,207	350,126	130,404	213,766	270,977	138,948	184,348	263,259	208,580	158,354	2,390,892
Expenses													
Compensation & Benefits	32,212	102,987	104,272	102,987	102,773	102,773	104,486	102,987	102,987	101,307	101,307	91,885	1,152,962
Books & Supplies	29,264	29,264	47,176	22,978	22,978	22,978	22,978	22,978	22,978	22,978	22,978	22,978	312,510
Services & Other Operating Expenses	48,618	47,222	65,973	65,223	65,223	65,223	65,223	65,223	66,283	63,458	63,458	63,458	745,511
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	110,094	179,473	217,421	191,188	190,974	190,974	192,687	191,188	192,248	187,744	187,744	178,321	2,210,982
Operating Cash Inflow (Outflow)	(110,094)	(112,953)	(115,214)	158,938	(60,570)	22,792	78,290	(52,240)	(7,901)	75,516	20,837	(19,967)	179,909
Revenues - Prior Year Accruals	188,639	9,329	32,419	-	6,646	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	(0)	(1,010)	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(32,481)	4,232	4,232	4,232	4,232	4,232	4,232	4,232	4,232	4,232	4,232	4,232	-
Loans Payable (Current)	-	-	50,000	(50,000)	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	172,408	72,006	33,026	135,779	75,670	92,277	164,381	105,957	102,288	182,035	207,103	191,368	

FRENCH AMERICAN CHARTER SCHOOL OF 1
Monthly Cash Forecast

2018/19 Projected														
	Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected	Forecast	APIAR
Beginning Cash	191,368	253,285	129,811	23,708	184,665	113,442	135,563	214,314	144,675	133,917	222,551	247,194		
Revenue														
General Block Grant	-	80,336	102,268	375,408	134,369	134,369	295,407	134,369	187,052	280,749	155,373	155,373	2,315,821	280,749
Federal Income	-	993	7,999	8,793	8,793	8,793	8,793	8,793	10,201	10,201	10,201	10,201	96,959	3,196
Other State Income	-	5,463	7,328	11,699	11,699	113,586	11,699	22,142	17,875	17,875	79,263	17,875	404,343	87,840
Local Revenues	-	-	12,259	12,259	12,259	12,259	12,259	12,259	12,259	12,259	12,259	12,259	122,594	-
Fundraising and Grants	-	-	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	1,393	13,932	-
Total Revenue	-	86,791	131,248	409,552	168,513	270,401	329,551	178,957	228,782	322,479	258,489	197,102	2,953,650	371,785
Expenses														
Compensation & Benefits	42,254	135,448	137,338	135,448	135,133	135,133	137,653	135,448	135,448	133,279	133,279	119,673	1,515,530	-
Books & Supplies	33,534	33,534	55,426	27,806	27,806	27,806	27,806	27,806	27,806	27,806	27,806	27,806	372,747	-
Services & Other Operating Expenses	58,268	56,483	81,323	80,396	80,396	80,396	80,396	80,396	81,757	78,232	78,232	78,232	916,021	1,514
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	134,056	225,465	274,086	243,650	243,335	243,335	245,855	243,650	245,011	239,316	239,316	225,711	2,804,298	1,514
Operating Cash Inflow (Outflow)	(134,056)	(138,674)	(142,839)	165,903	(74,821)	27,066	83,696	(64,693)	(16,229)	83,163	19,173	(28,609)	149,352	370,271
Revenues - Prior Year Accruals	242,134	11,042	41,681	-	8,545	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	386	(1,312)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(46,547)	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	5,471	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	253,285	129,811	23,708	184,665	113,442	135,563	214,314	144,675	133,917	222,551	247,194	224,056		

FRENCH AMERICAN CHARTER SCHOOL OF 1
Monthly Cash Forecast

		2019/20 Projected												Forecast	APIAR
		Jul Projected	Aug Projected	Sep Projected	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash		224,056	304,827	172,618	74,394	268,651	210,927	263,172	374,193	318,028	313,848	425,220	462,880		
Revenue															
General Block Grant	-	99,196	126,002	428,808	166,044	166,044	347,954	166,044	224,581	333,476	187,215	187,215	2,766,057	333,476	
Federal Income	-	1,345	9,624	10,701	10,701	10,701	10,701	10,701	12,099	12,099	12,099	12,099	116,687	3,820	
Other State Income	-	7,007	9,225	14,831	14,831	135,243	14,831	27,173	20,883	20,883	93,432	20,883	482,778	103,556	
Local Revenues	-	-	14,488	14,488	14,488	14,488	14,488	14,488	14,488	14,488	14,488	14,488	144,884	-	
Fundraising and Grants	-	-	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	1,435	14,350	-	
Total Revenue	-	107,548	160,776	470,263	207,499	327,911	389,409	219,841	273,487	382,382	308,669	236,121	3,524,757	440,851	
Expenses															
Compensation & Benefits	50,339	154,531	154,531	154,531	154,190	154,190	156,912	154,531	154,531	152,129	152,129	134,986	1,729,569	-	
Books & Supplies	37,556	37,556	63,429	32,640	32,640	32,640	32,640	32,640	32,640	32,640	32,640	32,640	432,298	-	
Services & Other Operating Expenses	68,020	65,816	96,070	94,964	94,964	94,964	94,964	94,964	96,623	92,369	92,369	92,369	1,080,455	2,001	
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	155,915	257,903	316,070	282,134	281,794	281,794	284,515	282,134	283,793	277,137	277,137	259,994	3,242,321	2,001	
Operating Cash Inflow (Outflow)	(155,915)	(150,355)	(155,295)	188,129	(74,295)	46,118	104,894	(62,293)	(10,307)	105,245	31,532	(23,873)	282,435	438,851	
Revenues - Prior Year Accruals	286,759	13,639	50,944	-	10,443	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	107	(1,621)	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(60,179)	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	6,127	-	
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Changes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash		304,827	172,618	74,394	268,651	210,927	263,172	374,193	318,028	313,848	425,220	462,880	445,134		

LCFF Target

School's LCFF Target Calculation

Total 2013-14 Enrollment:				130
	Est. LCFF Target	13-14 FY ADA		1.565%
ADA K - 3	7161	123.5	\$	898,224
ADA 4 - 6	7268	0	\$	-
ADA 7 - 8	7483	0	\$	-
ADA 9 - 12	8671	0	\$	-
	123.5		\$	898,224

Grade Level Add-ons:				
K-3 CSR Supplement		10.40%	\$	93,415
High School Supplement		2.60%	\$	-
			\$	93,415

Adjusted Base Per ADA	\$ 8,029
------------------------------	-----------------

Supplemental Grant for 2013-14:

Unduplicated Count of FRPM Eligible/ EL/FY:		51.97
School percent FRPM/EL/FY:		40%
School Supplemental weight per pupil:	20%	\$ 1,606
Total Supplement		\$ 83,451

Concentration Grant (Pupils over 55% FRLP)**	55%	\$ -
District Unduplicated Percent FRPM/EL/FY:	%	80%
Concentration Grant (District Cap)**		123690.438
Concentration Grant Eligibility		0

Total LCFF Target Amount:	\$ 1,075,090
LCFF Target Amount Per ADA:	\$ 8,705

APPENDIX Q-3 – BUDGET NARRATIVE

The attached budget and cash flow projection are based on conservative estimates of the actual costs to implement French American Charter School of the East Bay's program as described in the charter petition. Assumptions used to create the analysis are based on historical financial data from similar charter schools throughout California and Oakland Unified School District (OUSD). FACSEB considers this budget to be the "Base Case" scenario to implement its goals and objectives.

ENROLLMENT

French American Charter School of the East Bay (FACSEB) will open with grades K-3, with Kindergarten consisting of two separate classes, Transitional Kindergarten and Kindergarten. The school will then grow organically, adding two new classes at the Kindergarten level each year as it grows to full K-8 capacity of 494 students in 2024-25. The attendance rate is assumed to be at 95% in all years, which is a low average for a charter elementary school.

Grade	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Transitional Kindergarten	26	26	26	26	26	26	26	26	26	26
Kindergarten	26	52	52	52	52	52	52	52	52	52
First	26	26	52	52	52	52	52	52	52	52
Second	26	26	26	52	52	52	52	52	52	52
Third	26	26	26	26	52	52	52	52	52	52
Fourth		26	26	26	26	52	52	52	52	52
Fifth			26	26	26	26	52	52	52	52
Sixth				26	26	26	26	52	52	52
Seventh					26	26	26	26	52	52
Eighth						26	26	26	26	52
Total	130	182	234	286	338	390	416	442	468	494

DEMOGRAPHICS

The Charter School's demographic breakdown is based on OUSD's October 2012-13 data. The percentages below are one-half of OUSD's figures, as we look to be conservative with our estimates and to better reflect the overall Oakland population.

- Free and Reduced Lunch: 39.1%
- Economically Disadvantaged: 26.3%
- English Learners: 15.6%

REVENUES**LOCAL CONTROL FUNDING FORMULA**

FACSEB is using the Local Control Funding Formula to drive the general purpose entitlements. Per Senate Bill 97, the starting rates are being determined by the LCFF base rate of Oakland Unified School District. Below is an excerpt from page 81 of Senate Bill 97 that provides clarification on how newly operational charter schools will be funded under the LCFF.

(f) (1) For purposes of this section, commencing with the 2013–14 fiscal year and until all school districts and charter schools equal or exceed their local control funding formula target computed pursuant to Section 42238.02, as determined by the calculation of a zero difference pursuant to paragraph (1) of subdivision (b), a newly operational charter school shall be determined to have a prior year per average daily attendance funding amount equal to the lesser of:

(A) The prior year funding amount per unit of average daily attendance for the school district in which the charter school is physically located. The Superintendent shall calculate the funding amount per unit of average daily attendance for this purpose by dividing the total local control funding formula entitlement, calculated pursuant to subdivisions (a) and (b), received by that school district in the prior year by prior year funded average daily attendance of that school district. For purposes of this subparagraph, a charter school that is physically located in more than one school district shall use the calculated local control funding entitlement per unit of average daily attendance of the school district with the highest prior year funding amount per unit of average daily attendance.

(B) The charter school's local control funding formula rate computed pursuant to subdivisions (c) to (i), inclusive, of Section 42238.02.

With FACSEB opening in 2015-16, the estimate for the LCFF funding rate that year is \$8,241, which is based on OUSD's 2014-15 rate of \$8,003 and FACSEB's calculated target rate of \$8,705. FACSEB will move 33.95% of the way from the base rate to their target rate in 2015-16 and will continue to move toward the target rate in 2020-21. The estimated unduplicated count comes from an assumption that 40% of students will qualify for free or reduced price meals. FACSEB is using OUSD's unduplicated count of 80% from the 2012-13 Fall 1 CALPADS data to calculate the district cap, although the school will not receive any concentration grant funds if its own unduplicated count is below 55%.

In 2016-17, FACSEB is assuming an additional 21.67% progression towards the target rate, per the most recent implementation figures released by the Department of Finance. Since there are no estimates currently available for LCFF implementation beyond 2016-17, FACSEB is assuming the LCFF will be implemented equally until the target funding rate is achieved in 2020-21. The table below shows the implementation schedule of the LCFF from 2015-16 through 2020-21 and the general purpose rates that are generated over that period.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Implementation % Towards Goal	33.95%	21.67%	25.0%	33.3%	50.0%	100%
Total Effective Implementation %	33.95%	48.26%	61.2%	74.1%	87.1%	100%
2014-15 Base Rate - \$8,003	8,241	8,342	8,433	8,523	8,614	8,705

To estimate the amount of funding that is coming from local In Lieu Property taxes FACSEB is using the 2013-14 P1 certification rate of \$1,644 per ADA. The remaining money would come from the state through State Aid and Education Protection Account funds. Education Protection Account funding is currently projected at 18.19% of total general purpose funding with State Aid making up the remainder. While FACSEB is optimistic about the implementation schedule that was put forth in the Governor's May Revise and included in the FCMAT calculation, the school has performed scenario testing on the budget to make sure that it holds up even with reduced implementation percentages. FACSEB will continue to monitor the California budget development process and incorporate any changes that are announced by the state.

OTHER GOVERNMENT SOURCES

FACSEB has budgeted for Child Nutrition using 2013-14 reimbursement rates. Federal reimbursement rates have been reduced by 5% to account for federal sequestration. To be conservative, FACSEB has built in a 5% waste factor for meals ordered and not claimed.

The school does not expect to receive Title funding.

FACSEB intends to apply for a Prop 39 facility. In the event that the Charter School cannot secure a facility through Prop 39, it will rent a private facility that will qualify it for SB740 Facility Grant funds. To be conservative, FACSEB has budgeted for the more expensive of these facility options – renting a private facility with SB740 Facility Grant funds. These grant funds have been included in the budget since FACSEB intends to be located in the attendance area of a public elementary school in which at least 70 percent of the pupil enrollment is eligible for free or reduced price meals (FRPM), and the school site will give admissions preference to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area in which the Charter School site is located. These funds are budgeted at \$750 per ADA, up to 75 percent of their annual facilities rent and lease costs.

The school has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). The 2015-16 expected rate is \$154/ADA based on School Services of California (SSC) projections. Out years remain flat and are also based on the SSC Dartboard.

For Special Education, FACSEB will operate as a member of the El Dorado Charter SELPA. The state rate is assumed to be \$511.76/ADA less 5% set aside and 8% admin fee. FACSEB will not receive federal special education funding in its first year. In year 2, the federal rate is assumed to be \$120/ADA.

This budget does not include funding from the Public Charter School Grant Program (PCSGP), though the school intends to apply for this grant. Total expected funding is \$575K over a period of approximately 2.5 years. The amounts are based on the 2010-15 grant cycle. FACSEB will apply for the grant in October 2014 and would be able to reapply in February 2015 and then again in October 2015 if the grant

is not awarded in the first or second application cycle. EdTec, FACSEB's intended back-office provider and consultant for this budget, worked with eight charter schools during the last PCSGP application period and all eight schools were approved for the grant. However, FACSEB has not included this revenue for the sake of conservatism.

LOCAL REVENUES

FACSEB is projecting direct sales for lunches, as only 40% of its students are projected to be eligible for FRPM. Revenue will be collected for the students who do not qualify and is budgeted at 56% of the total food service costs.

Fundraising and grants are projected at \$12,750 in the school's first year and this figure is grown with inflation in the out years. Current expectations are higher than this figure, but are not used in order to be conservative. Members of the Board of Directors have guaranteed to loan FACSEB \$15,000 in the event that it does not reach its fundraising goal in Year 0.

ACCOUNTING

Like most charter schools, FACSEB will use accrual based accounting. This means that FACSEB will recognize revenues when they are earned, not when they are received. Two examples of how this plays out:

1. The state is currently deferring a portion of state aid revenues from one fiscal year into the next. In the budget, this revenue is recognized when it is earned, not when it is received. On the cash flow, the cash impact is reflected when the cash is received in the following year.
2. Charter schools receive some funding such as lottery based on prior year ADA. Even though FACSEB won't receive cash proceeds from lottery funding until year two, the funds are still earned in year one.

EXPENSES

Expenses have been conservatively estimated by the petitioners and EdTec based on current market conditions in Oakland, estimates from similar charter schools, and EdTec's experience working with a number of charter schools in California. Expense assumptions have been increased 3.0% per year for inflation. In addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and their underlying assumptions.

STAFFING AND BENEFITS

The following table outlines staffing assumptions for the first three years of the charter:

	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Classes</i>	<i>5</i>	<i>7</i>	<i>9</i>	<i>11</i>	<i>13</i>
French Teachers	5.0	6.0	8.0	10.0	11.0
English Teachers	0.8	1.0	1.0	1.0	1.0
Elective Teachers ¹²	-	-	0.49	0.98	0.98
SPED Teacher (RSP) / TOSA	0.8	1.0	1.0	1.0	1.0
Certificated Admin	1.0	1.0	1.0	1.0	1.0
Classified Instructional Aide	0	.49	.98	.98	.98
Classified Office/Clerical	1.0	2.0	2.0	2.0	2.0

In addition, substitutes have been budgeted assuming a 5% teacher absence rate and \$120/day rate of pay.

The class size will be 26 in each year. If the school receives the PCSGP grant, it will reduce class size to 25 students per class.

In the first year, teachers will be hired at \$55,000 per year. This figure is in line with similar local dual-immersion schools that have opened within the last three years. The Principal (Certificated Admin) will be hired at \$90,000 per year. One full-time office manager will be hired at \$45,000 per year. In the second year, an additional office coordinator will be hired at \$36,000 per year in 2015-16 dollars. All salaries are increased 3% each year. The classified Instructional Aides will be paid \$40,000 in 2015-16 dollars.

FACSEB will offer health benefits for all full time staff members and the budget assumes that all employees will participate. The average expected cost of health benefits is \$5,800 per employee in 2015-16 and grows at a rate of 14.0% in the out years. Additionally, the school will participate in STRS for certificated staff. The STRS employer contribution rate grows to 19.1% in 2020-21.

BOOKS AND SUPPLIES

FACSEB is budgeting costs of \$400 per new student to purchase textbooks and core curricular activities. Each year, FACSEB will spend \$150 per student on materials and supplies, \$30 per student on education software, \$15 per student on art and music supplies, and \$50 per student on non-instructional student materials and supplies. The school will spend \$150 per new student on classroom furniture and equipment, and \$280 each to buy one Chromebook or tablet for every two students. In year 2 and

¹²¹² May include teachers for Art, Music, Physical Education and/or World Languages.

going forward, a new Chromebook or tablet will be purchased for each new student. Teacher computers are budgeted at \$800 per new teacher. The school will spend \$600 per month for office supplies and \$250 per month for custodial supplies.

Student food services are budgeted at \$4.50 per day, for 70% of enrolled students, for 189 days of instruction. The school will outsource its food service program. The school has budgeted to contract with Revolution Foods or a similar provider to deliver lunch daily to the campus. Unless otherwise noted, expenses are increased 3% per year for inflation. As mentioned previously, the school will apply for the PCSGP grant and, if received, the majority of these expenses will be billed to the grant in years 1 and 2.

SERVICES AND OPERATING EXPENSES

Without a definitive facility location, rent projections assume a rate of \$1.70 per square foot, at 75 square feet per student. Utilities are estimated at \$0.25 per square foot, also assuming 75 square feet per student, and janitorial services are estimated at \$1,200 per month.

FACSEB will spend approximately \$750 per teacher each year 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) or other professional development conference and other related travel. The school will spend \$6 per student in each year on professional dues and memberships. The liability insurance premium is assumed to be \$65 per student, in line with quotes for similar-sized schools using the CharterSafe JPA. The school will lease a copier at \$400 per month. Accounting fees are estimated at \$2,500 in year one and increasing to \$7,500 in year two, and banking fees are estimated at \$10 per month. Fingerprinting/Live Scan is budgeted at \$40 per FTE. Legal expenses have been budgeted at \$6,000 per year. The school will spend \$30 per student on marketing and student recruitment, and \$150 per new teacher on staff recruitment. Professional development has been budgeted at \$1,000 per teacher, in addition to the \$750 per teacher for conference and related travel mentioned above. The school has budgeted \$25 per student for health services. FACSEB plans to spend \$5 per student on Student Assessment for Zoom!, although this fee is waived in the first year. The school will then spend \$3,500 on Student Information Systems, in line with a quote from Student Pathways. The school will spend \$500 per month for technology services, assuming basic IT will be handled by parent volunteers. The school has budgeted \$150 per month for internet, assuming maximum bandwidth, with an additional \$500 per month for phone and fax. The school will also spend \$25 per student on postage and delivery.

The school will contract with a back-office business provider for an accounting and compliance platform with support services specific to the needs of a charter school. The fee starts at 4.0% of government revenues. Payroll fees are budgeted at an additional \$150 per month.

The school will also contract SPED consultants at approximately \$20K in year 1. The sum of these contractors and the SPED RSP on the school's payroll is budgeted at 115% of the total special education revenue entitlements.

Without a Prop 39 facility, District Oversight fees are budgeted at 1.0% of Local Control Funding.

CASH FLOW

Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan. FACSEB is conservatively assuming that funds will not arrive until July of 2015. The CDE loan payback would occur over a four year period. Payments of this principal consist of \$62,500 per year for the four years beginning with the one in which the payment was received, in equal portions in September through February. The school has budgeted the interest expense for this loan at a PMIA Interest Rate of 0.35%. All EdTec clients that applied during 2012-13 received the loan; proceeds arrived during July 2013. In EdTec's experience, all charter schools that applied received a revolving loan. If FACSEB does not receive the Revolving Loan or the previously mentioned PCSGP, the school will sell receivables to maintain positive cash flow.

The cash flow projection assumes the Education Protection Account is disbursed quarterly. Property Tax payments are paid each month by the district. State Aid or "Local Control" is paid according to the standard 5-5-9 schedule, in light of the governor anticipating that state deferrals will be eliminated in 2014-15. With FACSEB opening in 2015-16, this will give an extra year for deferral elimination should they not be fully eliminated in 2014-15.

The Special Advance Apportionment for growing schools has been included following historical disbursement patterns with funds arriving in October and January.

To allow for county processing time, all payments are expected in the month following the disbursement month. For example, the July state aid payment of 5% is included in August in the cash flow forecast.

As referenced in the revenue section, FACSEB has not included PCSGP revenues in the budget or cash flow projections. Thus, in order to maintain positive cash flow, the school is assuming receivable sales through a company such as Charter School Capital (CSC) or Charter Asset Management (CAM). Receivable sale inflows and outflows are shown in Years 1-3, and interest and fees are included in the budget in line with CAM rate proposals for similar-sized schools. Each of these sales is set to be repaid to the financier in a short timeframe, within two months. While this strategy helps to support the school's cash needs, the school will aggressively pursue lower cost capital options such as a bank line of credit after one year of audited financial statements.

START UP YEAR EXPENSES

FACSEB understands it will incur certain expenses in “Year 0,” such as supplies expenses, instructional consultants, and student and teacher marketing. It also plans to pay its Principal at 0.25 FTE for the last six months of Year 0 and the first month of Year 1. The Principal’s Year 0 pay is included in 1300 for the visual sake of this budget, but they will be paid as a contractor in those six months to avoid payroll taxes and processing fees. In order to finance these expenses before traditional government revenues begin, FACSEB will place a strong focus on fundraising. A conservative figure of \$12,750 in fundraising is included in year 0, with the remaining shortfall funded by personal loans if needed. The Charter School has secured promises from three individuals to loan \$5,000 each to the school if it does not have the resources to fund year 0 expenses.¹³ It is important to note that this \$15,000 of possible loans is not included in the attached cash flow. The shortfall is treated as a negative starting fund balance once Year 1 begins. Additionally, if the revolving loan funds were to be received before July, these personal loans would likely not be needed.

¹³ See Appendix Q-4 for letters of loan guarantees.

APPENDIX Q-4 – LOAN AGREEMENTS

Amelie Dupont

2033 Melvin Road

Oakland, CA 94602

Tuesday, May 20, 2014

To whom it may concern,

In the event that the French American Charter School of the East Bay (FACSEB) is unable to raise \$27,750 through its fundraising efforts in Year 0, I agree to loan the school \$5,000 to support its expenses in Year 0. The terms of the loan will be agreed upon after approval of the charter.

Amelie Dupont

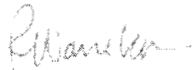
A handwritten signature in dark ink, appearing to read 'Amelie Dupont', written over a horizontal line.

May 25, 2014

To whom it may concern:

In the event that the French American Charter School of the East Bay (FACSEB) is unable to raise \$27,750 through its fundraising efforts in Year 0, I agree to loan the school \$5,000 to support its expenses in Year 0. The terms of the loan will be agreed upon after the approval of the charter.

Sincerely,



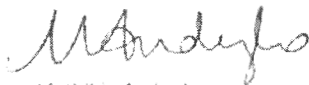
Renae Waneka
Founding Team & Co-Lead Petitioner
French American Charter School of the East Bay

May 25, 2014

To whom it may concern:

In the event that the French American Charter School of the East Bay (FACSEB) is unable to raise \$27,750 through its fundraising efforts in Year 0, I agree to loan the school \$5,000 to support its expenses in Year 0. The terms of the loan will be agreed upon after the approval of the charter.

Sincerely,



Mathilde Andrejko
Founding Team & Co-Lead Petitioner
French American Charter School of the East Bay

**APPENDIX Q-5 – PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING
THEIR CHILD AT FACSEB**

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay


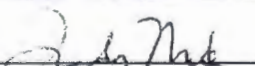
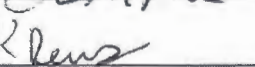
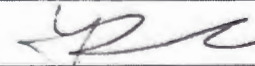
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Edmund Li	Rosa Li		3/1/14	K	2153 Hilda Way Brentwood 94513	415-990-9069
Sandra Mark	Kaiden Lin		3/23/14	TK	PO Box 14323 Fremont, CA 94544	510-305-8561
Kristy Reeves	Elena Reeves		3/23/14	3rd	418 Falcon Way Hercules CA 94547	510-435-2111
Maggie Zhu	Sammy Lee		3/23/14	2nd	Alameda CA	510-747-0355

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Imelda Araujo	Eduardo	Imelda Araujo	5/14/14	3 rd 1 st	34506 OAKLAND 1100 E 11th St CA	510 689 8678
JULIA ANDREWS	SACHA ANDREWS	JULIA ANDREWS	5/5/14	2 nd	RICHMOND 5445 SANTA CRUZ AVE 94804	510 334 6444
Marisela Graciano	José Alcántar	Marisela Graciano	5/18/14	3 rd	OAKLAND 645 Foothill Blvd #4 94606	510 251 1875
ANISSA BENSAIDAN	ANISSA BENSAIDAN	ANISSA BENSAIDAN	5/18/14	K	OAKLAND 1218 E 34th Street	510 712 8393
Maria ROSAS	Arianna Rojas	Maria Rojas	5/18/14	2	OAKLAND 2055 34th Ave #5 94601	(510) 505-7495

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
April Elder	Randall Davis	April Elder	3-6-14	2	1599 54th Ave #2 Oakland 94609	510 706-3143
IBRAHIM MUHAMMAD	ALI MUHAMMAD	Ali Muhammad	3.6.14	4, 8, KIND	1417 SAN PABLO AVE #9 OAKLAND 94606	510.775.3318
Kayla Spagnoli	Emmett Meza	Kayla Spagnoli	3/6/14	K	246 Wayne Ave OAKLAND 94606	510 495 7953
TOE GOE	Lydia Toe	Lydia Toe	3/6/14	TK	1125 East 18th St Oakland CA 94606	415 606 4530-1 290
Gyasi Johnson	Jaleel Johnson	Gyasi Johnson	3/6/14	PS	1949 Harrison Ave Oakland CA 94601	510 282-9517

Education Code 547605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

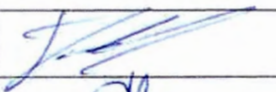
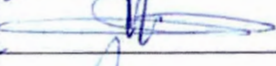
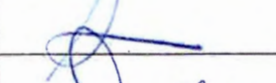
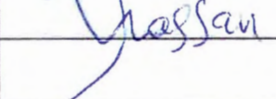
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
David Gray	Gabe Gray		3/6/14	1st	166 94606 Athol #104 Oakland	510-269-7740
Yvonne Khum	Sony Khum		3/6/14	Kinder	1844 94606 Helen #501 Oakland	510-200-3030
Saffron Runse	Sabreen		3/7/14	2nd	508 31st Street Oakland Ca 94609	510-253-5760
Masson elgendy	Madiana		3/7/14	T.K	378 17th St Oakland 94612	415-283-7009

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Mathilde Andrejko	Fre Andrejko	[Signature]	3/8/14	1st Grade	2300 Broadway #24 Oakland CA 94607	7169179850
JOSEPH STEWART	Misha Stewart	[Signature]	3/8/14	3rd Grade	1126 REEBER CT 94130 UNIT F TREASURE ISLAND	510-151-1081
DEBORAH POLLINI	SEQUOIA "Romi" SPARKS	[Signature]	3/8/14	Kindergarten	484 Lake Park Ave #228 Oakland CA 94610	818-395-2438
Rachel Egbunoye	Zarah Kama	[Signature]	3/11/14	TK	383 MacArthur Blvd, Oakland CA 94610	510-712-9661

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Lexia Littlejohn	Kaia Heelan	[Signature]	3/9/15	TK	3400 Rubin Dr. Oakland, CA 94602	410-499-3516
Scott O'Hara	Katelyn O'Hara	[Signature]	3-9-15	first	1537 a mave Oakland ca 94606	510-433-0132
NDEYE Diouf	ABDALLAH ALANI	Ndye B. Diouf	3/9/15	Kind.	417 East 18th St Oakland, CA 94606	(510) 689-7178
oulimate Sy	cho Hamel	oulimate Sy	3/9/15	First	899 campbell St Oakland 94607	510-97874
Gamon M. Bodj	Mouhamed Bodj	[Signature]	3/9/15	First	325 Lenox Ave #108 Oakland	510-479-5397

Education Code §47605(a)(5) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Renae Waneka	Elsie Eidlin	<i>RWaneka</i>	3/9/14	TK	2704 College Ave #4 Berkeley, CA 94705	510-356-4170
<i>Eric Dennett</i>	<i>Marcel Dennett</i>	<i>EudM</i>	3/10/14	K	2210 10th Ave Apt 304 Oakland, CA 94612	415-601-2214
<i>Eric Dennett</i>	<i>Desirée Dennett</i>	<i>ED</i>	3/10/14	2nd	2210 10th Ave Apt 304 Oakland, CA 94612	415-601-2214
<i>Marie-Thérèse Wright</i>	<i>Simone Wright</i>	<i>MWright</i>	3/10/14	1st	360 Monte Vista Ave Oakland, CA 94611 #111	202-550-2866
<i>Celeste Gottfried</i>	<i>Elodie Gottfried</i>	<i>CG</i>	3/11/14	K	2704 College Ave #1 Berkeley, CA 94705	510-474-7488

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

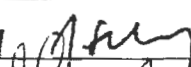
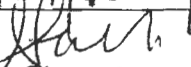
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
JULIA SCHALETZKY	SOPHIA SCHALETZKY		3/10/2014	KINDERGARTEN	8515 BUCKINGHAM DR. EL CERRILLO, CA 94530	510 900 8875
TARKISHABAI	LILIANA REYES		3/22/2014	FIRST GRADE	79 CILE DR MARIN CITY, CA	510 435 5076

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Caitlin Selvaag	Lily & Keira		3/10/2014	1st, 3rd	1732 Rose St. Berkeley, CA 94703	(510) 367-8227
Isabel Miron	Julisa		3/10/2014	1st.	6224 City St Oakland 94612	45240-9955
Chrystal Dodge	McKenzie/David		3/12/2014	K & 2nd	69315th St Oakland 94612	510-593-6407
Alisha Chamber	Askin / Selassie		3/11/2014	K & 1st	N/A	5104674613
Henry Nelson	Hiro Nelson		3/11/14	K	1501 Street St Berkeley CA 94703	510-254-031

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Joshua Beattie	Kiran Beattie	<i>Josh Beattie</i>	3/11/14	1st	390 Grand Ave. #3 Oakland 94610	510 759 7641
Catherine Siegle	Nate Christase	<i>Catherine Siegle</i>	3/11/14	1st	6885 Oakwood Dr Oakland CA 94611	510-301-7326
Desica Zebouch	Isabelle Konanou-Zebouch	<i>Desica Zebouch</i>	3/11/14	K	1291 Bates Rd Oakland 94610	510-832-0101
RION NAKAYA	Dante Casimiro	<i>Rion Nakaya</i>	3/11/14	2nd	5318 JAMES AVE OAKLAND CA 94616	626 297 2276
E.M. DIMAGIBA	Samille Brincen	<i>E.M. Dimagiba</i>	3/11/14	1st	6082 CHABOT RD OAKLAND CA 94610	510-410-0247

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Juan Corpas	Romeo Corpas	[Signature]	3-11-14	3rd	3030 35th Ave Oakland Apt #3 94619	(510) 362-8355
Morish Hadir	Laiba Hadir	[Signature]	3/11/14	2nd	2055 Center St 461 Berkeley CA 94704	510-329-3270
Melina Stewart	Marich Lane	[Signature]	3/11/14	1st	4463 Utah Dr El Sobrante, CA 94803	510-779-2005
Lety Villegas	Sabella Encivilga	[Signature]	3/11/14	1st-3rd	253 Jaramila Ave Alameda CA 94601	510 825 3554
Evelyn Hougardy	Juliette Freshine	[Signature]	3/11/14	K	5590 A Latham Ave, Oakland CA 94618	510 450 0876

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay


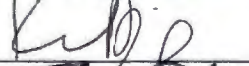
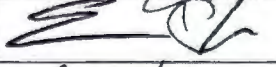
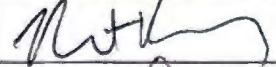
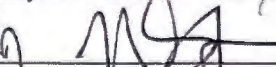
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Meghan Ward	Shea + Anna Taron		3/12/14	2nd + 1st grades	1844 San Pedro Ave. Berkeley, CA 94707	800 415,370 5815
Latic Bailey	Kaelin		3/14/14	preschool	2819 Richmond Ave Oakland CA 94611	510 599 2411
Eric Sloan	Errol		3/16/14	1st	3300 Clarendon Ave. Berkeley CA 94705	510 865-1015
Robert Annay	Miles		3/16/14	TK	18 Mandan Circle Oakland CA 94610	415 730 4130
Nelva Smith	Devon		3/14/14	2nd	134 Echo Ave Oakland CA 94611	510 559-0300

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Ted Matley	James Matley	Ted Matley	3/13/14	2 nd	386 Vermont Ave. Berkeley CA 94707	510-558-6914
Ted Matley	Guinevere Hooley	Ted Matley	3/13/14	1 st	386 Vermont Ave. Berkeley CA 94707	510-558-6914
Camille Leland	Benjamin Stoffmacher	Camille Leland	3/21/14	3 rd	4201 Carson St Oakland CA 94619	310 430 2685
Bruce Stoffmacher	Benjamin Stoffmacher	Bruce Stoffmacher	3/21/14	1 st	4201 Carson St Oakland CA 94619	310 933 9035
Amelie Dupont	Amelie Dupont	Amelie Dupont	3/21/14	1 st	2033 Melvin Road Oakland CA 94602	415 318 6815

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Veleine	Ellis	Amelcan	3/14	T K	585 CITH STREET Unit 513 Oakland CA 94607	510-912-0631
NIAMA BAGABA	Aicha B. Traore		3/11/14	K	296 Leno Ave #4 Oakland CA 94610	(510) 827-0025
DANA IOVA-KOBA	NIKO IOVA-KOBA		3/12/14	3	5800 MacArthur Blvd Oakland 94603	510 295-9805
MORA TULIÁN	CLEMENTINA		3/12/14	K	4043A WHITTLE AVE OAKLAND CA 94602	510 530 3716
Leilanie Calderon	Nestor Argueta		3/12/14	K	3720 Fruitvale ave Oakland CA 94602	510-220-9732

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

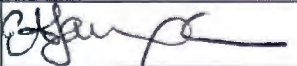
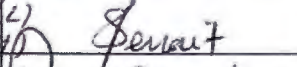

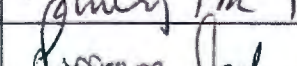
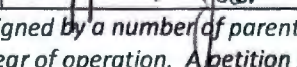
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Erika Lamoreaux	Azucena Cano		3/15/14	Kindergarten	71 Lincoln Rd Kensington CA 94702	510 842 7322
Senait Weldemariam	Weldemichael (L) Hermela (first)		3/15/14	Kindergarten	565 29th Street Apt 7 Oakland, CA 94609	510 493 5142
Tom Bradley	Travis Dixon		3-15-14	2nd 2015	388 Grand Street Oakland	415 756-4757
Emily Pharr	Patricia Pharr		3-15-14	K	517-53rd St Oakland	510-798-7192
Hippa Lee Jackson	Amani Lewis		3-15-14	3rd	2806 MLK Jr Ave Richmond	510 221-1553

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay





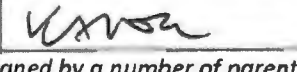
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Michael Wilks	Isaiah Wilks		03/15/14	2nd	1722 Alhambra Lane Oakland 94611	510 803 0634
Lisa Shah	Mira Sen		3/15/14	K	3904 Ruby St Oakland, CA 94609	510 759 7799
Patrice BRAULT	Nathan		3/15/14	K	2170 Jefferson Avenue Berkeley, CA 94703	510 610 5871
DEBENNE YKEANO	Nathan		3/15/14	3	215 MACARTHUR BLVD #108 OAK-94610	510-302-565
THERRY KAMOR	Moise		3/15/14	3	1306 KAMAS CIR CONCORD, CA 94521	925-643-7154

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
no → Annette Derratt	Desirae Derratt	[Signature]	3/15/14	2nd	2210 10th Ave #304 Oakland, CA 94606	415 601 2214
Emile Shaffer	Alayah Shaffer	[Signature]	3/15/14	1st Grade	1426 53 Ave Oakland, CA 94605	(510) 377-7698
Melissa Brackin	Zalaya White	[Signature]	3/15/14	Kindergarten	500 William St #435 Oakland, CA 94612	(510) 861-1404
NIKIA MOORE	JAYDA CHIM	[Signature]	3/15/14	2nd	245 17th St #110 Oakland	(510) 909-0348
Brendan McInde	LUCIA	[Signature]	3/15/14	Kindergarten	600 William St Oakland	415 810 4483

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Elizabeth Kanyan	Shira Kanyan	Elizabeth Kanyan	3/15/14	K	2407 Telegraph Ave #406 Oakland, CA 94612	510-730-5294
Royann Steel	Larissa Steel	Royann Steel	3/15/14	K	1931 Chestnut St Oakland, CA 94612	510-200-4546
Kirsten Stokes	Selahi Stokes Justin Stokes Jude Stokes	Kirsten Stokes	3/15/14	3rd, 1st, K4	1425 Lakeside Dr. #303 Oakland CA 94612	845-305-1153
Dominique Malone	Alea Malone	Dominique Malone	3/15/14	1st	2948 Chestnut St Oakland CA 94608	510-759-4711
Angela Uzozie	Chukwudubem Etimadu	Angela Uzozie	3/15/14	TK	287 Euclid Ave #107 Oakland CA 94610	510-575-3055

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Alicia Chadbourne	Bryce, Arice	Alicia Chadbourne	3/15	1st 2nd 3rd	4627 Dolores Ave. Oakland, CA	510-387-7222
Alexis Vilay	Dana, Ann	Alexis Vilay	3/15	K	287 Euclid Ave #203 Oakland, CA	503-267-3961
Reggie Timmons	Reggie, Rakean Timmons	Reggie Timmons	3/15	2nd grade	3213 Georgia St Oakland 94602	510 982-9401
Hannah Betsch	Ezra Weiss	Hannah Betsch	3/15	T/K	76 Garfield Ave Oakland 94604	510 402 821
Stephen Duffey	Oliver	Stephen Duffey	3/15	K	550 Mandana #4/cond Oakland	329 7080

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Jamillah Taltor	Kei Ziyah Taylor	[Signature]	03/15/14	K	PO Box 323 Oakland CA 94604	510-491-8811
chandra Gurne	Alisha Gurne	[Signature]	03/15/14	1st	2534 menlo park st. oakland ca, 94602	510-542-0810
Lauren Lyle	Violet Olwell	Lauren Lyle	03/15/14	1st	985 Bayview Ave. B. Oakland CA 94612	510-599-9548
Benjamin Gold	Alex Gold	[Signature]	3/16/14	2nd	376 Bellevue Ave Oakland CA 94610	510-350-8626
Michelle Coleman	Jaade Coleman	[Signature]	3/16/14	1st	237 23rd Ave Oakland CA 94612	(510) 606-3211

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

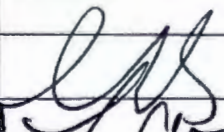
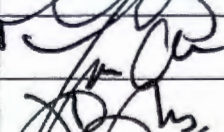
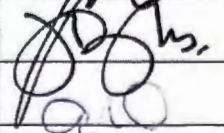
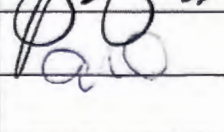
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Aruna Nagaj	Sajan		3/15/14	Transitional K	601 William St Oakland Apt 223	510-292-7032
Latrice Rivers	Brooklyn Kameah Jeremiah, 3		3/15/14	K, 1 st , 3 rd	1126 84 Ave Oakland CA 94612	510-690-4475
Jennifer Dykes	Ondine		3/15/14	Transitional K	686 Jean St Oak 94610	3251001
Arkna Wonn	Anna		5/17/14	3rd	543 47 th St # F 94609 Oakland	510-458-1248

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Grace Frisbie	Magnolia		3/15/14	1st	2737 1/2 Benvenue Ave Berkeley, 94705	510-225-8004
MARK-ANNE FOLCH	OLIVE FOLCH	Mark Anne	3/15/14	TK	245 MORRIS AVENUE OAKLAND, 94610	510-384-4097
TORAL HAYNES	CAIR: HA		3/15/14	2nd	1669 18th St. Unit A Oakland, CA 94607	(510) 698-9143
LEAH HEGMAN	PIPPA ALLEN HEGMAN		3/19/14	TK	3048 RICHMOND BLVD OAKLAND, CA 94611	415-402-8006

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

French American Charter School of the East Bay

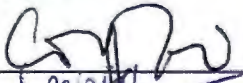

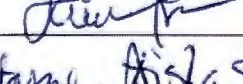
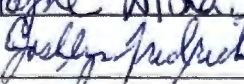
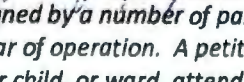
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Coline David	Cameron		3/15/14	2nd grad	Oakland 94618 6142 Herwood	510-653-1531
Margaret Ng	Brooklyn		3/16/14	pre-school	Oakland 94611 6112 Ascot Dr.	510-530-5698
Laura Tran	Lucas		3/26/14	K	Oakland 94602 2829 Butters Dr.	510-530-3053
Aislee Stone	Romare Lomon		3/26/14	K	Oakland 94607 1502 Jackson St.	510-338-667
Joshlyn Fredrick	Aniya Allockauke		3/27/14	3	Oakland 94606 2010 E 19th St.	510 326-2913

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT:

French American Charter School of the East Bay

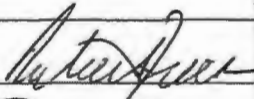
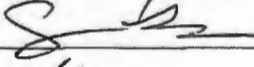
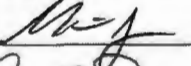
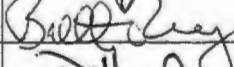
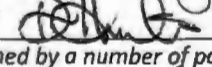
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
ROBERT FREEMAN	CATALINA		3-16-14	K	189 3 rd ST. A-114 OAKLAND, CA 94607	916-761-1105
SONNY BOE	Rhys		3/16/14	K	1410 CARLTON AVE ALAMEDA, CA 94601	510-507-0376
Maurice Johnson	Zavier & Zakai Johnson		3-16-14	K&1	2500 Foothill Blvd Oakland Ave	(510) 864-7897
BRETT TEARNEY	SON PARKER		3-16-14	TK	565 BELLEVUE AVE OAKLAND, CA 94607	510-738-6095
Danica Hunter	Dale Robertson Jr		3-16-14	K	424 Jefferson St OAKLAND, CA 94612	510-301-9263

Education Code 947605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de carácter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición carácter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del carácter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Susan Freyre	Kaya Drake	[Signature]	3/16/14	1 st	727 Haight Ave #4	(677) 335-4155
Kati Warr	Kabelkive	[Signature]	3/16/14	2 nd	685 Estero Alameda	34501 34615 385 212
Erin Holland	Lauren Holland	[Signature]	3/16/14	1 st	2427 Monticello	(510) 575-2434
JOSH KAHN	ZORA KAHN	[Signature]	3/16/14	K	373 40TH ST #4	94609 393000
JEFF LUMPKIN	MATTHEW WANGRAZ	[Signature]	3/16/14	1 st	631 Hillborough St	94604 (925) 227-7203

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aqui dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
RITA McLEAN	XAYLA GILL-KEHOE		3/16/14	K + 3rd	819 NORTVALE RD. OAKLAND CA 94600	(415) 412-8271
Ihsan Abu	MAZ Abu		3/16/14	K + 2	2941 Adams St Alameda CA 94501	(415) 725 5294
Brian Rikuda	Amaya		3/16/14	1st	18 Antler Ln Oakland 94608	(310) 621-0793
Grithing, Miki	Nyskyger		3/16/14	1st	229 1st St Oakland 94612	(510) 699-9900
Tonicurtis	Myah Ellis		3/16/14	1st	3686 Lowkey St Emeryville	415-542-6827

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

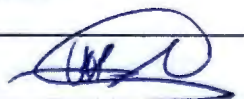
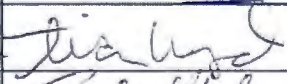
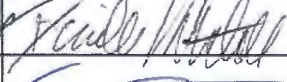

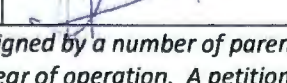
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Martha Silver	Jordan - Trevor N. Tullis		3-16-14	3 rd	P.O. Box 2626 Alameda, CA 94501	(510) 213-4938
Thanna Hazard	Julian Hazard		3-17-14	1 st	2618 School St. ^{Oakland} 94602	(916) 549-6544
Danielle Debrn Horn	Maya Campion		3-17-14	1 st	4223 Coolidge Ave. 94602 Oakland, CA	(510) 853-0092
Gale Wright-Grichlow	William Wright-Grichlow		3/18/2014	Kinder	2819 Garden St. #4 Oakland CA 94601	(510) 861-3467
Alissa Pinos	Alazay's Pinos		3/19/14	2 nd , 3 rd	1331 40th St Emeryville CA 94608	(510) 289-6121

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay


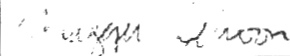
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Dacia Mitchell	Althea Goss		3-17-14	K	627 61 st Street, Oakland, CA 94609	310-210-9925
Maggie Simon	Eveline Simon		3-30-14	K	315 Perignon St. San Ramon, CA 94582	510-703-4636

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

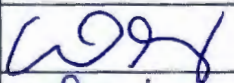
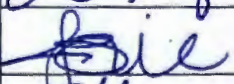
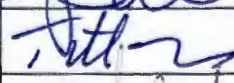
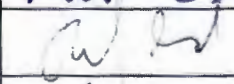
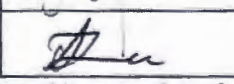
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
VICTOR RODRIGUEZ	NOAH DIEGO RODRIGUEZ		3/17/14	K	733 KANDARE OAKLAND, CA 94610	510-922-1282
Jodi Swick	AMANDA DAVIS Avery Rodriguez		3/17/14	none none	733 KANDARE OAKLAND, CA 94610	510-205-8327
RAY Tittmann	Charlie Tittmann		3/17/14	2	735 Court Lane Concord CA 94518	925-680-016
Bernadette Ingrand	Anais		3/30/14	1	2937 King St Berkeley CA 94703	510 486 1838
Desire Takawira	Nyasha		3/30/14	K	648 Andrews Way El Sobrante, CA 94803	415 259 1561

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Reynal Lindeley	Jose Bailon	José María Pacheco	3/20/14	3 rd	3807 Dore St Oakland CA 94619	(510) 355-4922
Esther Goldberg-Contreras	Anna Jaspar + Joachim Contreras	[Signature]	3/21/14	K + 3 rd	4253 Laguna Ave Oakland, CA 94602	415 7224257
Gena Harriet	Grace Harriet	[Signature]	3/21/14	1 ST	7709 Hillmont Dr. Oakland CA 94605	(510) 213-1576
Rosalia Carrillo	NOLLY LUCAS	[Signature]	3/21/14	K	Oakland, CA 94601 2926 Foothill	510 (314) 7926
Vincenzo Menana	Luciano Menana	[Signature]	3/21/14	1 ST	OAKLAND CA 2739 Chelsea Dr 94611	510 334 4483

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

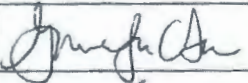

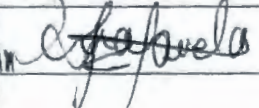
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Gwendolyn Osborn	Eleanor		3-17-14	1 st (first)	1193 Trestle Glen Rd ⁹⁴⁶¹⁰ Oakland	503-475-1435
GALIENNE ERIKSEN	Leo Eiger		4/23/14	1 st grade	2642 Fulton St, ^{Berkeley 94704}	415-845-9448
Alma Favela	Brenda Santesteban		5/4/14	K garden	1033 38 th Ave ⁹⁴⁶⁰¹ Oakland	510-395-6928

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

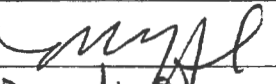


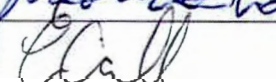
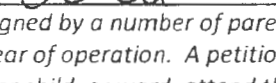
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Meg Hore	Alby		3/16	K	5174 Miles Ave	
Fatma Abdullahi	Azra & Asa		3/16	K + 2nd	1043 56th ST OAKLAND	917-435-9616
James Harey	Madeline		3/16	1C	1120 Ne. 15th St Oakland, CA 94608	510-887-7141
Matthew Stone	Margaux		3/16	1st	1007 41st St #334 Oakland, CA 94608	415-69-4072
Lisa Caswell	Rosalie Vitale		3/16	K	918 52nd St. Oakland CA, 94608	917-528-2400

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

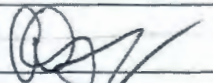
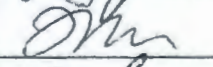


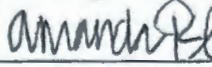
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
And Gumer	Mehil		4/16/14	1st	2135 W. 1st, Berkeley, CA	NA
J ALVAREZ	malinah		3/16/14	Trans K	330 Vennon St #105, Oakland, CA 94610	415-793-6487
Rosanne Rattier	Isadora		3/16/14	1st	3833 Ardley, Oakland, CA 94602	510-761-1462
Emily Goldenberg	Chloe		3/17/14	K	4719 Park Blvd., Oakland, CA 94602	(510) 387-5624
Manda Klein	Maya & Theo		3/17/14	K + 3rd	2925 Delaware St, Oakland, CA 94602	510-682-4810

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or her child, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

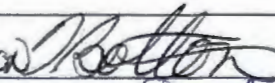
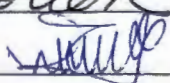


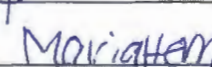
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Tracey Bolton	Nina Pauline Bolton		3/16/14	1 st	601 Jean St. 94610 Oakland, CA	646 512-1208
Wessen	Hanna Miss Samba		3/18/14	3 rd	3941 Market St Oakland CA 94605	415 324-9743
Yewebder	Nelanie Evans		3/19/14	3 rd	1701 Market Street #103 Oakland CA 94607	510-4370-769
Brindha	Orion		3/19/14	3 rd	360 48 Street #8 Oakland, CA 94608	510-501-5397
Mari Hermon	Jaciel Joann		3/20/14	1, 2 nd	Oakland, CA	510 395-0120

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
CAREN RODDY	ERIN RODDY	Caren	3.17.14	K	3554 LINCOLN Ave Oakland CA 94602	510.747.9603
CAROL RANSOM	CAROL RANSOM	Carol	3.22.14	3 & PK	1540 HOLMAN 94610 Oakland	773.562.0505
Jaime Santiago	Cathryn Redmond	Jaime	3.22.14	1st	Oakland 94611 3080 Richmond Blvd	510.830.5211
SAMUEL RETA	Maria Reta	Samuel	3/22/14	1 & PK	Oakland 94611 8223 HARRIS ST	510.286.625
Will Smith	Finn McNamara	Will	3/22/14	K	1813 9th Street Berkeley 94710	510.520.380

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Stacey Glick	Jake/Sophie	Stacey Glick	3/22/14	2nd / 1st	4850 Bridgeview Dr. Oakland, CA 94602	415-320-7361
Lea Zuccaro	Evora Zuccaro	Lea Zuccaro	3/22	1st	307 El Cerrito Ave. Piedmont, CA 94610	415-794-5342
Rikha Rami	Leavanya	Rikha Rami	3/22/14			
Paul Bajada	Regina	Paul Bajada	3/22/14	2nd	410 Bellevue #101 Oakland 94610	510-541-3059
Linda Juncos	Daniela	Linda Juncos	3/22/14	K	1 Westview Pl. Berkeley CA 94705	510-765-1964

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Robert Reta <i>Shanrokhstani</i>	Samira <i>Shahi</i>	<i>Robert Reta</i>	3/22/14	K	1878 Clemens Rd Oakland, CA 94602	510-593-1040 510-531-6078
Traci Price	Ronan Price	<i>Traci Price</i>	3/22/14	K	1345 Fountain St Alameda, CA 94501	415-819-0632
Chimene Sabah	Isabella	<i>Chimene Sabah</i>	3/22/14	2	3820 Belmont Ave Oakland, CA 94605	510-967-8551
Eva Heath	Alexander	<i>Eva Heath</i>	3/22/14	1	143 Bluffcrest Drive Oakland, CA 94611	510-810-0780
Shoshanna Tern	Darius	<i>Shoshanna Tern</i>	3/22/14	6	3829 Madrone Ave Oakland, CA 94619	510-279-4422

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Ferny Bruton	Catherine March	[Signature]	3/22/14	TK	92	
Alexis DUFOUR	Camille	A. Dufour	3/22/14	TK	620 Alcatraz Ave, Unit A Oakland	510-914-6949
Alexis DUFOUR	Thomas	A. Dufour	3/22/14	TK	620 Alcatraz Ave, Unit A	510-914-6949
Fabrice Rodney	Danielle Randy	Fabrice Rodney	3/22/14	TK	2555 Foothill/Oakland	510-467-2137
CORINNE whyte	Elsa / Gabriel	[Signature]	3/22/14	TK / 3	1111 Miller Avenue Berkeley, 94708	510 7783568

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least **one-half** of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Rekeisha Green	Azauri Videau	<i>[Signature]</i>	3/15/14	2nd grade	3242 Hyde St. Oakland ca, 94601	510/943-7800
Jill Loman	Luke McNamara	<i>[Signature]</i>	3/22/14	K	1513 9th Street Berkeley, CA 94701	510 520 3803
Attoni B. Dene	Hector Dene	<i>[Signature]</i>	3/22/14	K3	521 W 13th Ave Oakland, CA 94608	(510) 393-0694
Angela Schulz-Jander	Luca Schulz-Jander	<i>[Signature]</i>	3/22/14	K	2037 Melvin Road Oakland 94602	(510) 338-4518
Carla Lo Coco	Francesca Deets	<i>[Signature]</i>	3/22/14	preschool	418 38th Street Oakland 94609	510 333 0607

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

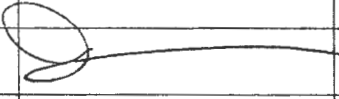



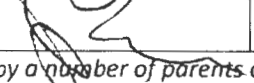
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
DAVE THORSON	AJA THORSON OTTO THORSON		08.22.14.	3rd Mark	2127 GLENVIEW ST ALAMEDA CA 94501	510.522.2006
RANDIE AYDIN	FLAYDA		3.23.14	Kindergarten	245 29th St. 94611 Oakland	510-282-5836
Tanya Foster	Tiyana Stroughter		03/23/14	1st grade	1800 Linden St Apt 4	510-830-9129
Lillian Jain	Pramika Jain		03/24/14	2nd grade	2625 Alameda Ave. 94622 Berkeley CA 94705	510-361-0710
Holly Prole	Bodhi		3/20/14	K	6835 Shreve Ln Pittsburg	617-515-2441

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

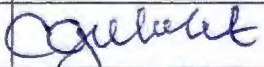

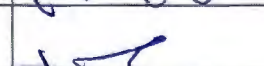
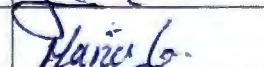
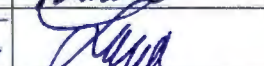
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Christine Gabelot	Elliot		3/22/14	1st	4716 Allendale Ave Oakland CA 94603	612-247-7793
Ben Blair	June		3/27/14	K	83 Marden Lane Oakland CA 94602	510-693-4997
Jill Touré	Viviane Touré		3/27/14	1st	2248 E. 17th St Oakland CA 94606	(510) 459-3201
Maria Oague	Alondra		3/28/14	TK	7415 Hillside St Oakland CA 94603	(510) 569 17 56
Laura Garcia	Luca Maguon		3/28/14	K	5416 Lawton Ave. Oakland CA 94618	

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

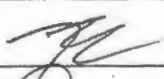
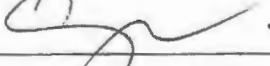
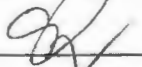
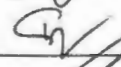
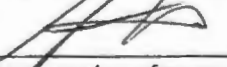
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Eric DeFriez	Owen DeFriez		23 March	Tk/1K 3rd	522 North St. 94609 Oakland, CA	510-999-5550
Sasha Verhage	Anya Verhage		11	2nd 3rd	446. 60th St. 94609 Oakland	915-515-72
Gary Mcley	Kalim Mcley		3-22-14	2nd	386 Shalun Ave Apt 2 Oakland 94610	510-404-9643
" "	Sumay Mcley		"	K	"	"
Alyssa Wattle	Felix Wattle		3/23/14	K	3879 Colledge Ave Oakland 94602	415-939-9930

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

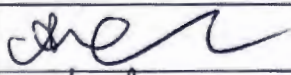
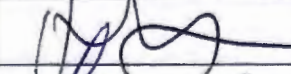
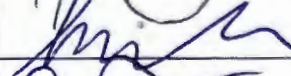

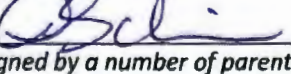
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Adimika Archer	Ajani Archer		3-22-14	K	2443 106th Avenue Oakland, CA 94605	510 636 4059
Ken Frucht	Henri		3/22/14	K	320 Wayne Ave Oakland CA 94606	510 465 6700
Amy Moore	Axel & Tyner		3/23/14	4, under TK	710 Jean St Oakland CA 94606	510 457 8823
Sharon Wilson-Desbois	Cooper		3/23/14	K	21 Vista del Mar Ct Oakland CA 94611	623.206.1325
Ami Schiess	Jack Perry		3/23/14	1st, TK	111 Alvarado Rd Berkeley CA 94705	415 309 6917

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

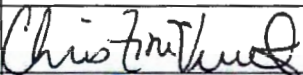

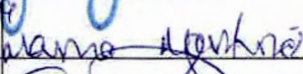
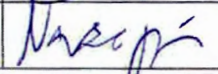
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Christina Vincent	Leo		3/23	2 nd	5412 Claremont Ave. #33, Oakland, CA 94618	(415) 606-9217
Jean Johnstone	Johnstone <i>Flax</i>		4/28	1 st	757 Rosemont Rd. Oakland, CA 94610	415-937-2349
Maria M. Silvia Avalos	Cesar Gomez Euliano Gar Cue Hells		5/4/2014 3/30/2010	3 rd , 1 st K	528 E 11th Oakland, CA 94606 30 Bayside Ct. Alhambra, CA 94804	(415) 583-1616 (415) 316-4115
Natalia Pina	Natalia Pina		5/4/14	1 st		(510) 564-5003

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renee Wanaka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renee Wanaka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 (Grado del estudiante en 2015)	Address Dirección	Phone Contact Número de teléfono
Angela West	Kingsley Ely	Angela West	3-25-2014	K	1231 40th Street Oakland, CA 94612	(510) 779-4881
Kateley Saveland	Azhr Saveland	Kateley Saveland	3/25/14	K	5540th St Apt 204 Oakland, CA 94609	770-09601-8905
Mignonne Camara	Stephane Camara	Mignonne Camara	3/25/14	1st Grade	5844 Jefferson Avenue Richmond, CA 94804	510-855-5640
Derrick Scotts	Hanna					

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

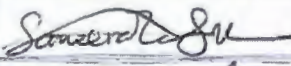
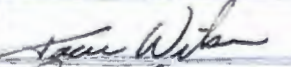


PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the school under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2013 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renee Wanaka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2013 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renee Wanaka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2013 Grado del estudiante en 2013	Address Dirección	Phone Contact número de teléfono
Sameera Aizubair	Yousef Aizubair		March 25, 2014	K	3208 Harrison Street Oakland, CA 94611	510-710-1330
LAREE WILSON	TORIAN BLAKE		3/25/14	1	1294 63RD ST EMERYVILLE 94608	510 654 7563
Rashieda'Da	Kyrin Johnson		3/25/14	K	961 63RD ST OAKLAND, CA 94608	(510) 260-9131
Altha Hampton	Kevin Austin		3/25/14	K	852 53RD ST OAKLAND 94601	510-406-3959

Education Code 47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renee Wanaka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo prevé la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renee Wanaka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact Número de teléfono
Renee Wanaka	King	[Signature]	3/26/14	TK	956 4th St Apt 2 Oakland CA 94608	709-741-9103
Mathilde Andrejko	King	[Signature]	3/26/14	K	956 4th St Apt 2 Oakland CA 94608	"
DAN FLUSS	GABRIEL	[Signature]	3/26/14	K	1258 65th Emeryville 94608	650-888-9326
Raymon Hughes	Raylin	[Signature]	3-26-14	K	1229 55th St Emeryville 94608	510-584-6232

Education Code 47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

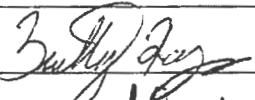




The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de charter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición charter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del charter como ha descrito en la Ley de Escuelas de Charter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Britteny Rogers	Blake Rogers		3/23/14	1ST	215 Myrtle St Oakland 94607	510-390-1475
Kid H. Williams	Emily Williams		3/23/14	1ST	677 65th St Oakland 94609	510 435 7326
Thomas Deschamps	Sabine		3/28/14	1ST	5934 Claremont Ave Oakland 94618	415 516 8718
Thomas Deschamps	Aurélien		3/28/14	TK	5934 Claremont Ave Oakland 94618	415 516 8718
Thomas Deschamps	Joseph		3/28/14	—	5934 Claremont Ave Oakland 94618	415 516 8718

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
FLAMMICA	Ambre		03/26	1st grade	5th Ave SF 94118	415 868 317
CHRISTIAN EGEE	Louis		03/28	kindergarten	1260 Clay St #205 SF 94118	512 971 9174
Blanguart	Lisa		03/28	1st grade	460 Natoma, SF 94103	415 253 6885

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, c ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

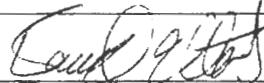

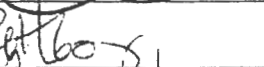
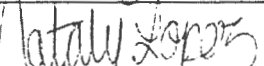

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
David Elliot	Niko Elliot		3/27	Kindergarten	5611 Gaskill St. Oakland CA 94608	510-298-7657
Chris Miller	Aurea		4/18	Kindergarten	2000 Collier San Leandro 94577	619 302 4444
Paula P. Dominguez	Pedro		4/27	2nd	1026 105th Ave Oakland CA 94603	504-2178
Nataly Lopez	Armando		4/27	Kindergarten	2339 38th Ave Oakland CA 94601	904-95-7019
FATOU SYLLA	MADOU YANSANE		5/15	1st Grade	578 58th Street Oakland, CA 94609	707 774 9467

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

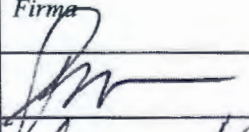
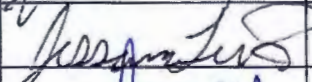


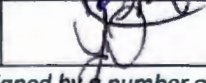
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
PATRICK CORCORAN	CONNOR		3-29-14	1	1160 EVERETT Ave Oakland 94602	530-2466
Jessama Levitsky	Alan		3-29-14	1	2604 Humboldt Ave Oakland 94602	415-728-7512
SOPHIE BLANCHARD	JANVIER		032914	1	1050 Mammakillage Alameda 94501	510 521 5055
Setiana Amine	Rouka		032914			
Miriam Orkine	Amir		032914	K	1208 Alta road Oakland 94618	510 499 1951

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD IN

French American Charter School of the East Bay

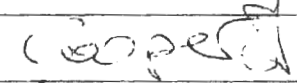


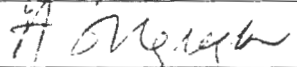
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Stephanie Cooper	ZAZIE		03/30/14	1 K	2514 38th Avenue San Francisco CA 94116	(510) 396-8299
Megan Haley	Henry		3/30/14	TK	938 El Alameda Berkeley CA 94707	510 853 0529
Elizabeth Muler	Layla Wahdi		3/30/14	K	2831 Garber St Berkeley CA 94705	510 517 9936
ANH NGUYEN	BAO-SON		3/30/14	1ST	617 Haight Ave ALAMEDA CA 94501	510 521-442

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Valerie Barber	Ariel	Valerie Barber	3/30/14	2nd	741 Kearney St El Cerrito, CA 94530	202-255-7283
Alfred Barber III	ARIEL	[Signature]	3/30/14	2nd	741 Kearney St El Cerrito, CA 94530	202-642-3039
Aimee Phan	Amelie	[Signature]	3/30/14	1st	1421 Alcatraz Berkeley CA 94702	949-584-6117
Loretta Foster	Ellis	[Signature]	3/30/14	K	2024 Myrtle St Oakland CA 94607	510-501-4945
Christopher Glenn	Kenzo	[Signature]	3/30/14	K	658 Jean Street Oakland CA 94610	510-384-2636

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
ADRIEN NGUESSAN EHMA	ARIELLE NGUESSAN	<i>[Signature]</i>	30 MARCH 2014	Kindergarten	Relocating to Oakland (out of state)	910 728 6187
Maria Allen	Landry Cooper	<i>[Signature]</i>	9th March 2014	3rd grade	Oakland CA 94603 9426 International	415 571-6083
Maria Arcana	Angel Harin	<i>[Signature]</i>	5/4/2014	K	1441 61 AVE Oakland 94621	(510) 872-0022
Lidia Arreola	Mya Ramirez	<i>[Signature]</i>	5/4/2014	2	2469 60TH AVE OAKLAND, CA 94605	(510) 692-0197
Angelz Medina	Angelz M	<i>[Signature]</i>	5/4/2014	2nd	23099 Lakeside Ave Hayward CA 94545	(510) 460-8438

Education Code 47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

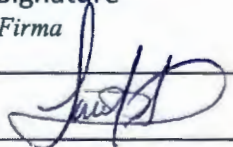
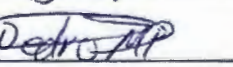
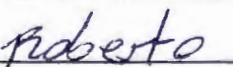
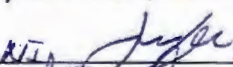
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Luz Becerra	Anthony		3/30/14	2 ^e	323 Tideway Dr #B Alameda CA 94501	408-803-0463
Pedro Martinez	Eduardo		3/30/14	2 nd	2372 E 18th St #2 Oakland CA 94601	510-485-6529
Roberto	Angel	Roberto	3/30/14	2 nd	3020 E 18th St Oakland CA 94605	415/859-8014
Juan Grangno	Giovanna		3/30/14	2 ND	7868 MacArthur Blvd Oakland CA 94605	510-689-8982
Sabina Sandoval	Zairay Sarai		4/13/14	2 nd , 1 st	2821 Frazier Ave Oakland CA 94605	532-9095

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Laura Camberos	Gerardo Castro	<i>[Signature]</i>	3/30	2 grado		510 289-1104
Jesús Ramirez	MAY. RAMIREZ	<i>[Signature]</i>	3/30	1ST Grade	1545 Freitway Ave Oakland 94601	510 717-5213
Pascale Schmidt	Henriette Julien	<i>[Signature]</i>	3/30	1ST + 3rd	5675 Dover St Oakland CA 94609	510-653-5013
Celine M. Aragon	Arion	<i>[Signature]</i>	4/6	1 grade	20-29 y Ave. cirland ca 94601	510-355-6339
Sedra	3 NOMIN	<i>[Signature]</i>	5/10/14	1 grade	1553 ALICE ST Oakland 94612	510 717 1722

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Allyson Purcell	Liam	Allyson Purcell	3/30/14	TK	4930 Diamond St. Oakland 94618	510-825-1027
Stephane de la Rue du Cam	Eva	[Signature]	3/30/14	G1	5242 Desmond St OAKLAND 94618	510-409-7648
Maria Cestard	Jean Carlos	[Signature]	4/13/14	K	3404 Super St Oakland 94602	(510)-328-9433
Brynwyn Grant-Nickson	PAXTON	Brynwyn Nickson	4/15/14	TK	16190 Penn Ave San Lorenzo 94580	562-482-714
Esperanza Lopez	Bella	Esperanza Lopez	5-4-14	K	2185 50th Ave Oakland CA 94601	510-5336842

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

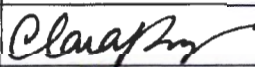

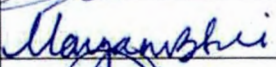

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
CIARA BISL	ISA BIEL THOMPSON		4.1.14	K or CD	530 ELSWORTH ST. SAN FRANCISCO, CA 94111	646-498-4330
Jenny Thomas	Oscar		16.4.14	1st grade	15 Tacoma St	415-118-4179
Maryam Sabri	Josephine		4.26.14	1st grade	625 Fairmount Ave. Oakland, CA 94611	415-805-8589
LORENA GOMEZ-BARRIS	ETHAN ROCHER		4.26.14	2ND GRADE	5513 FRESNO AVE RICHMOND, CA 94804	707-495-2130

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

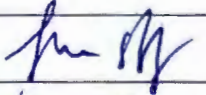
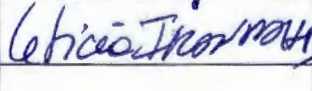
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
FRANCISCO RODRIGUEZ	TANIA		4/05/14	K	1299 78TH AVE UNION CITY 94621	510-633-1357
Cecilia Ironman	Anore		4/12/14	First grade	1091 Hemlock Way Concord, CA 94530	(925) 899-9258

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay


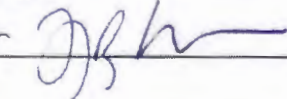
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Raice Holland	Micalynn Holland		4.12.14	3 rd	171-61 st Ave. ⁹⁴⁶⁰⁸ Oakland	(510) 777-9179
Rebecca Sherer	Anais Knorr		4.12.14	K	4017 Lusk St ⁹⁴⁶⁰⁸ Oakland	650 861 6621

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de carácter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición carácter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del carácter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Genevieve Thomas	Mercy Thomas	[Signature]	4/4/2014	3rd	3737 Coolidge Ave Oakland CA 94602	510 692-2049
Jessica Garcia	Kaylee Aparicio	Jessica G	4/13/14	Preschool	2800 21st Ave Oakland CA 94606	(510) 493-3217
Laura Herrera	Stephanie Mendoza	[Signature]	4/27/14	K	6806 Lucille St Oakland CA 94621	(510) 798-1656
Israel Ojeda	Sarah Ojeda	[Signature]	4/27/14	2nd	2821 Frazier Ave Oakland, CA 94605	(510) 632-2095

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay


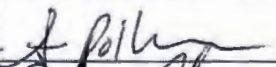

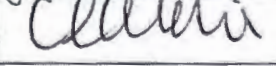
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de carácter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición carácter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del carácter como ha descrito en la Ley de Escuelas de Carácter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Dominique Pierce	Courtney Pierce		4/17/14	2	4600 PAYSING WAY.	(510) 537-5032
Andrea Pollmann	Raphael Pollmann		4/17/14	3	1640 TUDOR ST. 94605 OAKLAND CA	(510) 387-5580
Patricia Hernandez	Viviana Hernandez		4/17/14	1	3027 Capp St #10 Oakland CA 94602	(510) 302-7379
Yana Salinas	Lino Lopez		4/18/14	1	2246 E. 24th St Oakland 94606	(510) 548-6459
Kenya Salmond						

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

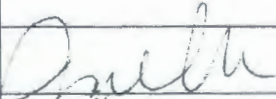
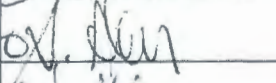
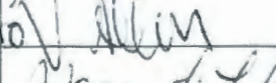
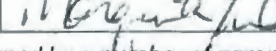
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Juella Brantham	Jayden Flores		4-18-14	2nd	4790 Tompkins Ave #4	94614-510
Vezelda Allend	D'sean Roseboro		4-19-14	1K	1801 144th St	94607 Oakland
"	D'Kyah Roseboro		4-19-14	1K	1801 144th St	94607 " 978-5055
Margaret Lilly	Justin Lilly		4/19/14	1	968 Park St Apt 11	94501 Alameda 510 290-7419

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

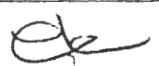
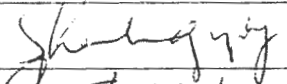
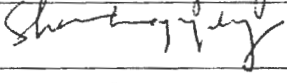
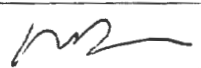
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Tyisha Lubertson	Sophia Lubertson		4/19/14	✓	14861 Ettrick St Oakland CA 94605	510 517-1531
SHARMILA GANGULY	ANJALI		4/19/2014	2nd grade	2419 ARTIS ST, #4102 BERKELEY	510-312-4857
"	ANISHA		4/19/2014	TK	"	"
Jack Huynh	Uma		4/19/14	✓	3615 35th Ave, #5 Oakland, CA 94611	415 267 303

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Norma G. Guadalupe	Estefania Carlos	Norma G. Guadalupe	4/19/14	2nd Grade	1069 Broadmoor Blvd San Leandro CA 94577	(510) 289-9844
Minh Nguyen	Kathleen Nguyen	Minh Nguyen	4/19/14	1st Grade	814 31st St. Oakland 94608	510-413-8008
Cynthia Withers	Bailey	Cynthia Withers	4/19	K	1520 Union St. Oakland 94607	510 710 1916
Nahom Faben Mesfin	Nahom	Nahom Mesfin	4/19	TK	613 Cornell Ave Alhambra CA 91801	310 590 2958

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT French American Charter School of the East Bay


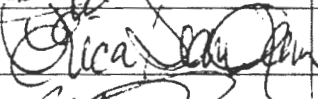


The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
David Thompson	Valerie Thompson		4/19/14	1 st	2546 Lessley Ave Castro Valley 94546	510 9917484
Enca Glenn	Aria		4/19/14	2nd	4126 Opal St. Oakland 94612	510-654-4588
Joe Rohlfes	Jacob		4/19/14	2 nd	6678 Lytle Dr Oakland CA 94611	510-338-0463
"	Jordan		4/19/14	TK	"	"

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Seth Rago	Charlotte	[Signature]	4/19/14	1st	415 Stannage Ave Albany	778-3200
Albert Pappalardo	SATINE	[Signature]	4/19/14	2ND	P.O. Box 18502 OAKLAND	510-336-3380
Shameka Bibb	Sarguan Holland	[Signature]	4/19/14	1st	1801 14th St #441 Oak	(510) 754-9
Marie Brown	Jaden Jones	[Signature]	4/19/14	K	725 Market St #1/2 Oakland, CA	94607 (510) 575-5670

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Liekelata Moa	Paean Moa	<i>Liekelata Moa</i>	4/19/14	1st	1637 55th Ave 94612 Oakland CA	(510) 659-8662
Dado Ong	KEZIA LEE-ONG	<i>Dado Ong</i>	4/19/14	First	310 49th St Oakland 94609	(213) 1216
Telepro Pugh	Tobias Norris	<i>Telepro Pugh</i>	4/19/14	2nd	4687 Loch Lane San Leandro CA	(510) 967 0233 94578
Sze Lei Leong	London Leong	<i>Sze Lei Leong</i>	4/19/14	2nd	711 Oak St. Oakland 94607	510 761-5803

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Bobby W. Jensen	Bobby W. Jensen	Bobby W. Jensen	4/19/14	1st grade	25 BROWN ST SF 94124	(415) 902-7241
Nicole Williams	Zanyah Williams	Nicole Williams	4/19/14	3rd grade	945 83rd St Oakland 94621	570/427-2875
Lanis Hernandez	Leonel Mares	Lanis Hernandez	4/18/14	Kindergarten	1600 90th ave Oakland 94603	(510) 375-5247
Ryan Hackett	Ryan Hackett	Ryan Hackett	4/18/2014	Kindergarten	1122 Kentwood Lane Apt #201 San Leandro CA 94577	(510) 837-5505
MILLANY SALVATR	Ra de	RA de	4/19/14	K	1687 8th St Oakland 94607	125 705 2920

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
J. McElroy	Philip	J. McElroy	4/19/14	K	9327 Lawton St Oakland 94603	(510) 247-1958
D. Elizondo	Uriel	D. Elizondo	4/19/14	K	2945 DOHENY APT #3 Berkeley 94702	(510) 967-8957
M. Ariza	Micum	M. Ariza	4/19/14	3	62 Enmanila Ave Oakland 94611	(415) 903-3041
Belcher	Clayton	Belcher	4/17/14	1st	461 Hogue St Oakland 94609	570-543-7083

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

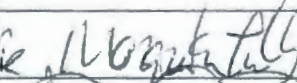
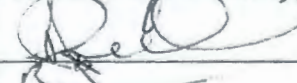

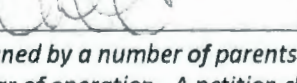
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Marqueta Lilly	Marques Lilly		4/19/14	2nd	ALAMEDA 94501 9163 Park St Apt 14	510 290-9419
Patrice Reynolds	Evangelina		4/19/14	2nd	94619 2563 Bondall Ave	510 919 4312
Rural Lewis	Jay Dean		4-14-14	1st	1027 63rd Apt D Oakland	510-978-9681
Ann Alariz	Ismael Flores		4/14/14	1st	34608 1221 Victor Ave. OAKLAND	510 501 4385

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Shawntay Carter	Seaneia Carter	Shawntay Carter	4/19/14	K	368 W 2nd St #304 Oakland, CA 94612	510 653 2916
Raulisha Wesley	Amirah D. Wesley	Raulisha Wesley	4/19/14	K	1531 8th Street Oakland, CA 94612	510 891 1632
Mathilde Andrejko	Heldara Andrejko	Mathilde Andrejko	4/19/14	TK	3031 12th St Oakland, CA 94612	510 282 9795

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Laure Ross	Karyn Parker	[Signature]	4/20/14	K	610 Albee St Oakland CA 94601	415 4074591
Sudie Wentling	Kingsley Vera	[Signature]	4/20/14	K	3815 Ruby St Oakland CA 94609	510 759-650
Jen Boxerman	Griffin	[Signature]	4/20/14	K	402 45th St Oakland CA 94609	510 423 8499
Jing ZHANG	Ann Hong	[Signature]	4/20/14	K-1-G	545 45th St Richmond CA 94805	508-344-4707

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Maria Armenta	Anielka Maza	Maria Armenta	4-27-14	3 ^{er} grado	2568 Aquitvale ave Oakland ca. 94601	510 4721898
Mariana Garcia	Andrea Garcia	Mariana Garcia	4-22-14	K	4061 E 17 St. 94601	510 355-9199
Maria ALLOCRISTON		Maria ALLOCRISTON	4-27-2014	7 th	1315 49th Ave OAKLAND 94601	(510) 978702

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

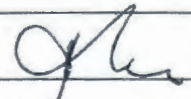
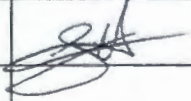
PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act. The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
antonio Zana	Benedicto		4-27-14	1 st Grade	1833 Alameda, CA 94605 Clinton ave	(510) 306-0431
John Sanchez	Isabel		4/27/14	1 st Grade	OAKLAND, CA 94605 OVERDALE	510 715-1811

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

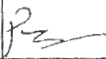
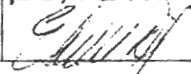
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Juliana Pabon	Belinda		4/27/14	2	1515 38 Ave ⁹⁴⁶⁰¹ Oakland CA	510 272-460
Rosa Ramirez-Lusela		Rosa Ramirez P.	4/27/14	3	2171139 Th Ave #2 ⁹⁴⁶⁰¹ Oakland CA	510 434-0834
Ella Hernandez	Daniela		4/27/14	TK	1274 79 Ave ⁹⁴⁶²¹ Oakland CA	(510) 472-1864

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Veronica Avila	Modeline Avila	Veronica Avila	4/27/14	TK	Oakland 94602 3207 Boston Ave.	(510)228-8255
Cristina	Jorge	Carmillo	4/27/14	3RD	Oakland 94601 1720 79 Ave	3604639292
Dalia Marin	Marlen Guadalupe		4/27/14	1	↑ 1624 High St #201 Oakland CA 94612	510 967-1244
Dalia Marin	Marilyn Guadalupe		4/27/14	1		510 967-1244

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

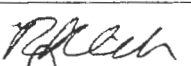
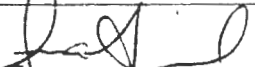



The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Ramy Sidhu	Mira		5/3/14	3 rd	OAKLAND 627 Alameda Ave 94610	510 449 8663
Irma Avila	Roselyn Alexander		5/3/14	TK K	OAKLAND 94607 826 Mead Ave #6	510 776 3745
Veronica Luna	Sophia		5/3/14	TK	10828 Pearmain St (510) Oakland Ca 94603	395-6879
SUSANA SAIN	Yesenia		5/3/14	19	826 Mead Ave #1 OAKLAND 94607	510 978 5274
Leslie Whitney	Austin		5/3/14	K, 3	OAKLAND 94610 5215 MASONIC AVE	510 547 5360

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
Leila ASFOUR	R st Akeon Rianne	h. Shi	5 April 2014	2 nd + 3 rd	Oakland 94610 1014 Charendon Cres.	415 306 2926
Tara Cardo	Andre Cardo	J. Cardo	4/5/14	Kindergarten	5606 Brighton Ave	915 420 6709
Suzette Chaumette	Mayeli	Chaumette	5 April	2nd	1108 Jefferson St. Oakland 94607	570 735 6453

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,[...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.**

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name Nombre de padre/madre	Child's Name Nombre de hijo(a)	Signature Firma	Date Fecha	Grade Level in 2015 Grado del estudiante en 2015	Address Dirección	Phone Contact número de teléfono
MARIAM (First)	Mohamed	[Signature]		2	840-15-H208 Oakland CA	
MARRA (Child)	Kabo				94612	
S. Phuey [Signature]	Sandy Mark [Signature]	[Signature]	5/4/14	K	1632 13th AVE Oakland CA 94606	520 261 830
Sandra Barrera	Sherry Lin	Sandra Barrera	5/4/14	K	1101 Campbell St Oakland CA 94607	(510) 302-9181
Claudia Hinojosa Kelly	Kevin Bismarck	Claudia H.	5/12/14	15 6 th	6417 Bancroft Ave Oakland CA 94605	(510) 562-032

Education Code 547605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Hulya Tuscio	Ayla Tuscio	[Signature]	5-18-14	2nd grade	503 Wickson Ave Oakland 94610	510-610-7393
Peter Khamneian	Guive	[Signature]	4-5-14	1 st	457 Capital St. Oakland 94610	510-893-1560
Yasmeen Solles	Nia	[Signature]	4-5-14	Kindergarten	6089 Old Quarry Lane Oakland 94605	917 3719663
Camille Collins	Marguerite Alma	[Signature]	4-17-14	1 st + 2 nd	648 Chetwood Oakland 94610	510 725 5344
SYLVAIN LEDUC	Chloé Leduc	[Signature]	5-17-14	K + 2 nd	21 Buckeye Ave Oakland 94618	510-486-4028

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. The proposed charter shall be attached to the petition.

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who **are meaningfully interested in having their child attend the School under the charter petition.** Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
Jana Moore	Kynnedi Allen	Jana Moore	5/18/14	3rd	1116 Elmhurst OAKLAND, CA 94603	510 926 5535

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures

CHARTER PETITION

PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: French American Charter School of the East Bay

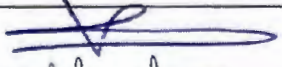
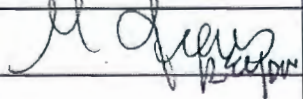
The charter school estimates that 125 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to French American Charter School of the East Bay pursuant to Education Code Section 47605 beginning July 1, 2015 with the opportunity to request subsequent terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Mathilde Andrejko and Renae Waneka, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Nosotros, los padres que aquí dan su firma abajo, apoyamos este pedido de nuestra petición de chárter y pensamos que ésta merece consideración. Nosotros, por lo tanto, pedimos que la Junta Directiva Escolar del Oakland distrito apruebe esta petición chárter de French American Charter School of the East Bay, según lo provee la Ley Educativa 47605 empezando el primer de julio 2015 con la oportunidad de pedir mandatos posteriores del chárter como ha descrito en la Ley de Escuelas de Chárter.

Los suscritos autorizan al Peticionario, Mathilde Andrejko and Renae Waneka, de dicha escuela para negociar las enmiendas a esta petición que sean necesarias para asegurar la aprobación de la Junta Directiva Escolar.

Parent Name <i>Nombre de padre/madre</i>	Child's Name <i>Nombre de hijo(a)</i>	Signature <i>Firma</i>	Date <i>Fecha</i>	Grade Level in 2015 <i>Grado del estudiante en 2015</i>	Address <i>Dirección</i>	Phone Contact <i>número de teléfono</i>
LEMAIRE-WORKMAN	Louise		05/18/14	2nd	245 Downey St San Francisco 94117	415-913-9363
Jean-Remond	Martha		05/21/14	2nd	1306 Portland Ave Albany, CA 94706	510 559 8250

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.**

Form May Be Copied To Accommodate All Required Signatures