



FRANCOPHONE CHARTER SCHOOL OF OAKLAND

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

Material Revision Submitted On December ~~23~~ 29, 2025

Submitted by Annette Dennett, Board Chair and Lead Petitioner

Francophone Charter School of Oakland
9736 Lawlor Street
Oakland, CA 94605

October 27, 2025

Kelly Krag-Arnold
Director Of Charter Schools
Oakland Unified School District

1011 Union Street #947

Oakland, CA 94607

Subject: Request for Material Revision: Relocation to a non-OUSD School Site

Dear Kelly,

The Francophone Charter School of Oakland is pleased to inform you of our plans to relocate to a new facility in Oakland in the summer of 2026. We have signed a Letter of Intent with the Christian Evangelical Churches of America. This relocation will allow us to unify our two existing campuses into a single site located at 2439 Coolidge Avenue, Oakland, CA 94602, within the Fruitvale Zone of Oakland.

This relocation represents a major milestone in advancing our school's mission and improving the educational experience for our students and families. Consolidating both campuses into one site will allow us to:

- Better serve families by having all students in one location, eliminating the need for parents to travel between sites taking the 580 Highway.
- Enhance student support by centralizing all staff and specialized services, including SPED, Counseling, and other support programs.
- Improve operational efficiency and communication among all departments.
- Provide shared facilities such as a unified teachers' lounge and dedicated spaces for collaboration.
- Increase middle school retention while remaining within our overall enrollment cap.

- Strengthen professional development and staff cohesion through increased collaboration opportunities.
- Establish designated areas for our After-School Program, extended learning, and community events.
- Offer a dedicated space for parent engagement, including *Cafecitos* and school gatherings.

This transition does not constitute an expansion of our educational program, merely a relocation change, while maintaining total enrollment below 520 students over the next seven years.

The relocation aligns with the 2023–2024 Francophone Charter School of Oakland Strategic Plan, developed collaboratively with our school community, in which unifying our campuses was identified as a top strategic priority. We have conducted multiple site visits with teachers, parents, and school leaders, all of whom have expressed strong support and enthusiasm for this move.

We would also like you to know that we have started conversations with our Landlords at the Jarlaths' Church and are committed to pay the totality of the fines for vacating the site at 2436 Pleasant Street, Oakland, CA 94602, 1 year prior to the end of the contract. Likewise, please find attached the letter for OUSD informing of our plan to vacate the school site at 9736 Lawlor Street, Oakland, CA 94605, for which we have been extremely grateful for the past years.

We have projected our budget to account for the financial impact of this relocation for the remainder of the current charter term and for the proposed five-year renewal, for a total of 7 years. Based on these projections, we are confident in our ability to meet all financial obligations associated with the move. Additional details are provided in the attached slide presentation and projected budget that we use to inform our school community.

We look forward to the upcoming walkthrough with your team and to continuing our partnership in ensuring a smooth and successful transition for our school community.

Sincerely,



Annette Dennet
Board President
Francophone Charter School of Oakland

Attachments: Letter of intent with CECA
Slide Presentation: Finance model and details
Projected budget
Vacancy notice to OUSD

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OUSD District Required Language

Item	Revision
Introduction and Executive Summary	<ul style="list-style-type: none"> • Added rationale, data, and analysis related to the petition for change in location and increase in enrollment. pg.6 • Updated Standard I pg.12 • Updated Standard II pg.20 • Updated Standard III pg.24
Affirmations, Declarations, and Assurances	<ul style="list-style-type: none"> • Updated DRL pg.29
Element 1 - Educational Program	<ul style="list-style-type: none"> • Updated DRL pg.32 • Updated Projected Student Enrollment for Each Year by Grade Level and Total Enrollment pg.34 • Updated Description of How Special Education Services are provided pg.35
Element 2- Measurable Pupil Outcomes and Element 3-Method of Measuring Pupil Outcomes	<ul style="list-style-type: none"> • Updated DRLpg.68 • Updated LCAP as Exhibit 1 • Updated Description of How Student Progress in Academic Achievement is Measured pg.68 • Updated Methods of Measuring Pupil Outcomes pg.69 • Updated Local Indicators pg.77
Element 4 - Governance	<ul style="list-style-type: none"> • Updated DRL pg.86 • Updated Board of Directors Chart pg.90
Element 5 - Employee Qualifications	<ul style="list-style-type: none"> • Updated DRL pg.97
Element 6 - Health and Safety	<ul style="list-style-type: none"> • Updated DRL pg. 108
Element 7 - Balance of Racial/Ethnic, Special Education, and English Learner Students	<ul style="list-style-type: none"> • Updated DRL pg.116 • Added Plan for Achieving and Maintaining a Student Population that Represents the Racial and Ethnic Balance Reflective of Oakland Population pg.116.
Element 8 - Admissions Policies and Procedures	<ul style="list-style-type: none"> • Updated DRL pg.121 • Updated Lottery Preferences that do not Result in Limiting Enrolment Access for Pupils with Disabilities, Academically Low-achieving Pupils, English Learners, Neglected or Delinquent Pupils, Homeless Pupils Who are Economically

	Disadvantaged, as determined by eligibility for any free and reduced price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, per California Education Code (Cal. Ed Code) section 47605 (e)(2)(B)(iii). pg.116
Element 9 - Independent Financial Audits	<ul style="list-style-type: none"> • No DRLpg.129
Element 10 - Procedures by Which Pupils can be Suspended or Expelled	<ul style="list-style-type: none"> • Updated DRLpg.130 • Added Additional Procedures Designed to Ensure that Francophone's Disciplinary Procedures comply with Federal and State Constitutional Procedural and Substantive Due Process Requirements. Pg.130 • Updated Suspension and Expulsion Policy pg.143
Element 11 - Employee Retirement System	<ul style="list-style-type: none"> • No DRLpg.164
Element 12 - Pupil Attendance Alternatives	<ul style="list-style-type: none"> • Updated DRLpg.164
Element 13 - Employee Rights of Return	<ul style="list-style-type: none"> • Updated DRLpg.165
Element 14 - Dispute Resolution	<ul style="list-style-type: none"> • Updated DRLpg.165 • Updated Name of the Person who Receives Notices of Concern. pg.167
Element 15 - Closure Procedures	<ul style="list-style-type: none"> • Updated DRL
Additional Provisions	<ul style="list-style-type: none"> • Updated DRLpg.175 • Added Information on Future Facility pg.178
Appendix	<ol style="list-style-type: none"> 1. LCAP pg. 180 2. Updated Instructional Minutes Summary and By Grade Level pg.212 3. Strategic Planning Slidedeck pg. 216 4. FCSO Articles of Incorporation pg. 222 5. Proof of Tax Exempt pg. 225 6. FCSO ByLaws pg. 226 7. Uniform Complaint Policy and Procedures pg. 241 8. Uniform Complaint Policy and Procedures Form pg. 248 9. Fiscal and Conflict of Interest Policy pg. 251 10. Board of Directors Biographies pg. 254

Introduction and Executive Summary

Francophone Charter School of Oakland (hereinafter “FCSO,” “Francophone,” “Francophone Charter School,” or “Charter School”) hereby respectfully submits this Material Revision to the Oakland Unified School District for a Change of Location and Increase in Enrollment. Francophone Charter School of Oakland was founded by parents in 2015 to contribute to innovation in the local public school system by offering a French dual-language immersion program and an equitable and inclusive learning environment to the children in Oakland and surrounding areas.

For our Francophone community, this relocation represents a major milestone in advancing our school’s mission and improving the educational experience for our students and families. Consolidating both campuses into one site will allow us to:

- Achieve financial and operational sustainability, by managing one site only and leveraging the school team.
- Better serve families by having all students in one location, eliminating the need for parents to travel between sites to drop and pick up siblings, taking the I-580 Highway for 7.4 miles apart, fighting traffic at peak hours.
- Enhance student support by centralizing all staff and specialized services, including Special Education (SPED), Counseling, English Language Development (ELD), and other support programs.
- Improve operational efficiency and communication among all departments.
- Provide shared facilities such as a unified teachers’ lounge and dedicated spaces for collaboration.
- Increase middle school retention.
- Build a sense of unity, improve morale and cohesion and a school culture that fosters positive relationships between younger and older students. Building a school spirit and a sense of belonging.

- Strengthen professional development and staff cohesion through increased collaboration opportunities.
- Establish designated areas for our Before and After School Care (BASC) program, extended learning, and community events.
- Offer a dedicated space for parent engagement, including *Cafecitos* and school gatherings.

Relocation aligns with the 2023–2027 FCSO Strategic Plan, developed collaboratively with our school community, in which unifying our campuses was identified as a top strategic priority. We have conducted multiple site visits with teachers, parents, and school leaders, all of whom have expressed strong support and enthusiasm for this move.

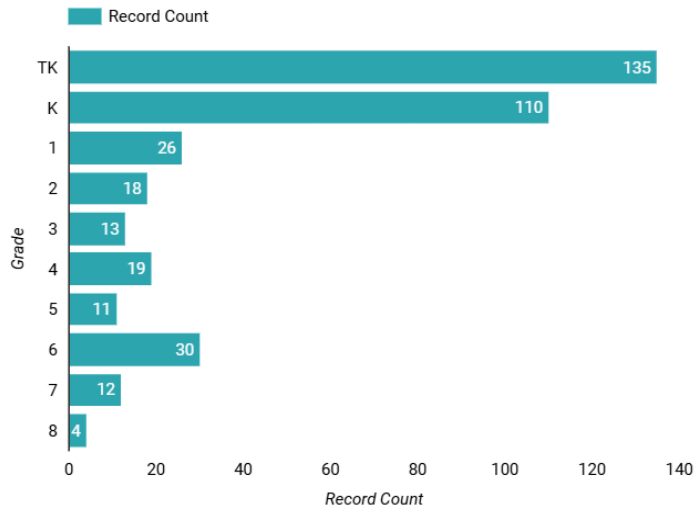
We have projected our budget to account for the financial impact of this relocation for the remainder of the current charter term and for the proposed five-year renewal due in 2028, for a total of 7 years. Based on these projections, we are confident in our ability to meet all financial obligations associated with the relocation. Specific information about the new location is written at the end of this document, pg. 176.

We are also requesting material revision for expansion due to an increase in enrollment of 25% cumulative for the SY 25-26 and 26-27. While still maintaining the charter approved total enrollment below 520 students over the next seven years, last year we opened two new Transitional Kindergarten (TK) classrooms to respond to the desire of families to enroll their children in a public French Immersion Program, as evidenced by the high number of applications from the previous year. We were able to fill the three TK classrooms this year, and yet, have approximately 80 more families on the waiting list. This year, just 10 days after the opening of the enrollment process, we have 65 families applying for TK and Kindergarten. In the first school tour, we had 28 families visiting the school (See below for the SchoolMint application data.)

Total Number of Applicants for 2025-2026

Submitted Applications by Grade

Rank



Accepted and Waiting List for SY- 2025-2026

Application Dashboard ?

Use this dashboard to see application numbers per school and per grade.

Total Schools: 1

Overview Of All Applications

Submitted 14

Accepted 133

Waitlisted 50

Total Number of Applicants for 2026-2027 (As of 12-04-25)

Application Dashboard ?

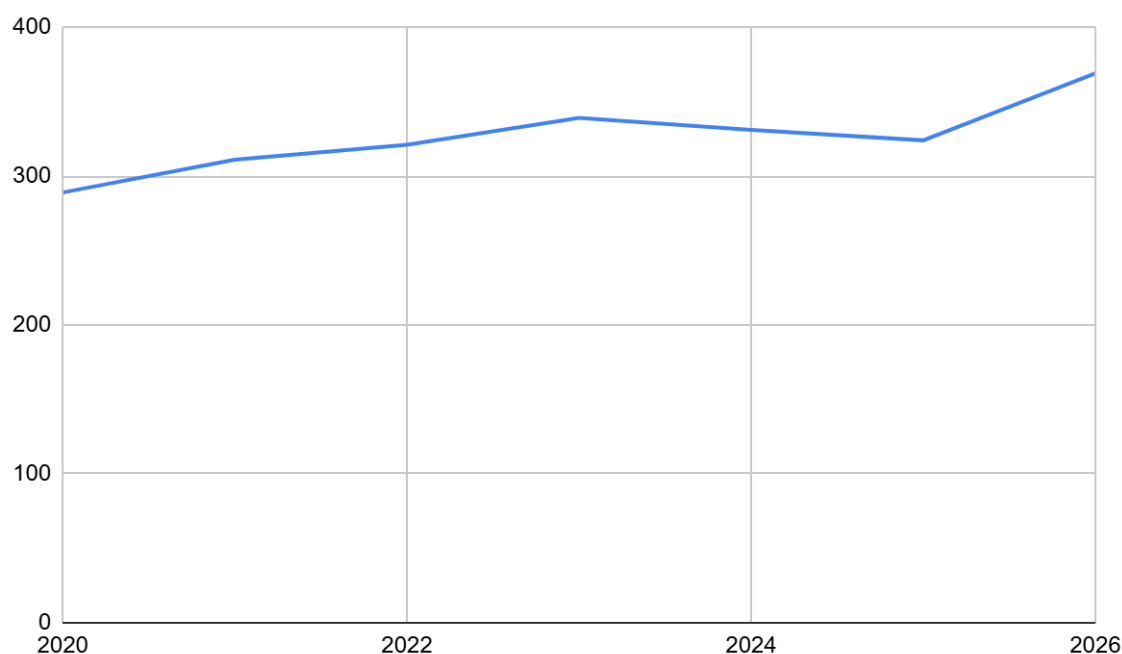
Use this dashboard to see application numbers per school and per grade.

Total Schools: 1

Overview Of All Applications

Submitted  89

FSCO Total Enrollment 2020-2026



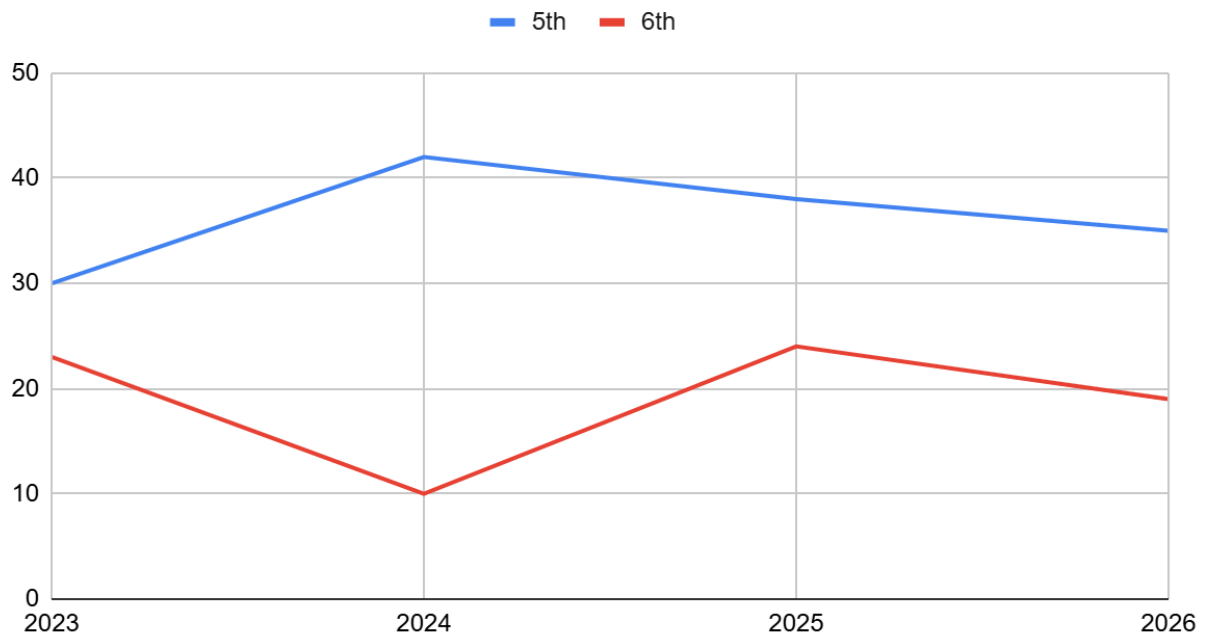
Analysis

The trend in enrollment has been positive in the last seven (7) years, demonstrating that the community in Oakland and surrounding areas is interested in educating their children at FCSO, and offering students a second language acquisition. Further evidence is our consistently strong waitlists: for SY25-26 and SY24-25, we had a 50-student waitlist and 60-student waitlist, respectively. For the SY-26-27, only after 3 weeks of open enrollment we already have 89 applications, mostly for TK and K grades, for which we will have 88 places.

Improvement in Enrollment from 5th to 6th Grade

There was a decrease in enrollment from SY-24 to SY-25 from 331 students to 324 students due to consideration by the school board and administration of closing the middle school. Many families choose to leave FCSO after 5th grade that year. However, growing the school from the lower grades up has given us the possibility of maintaining the middle school. Additionally, families and students have been pleased with the program and the 6th grade enrollment in 2026 is 51.3% higher than 6th grade enrollment in 2025.

5th and 6th



Analysis

This Chart shows the enrollment tendency of students moving from Elementary School to Middle School (5 Grade → 6 Grade) since 2023. There was a large attrition from 2023 → 2024; however, the gap has decreased over the past 2 years, indicating that more families are choosing to continue on with FCSO for middle school.

	5th	6th
2023	30	23
2024	42	10
2025	38	24
2026	35	19

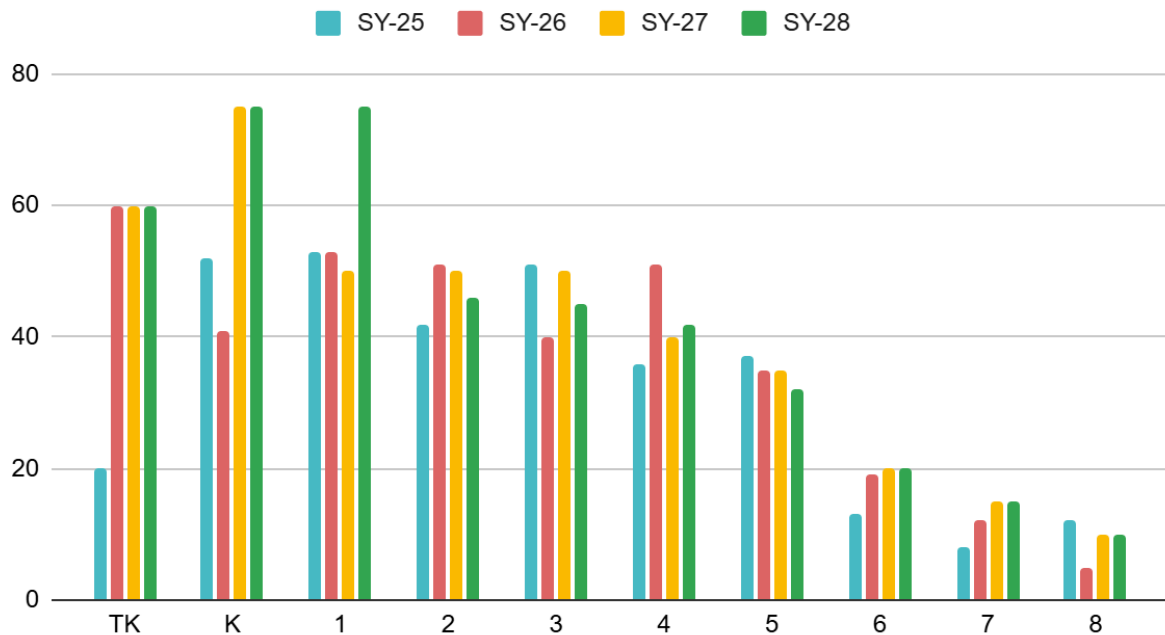
Families have named a number of improvements that have driven their desire to stay enrolled at FCSO:

1. Strong instruction and curriculum;
2. Extracurricular activities that offer a well-rounded education for students, such as robotics, sports, dance, drumming and other visual and performing arts; and
3. Student leadership opportunities, such as the creation and implementation of Books On Wheels, a student-led literacy initiative.

We expect to continue the improvement for middle school retention by implementing the following. Some of these items (#1-3) are possible due to the relocation to our new space on Coolidge, as the facilities include existing physical spaces for more and more formal classrooms, a Science lab and a School Library.

1. Offering a more suitable space for instruction for each discipline
2. Offering Special STEM Classroom for activities such as robotics and science lab for all middle schoolers
3. School library: offers a physical space for the Books on Wheels project, run by students
4. Bi-annual International Exchange Program to a Francophone Country
5. PE and Competitive Sports: Joining the Oakland Athletic League

Current and Projected Enrollment by Grade



Analysis

This projection shows last year's and current enrollment and projects enrollment for the next 2 years following the trend using very conservative numbers. Our budget and enrollment projections assume the lower range of enrollment numbers.

	24-25	25-26	26-27	27-28
TK	20	60	60	60
K	52	41	75	75
1	53	53	50	75
2	42	51	50	46
3	51	40	50	45
4	36	51	40	42
5	37	35	35	32
6	13	19	20	20
7	8	12	15	15
8	12	5	10	10
	324	367	405	420

At the moment, our facilities are very tight and there is no possibility to add additional classrooms. Teachers do not have access to shared space to work and meet, thus impacting their ability to collaborate and plan, nor do they have access to a space for breaks, prep or lunch, which impacts their ability to build culture and community. Administrators alternate working spaces between the two sites to be able to be physically present on campus as needed. As demonstrated in the above graphs and chart, the current facilities will not allow for the enrollment increase that our school is experiencing. The new facility will offer us enough space to meet our needs for instructional classrooms, teacher workspaces for prep and collaboration, resource organization, and administrator office space, all of which will support FCSO in meeting the needs of our student population for the duration of our charter term.

Standard I: The school is academically sound.

FCSO's academic program, in terms of design and outcomes, is sound. The school's academic results on local and state assessments (Smarter Balanced Assessment Consortium (SBAC), Northwest Evaluation Association (NWEA), and Standards Based Curriculum Assessments for English, Math, Science and French) show that most students are performing at or above grade level and that the school, as a whole, performs as well as or better than most schools with similar pupil populations.

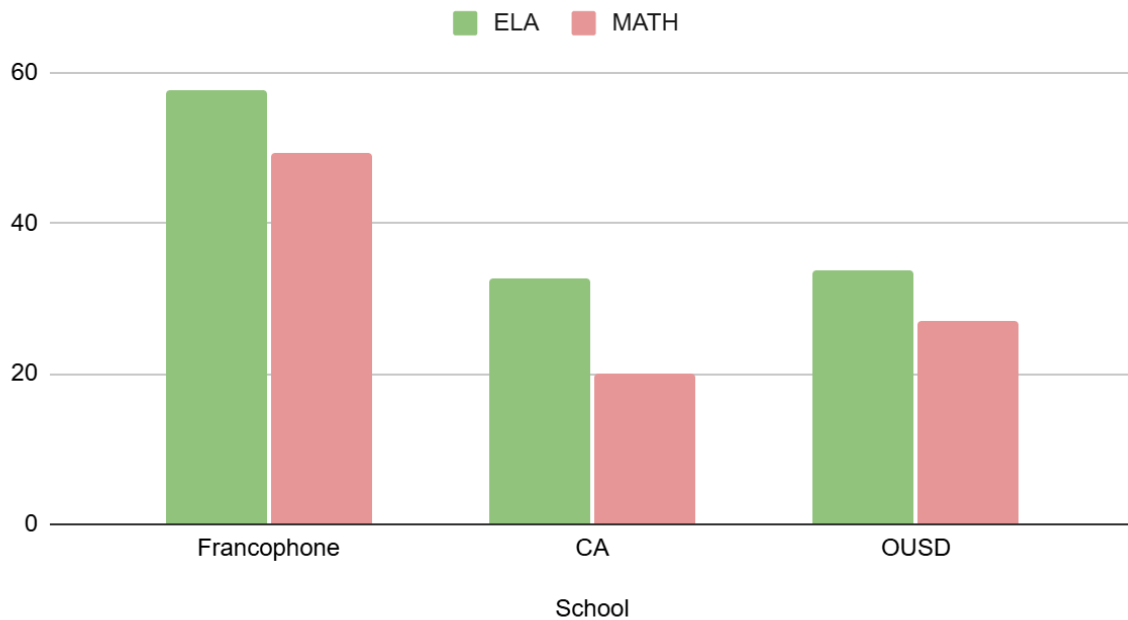
Recent Wins:

- African American/Black students meeting and exceeding the California Common Core Standards for English.
- African American/Black students meeting and exceeding the California Common Core Standards in Mathematics. (See below for 2024 Raising the Bar Award recognizing this achievement and SBAC scores in comparison with other schools with similar demographics and conditions.)

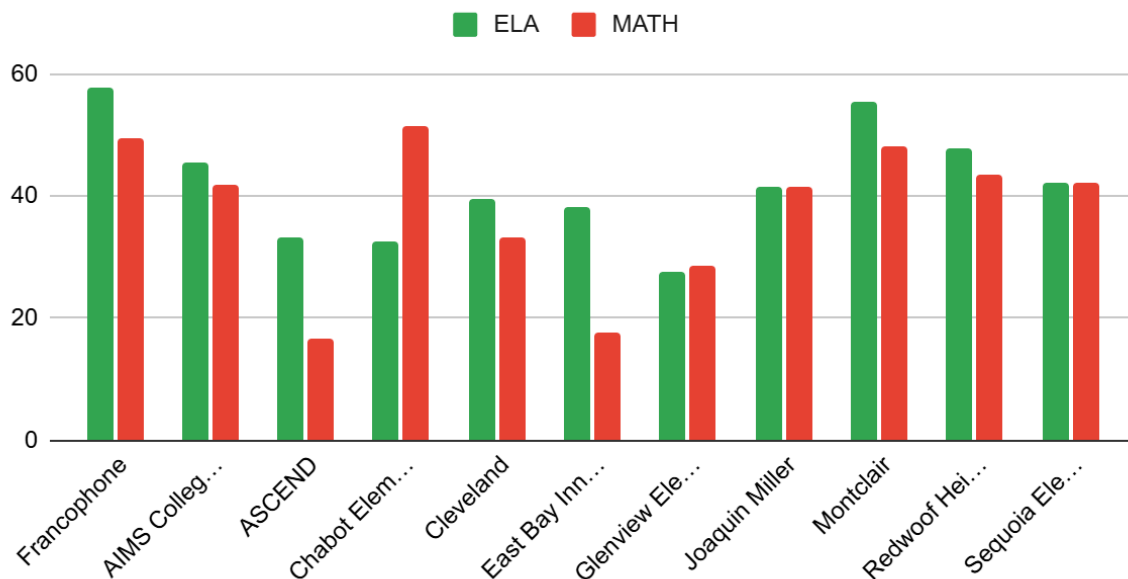


Comparative academic Performance of FCSO Black and African American Students compared to the Academic Performance of Black and African American Students in California and Oakland.

Academic Performance Black and African American Students

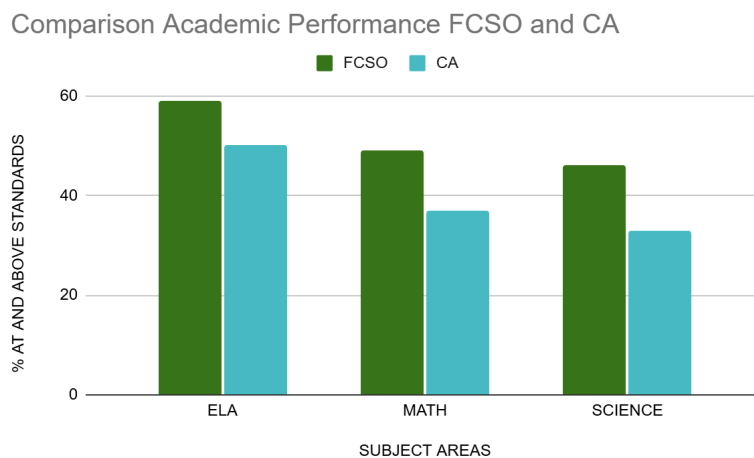


Academic Performance of Black and African American SBAC Scores



- 96% of FCSO students excelled on the *Diplôme d'études en langue française* (DELFF) exam, demonstrating proficiency or advanced competency in French language (DELFF-Prim, Spring 2025 administration).
- 58% of FCSO students are meeting or exceeding the California Assessments of Standardized Performance and Progress (CAASPP) in English, SBAC, Spring 2025
- 49% of FCSO students are meeting or exceeding the CAASPP in Math, SBAC, Spring 2025
- 46% of FCSO students are meeting or exceeding the California Assessments of Standardized Performance and Progress in Science, SBAC, Spring 2025
- 75% of FCSO students are meeting or exceeding the NWEA Measures of Academic Progress (MAP) in Math, Spring 2025.
- 76% of FCSO students are meeting or exceeding the NWEA MAP in Math, Spring 2025.

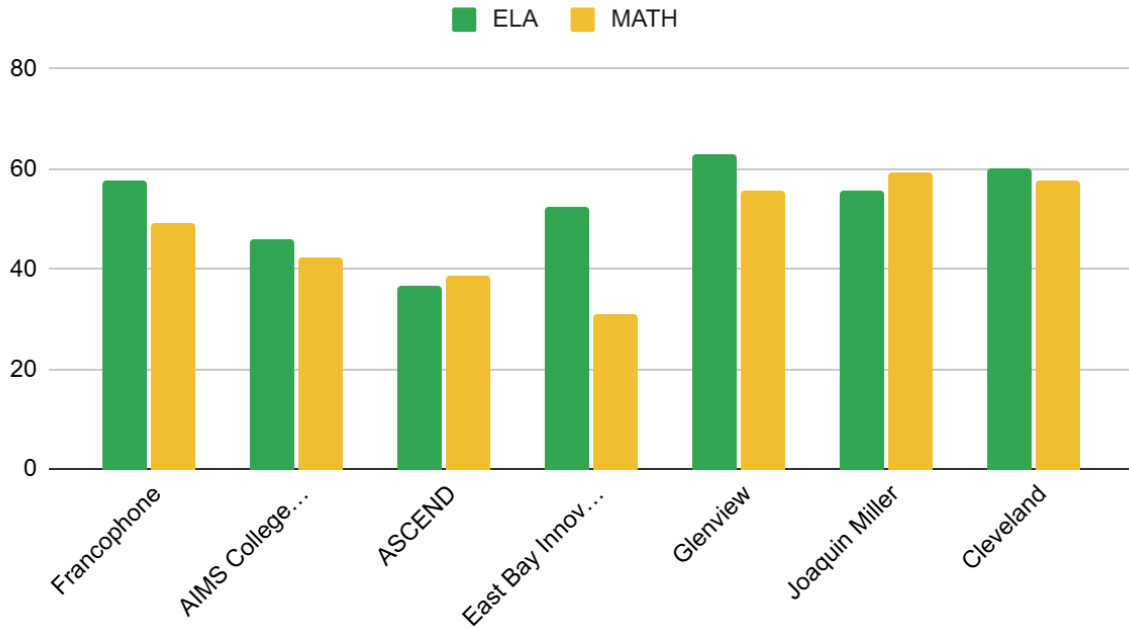
Academic Performance of students at FCSO vs. students in California



Source: California Department of Education Dashboard

2025	FCSO	CA
ELA	58%	48.80%
MATH	49%	37.30%
SCIENCE	46%	32.70%

**ACADEMIC PERFORMANCE
COMPARED WITH OAKLAND SCHOOLS SERVING SIMILAR STUDENT
POPULATIONS**

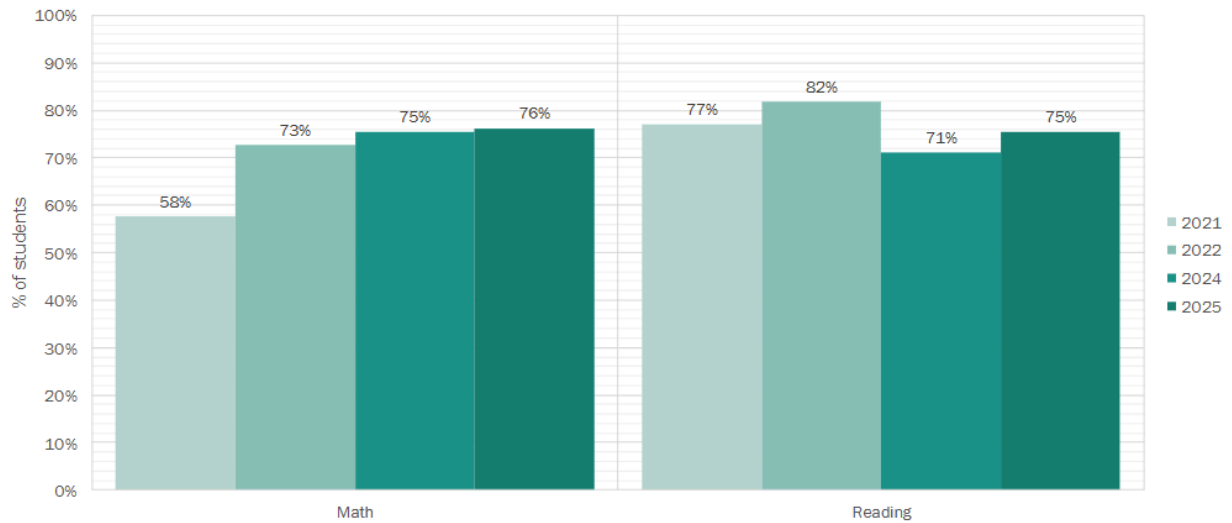


Academic Performance in English and Math - SBAC 2025

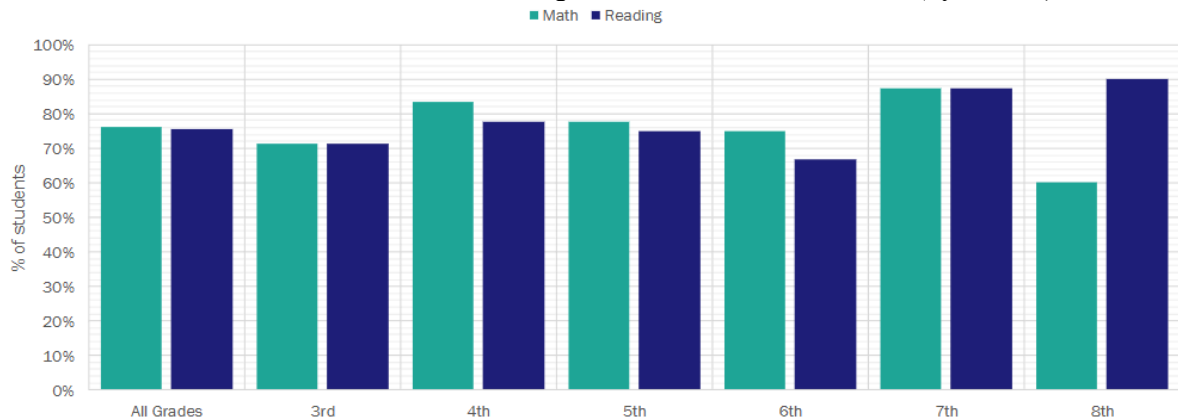
Academic Performance in English and Math - SBAC 2025 % Students at and Above California Academic Standards		
	ELA	MATH
Francophone	57.61	49.33
AIMS College Prep	46.08	42.41
ASCEND	36.68	38.63
East Bay Innovation Academy	52.28	30.99
Glenview	62.79	55.87
Joaquin Miller	55.55	59.51
Cleveland	60.1	57.73

NOTE: Instruction at Francophone happens in French as per Dual Immersion Model, while it happens 100% in English in all other schools in this comparison.

Students At / Above Grade Level Expectations (2021-25) – NWEA Performance in ELA and Mathematics

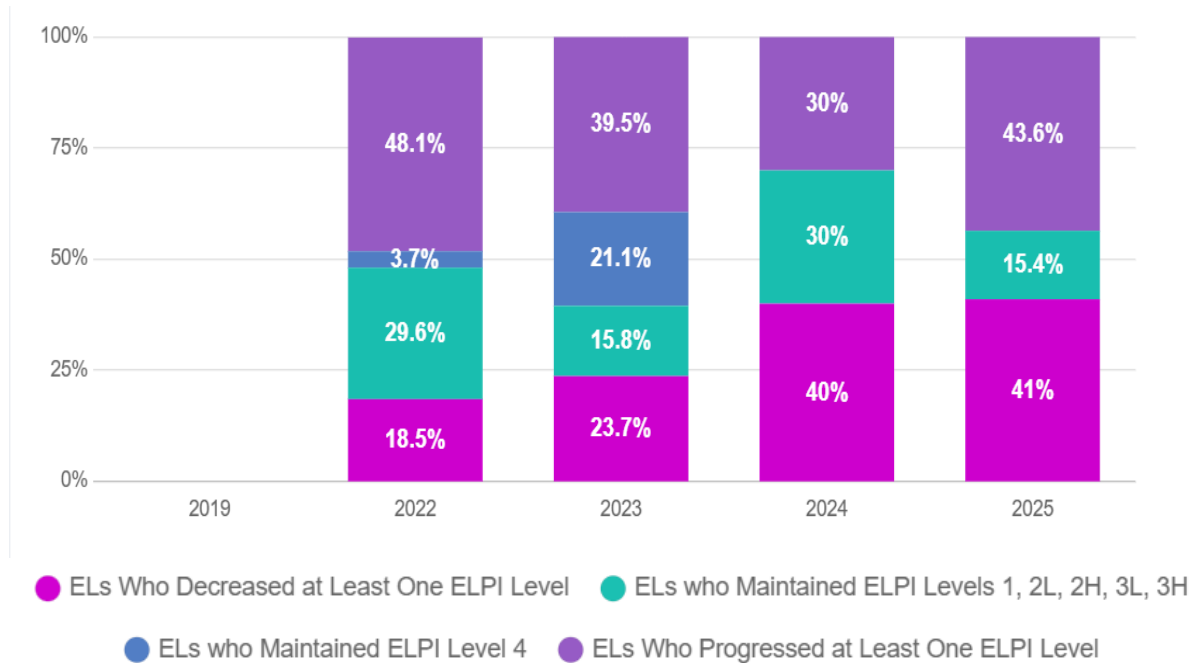


Students At / Above Grade Level Expectations in NWEA-MAP (by Grade)



7th Grade had the highest percentage of students above the 40th percentile for Math, and 8th Grade had the highest percentage for Reading

4-year English Learners Progress (2022-2025)



Analysis:

Most recent results show strong improvement for EL students, as evidenced by the fact that most recent data shows ~44% of students grew at least one ELPI level, while in the prior 2 years less than 40% of students grew by more than 1 ELPI level. By contrast, we still have a need to improve results more broadly: the percentage of EL students who decreased at least one ELPI level has grown since 2022. Responding to this data, FCSO is already implementing improved targeted interventions and evidence-based integrated and designated ELD instruction. Further, relocation to the new facility for SY26-27 will enable FCSO to centralize instructional staff, enabling us to improve ELD supports.

English Learner Progress (2025)	
39	Students classified as EL
43.6%	Progressed 1+ ELPI levels
13.6%	Percentage increase of EL students who progressed 1+ levels compared to prior year

Program Strengths in Curriculum and Instruction:

- Students who enroll at FCSO in TK with no exposure to or mastery of any French language domains are typically able to read, count, sing, and converse in basic French by

the conclusion of Kindergarten, based on teacher assessments. This can be attributed to the dual language program design that immerses students at the optimal stage, to FCSO teachers' fidelity to the language of instruction, and to the strategies they use to compel students to participate frequently and practice their oral language in class and in informal settings, such as recess. Teachers are native speakers of French and thus, the quality of the second language is optimal.

- English language instruction, coupled with environmental design that fosters dual language literacy (bilingual word walls, classroom libraries, and instructional protocols), is a strong element of FCSO's program. English teachers charged with multiple classes and multiple grade levels take an efficient approach to planning. They complement the French language program by emphasizing crucial foundational literacy skills in English, such as letter recognition and concepts of print, to students in grades K, 1, and 2. For upper grades, 3-8, English teachers use all components of the Standards based curriculum Amplify to support comprehension, reading, writing.
- The creative arts are central to the mission of FCSO. Instruction in the arts (visual, performing, and musical) is integrated into the curriculum for all grade levels, or taught as an enrichment class during the school day as complement to the core subjects and additionally as extracurriculars in BASC. Students prepare showcases for school celebrations several times a year, incorporating dance, song, and themes of global citizenship into their performances for the school and family community of FCSO.
- Site Directors lead a Teacher Coaching Process that allows teachers to be observed and coached twice a month using the TNTP Instructional Framework adapted by FCSO leaders and teachers for dual language immersion.
- During the Summer Institute, teachers attend curriculum based Professional Development in Language Acquisition, Literacy, Mathematics, Social Studies, and Science.
- All our students have access to our Standards Based Core curriculum resources that include texts, virtual resources, practice books, hands on materials and manipulatives. Our main curricula includes: Amplify: English, FOSS Science and Eureka Math.
- Teachers have the opportunity to work on vertical alignment for their discipline, as well as opportunities for Interdisciplinary collaboration during the 5 all PD and all early dismissal days.
- Teachers meet as grade level groups to discuss specific students needs and make a plan that includes staff and family support.
- Translation and adaptation of the Math curriculum to French alignment with the California Common Core Standards.
- Professional Development (PD) on Social Justice, Equity, Restorative Practices, and Best Instructional Practices throughout the year.
- The school Goals and Action Plan that respond to our school priorities is designed 100% by staff members with participation of parents each year.
- 100% of Teachers are properly assigned, 51% have clear credentials and 49% are working towards acquiring their credentials.

SUPPORTS FOR STUDENTS PERFORMING UNDER GRADE LEVEL

- Implementation on ELD with Integrated and Designated model for 100% of English Learners.
- Multisensory Program to support students performing below grade level in K-2.
- Small group Instruction as Intervention Plan for all students performing below grade level offered by all Grade Level teachers in Grades 3-8.
- Teachers use the information provided by the NWEA-MAP tests regarding the skills students need to master to plan their instruction.
- Attention to academic skills during instructional time to support students with acquiring skills that help them learn, such as note taking, goal planning, writing process, etc.,
- Tier 2 Supports using the Multi-Tiered System of Supports (MTSS) and Student Success Team (SST) Processes.
- Learning Apps for English, French, and Mathematics such as Lalilo, iXL, Eleve, Kraz Kids, that students can use during the after Care program or at home.
- Teacher Interns Program, is a pipeline process that allows undergraduate graduates to start their career in education by working as a classroom assistant at Francophone for a year before becoming a lead teacher. Interns have the opportunity to teach a few classes, get observed and coached and attend Professional Development throughout the year.
- Qualified Classroom Instructional Assistants for all TK-2 grade students.

FRENCH LANGUAGE ACQUISITION

The success of the school's French immersion program is demonstrated by the school's results on the DELF Prim, with 100% of students passing DELF Prim A1.1, A1, or A2 in grades 3-4. The DELF Prim is an official diploma awarded by the French Ministry of Education to certify the skills in French as a foreign language of children aged 8 to 11. The examination topics correspond to the interests of the age group: the surrounding environment (family, personal information, interests, friends). The students are evaluated for their oral comprehension, their oral production, their written comprehension, and their written production.

DELf stands for *Diplôme d'études en langue française*, or Diploma of French Language Studies. Awarded by the French Ministry of National Education, DELF certifications assess French language proficiency aligned with the Common European Framework of Reference for Languages (CEFR). Passing the DELF exam gives learners a globally recognized certification, which they can use as proof of proficiency at universities, workplaces, and immigration offices.

There are four DELF levels: A1, A2, B1, and B2. They all have separate exams assessing learners' speaking, listening, reading, and writing skills. The language level of each DELF exam is:

- A1: Beginner
- A2: Advanced beginner/pre-intermediate
- B1: Intermediate

B2: Upper-intermediate

See below for the Label FrancEducation Re-Accreditation awarded to FCSO for high quality education in the French Language:

You are invited to the
FCSO Label FrancEducation Re-Accreditation
Ceremony

Thursday, March 13th, 2025
Lower Campus Auditorium
2634 Pleasant Street, Oakland CA 94602

Agenda:

- 6:00 pm: Arrival
- 6:15 pm: Introductions (Christophe Viret, Director of French Instruction)
- 6:20 pm: Remarks of the French Consul of San Francisco, Florian Cardinaux
- 6:25 pm: Presentation of 2nd Grade project around the Albertine Prize for children's literature (Jana Willcock and Sarah Reberac, Grade 2 teachers)
- 6:30 pm: Meet and greet with refreshments



Childcare will be provided.
Please RSVP with this QR code so we
can arrange for childcare and have an
accurate guest count.



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

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

Adherence to the Proposed Educational Program

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

- A successful two-way immersion program, demonstrated by students' success on both the DELF Prim assessment of French language and literacy and the SBAC assessment of English language and literacy.

- A focus on the wellness of the whole child, with robust programming in social-emotional learning (SEL) and restorative justice practices. The school has had no suspensions or expulsions during the past 2 years.
- Comprehensive professional development opportunities for staff, to ensure that they continue to build the skills needed to achieve gains in student assessments.

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

Pursuit of Measurable Pupil Outcomes (MPOs)

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

Standing with Families

FCSO is well-perceived by community partners, stakeholder groups, and families of enrolled students. The summary results from the SY 24-25 Family Survey reflect how families feel about FCSO:

Spring School Culture Survey	24-25
School Climate: Adults treat students with respect	99%
Safety: FCSO is a safe place for students	95%
Connectedness: Encourage parents to be active partners	95%

Source: Francophone Charter School of Oakland Families Survey Data SY-24-25, administered Spring 2025

Governance

The Charter School is governed by a seasoned and committed Board of Directors. The Board meets monthly and in addition to serving as the audit advisory committee, Board Members review actions making progress towards the school's priorities:

- Academic Excellence
- Inclusive and Equitable Culture
- Financial and Operational Sustainability

In addition, each member of the Board leads or participates in one or more Board committees. The committees include the Governance Committee, which is responsible for recruiting, nominating, training, and evaluating board members, as well as overseeing the functioning of the Board as a governing entity; the Finance Advisory Committee, which has primary responsibility for the financial management of the organization in coordination with the Executive Director, Edtec (as accounting office); and the Facilities Committee, which leads the process for searching for, applying for, evaluating and securing a suitable facility for the short term and long term operation of the school.

Talent Development

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

Internal Professional Development Topics:

- Social Justice Practices offered by Community Matters for all Staff Members
- Verbal Deescalation offered by El Dorado SELPA facilitators for all Staff Members
- Technology integration
- Safe and supportive schools & Positive Behavioral Interventions and Supports (PBIS) framework
- MTSS
- Using Pathways Student Information System (SIS) and Google Sheets to monitor student progress
- Scaffolding mathematics reasoning from concrete to abstract
- Readers' Workshop
- Assessment of French reading using GB+ leveled reading
- Assessment of English reading using the Developmental Reading Assessment (DRA)
- Playworks: Group management, structured transitions, and inclusive play

External Professional Learning for Teachers and Staff:

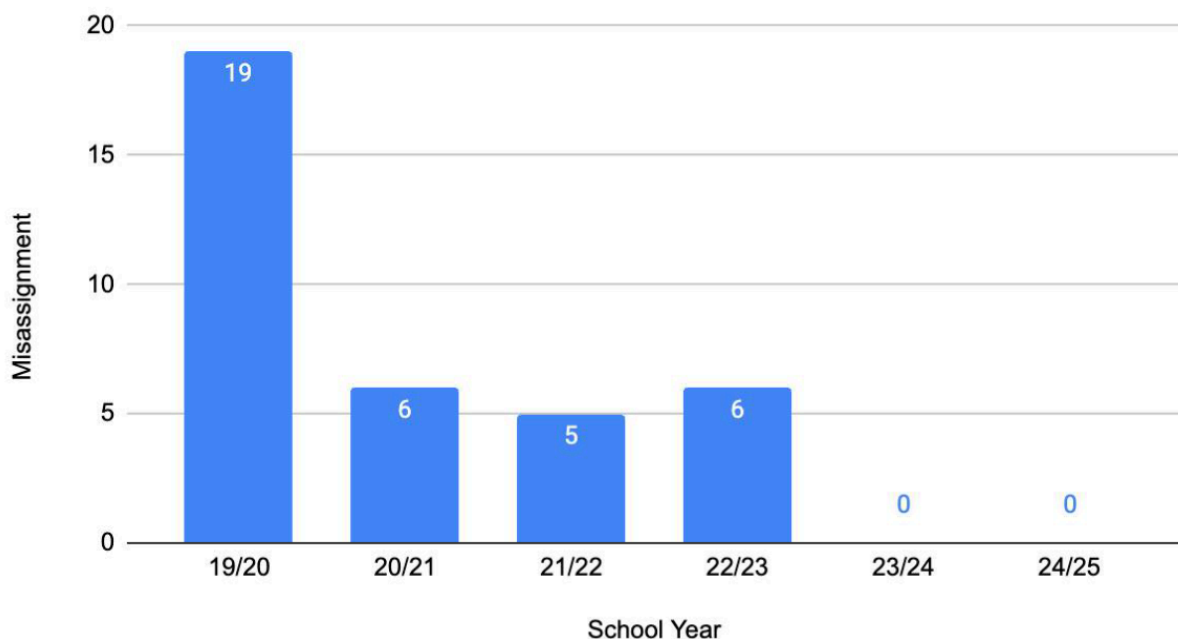
The Charter School is proud to invest in teacher training and invests to support teachers taking all the course work required to obtain the certification in California that includes:

Crosscultural, Language, and Academic Development (CLAD), California Subject Examinations for Teachers (CSET), California Teacher of English Learners (CTEL), Reading Instruction Competence Assessment (RICA), US Constitution, Mathematics, etc., and partners with certified institutions to offer this training such as:

- Contra Costa County Office of Education, Teacher and Admin Induction Program
- Alameda County Office of Education, Teacher and Admin Induction Program
- University of California, Los Angeles (UCLA)
- University of California, San Francisco (UCSF)
- READ

We are proud to report that all our teachers are properly assigned. We have allocated time and resources to improving teacher assignment since SY2019-20, reducing from 19 misassignments that year to 0 the past 2 years. The impact is felt on multiple levels: First, correct assignment enables us to have dedicated staff teaching in their area of expertise, thus improving instruction and academic outcomes; Second, lack of misassignments contributes to our strong financial standing.

Misassignment vs. School Year



Source: California Teacher Credentialing, CTC, CALSAAS report for the 24/25 school year.

Financial Health

FCSO maintains fiscal responsibility as demonstrated in the latest audit findings, for the year ending in June 2025. The audit report states that there were no findings of lack of internal controls, and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. As a result of prudent financial management, the school was able to accumulate a fund reserve equal to 11% of its yearly expenses at the end of fiscal year 2025 and projects to maintain a positive trend in future years. Please see the MYP, Exhibit 2.

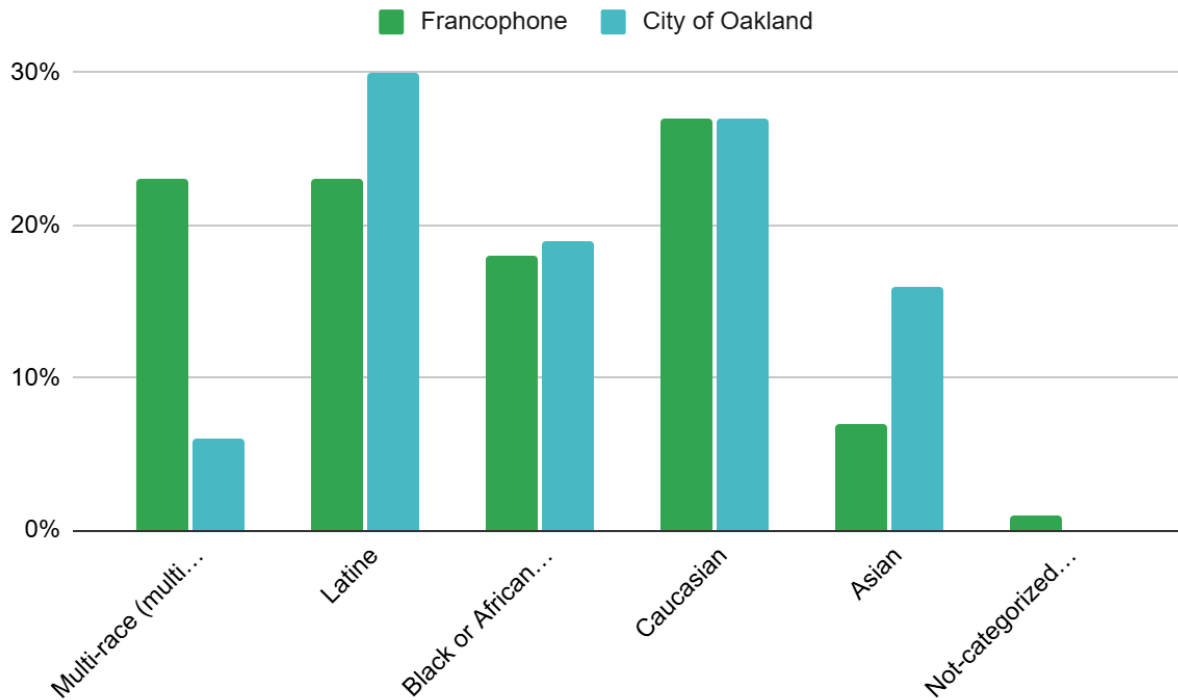
Standard III: The school's plans for a future charter term are "reasonably comprehensive."

FCSO's general course for next term is to continue the existing program and scale up the accomplishments of the second term. The Charter School will continue to adhere to the successful two-way immersion program and student-centered approach to learning, and it will continue to use data to build and strengthen the program. Recent investments in new or additional curricula include new standards-based Amplify curriculum for English TK-8, FOSS curriculum for science for all grades, and the adoption of SEL curricula and Social Justice curriculum and practices.

We also have purchased the Spire and Multisensory Curriculum to support English Learners and students with Individualized Education Programs (IEPs), and sufficient technology devices for students' academic development.

One of the greatest strengths of our school is diversity in the student population and staff. We work hard to ensure that the school is diverse. Our numbers of Black and African American, Latine, and mixed race students have grown significantly as the school invests heavily in strategic recruiting efforts. Please see below how the diversity of the city is represented at FCSO.

Students Demographic Representation at FCSO Mirrors the City of Oakland



Race-Ethnicity	Francophone	City of Oakland
Multi-race (multiple race codes, or Hispanic indicator yes + race code)	23%	6%
Latine	23%	30%
Black or African American	18%	19%
Caucasian	27%	27%
Asian	7%	16%
Not-categorized subgroup due to less than 30 students in specific race	1%	

Citation: U.S. Census Bureau (2023). American Community Survey 1-year estimates. Retrieved from Census Reporter Profile page for Oakland, CA <<http://censusreporter.org/profiles/16000US0653000-oakland-ca/>>

The 2023-28 Strategic Plan created in collaboration with representatives of all school communities has reviewed the school Vision, Mission, and School Values and has identified the 3 main priorities, goals and outcomes to continue offering a strong educational program for all students. All our efforts are guided by this plan and the actions are projected into the future.

VISION

We are an inclusive learning community that empowers children to be compassionate global citizens.

MISSION

The mission of FCSO is to provide a dual immersion curriculum in order to develop a diverse bilingual and bi-literate community of students.

SCHOOL VALUES

Belonging: We are one community, showing compassion and welcoming all.

Respect: We acknowledge and appreciate each other by treating everyone and our environment with care and dignity.

Integrity: We are honest because it brings out the best in us.

Joie De Vivre: We joyfully embrace life and learning every day.

Excellence: We expect and strive to do our best in everything we do.

PRIORITIES	GOALS	OUTCOMES
ACADEMIC EXCELLENCE Francophone diverse students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.	<ol style="list-style-type: none">1. Define Francophone's Portrait of a Graduate and a rigorous and relevant dual language immersion model with aligned curricula, instructional strategies, and assessment practices.2. Foster a data-informed culture of continuous improvement, utilizing regular assessments and data analysis to inform instructional practices, identify gaps, and make timely adjustments to maximize student learning.3. Implement a robust Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, social-emotional support, and enrichment opportunities tailored to each student's unique needs.4. Design an educator support plan that cultivates educator development and retention, high-leverage instructional strategies, and maximize student learning.	<ul style="list-style-type: none">➤ Improved student support and achievement in both languages. Every student receives personalized support needed to reach success.➤ Data is used to enable students to reach their potential.➤ Holistic student development where students have the skills and attributes needed to navigate an ever changing world.➤ Educators are confident, competent and empowered to create learning experiences that engage students and improve outcomes with robust onboarding and ongoing coaching and support.

<p>EQUITABLE AND INCLUSIVE CULTURE</p> <p>Francophone is a flourishing, inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.</p>	<ol style="list-style-type: none"> 5. Strengthen school culture practices and behavior support systems aligned to Francophone values so that all students experience deep belonging. 6. Create explicit opportunities for students and staff to build their social and cultural competence including self awareness, collaboration and relationship skills and to develop agency and accountability for their own learning and contribute to their communities. 7. Communicate and socialize Francophone values to the entire Francophone community and create opportunities for values aligned and purposeful family engagement. 	<ul style="list-style-type: none"> ➤ Students have access to multiple opportunities for purposeful, authentic, enriched learning. ➤ Students, families, and staff feel committed to Francophone values and community and feel empowered to impact the well-being of their communities. ➤ There are consistent and robust opportunities for student-staff-family-community collaboration. ➤ Families understand their role in their child's success and feel like active and vital partners at Francophone contributing to a flourishing, diverse community.
<p>OPERATIONAL AND FINANCIAL SUSTAINABILITY</p> <p>The Francophone's future is secure. It sustains year-over-year positive operating incomes, achieves enrollment and attendance targets, and carries out a plan for long-term facility stability.</p>	<ol style="list-style-type: none"> 1. Operates the school's program on state and federal funding, while building up reserves for "rainy day" and long-term facility goals. 2. Set and meet ambitious enrollment and attendance targets every year in order to support a healthy budget and ensure strong academic outcomes.. 3. Improve and maintain partnerships and programs that ensure teachers are appropriately credentialed for their assignment. 4. Develop a long-term facility plan that results in Francophone independently operating a single campus by Fall of 2028. 	<ul style="list-style-type: none"> ➤ Each fiscal year ends with a positive operating income and reserves are built every year that can be used for future initiatives, cash flow, and/or savings for a facility. ➤ Fully enrolled at most grades or combination classes when necessary create efficiencies that support a sustainable budget. ➤ The board has seated a facilities committee and established a partnership with a charter facility operator. The committee has identified potential facilities and has established benchmarks required for financing.

French Immersion Program

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. For the last 10 years, FCSO has met the demand for language immersion education in French available to ALL children regardless of economic level. Our program continues to grow because we are responding to a large need in the Oakland community; we have been receiving more applications for admission than we can accommodate and thus, the need for expansion. We want to continue offering high-quality, affordable language immersion opportunities for their children.

The Charter School complies with the legal requirements for renewal as set forth in the Education Code included throughout this document. In accordance with the Charter Schools Act of 1992, FCSO hereby respectfully petitions Oakland Unified School District ("the District") for a Material Revision of their charter or a two-year period until the end of the

current charter term, from July 1, 2026 to June 30, 2028, extended by operation of law (Cal. Ed. Code Section 47607.4).

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

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

(Cal. Ed. Code Section 47601(a)-(g)).

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

Affirmations, Declarations, and Assurances

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

FCSO:

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

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

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

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

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code § 47605(d)(1))

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

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)
13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:
 - a. The California Code of Regulations
 - b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)
 - c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq.*)
 - d. Displaying all required postings at school site and online
 - e. Following the minimum and maximum age requirements for enrollment
 - f. Providing the minimum number of instructional minutes

NOTE: Throughout this Charter there is specific “District Required Language” (DRL), including but not limited to the above *Affirmations, Declarations, and Assurances* section. All DRL should be highlighted in gray. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL, the provisions of the DRL shall control.

Element 1 – Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” – Ed. Code § 47605(c)(5)(A)(i)

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

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

criteria may be considered to meet college entrance requirements.” – Ed. Code § 47605(c)(5)(A)(iii)

LCAP

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

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

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

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School’s petition. Therefore, if offered, Charter School’s petition will contain a reasonably

comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

FCSO will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment	
<i>Grade Level</i>	Year 1 2026-2027	Year 2 2027-2028

<i>TK</i>	<i>60</i>	<i>60</i>
<i>K</i>	<i>60</i>	<i>56</i>
<i>1</i>	<i>43</i>	<i>56</i>
<i>2</i>	<i>50</i>	<i>40</i>
<i>3</i>	<i>49</i>	<i>47</i>
<i>4</i>	<i>38</i>	<i>46</i>
<i>5</i>	<i>48</i>	<i>35</i>
<i>6</i>	<i>32</i>	<i>40</i>
<i>7</i>	<i>15</i>	<i>28</i>
<i>8</i>	<i>10</i>	<i>12</i>
<i>9</i>	<i>NA</i>	<i>NA</i>
<i>10</i>	<i>NA</i>	<i>NA</i>
<i>11</i>	<i>NA</i>	<i>NA</i>
<i>12</i>	<i>NA</i>	<i>NA</i>
<i>Other</i>	<i>NA</i>	<i>NA</i>
<i>Total</i>	<i>405</i>	<i>420</i>

Special Education

FCSO is a local educational agency (LEA) that provides robust special education services that include:

- As part of El Dorado County Charter SELPA, (Cal. Ed. Code 47641), our school has access to relevant, up-to-date, and important resources, support, and compliance guidance necessary to meet the needs of students with disabilities.
- FCSO identifies students who qualify for special education in a variety of ways. We have a robust Student Support Team which utilizes MTSS to provide academic, behavioral, and social-emotional support in the least restrictive environment and/or refers students to the Special Education team for eligibility evaluation. We use the Multitudes universal screening tool to help identify learning challenges, including dyslexia, in young readers. Parents, teachers, and staff can also refer to the Student Support Team. Eligibility Evaluations may include cognitive, academic, speech/language, occupational therapy, educationally-related mental health, specialized vision, or other testing to address specific concerns around student need. We follow timeline and parent involvement guidance to strive for best practices in this process.
- In compliance with IDEA, IEPs are created for students who meet eligibility requirements under a qualifying disability classification together with a need for support/services to make academic progress. The Special Education team uses the data from evaluation reports, present levels, and family input to determine areas of need; the team creates annual SMART goals

accordingly. Special education services and classroom support are designed to help students make meaningful progress on those goals.

- We honor the least restrictive environment and make every effort to meet students' needs in the inclusive classroom setting, with enough support to make learning accessible. Typically, services are provided as a combination of push-in and pull-out services. We work to remediate foundational gaps while also providing students with strategies to make gains in grade-level instruction. Related Service providers remediate needs in the areas of speech, language, occupational therapy, social-emotional, behavioral, and specialized vision. In addition, the Special Education Team provides training and support to classroom teachers around topics such as assistive technology, differentiation strategies, supportive classroom environments, and positive behavior interventions.
- FCSO is responsible for the development of special education policies and procedures per the local plan, responsible use of federal and state special education funds, managing data compliance, and providing professional development pertaining to special education.
- It is our mission to help students who struggle by identifying and removing barriers to learning; remediating gaps; and helping students to develop skills and strategies that they can internalize and transfer to new challenges.

Francophone Charter School will achieve its mission by:

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

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

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

appreciates and values the perspectives of others. Awareness and knowledge of cultures, histories, and stories of resilience within their own families, local communities and global communities, help students develop better self-awareness¹ to manage and succeed in this increasingly complex world.

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

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

Students Served

Francophone Charter School of Oakland seeks to serve a diverse student population. It is important for students to successfully engage across different cultures, backgrounds, and perspectives. To build these capacities in students, they must be exposed to a diverse community and be supported in engaging productively with a variety of people, and the

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

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

school seeks to attract students from many different neighborhoods across Oakland Unified School District. The following table shows the many different zip codes represented at the school. More information about the Charter School’s recruitment efforts can be reviewed in Elements 7 and 8.

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

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

Benefits of Two-Way Immersion for Special Populations

There are clear benefits of language immersion education for low-income students. Research shows that low-income African American children in a language immersion program outperform children of similar background in English-only programs³, and that low-income African American children who enrolled in a French language immersion program performed as well as their African American peers in a non-immersion setting⁴. Just over half of the students in Cincinnati’s foreign language magnet program receive free and reduced lunch. Students in this magnet program show math and reading scores far better than the national

³ Lightbown, 2007

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

average and better than any of the other magnet programs in Cincinnati⁵. A study of the Milwaukee Public Schools showed that African American students and students of disadvantaged backgrounds who enrolled in the district's French immersion program had better test scores than students with the same characteristics who enrolled in other public schools in the district.

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

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

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

How Learning Best Occurs

Becoming bilingual expands a student's world view. In an increasingly global society, being able to communicate with others in multiple languages is paramount to cross-cultural understanding. Through early and sustained immersion in the French language, students of Francophone Charter School will excel academically, become highly proficient in two languages and develop an appreciation for and sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the grade-level content is taught in a

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

⁶

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

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

language other than English⁸. Research shows that students in two-way immersion language programs like the one that will be implemented at Francophone Charter School achieve greater academic success than their peers in monolingual programs⁹, are more advanced readers¹⁰, perform better on standardized tests, and are less likely to drop out of school¹¹. Research also indicates that students can simultaneously master a rigorous academic curriculum taught in the target language and master both languages.¹² Language immersion programs particularly benefit young children, such as those in elementary or TK-8 schools. Of the few schools that offer a second language program to students in the Oakland Unified School District (not including schools that offer a transitional bilingual program), most are high schools that offer second language courses. However, these language offerings come well after the best time for initial exposure to learning multiple languages (before age seven)¹³ and the period when children have the greatest facility to learn multiple languages (from the time they are infants until they are in their early teens¹⁴). Francophone Charter School will offer a French immersion program for students starting in transitional kindergarten, which allows students to take advantage of these benefits of early language acquisition.

The benefits of second language acquisition go beyond performance in school. Research shows numerous other benefits to learning more than one language, which include increased executive functioning and cognitive development¹⁵, better problem solving skills¹⁶, delaying the onset of dementia and other forms of Alzheimer's disease¹⁷, better conflict resolution skills, and increased adaptability to new environments¹⁸. Further, research has shown children who speak more than one language are more highly attuned to processing sound, can pay attention better than their monolingual peers, showed reduced levels of anxiety, loneliness, and poor self-esteem, and were less likely to argue, fight, or act impulsively.¹⁹

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

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

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

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

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

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

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

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

¹⁶ Center for Applied Linguistics

¹⁷ Bhattacharjee, 2012

¹⁸ Marian & Shook, 2012

¹⁹ Gillette, 2013

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

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

Language Immersion Model

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

For the TWI model to be most successful, the program should enroll an equal number of students with proficiency in each of the languages (50% with some level of French proficiency and 50% with English or other language skills). Students are integrated throughout the school day, regardless of their French language skills. This strategy allows for students to model their French and English language skills, thus enhancing the learning environment for both groups. In language immersion programs, the emphasis is on learning the content being taught, rather than the language. While TWI programs vary in implementation, fidelity to the model includes the following characteristics: instruction in two languages, one language at a time, and peer-to-peer facilitated language sharing²¹.

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

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

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

Approximate Instruction of French by Subject Area

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

Grades	% of Instruction in French	Subjects Taught in French²⁴	Subjects Taught in English
TK-2	90%	Math Science History/Social Science French Language Arts Music Visual Arts	English

²² Research shows that students in language immersion programs transfer literacy and math skills developed in French to literacy and math skills in English. Despite receiving classroom instruction in English for the first time in 4th grade, one study found that the majority of French language immersion students in grades 3 to 5 performed at or above grade level on math assessments and English reading assessments. Longitudinal analysis of student data show increased performance in both math and reading in English between grades 3 and 5, with fewer than 3% of students in 5th grade scoring below grade level in these subject areas.
http://www.carla.umn.edu/immersion/acie/vol10/may2007_researchfindings.html,
<http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>

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

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

<http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/DIMathVocab.aspx>.

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

Additional Instructional Strategies

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

1. Differentiated instruction
2. Inquiry-based learning
3. Social Emotional Learning
4. Technology
5. Looping
6. Specialized language acquisition strategies
7. Educational and career planning

Differentiated Instruction

Providing differentiated instruction is essential given the diverse learning needs of students in two-way immersion. A key component of learning a language well is continued practice. In order to provide students of varying language abilities the opportunity to practice at their level and build upon that level, differentiated instruction may include different exercises during

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

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

which students of comparable language abilities are grouped together for a short time²⁷. The teacher will provide guidance to each of the groups and will gather the class as a whole at the end of the lesson for students to share what they learned. Teachers may also use aides or parent and community volunteers to help guide small groups. This strategy may mix students of different grade levels, depending on language proficiency of the student body, and will allow beginners to become more confident in their language skills and proficient speakers to enhance and grow their language skills.²⁸

Inquiry-Based Learning

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

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

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

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

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

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

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

Social Emotional Learning

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

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

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

Positive Behavior Interventions and Support (PBIS)

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

- a. Monthly celebrations of student art, citizenship, and diverse cultural themes.
- b. Core values: Safe, Respectful, and Responsible.
- c. School-wide pledge and behavior expectations.

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

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

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

Restorative Practices

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

The school's restorative practices include the following:

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

Looping

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

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

³⁴ <http://eric.ed.gov/?id=ED496341>

Technology

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

The current technology platforms that The Charter School uses are:

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

Specialized Language Acquisition Strategies

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

Educational and Career Planning

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

Curriculum

The Common Core State Standards and the California State Standards will provide the foundation for building curriculum and guiding instruction for English Language Arts, Math, Science and History/Social Science. Francophone Charter School will offer the aforementioned core courses, creative arts, additional world languages when possible (Spanish was offered in 17-18 and 18-19, and the school may offer Arabic in the current or next school year), health and physical education in order to provide a comprehensive and

well-rounded education for its students. For subjects and grades taught in English, the Charter School will use texts and materials adopted by the State of California or ones that align with the California Common Core State Standards.

For subjects taught in French, Francophone Charter School will adapt and align grade-appropriate and linguistically accessible French teaching materials and may also use curriculum from other established French immersion programs (i.e. Santa Rosa French American Charter School, Le Monde Charter School, New York French American Charter School). Curriculum will be standards-based and will include formative, benchmark and summative assessments.

Curriculum maps will be developed by the Charter School's Curriculum and Education Program Evaluation Team at least annually and reviewed and approved by Francophone Charter School leadership. All Francophone Charter School staff and leadership understand that the development of curriculum maps will be a continuous and collaborative process aligned with the best educational practices and current research considering the Charter School's mission, vision and educational program described herein.

Subject Areas

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

Language Arts

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

English Language Arts

The Charter School adopted the reading and writing curriculum developed by the highly-respected Teachers College Reading & Writing Project (TCRWP)³⁵ at Columbia

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

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

French Language Arts

Research shows that in addition to Content Based Instruction and teaching multiple subjects in a second language, there is a need for formal instruction in the second language in order to achieve native-like fluency and grammar. Francophone Charter School plans to use leveled books that are available in French from Reading A-Z . Leveled books are a component of differentiated instruction and can be used in guided reading and small-group instruction. Francophone Charter School also plans to use materials such as Alpha-jeunes: trousse d'évaluation de lecture ("Alpha-youth: kit for reading evaluation") as reading resources in grades one and two.

French Language Arts will incorporate strategies, such as Reading and Writing Workshops, as used in the English Language Arts curriculum developed by Teachers College Reading & Writing Project. Francophone Charter School is committed to providing students with a library of French language books for their reading time that align with the global citizenship mission and vision of the school, allowing students to explore the rich cultural diversity within francophone culture through books. The Charter School will also collaborate with other established French immersion programs in order to benefit from their experiences and to incorporate lessons they have developed into Francophone Charter School.

Mathematics

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

Science

The Charter School will use the inquiry-based Full Option Science System (FOSS) to inform the science curriculum. FOSS is a research-based program designed for grades K-8 that was developed by the Lawrence Hall of Science at the University of California, Berkeley. The FOSS curriculum aligns well with Francophone Charter School's focus on technology: one of

the hallmarks of this program is its interactive site which provides students and their families opportunities to participate in instructional games and interactive simulations.

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

Social Science

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

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

Creative Arts

Development of student artistic expression and appreciation for art and music are integral to a well-rounded education, and a core part of a student's experience at Francophone Charter School. Students will receive instructional examples of art and music from around the world, including from the francophone world, which will provide additional context and depth to their French language education. According to the California Department of Education, the virtues of arts education extends beyond creativity and artistic literacy and has a beneficial effect in other areas. Arts education boosts school attendance, academic achievement, and college going rates; improves school climate; and promotes higher self-esteem, connectedness to school, and social-emotional development.

Health

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

Physical Education

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

Technology

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

Life Skills

For students to be well-rounded and most successful, they need to develop more than knowledge and skills in academics. Francophone Charter School's teaching of life skills will center on: social-emotional skills (self-awareness, self-management, social awareness, relationship skills, and social decision making); collaboration; and personal integrity, including personal accountability and responsibility. Teachers will explicitly guide students in learning how to use these life skills every day, and reinforce this behavior through norms, incentives, and other classroom management practices. For the younger grades, teachers may build these skills during the morning meeting and may also have other time dedicated to explicit development of these skills. The curriculum that the Charter School uses is TOOLBOX™. TOOLBOX™ is a Kindergarten through 6th grade program (being used in preK-8) that supports children in understanding and managing their own emotional, social, and academic success. The foundation of TOOLBOX is 12 human capacities that reside within all of us. Through its simple and profound metaphor of Tools, TOOLBOX brings forward a set of skills and practices that help students access their own inner resilience at any time, in any context.

The Executive Director will manage the selection, adaptation, development and regular reviews of curricula at all grade levels to ensure continued alignment with the California Common Core State Standards. Every year, the Executive Director will work with the

Curriculum and Education Program Evaluation Team, the Advisory Board, and mentors from more established immersion programs, to conduct a review of all curriculum and materials, using student achievement results and a variety of other metrics outlined in Elements B and C to evaluate the effectiveness of the curriculum

Learning Environment

Small School Environment

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

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

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

School Dress Code

Francophone Charter School will require all students to abide by a school dress code. A dress code shows that all students are part of the school community and will promote a culture of inclusiveness by limiting words, pictures, logos, commercial characters, and other embellishments. These guidelines will provide choices for students and families while also reducing distractions and disruptions caused by clothing, making economic disparities

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

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

between students less obvious, minimizing the use of clothing to signal gang affiliation and other risks to student safety, and promoting student achievement. Colors and other specifications of the dress code are determined by the Board of Directors in consultation with the Parent-Teacher Association. The dress code specifications are detailed in the Parent-Student Handbook, and there will be several options so that students can express their creativity within the confines of the dress code. Francophone Charter School will designate funds to support families who may need assistance in meeting the dress code requirements.

Family Engagement

Developing a strong sense of community and engagement among families of Francophone Charter School students is a central part of the Charter School's mission and vision.

Long-term parental involvement is a key factor in student achievement. A variety of events will be organized and scheduled throughout the year to encourage family involvement.

Parents will be encouraged to share their family history as part of classroom lessons that teach students about community-building, diversity and history. Francophone Charter School will also celebrate International Francophonie Day in March with specific activities for families on a weekend day. These festivities will showcase the variety of cultures, foods, traditions and arts within the francophone world and provide families an opportunity for social involvement with the school. Additional social and educational events hosted by the Charter School will promote community-building and might also include Family Literacy Nights, student performances and exhibits of student work.

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

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

Three-Way Contract

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

Schedule and Calendar

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

School Day

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

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

Extended Lunch Hour

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

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

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

Maximizing Attendance

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

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

Grade	Required Minutes	Francophone Charter School	Minutes Beyond State Requirements
Transitional Kindergarten	36,000	59,070	23,070
Kindergarten	36,000	59,070	23,070
1 st grade	50,400	51,850	1,450
2 nd -3 rd grades	50,400	57,840	7,440
4th-7th grades	54,000	57,840	3,840

Professional Development

Francophone Charter School understands the value of teacher collaboration in curriculum design and is committed to providing time for teachers to work together. Teachers will be given a minimum of five planning and professional development days for which they will be paid. In addition to these dedicated days, teachers will have early dismissal days, recess, and

the daily 60-minute lunch hour to meet with other teachers, plan collaborative lessons and conduct other administrative tasks (i.e. lesson plan preparations, grading, calling parents, conducting parent meetings, etc.).

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

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

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

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

Plans for Special Learners

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

Plan for Students Who Are Academically Low-Achieving

Francophone Charter School will have high expectations for the academic achievement of all its students. For students who are not meeting defined outcomes for grade-level standards in

any of the core subjects or French Language Arts, Francophone Charter School staff will work with these students and their families to help students reach expected levels of achievement. Identification of low-achieving students will include, but will not be limited to, the following.

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

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

- Differentiated instruction and mini-lessons targeted to the academic challenges of the student occurring in the classroom;
 - During English and French Language Arts, the Readers and Writers Workshop model is structured to break students into groups that allow for targeted teaching and learning for students who need additional help in certain areas. Students may receive one-on-one help from the classroom teacher, teaching aide, community/parent volunteer, or student mentor.
- Small group tutoring by classroom teachers, aides, other students and/or volunteers before, during or after school;
 - In alignment with the community engagement focus of Francophone Charter School's mission and vision, students who have been identified as high-achieving by the classroom teacher will be designated as student mentors and provide individualized and small-group tutoring for other students during break-out sessions in the class.
- Office hours by classroom teachers at the end of the instructional school day;
 - Classroom teachers will have at least two hours per week in which they are available to help students outside of regular instructional time. Students who need extra support will be encouraged to attend office hours so that they can receive targeted help in areas of need.

- Individual or small group tutoring by non-classroom teachers before or after school;
- Community/parent volunteers will be available to help students work on specific knowledge and skills needed for success in the classroom.
- A Student Study Team (“SST”) for any student who is persistently tardy, absent, has behavior challenges, or is struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student’s needs.

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

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

High Expectations:

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

Reality-Based Teaching:

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

Active Learning:

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

Varied Grouping:

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

Cooperative Learning:

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

Peer Tutoring and Cross Age Tutoring:

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

Metacognition:

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

Direct Instruction:

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

Elements of Direct Instruction include:

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

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

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

Plan for Students Who are Academically High Achieving

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

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

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

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

Strategies to support these students may include:

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

It is well-documented in research and practice that high-achieving students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with an appropriately challenging and engaging curriculum. GATE programs and AP classes provide evidence of such research put into practice.

Plans for English Learners

The goal of the Charter School is to meet the educational needs of all students and foster an environment that appreciates, understands and values other languages and cultures. The

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

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

FCSO will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. All parents or guardians of students classified as English Language Learners are notified in writing. The School translates materials as needed to ensure that parents of ELLs understand all communications and are involved in all processes related to the English language development of their child. As soon as the ELPAC data is received from the state, it will be imported into the Charter School's student information system.

Parental Notification of Initial Assessment Results and Program Placement: All Parents of EL students who are administered the annual ELPAC must receive official notification within 30 calendar days, informing them of their child's:

Annual English language proficiency level and how it was assessed

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

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

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

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

Reclassification Criteria 2018-2019:

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

Reclassification Steps 2018-2019:

- Step 1: Review Summative ELPAC results Students who achieve an overall level of 4 on the ELPAC will be considered for reclassification. See Step 2. A student who achieves an overall level of 1, 2, or 3 will remain an English Learner.
- Step 2: Comparison of Performance in Basic Skills Students who have passed step 1 and are reading at or beyond grade level (as measured by the Fountas & Pinnell reading assessment and/or CAASPP in English Language Arts) will be considered for reclassification. See step 3. If step 2 requirements are not achieved, the student will remain an English Learner.
- Step 3: Evaluation of Student Academic Performance Students whose academic performance is on or beyond grade level, specifically with regard to their progress toward grade level standards in ELA and math, as measured on their recent report cards. If step 3 requirements are achieved, then proceed to Step 4. If step 3 requirements are not achieved, the student remains an English Learner.

- Step 4: Parent or Guardian Opinion and Consultation If a student has met the criteria for reclassification in steps 1-3, school staff will contact their parent or guardian for consultation. If the parent/guardian provides support of the school recommendation to reclassify, then the student will proceed to Step 5, in which reclassification begins to take place. If the parent/guardian does not support the school recommendation, then the student remains an English Learner.
- Step 5: Reclassification of Student Congratulations! If all criteria listed in steps 1-4 above are met, the Student is reclassified to Fluent English Proficient (RFEP). Parent/guardian is notified of reclassification and student records are updated.

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

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

In addition, Francophone Charter School plans to provide additional language support in the form of aides, other students and/or community volunteers that will serve as additional resources to ELs for differentiated instruction, tutoring, questions about the language, etc. In 2018-2019, English learners eligible for designated ELD, in grades K-3, received

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

supplemental practice and support from an instructional assistant 2-3 times per week. In addition, English learner students in grades K received push in support from bilingual interns who facilitated small group instruction and practice.

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

Plan for Socioeconomically Disadvantaged Students

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

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

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

⁴² Ibid.

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

background⁴⁴. The Parent-Teacher Association will also plan activities for families to have multiple opportunities throughout the year to be engaged in the Charter School's community.

- Socioeconomic diversity within the classroom – Students from socioeconomically disadvantaged families do better in school if they are educated with students from a variety of socioeconomic backgrounds. Our public random drawing provides preference to children living in Oakland, and our outreach efforts⁴⁵ will seek to recruit families of all backgrounds across the East Bay to enroll their children in the school.
- School lunch program – Francophone Charter School will offer school lunches for all students eligible for Free and Reduced Lunch. Francophone Charter School will work with local non-profit organizations to implement a healthy school lunch and health education program to help students understand the role of food in healthy living. Since rates of childhood obesity are highest among low-income youth, using opportunities within the school day to incorporate habits of healthy living can have long-term positive benefits for the health of these students.⁴⁶

Plan for Students with Disabilities

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

- learning impairments would be evident in any language and that diagnosis of any impairment would not be hampered by the language immersion program;⁴⁸
- the rate at which students with learning disabilities acquired linguistic, cognitive and academic skills was similar in language immersion and traditional English-only educational programs; and
- students with disabilities are better able to gain proficiency in a second language if they are introduced to the language at a young age.

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

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

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

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

⁴⁸

Francophone Charter School recognizes its responsibility to enroll and support students with disabilities and pledges to work in cooperation with the Special Education Local Plan Area (SELPA) to ensure that a free and appropriate public education ("FAPE") is provided to all students with exceptional needs. Francophone Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities in Education Improvement Act ("IDEA"). The Charter School is its own local educational agency ("LEA") for the purpose of special education and is a member in good standing with El Dorado County Office of Education

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

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

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

Services for Students under the IDEA

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

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

The Charter School is its own local educational agency ("LEA") and holds membership in a Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA.

In the event The Charter School seeks membership in a different state-approved SELPA, The

Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

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

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

Francophone Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures. Francophone Charter School shall utilize SELPA forms in (1) seeking out, identifying and serving students who may qualify for special education programs and services and (2) responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

All students with disabilities will be fully integrated into the programs of the Charter School, with the necessary materials, services and equipment to support their learning. Francophone Charter School will ensure that any student with a disability attending the Charter School is properly identified, assessed and provided with necessary services and supports. Francophone Charter School will meet all the requirements mandated within a student's Individual Education Plan (IEP).

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

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

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

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

Increases in Student Academic Achievement, Overall and by Subgroup

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

FCSO’s LCAP includes increases in student academic achievement by subgroup in compliance with Cal. Ed. Code section 47605(c)(5)(B).] See EXHIBIT 1. A copy of the Charter School's 2025-28 LCAP is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

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

At FCSO we use multiple state and local assessments together to evaluate how well students are progressing toward academic achievement goals.

1. We use SBAC to measure progress as follows:

- Year-to-year growth by comparing a student's scores and achievement levels across years to see academic growth.
- Use sub-scores to identify strengths and areas needing improvement.
- Track progress towards meeting the LCAP goals

2. We use the English Language Proficiency Assessment for California (ELPAC) to measure progress towards English proficiency in the 4 language acquisition domains by:

- English Learners, ELs, take the Summative English Language Proficiency Assessments for California, ELPAC, each year. Growth through proficiency levels (1–4) shows progress toward becoming fluent.
- Reclassification: We use ELPAC scores along with teacher and parents' input, and academic performance to determine when students are ready to be reclassified as Reclassified Fluent English Proficient (RFEP).
- Program evaluation: The results also help us determine the effectiveness of the ELD program so that we can plan and adjust as needed.

3. Interim Assessments : NWEA MAP Growth

- We test our students three times per year (fall, winter, spring) to have available more immediate data on academic progress.
- NWEA provides Rasch UnIT (RIT) scores to measure whether students are making expected progress.
- Instructional planning: MAP identifies skill gaps for individual students in learning continuum tools, guiding differentiated instruction.

4. Data Informed Instruction

- We compare SBAC (summative), ELPAC (language proficiency), and MAP (interim) results to build a full picture of a student's academic profile, to coach teachers and plan Professional Development.

5. Informing interventions and supports. In monthly grade level meetings we focus on:

- identify students for MTSS/Response to Intervention (RTI) interventions
- place students appropriately in ELD or advanced coursework
- monitor progress of student groups: ELs, low-income students, students with disabilities.

Together, these assessments and processes provide us with long-term progress indicators and short-term instructional insights, helping us assess whether students are meeting learning outcomes and guiding decisions about instruction, interventions, teacher coaching, professional development, curriculum adoptions, and resource allocation.

Application of Education Code section 47607.3

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

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

Francophone Charter School will provide a challenging and comprehensive academic program that will prepare students for high school, college and career, and life as engaged global citizens. In accordance with Cal. Ed. Code §47605(c)(5)(A)(ii), Francophone Charter School of Oakland shall include a description of annual goals for all pupils and for each

student group of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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

Francophone Charter School's Student Outcomes

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

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

OUTCOMES

Assessment Modifications and Accommodations

Francophone Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State

⁴⁹

standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate.

External Reporting

Francophone Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Use and Reporting of Data

Francophone Charter School is committed to a consistent data-driven improvement process to ensure success for all of its students. Francophone Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies. Data are collected, analyzed, reported and used regularly, at every grade level and in every subject area and will be collected and reported in compliance with the Local Control Funding Program adopted by the California State Board of Education and any additional priorities of the Oakland Unified School District.

Annually, Francophone Charter School will analyze data collected for all of the outcomes detailed above – including assessment of student groups – (1) to show annual school-wide changes in outcomes and how those changes compare to the goals set for each outcome and (2) to compare Francophone Charter School to other schools. These data will be shared with students, parents, staff, Francophone Charter School leadership, and the broader community. The Board of Directors and the Executive Director will evaluate these data prior to the beginning of the subsequent school year to determine what actions should be taken to improve student outcomes in order to achieve the goals outlined above and to ensure adherence to the mission and vision of the Charter School.

The Board of Directors and the Executive Director will also determine a subset of data from the above, including student groups , for which the Executive Director and/or his or her designee will collect, analyze and report to the Board and to teaching staff on a monthly basis. These data will include measures of student achievement related to both state and Francophone Charter School priorities. The Executive Director will discuss strengths and weaknesses of these data with the Board of Directors to determine if specific action should be taken to address any items that are not in alignment with Francophone Charter School’s goals and desired outcomes for student achievement. The Executive Director will review strengths and weaknesses identified through the data, including outcomes identified for action, with teaching staff and collaborate with them to develop recommendations for improvement so that a process of continual data driven improvement is integrated into the Charter School.

In addition, teachers for all subjects and all grades will use formative, interim and benchmark assessments to determine student knowledge, understanding, and skills as they relate to the curriculum. Results of these assessments will guide changes in instruction to improve performance on summative assessments and to ensure success for all students. Formative assessments will be ongoing and will occur regularly throughout the school day. These assessments will guide teachers in modifying instruction to increase student understanding in order to meet the learning needs of all students. Interim assessments will include benchmark assessments that will occur at the end of each quarter and additional interim assessments throughout the quarter to measure student understanding of specific content or topic areas. Summative assessments will occur at the end of the school year and will be used to assess outcomes school-wide and for particular subgroups, including but not limited to ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged.

Assessment results are evaluated by the teacher for the individual class and by the Executive Director and/or his or her designee across multiple subjects and grade levels to monitor and understand student performance. Students are informed about their assessment results by the teacher and via report cards at the end of each marking period and progress reports halfway through each marking period.

Parents are informed about both their individual student's and Francophone Charter School's achievement progress. Students and parents will discuss individual student achievement and performance on classroom and state assessments under the direction of the classroom teacher during Parent-Teacher Conferences conducted at least once a year. At this time they will learn about the progress of their student in all areas – academic, social and emotional. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based and character report cards. Parents can request more frequent progress information.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual ELPAC testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. Francophone Charter School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section.

If Francophone Charter School does not test (i.e., CAASPP) with the District, Francophone Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not

provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Francophone Charter School of Oakland

2024 Local Indicator Self-Reflection

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Metric	Data as reported on the 2022-23 School Accountability Report Card (SARC) (published in 2024)
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0/0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.

Note: The requested information are all data elements that are currently required as part of the SARC. The data reported here should match the data reported in the 2022 SARC.

FCSO 2024 Local Indicators Self-Reflection

Implementation of State Academic Standards (LCFF Priority 2) Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 –

Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
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ELA – Common Core State Standards for ELA			X		
ELD (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science			X		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	X				
Health Education Content Standards			X		
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language				X	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full

Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered			X		

Parental Involvement and Family Engagement (LCFF Priority 3)

Section 1: Building Relationships Between School Staff and Families Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4
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**Required Building Relationships Dashboard Narrative Boxes
(Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Relationships between teachers and parents are critical to our work. The school actively builds meaningful, authentic relationships and proactively communicates with parents, which develops a strong, positive school environment and helps to prevent challenges. The school has implemented specific practices to strengthen the relationship between families and the school by providing consistent, frequent communication through ParentSquare posts and messages from teachers, and weekly school-wide principal reports. This year, the room parent coordinator roles were extended to both campuses and keep parent-school communication frequent and consistent. Also, the school was able to provide childcare at approximately 75% of school meetings this year removing a significant barrier to involvement for many underrepresented families. In addition, Site Directors have a monthly coffee with families to keep them informed of school events and the Executive Director runs a monthly online Tea with Families in the evenings with the same purpose. To increase participation of Latine families, we ran a Cafecito once/month in Spanish. We also use these instances to provide tips and training to parents related to how they can provide academic support to their students at home and other training topics interesting to them.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

We will strive to continue to strengthen our relationships with families by developing a calendar of family activities, continuing to grow our parent association, and by hosting in-person family meetings.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We will strive to provide childcare at 100% of school meetings to enable more families to attend all of these events. We will also continue to provide parents opportunities to participate in school events at various times of the day to accommodate varying schedules.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates

the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Required Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

FCSO has developed practices that foster partnerships between families and staff in support of student growth. Francophone hosts parent conferences each trimester with all families to not only inform families of student progress, but to also have them be partners in the work. We provide families information about their legal rights and how to advocate for their students in our student family handbook and throughout the special education process.

2. Based on the analysis of educational partner input and local data describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We want to continue to progress in providing support to families of students with disabilities and English Learners, so that we can best meet the needs of all FCSO families. We are continually improving our SIS system to improve parent communication about student progress. We have also implemented Clever as a single sign-on to support families with accessing all our online resources using a single log-in.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

FCSO plans to improve communication with underrepresented families by continuing to strengthen its outreach to those who are not able to attend the parent conferences.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Required Seeking Input for Decision-Making Dashboard Narrative Boxes

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4
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1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

FCSO is a small and growing school, and we are proud of how we have transitioned from the initial stages of charter school growth to now having strong systems in place to be able to seek input from parents on a regular basis. Parents provide feedback during periodic Coffee with the Executive Director meetings, in response to communication via Parent Square, through family surveys, and through our Parent Association. We have hired additional staff to support students with disabilities and English Learners and ensure their parents receive information about their legal rights and how to advocate for their children.

This year there has been a concerted effort to provide families multiple opportunities to provide input for the school's new strategic plan. Multiple town hall and focus group meetings were held in person and virtually with translation services for multiple languages provided. These meetings were held at various times during the day to accommodate families with varying schedules.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Going forward, we will refocus our efforts to engage families around broader school decision-making through the formation of stable working group committees to address specific topics such as material revision, grant writing, charter renewal, community outreach, facilities, etc.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We will strive to provide childcare at 100% of school meetings to enable more families to attend all of these events. We will also continue to provide parents opportunities to participate in school events at various times of the day to accommodate varying schedules. We added a Cafecito with families in addition to the monthly coffees to open and space in Spanish to our families that might feel more confident meeting in Spanish-only environments.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to

3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. Prompt 1 (DATA):

According to our student survey, 85% of students feel that school is safe and 100% of students feel connected to school. We are committed to prioritizing a positive school climate for our students.

2. Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We will continue to implement School Culture, Social Emotional Learning, and Restorative Practices actions as described in the LCAP to ensure the school fosters a warm, welcoming school culture and safe school climate that promotes the values of accountability and responsibility. These actions are demonstrating effectiveness with low suspension rates and students feeling increasingly safe at school as indicated on school surveys and suspension rates.

3. Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures

Not applicable

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with IEPs and/or 504 served.

FCSO uses teacher credentials, classroom schedules, and master schedules in Pathways to ensure all students have access to and are enrolled in a broad course of study. All students receive access to the core subjects (Math, ELA, Science, and Social Studies), as well as instruction in French and Physical Education/Health. This coursework is provided to all students including students in unduplicated groups and individuals with exceptional needs. Supports are put in place if necessary for students with exceptional needs to participate.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All students receive instruction in English, Science, Social Science, Math, and French, and Physical Education, and Visual and Performing Arts during the school day. Our Dual Immersion model uses the following percentages of French to English instruction:

Grades K-2: 90:10

Grades 3-5: 70:30

Grades 6-8: 50:50

FCSO students in the upper grades receive health instruction as well. There are no Career Technical Education or Applied Arts courses offered at the school.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

FCSO is a small French immersion elementary school focused on ensuring students excel in English and French and become well-rounded citizens of the global community. Due to staffing and physical space constraints, we cannot expand our course offerings any further.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The new facility will enable us to incorporate a broader course of study into the regular school day and seek opportunities to provide our students with enrichment opportunities in other areas of study. We would like to dedicate a space for science/STEM and another space for instrumental music and performing arts.



DataQuest Home / Teaching Assignment Monitoring Outcomes by FTE

2021-22 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Francophone Charter School of Oakland Report (01-61259-0132514) Disaggregated by Subject

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Report Glossary

**Report
Description**

**Report Options
and Filters**

<u>Subject Area</u>	<u>Total Teachin g FTE</u>	<u>Clear</u>	<u>Out- of Field</u>	<u>Intern</u>		<u>Ineffective Incomplete Unknown</u>		<u>N/A</u>
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Self-Contained Class	16.0	31.3%	37.5%	0.0%	31.3%	0.0%	0.0%	0.0%
History/Social Science	1.0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other Instruction Related Assignments	0.5	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Report Totals

Name	Total Teaching FTE	Clear	Out-of Field	Intern		Incomplete	Unknown	N/A
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<u>Francophone Charter School of Oakland</u>	17.5	37.1%	34.3%	0.0%	28.6%	0.0%	0.0%	0.0%
<u>Oakland Unified</u>	2,573.3	61.5%	2.9%	5.8%	28.0%	1.3%	0.4%	0.0%
<u>Alameda</u>	10,077.3	79.5%	2.6%	2.4%	10.8%	4.3%	0.3%	0.1%
<u>Statewide</u>	279,044.9	84.0%	4.3%	1.7%	4.3%	5.2%	0.3%	0.2%

Note: Data for classroom-based teaching assignments taught by teachers without a Statewide Education Identifier (SEID) are not included in the Teacher Assignment Monitoring Outcome (AMO) by Full-Time Equivalency (FTE) report. Data are not included for districts and independently reporting charter schools (IRCs) that did not certify their California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 submission. Due to rounding error, partial FTE counts by AMO may not sum exactly to the Total FTE displayed in the report for the selected reporting level and filters. For more information about this report, including data sources and timelines, data uses, downloadable files, and a description of the methodology and business

rules for processing the data, please visit the [CDE Information about the Teaching Assignment Monitoring Outcome Report](#) webpage.

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Charter school data are removed by default from all district-level reports, including the associated state and county Report Totals. To include charter school data in district-level reports, select the “Reset Filters” button on district-level reports to show data for “All Schools” OR select the desired School Type filter from within the expandable Report Filters menu on the desired DataQuest report.

**

Results produced using the Alternative School report filter are based on the Alternative School Accountability Status (ASAS) during the associated academic year, which is based on the Dashboard Alternative School Status (DASS). The Alternative School report filter is strictly intended to facilitate comparisons for traditional charter and non-charter schools by allowing for the removal of alternative schools, which generally serve “high-risk” student populations. More information about alternative school accountability can be found on the [CDE Dashboard Alternative School Status \(DASS\)](#) webpage.

Element 4 (Governance)

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School

shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools (“OCS”) within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 *et seq.*).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 *et seq.*); the California Public Records Act (Government Code section 6250 *et seq.*); Government Code section 1090 *et seq.*; and the Political Reform Act (Government Code section 81000 *et seq.*) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District’s statutory right to appoint, at the District sole discretion, a single representative of the District’s choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School’s operations, within one week of receipt of such notices by Charter School. Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification

applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 *et seq.*, regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by District. If the District seeks an audit of Charter School, the District shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

Nonprofit Public Benefit Corporation

Francophone Charter School of Oakland (Francophone Charter School) will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of

this charter. Francophone Charter School holds tax-exempt status under Internal Revenue Code Section 501(c)(3).

Francophone Charter School of Oakland will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change. Francophone Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(d), the District shall not be liable for the debts and obligations of Francophone Charter School, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Francophone Charter School of Oakland will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. Included in the Appendix are the Articles of Incorporation (Appendix 4) and Bylaws (Appendix 6) for Francophone Charter School, which will be amended from time to time by the Board of Directors in accordance with the bylaws.

Board of Directors

Francophone Charter School of Oakland is an independent charter school governed by the FCSO Board of Directors. Biographies of the current FCSO Board of Directors are attached in Appendix 10. FCSO is a California nonprofit, public benefit corporation. Proof of FCSO's tax exempt status is attached in Appendix 5. FCSO is governed by the FCSO Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (<http://francophoneschool.org/meetings-minutes/>) , in accordance with the Brown Act. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c). If the charter authorizer chooses to have a representative on the Board, the Board may elect an additional member so that the Board maintains an odd number of directors.

The number of Directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to the bylaws. Each Director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Director has been designated and qualified. After extensive governance best practices training, the Board has moved to a Board-designated director system, whereby candidates are selected from a pool of interested individuals who meet specified qualifications, including, but not limited to membership for at least one year on a Board committee. The Charter School's Board is predominantly composed of parent members, so there is no need to hold aside representative seats.

Board Selection

The Charter School seeks outside directors with experience in not-for-profit governance, education program design, school administration, legal and risk management, finance, and community relationships. New directors can be nominated by sitting directors and will be elected by a majority vote of the Board.

Name	Board Role	Focus / Expertise
Annette Dennett	Chair	Governance
Big Al Darnell Jr.	Vice-Chair, CFO, Finance Committee Chair	Finance
Nichan Najjarian	Secretary, Finance Committee member	Tech and Finance
Hervé Bruckert	Board member, Finance Committee member	Finance
Stephanie Lowenthal-Savy	Board member, Facilities Committee Chair and staff members liaison	Facilities and K-12 Education Finance
Rebecca Scheel	Board Member, Governance Committee member and Parent liaison	Governance, Education

Governance Training

Each year the Board of Directors sends representatives to the annual Governance Academy and other Brown Act update trainings provided by Young, Minney and Corr and other experts. The Board shall comply with the provisions of AB 2158, which require all Board members to receive two-hours of designated ethics training by January 1, 2026 and every two years thereafter. The Charter School shall also comply with SB 827 with respect to ethics training for the Charter School's chief administrator. These representatives update the full Board and the Governance Committee on relevant developments and ensure Francophone is in compliance with all regulations and standards. All new members to the Board attend an orientation session with the Governance Committee to review ethical and legal responsibilities of board membership and develop an individualized plan for additional governance training or mentorship.

Duties of the Board of Directors

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect the Charter School. The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; however, the Francophone Charter School Executive Director and teachers will carry out the day-to-day operations of the school. The Executive Director will be the overall site manager and will report directly to the Board of Directors. The Executive Director will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Executive Director to implement the educational program. The Executive Director will be responsible for hiring, evaluating and terminating all teaching faculty with the approval of the Board and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Executive Director.

The Board's duties include but are not limited to the following:

- Appoint and remove, as deemed necessary by the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- Change the principal office or the principal business office in California from one location to another; designate a place in California for holding any meeting of members.
- Manage the financial affairs of the Charter School so as to ensure the Charter School's financial stability and the continued integrity of its academic programs.
- Monitor the operational budget and finances for long-term viability.
- Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- Approve the construction or remodeling of facilities or the sale, transfer, lease, or purchase of real property by the Charter School and to maintain in good condition, and approve all use of, the property of the Charter School.
- Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.
- Establish the job description, goals, and responsibilities for the school Executive Director position, and recruit, hire, and evaluate the performance of the Executive Director via a process to be approved by the Board.
- Define or refine, consistent with the Charter School's charter, the corporation's mission, values and vision.
- Ensure curriculum aligns with mission as outlined in charter.
- Set strategic direction.

- Develop annual goals for the Charter School and long range plans with input from the Executive Director, teachers, and Parent-Teacher Association.
- Adopt policies to ensure that the Charter School and related educational programs are run effectively, legally, and ethically.
- Serve as a review board if any complaint cannot be resolved through the usual channels of Charter School administration. The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for the Charter School and increasing public awareness of the Charter School's work. The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which schools are established. The Charter School shall comply with the Brown Act.

Governance Committee

Overall Role:

The Governance Committee is responsible for recruiting, nominating, training, and evaluating board members, as well as overseeing the functioning of the Board as a governing entity.

Appointments:

- A member of the School's Board (Chair)
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant expertise and/or experience, and capacity to serve

Responsibilities:

- To identify priorities for board composition overall and for selecting new members
- To create a short and long-term board recruitment strategy
- To work with the Board Chair and School Administrator to create a succession plan for board officers
- To meet with prospective board members and officers and recommend candidates to the Board
- To develop and conduct orientation sessions for new board members
- To develop and revise a Board Member Handbook, outlining the responsibilities of the Board and board members, board policies, and other relevant information
- To revise the Board Member Agreement as necessary
- To organize annual training sessions for the Board in the areas of governance and finance, and others, as needed
- To create specific measurable Board-level goals for the year

- To coordinate and lead an annual evaluation process for the Board as a whole as well as its individual board members
- To evaluate its own work as a committee in achieving its goals
- To develop, where appropriate, proposed amendments or additions to the Bylaws regarding the appointment and terms of service of members of the Board
- To review the Board's Bylaws and policies to ensure compliance with state and federal laws while meeting the needs of the School

Finance Advisory Committee

Overall Role:

The Finance Advisory Committee has primary responsibility for the financial management of the organization in coordination with the Executive Director.

Appointments:

- The Chief Financial Officer (CFO) shall serve as the Chair of the Finance Committee
- The Charter School's Executive Director shall serve on the Finance Committee
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant financial expertise, experience, and capacity to serve
- Appointments of the Chair shall be made annually in accordance with the bylaws

Responsibilities:

- Prepare an annual budget for the organization in collaboration with the Executive Director and the financial services provider
- Oversee the process for budget preparations to ensure consistency between the budget and the school's goals and plans
- Develop and annually revise a five-year financial forecast and develop long-range financial plans based on the forecast
- Provide oversight of the procurement process
- Review monthly financial statements and variances from budget
- Oversee short-term and long-term investments
- Work with financial services provider to design and deliver accurate and timely financial reports to the Board, including any financial irregularities, concerns, opportunities, and any related recommended actions
- Create specific measurable board-level goals for the year as part of the full board planning process
- Develop and implement a board-level training program to ensure that all Board members (especially those without a financial background) can be effective stewards of the organization's financial resources

- Revise and recommend financial guidelines and policies to the board for approval (e.g. establishing a reserve fund, obtaining a line of credit)
- Recommend selection of the auditor and work with the auditor to prepare and present annual audited financials to the Board of Directors
- Annually evaluate its work as in achieving its objectives

Facilities Advisory Committee

Overall Role:

The Facilities Committee leads the process for applying for, searching for, evaluating and securing a suitable facility for the operations of the school (short term and long term), including Proposition 39 facilities and private facilities.

Appointments:

- A member of the Board of Directors shall serve as the Chair of the Facilities Committee.
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant facilities expertise, experience, and capacity to serve

Responsibilities:

- To recommend criteria for the search for a school facility according to the evolving needs of the school
- To develop and submit the school's application for a district facility under Proposition 39
- To select and retain qualified professionals to assist with search and selection for a private school facility
- To manage a comprehensive and efficient process of searching for suitable facilities
- To evaluate and communicate the tradeoffs between potential facilities; make a recommendation to the Board
- To manage the negotiation process and secure a suitable facility
- To research best practices in long-term planning possibilities and funding for a more permanent facility for the school

Audit Advisory Committee

Overall Role:

The Audit Advisory Committee has primary responsibility for the coordination of the School's annual audit.

Appointments:

- Appointments of the Chair shall be made annually in accordance with the bylaws
- The Audit Committee shall include at least two (2) members
- Additional members who may be appointed need not be on the Board of Directors, as long as they have relevant financial expertise, experience, and capacity to serve

Responsibilities may include:

- Help select the audit firm for the School's annual audit: solicit and review proposals, interview final candidates, and present a recommendation to the board for board vote
- Oversee logistics of the audit process and address logistical issues as/if they occur
- Review the audit draft in conjunction with the finance committee
- Respond to any findings or other issues raised by the auditor
- Spearhead the 990 filing
- Evaluate the Auditor's qualifications, performance, fees and independence no less than annually, and report its findings and recommendations to the Board.
- Conduct an evaluation of the Committee's performance at least annually, including the Committee's composition, responsibilities, structure and processes, and effectiveness. As part of this evaluation, the Committee shall also review this committee description, and make recommendations to management, the Governance Committee, or the full Board.

Conflict of Interest

The Board will adopt a Conflict of Interest Code which shall comply with the Political Reform Act. The Fiscal and Conflict of Interest Code is included in Appendix 9. As required, the Conflict of Interest Code will be submitted to the Alameda County Board of Supervisors for approval. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Stakeholder Participation in Governance

FCSO encourages all stakeholders to participate in and share responsibility for the educational process and educational results of The Charter School.

Parent Teacher Organization

Francophone Charter School encourages all groups to participate in and share responsibility for the educational process and educational results. One mechanism for participation is the Parent Teacher Organization, the Francophone Charter School Community (FCSC). The FCSC meets monthly, and is open to all parents/guardians and staff members. It hosts several committees such as the Arts Committee, Garden Committee, STEM committee, and others, which serve to plan community events, raise funds for the school, increase awareness of the Charter School and its accomplishments, and make connections with community organizations. The FCSC is led by a Leadership Team, typically a set of 2-3 parents, plus committee chairs. This Leadership Team meets regularly with the Charter School Executive Director to plan and coordinate events and activities, and to provide feedback on school policies and practices. They will also make recommendations about issues related to the Charter School, and serve as a liaison for other parents.

Addressing Concerns

The Charter School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the Charter School Executive Director at any time. If the Executive Director is unable to resolve a parent's concern, parents are able to contact the President of the Board of Directors. A formal complaint process will be used if necessary to address any community concerns that are not resolved through informal conversations. The Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. The Charter School will not, at any time, refer complaints to the District. The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely. The Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with The Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. The Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504. The Charter School will implement specific and

continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.” Francophone Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District and shall consult with the District regarding any such inquiries.

The Charter School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Francophone Charter School of Oakland, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Francophone Charter School by law or charter provisions. Members of Francophone Charter School of Oakland’s Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD’s Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools. The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school

Uniform Complaint Procedures (UCP) Overview

Some matters lie within the Uniform Complaint Procedures (UCP) scope. A copy of FCSO’s Uniform Complaint Procedures Policy is in Appendix 7. Federal and state laws and regulations specify which programs and issues do. Not all complaints are within the scope of the UCP, even if they involve alleged violations of law. FCSO shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the school’s uniform complaint procedures (5 CCR 4620). The school shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Government Code 11135: including actual or perceived sex, sexual orientation, gender, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any school program or activity that receives or benefits from state financial assistance, (Education Code Section 220, 5 CCR 4610). Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in consolidated categorical programs, career technical and technical

education and career technical and technical training programs, and special education programs (5 CCR 4610).

Element 5 (Employee Qualifications)

“The qualifications to be met by individuals to be employed by the charter school.” – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the submission of fingerprints to the Department of Justice and the employment of persons convicted of violent or serious felonies.

All Francophone Charter School staff are qualified and trained teachers who are regularly evaluated. All the French teachers are Native French Speakers from abroad. All teachers have undergone credential requirements, background checks, CharterSafe support and training, and other training for teachers and administrators.

FCSO supports professional development as evidenced by the school schedule which includes an early release day on Wednesday. During these early release days, teachers collaborate around curriculum, instruction, and assessment. Additionally, 15 days a year are dedicated to teacher professional development.

Evaluation Teachers will be evaluated in a variety of ways, including but not limited to: Classroom observation by the Executive Director and/or his or her designee, Evidence of using formative assessments to improve instruction and student achievement, Development of an annual professional development plan (PDP) and efforts made to achieve goals outlined in the PDP, Quarterly data from report cards and summative assessments indicating that students are achieving at expected levels and are improving each quarter, and Annual data from community surveys (including the Parent Annual Survey, Staff Annual Survey, and Student Annual Survey) indicating that the parents and students are satisfied with the teacher and that the teacher collaborates with other staff and is supporting the mission and vision of the Charter School in classroom instruction and conduct. Data from these evaluation strategies will be used when considering merit raises for teachers.

Francophone Charter School will recruit and is committed to attracting, developing and inspiring professional, effective and highly qualified personnel. All prospective employees will successfully complete a Department of Justice fingerprinting background check, tuberculosis test and reference checks to ensure the health and safety of the faculty, staff and students of the Charter School. Prospective employees are also expected to have the qualifications for employment outlined in their job descriptions and will be screened to ensure such. All employees will be at-will.

All teachers assigned to a transitional kindergarten classroom will meet the additional qualification requirements for such assignments as set forth in Education Code Section 48000. The Charter School will maintain all applicable documentation regarding the same. The Charter School will comply with all class size limits and staffing ratios required for transitional kindergarten classrooms.

School Leader Qualifications

The responsibilities of Francophone Charter School's Executive Director are to ensure compliance with the mission, vision and student outcomes outlined in this charter petition and to lead and inspire teachers, staff and students to achieve academic and operational excellence.

Required knowledge, skills and abilities:

- Demonstrated commitment to fostering a dynamic and academically rigorous education program
- Demonstrated knowledge of curriculum development
- Demonstrated knowledge of curriculum development and program design related to dual immersion and French language development in both native and non-native French-speaking students
- Demonstrated knowledge of evaluation and assessment of student progress
- Experience with developing teachers
- Proven ability to be a collaborative team member
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills
- Highly proficient in English required; bilingual and bi-literate in French and English preferred
- Knowledge of customs and culture of parts of the French-speaking world

Required education and experience:

- 3+ years of professional teaching experience, preferably in bilingual, immersion or foreign language classrooms
- 3+ years of professional experience as a school administrator or leader
- Charter school experience preferred
- Bachelor's degree; Master's degree or Ph.D. in relevant professional area preferred
- Current California or transferable School Administrator/Principal Credential preferred

Responsibilities may include but are not limited to:

- Foster a strong sense of community and fulfillment around the mission and vision of the Charter School
- Collaborate with the teaching staff to implement the educational program
- Hire, evaluate and terminate all teaching staff
- Supervise and develop all teaching staff and other administrative staff

Director of French Curriculum and Instruction Qualifications

The responsibilities of Francophone Charter School's Director of French Curriculum and Instruction are to ensure that the school offers a rigorous French language curriculum.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Coordinate with Academic Director all facets of curriculum including developing curriculum, purchasing curriculum materials and creating curriculum maps
- Use a collaborative approach to accurately identify and prioritize teacher professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal professional development time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Plan and facilitate professional development meetings in collaboration with the Academic Director
- Coach teachers, including modeling lessons, co-teaching, conducting observations and reflective planning.
- Train and supervise teaching interns and substitutes for francophone teachers when on site
- Oversee the hiring and credentialing process for francophone teachers.
- Attend weekly cabinet meetings
- Collaborate with Academic Director to administer teacher evaluation process, including identifying and overseeing individualized professional development goals for the year**
- Support and promote the school's implementation of the RtI (Response to Intervention) program for general education students in collaboration with the Director of Student Support Services
- Serve as liaison with the Attaché De Cooperation Educative at the French Consulate and as coordinator of French grant opportunities and pursuit of the French Label
- Organize the DELF-DALF training for teachers and the DELF-DALF testing for students
- Work with the Executive Director and Academic Director on scheduling
- Work with the Executive Director and Academic Director on transition from year to year
- Other duties as assigned by the Executive Director

Academic Director Qualifications

The primary job specifications of the Employee are to lead, manage and oversee all functions of the school's Education program in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Oversee all California education compliance, including CASSP, ELPAC and teacher induction.
- Plan and develop the instructional program in partnership with the Executive Director, Director of French Curriculum and Instruction (DFCI) and teachers.
- Responsible for academic and behavioral data collection for LCAP, SARC and MPOs.

- Coordinate all facets of English curriculum including developing curriculum, purchasing curriculum materials and creating curriculum maps
- Coordinate benchmark assessments, curriculum-embedded assessments and updating of report cards and progress reports as needed
- Use a collaborative approach to accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal professional development time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Train and supervise substitutes for English teachers.
- Collaborate with DFCI to administer teacher evaluation process, including identifying and overseeing individualized professional development goals for the year
- Coach teachers including modeling lessons, co-teaching, conducting observations and reflective planning.
- Plan and facilitate weekly professional development meetings in collaboration with the DFCI
- Work with Director of Student Support Services to coordinate services for students and participate in IEP and 504 meetings and reviews as needed
- Work with Director of Student Support Services to develop and administer RTI (Response to Intervention) program, including coordinating and implementing Tier 1-3 interventions, overseeing SST (Student Study Team) process and Special Ed referrals, and delivering services to students
- Oversee teacher credentialing and compliance.
- Work with the Executive Director and Operations Administrator on English teacher hiring
- Collaborate with technology provider and participate in weekly phone meetings, as needed
- Work with the DFCI and Executive Director on scheduling
- Work with the DFCI and Executive Director on transition from year to year
- Other duties as assigned by the Executive Director

Director of Special Education Qualifications

The primary job specifications of the Employee are to lead, manage and oversee all functions of the school's Special Education program in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Coordinate work, schedule and supervision for Special Education services staff and instructional aides
- Coordinate Special Education services for students, including evaluation and referral process, and oversee IEP and 504 meetings and reviews as needed
- Work with Academic Director to develop and administer RTI (Response to Intervention) program, including supporting Tier 2-3 interventions and Special Ed referrals

- Review behavior data with classroom teams, and design, support, and update behavior plans to meet student needs
- Work with families to mitigate Special Education questions/concerns
- Develop and administer professional development for teachers on special education in coordination with the school's administration
- Ensure compliance with regulations and laws, coordinating with El Dorado County Office of Education (EDCOE) SELPA
- Attend monthly meetings with EDCOE SELPA
- Attend weekly Cabinet meetings
- Find and interview CTC-approved providers to provide direct special education services and assessments, as needed.
- Additional duties as assigned

ELA Teacher Qualifications

The primary job specifications of the Employee are to deliver a rigorous, standards-based curriculum in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. The ELA teacher oversees students' English language and literacy development. Required knowledge, skills and abilities:

- Plan instruction based on the California standards for English Language Arts and English Language Development, and using adopted materials (Units of Study for Reading and Writing for grades K-8, Units of Study for Phonics for grades K-1)
- Deliver instruction to multiple groups of students, monitors progress using formative assessment, and differentiates accordingly.
- Partner with French-speaking colleagues and with families to promote the success of each child.
- Lower grades: Multiple Subject California teaching credential or equivalent.
- Upper grades: Multiple Subject California teaching credential, Single Subject California teaching credential, or equivalent.

French Teacher Qualifications

The primary job specifications of the Employee are to deliver a rigorous, standards-based curriculum in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. The French teacher oversees students' French language and literacy development. All Francophone Charter School of Oakland teachers will have a passion for bilingualism and an enthusiasm for the dual French/English language model of the school. FCSO is especially interested in candidates who can contribute to the excellence of the academic community through their research, teaching and/or service.

Required knowledge, skills and abilities:

- Native or native level French speaker

- Previous experience in teaching students
- Bachelor's degree with a teaching certificate

Special Education Teacher Qualifications

The primary job specifications of the Employee is to provide case management and services to students with IEPs in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
- Provide individual and group instruction as appropriate with students with moderate/severe language and learning needs
- Have experience and willingness to work with a lower elementary (Kindergarten-Grade 3) age range at a developmentally appropriate level
- Demonstrate professional, fun, positive attitude to engage diverse learners and students with challenges with language and life skills (toileting, dressing, learning, communication)
- Can safely manage physical behavior under school guidelines and maintain neutral, calm, professional manner
- Collect and maintain data on student IEP goals
- Enforce school policies and procedures and maintain confidentiality of all students
- Manage student behavior as needed to reinforce appropriate behavior through praise and positive reinforcement
- Develop/implement student behavior plans as directed
- Collaborate with a multi-disciplinary team to ensure all students get the support they need to achieve academic and personal success at school
- Provide direct supervision to Instructional Assistants working with Special Education students
- Develop and write student IEPs with all legal guidelines and requirements; mentor teacher available for intern or new teachers
- Work with parents to develop an established working relationship to help support their student's educational progress
- Have a willingness to learn, ask questions and self-manage work expectations
- Maintain positive and professional behavior with staff, teachers and students at all times
- Schoolwide support duties, such as recess and/or lunch oversight
- Other duties as assigned
- Ability to speak/read/write in French is a plus, but not required
- Experience working within ABA environment is preferred, but not required.
- Experience working with students with autism or intellectual disability a plus, but not required

Physical Education Teacher Qualifications

The primary job specifications of the Employee is to provide physical education to students in accordance with the Francophone Charter School of Oakland's ("FCSO") standards and state standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Engage students in both team sports and individual activities, while explaining the safe and correct way to engage in physical fitness
- Collaborate with other PE Instructor(s) to construct age-appropriate lesson plans
- Teach both physical fitness and social interaction skills
- Involve students equally and plan activities that benefit all students
- Stress the importance of maintaining a healthy way of life, through both exercise and positive lifestyle choices
- Be able and willing to reflect and improve on his or her own performance
- Demonstrate interest in and ability to collaborate with colleagues, parents and community
- Conduct state physical fitness tests as needed and complete reporting requirements

Instructional Assistant Qualifications

The primary job specifications of the Employee is to provide services to students with IEPs, and possibly general education students receiving "Tier 2" academic support, in accordance with the Francophone Charter School of Oakland's ("FCSO") standards. This position is overseen by the Director of Special Education.

Required knowledge, skills and abilities:

- Understand, promote and support the mission, vision and guiding principles of FCSO
 - Provide individual and group instruction as appropriate, i.e. run reading and math groups as directed.
 - Teach skills in Math, Reading, Writing, Science, Social Studies to students as directed.
 - Collect and maintain data on student goals as directed by Special Education teacher
 - Enforce school policies and procedures and maintain confidentiality of all students
 - Manage student behavior as needed to reinforce appropriate behavior through praise and positive reinforcement; Implement student behavior plans as directed
 - Lead small groups of students in activities to enhance their academic, behavioral, and interpersonal and social skills as appropriate
 - Collaborate with a multi-disciplinary team to ensure all students get the support they need to achieve academic and personal success at school
 - Collaborate and implement feedback from classroom teachers and other providers
 - Have a willingness to learn, ask questions and self-manage with little oversight
 - Maintain positive and professional behavior with staff, teachers and students at all times
- Schoolwide support duties, such as recess and/or lunch oversight

- Assist Director of Student Support Services with administrative duties: preparation of confidential documents for meetings, maintain and organize confidential student files, provide instructional record keeping support, perform related work as needed
- Other duties as assigned
- Ability to speak/read/write in French is a plus, but not required

Afterschool Instructor Qualifications

The primary job specifications of the Employee is to provide quality afterschool programming in accordance with the Francophone Charter School of Oakland's ("FCSO") standards.

Required knowledge, skills and abilities:

- Supervise outdoor and indoor play.
- Collaborate with Lunch and BASC Program Coordinator and other staff to plan grade appropriate activities for your students in craft, music, athletics, etc. depending on talents and interests.
- Provide a fun, safe and positive environment for kids during the after-school hours.
- Actively engage with students (unless on a break) and demonstrate a genuine interest in individuals, encouraging them to play together well, and generally offering support.
- Help students with homework as needed.
- Communicate with teachers and parents, offer excellent customer service to families and help with setup at the beginning of the program and cleanup at the end of the day.
- Serve afternoon snack.
- Attend regular check-in meetings with BASC staff.
- Other duties and responsibilities as determined.

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Fluency with office technology, including Microsoft Office applications
- Experience with office management, business administration, and budgets
- Ability to work independently as well as with a team

Required educational level:

- A.A. degree or equivalent work experience; B.A./B.S. preferred

Required experience:

- 3 plus years in fast-paced administrative position
- Experience in school front office preferable

Recruitment

The Executive Director is recruited and hired by the Board of Directors. When an Executive Director is hired, an Executive Director Hiring Committee is convened and includes Board members, and parents of students of Francophone Charter School, and other community stakeholders. The committee will advise the Board and provide input into the hiring decision, although the ultimate decision rests with the Board.

Teacher Hiring

Francophone Charter School will use a rigorous multi-staged approach to teacher selection that includes: a resume screen, interview(s), writing sample, demonstration lesson with students, and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice

Community-oriented Francophone Charter School's Executive Director will make hiring decisions with input from a Teacher Hiring Committee at all stages in the selection process.

The Hiring Committee may include:

- Office Manager: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and communicating with candidates.
- Teachers: Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their grade level.
- Parents: Conduct interview(s) and observe demonstration lessons.

Staffing

Francophone Charter School will use a variety of different staff schedules to accommodate the shift in teaching time in each language, and to ensure that native or near-native speakers are teaching each subject as scheduled.

For grades TK-2, English Language Arts is essentially treated as a “special subject” and staffed in the way that art and music are typically handled in many schools (i.e. a single special subject

teacher rotates through each class, giving the regular classroom teacher time to plan, grade assignments, or prepare for the next lesson.) In this way, a single English Language Arts Teacher can cover all the classes in grades TK-2 once the school has reached full capacity. In grades 3-5, students spend 70% of their time in French and 30% in English, requiring two native English-speaking teachers at full scale for these grades. Grades 6-8 would have a dedicated English teacher for each grade, since students will spend their time 50/50 in each language.

Evaluation

Historically, instructional effectiveness has been measured through the lens of locally selected “Best Practices”. Francophone leadership teams, in past years, agreed on collective practices for student learning and engagement. They used these practices to focus their weekly classroom walkthroughs, to gather data on teachers’ practices, and to inform 1-1 coaching of teachers and school-wide professional development. In 2019-2020, the leadership team is engaging in research and inquiry about instructional evaluation, with the focus of striking a balance between high expectations for instructional quality and teacher support. In addition, the team seeks to define signature instructional practices that are unique to dual language schools.

In the 2018-2019 school year, Francophone added an additional system for measuring school effectiveness in several domains, including instruction, by participating in a CA-SUMS MTSS grant. Twice annually, the school conducts a Fidelity Integrity Assessment.

In the 2019-2020 school year, the Executive Director will continue to use past practice and existing forms for formal teacher evaluation, while other members of the leadership team will iterate new models with precision around dual language instruction or French immersion and models that can be used for coaching, classroom walkthroughs, peer visits, and self-reflection.

Element 6 (Health and Safety)

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnishes the charter school with a criminal record summary as described in Section 44237.***
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” – Ed. Code § 47605(c)(5)(F)***

Site Safety Plan

Charter Schools shall develop a school safety plan, which shall include the topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Tuberculosis Screening

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

CPR

Francophone Charter School of Oakland requires that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

Custodian of Record

Per EC § 45125.01, Francophone Charter School of Oakland has identified Charlette Richardson, Operations Administrator, as the Custodian of Record.

Fire, Earthquake, and Evacuation Drills

Students and staff participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

Blood-Borne Pathogens

The Charter Schools meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace, through SafeSchools annual training. Francophone Charter School of Oakland has established a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Medication in School

The school adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Additional Affirmation Regarding Suicide Prevention Policy

The Charter School affirms, consistent with legislative changes, that in addition to the affirmation addressed in DRL, pursuant to AB 1767, the Charter School's Board adopted suicide prevention policy extends to all grade levels and is age-appropriate consistent with Education Code Section 215(a)(2)(A)-(C). Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Comprehensive Sexual Harassment Policies and Procedures

Francophone Charter School of Oakland is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. FCSO has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed prior to hiring any employees. All supervisors are required to participate in regular training around their legal responsibilities.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. Francophone Charter School of Oakland shall provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

The information sheet shall include, but shall not be limited to, the following:

1. A description of type 2 diabetes
2. A description of the risk factors and warning signs associated with type 2 diabetes

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes
4. A description of treatments and prevention methods of type 2 diabetes
5. A description of the different types of diabetes screening tests available

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Drug-free, alcohol-free, smoke-free environment.

The Charter School shall function as a drug-, alcohol- and smoke-free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Additional Affirmations Regarding the School Safety Plan

In addition to the affirmations in the DRL, the Charter School affirms that:

The school safety plan will specifically include procedures designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite, and procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 and 46392(a).

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's

consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately

remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Transportation Services

The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Additional Affirmations

The Charter School will comply with AB 49, SB 98, and SB 495 (2025) regarding protection of students, families, and employees related to immigration enforcement and related matters, and adopt all policies and school safety plan requirements indicated.

The Charter School will comply with SB 848 (2025) regarding sexual abuse prevention efforts, including but not limited to requirements regarding the adoption of a professional boundaries policy, policy regarding school facilities, safety plan content, hiring process requirements to screen for prior egregious misconduct, participation in the CTC data reporting system, revised mandated reporter definitions (including with respect to board members and volunteers).

The Charter School will comply with AB 962 (2025) and all other laws regarding smartphone use policies.

The Charter School will comply with AB 772 (2025) regarding the adoption of a policy addressing cyberbullying occurring outside school hours.

The Charter School will comply with AB 715 (2025) and all applicable laws related thereto addressing anti-discrimination, including but not limited to with respect to curriculum and professional development.

The Charter School will comply with AB 1369 (2025) regarding students' rights to wear traditional tribal regalia or recognized objects of religious or cultural significance, as determined

by the student and the student's family, as an adornment at school graduation ceremonies or related school events.

The Charter School will comply with AB 1067 (2025) regarding misconduct investigations.

Element 7 (Balance of Racial/Ethnic, Special Education, and English Learner Students)

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” – Ed. Code § 47605(c)(5)(G)

[No DRL.]

School Plans for Achieving and Maintaining Racial and Ethnic Balance Reflective of Oakland's Population

FCSO is committed to maintaining a student population that reflects the racial and ethnic diversity of the City of Oakland. To achieve this, we implement robust multilingual outreach across all Oakland neighborhoods, maintain equitable and transparent admissions processes, and continuously monitor demographic data to guide outreach efforts. Our family engagement programs, culturally responsive instructional practices, and strong community partnerships help ensure that students and families from all racial and ethnic backgrounds feel welcomed and supported. Through these strategies, we work to ensure our enrollment remains representative of the broader Oakland community.

1. Community Outreach and Recruitment

FCSO proactively engages families across all neighborhoods, particularly communities that have historically been underserved.

Strategies:

- Join Oakland Enrolls, a non-profit organization that serves as a bridge connecting Oakland families regardless of their zip code or family income.
- Conduct outreach events in diverse communities and Day Care Centers in Oakland.
- Partner with community organizations, cultural centers, faith-based groups, and local nonprofits that serve families of various racial and ethnic backgrounds.
- Provide recruitment materials and events in multiple languages (e.g., Spanish, Chinese, Vietnamese, Arabic).
- Attend citywide enrollment fairs to reach a broad demographic of families.

- Use targeted information campaigns in neighborhoods not yet proportionally represented in enrollment.

2. Inclusive and Accessible Enrollment Practices

FCSO designs enrollment procedures that reduce barriers and ensure fair access.

Strategies:

- Using a lottery system when seats exceed demand, following transparent and non-discriminatory guidelines and waiting list [process].
- Providing enrollment support (online application help, translation, in-person assistance) to ensure equitable participation.
- Providing transportation assistance or clip cards if distance is a barrier for underrepresented neighborhoods.
- Hosting a Public lottery for admissions.

3. Family Engagement and Relationship Building

Building trust with families from different cultural backgrounds supports both recruitment and retention at our school.

Strategies:

- Host multicultural events such as the Winter Market and International Food Festival, family nights, Coffee and Tea with parents, Cafecitos, and open houses that represent Oakland's cultural diversity.
- Partner with parents and guardians as ambassadors who share information about the school in their communities.
- Implement ongoing, multilingual communication through email, text, and community apps like ParentSquare.
- Keep our families informed of all occurrences of students misbehavior and updates through weekly bulletins and quarterly newsletters.

4. Data Monitoring and Continuous Improvement

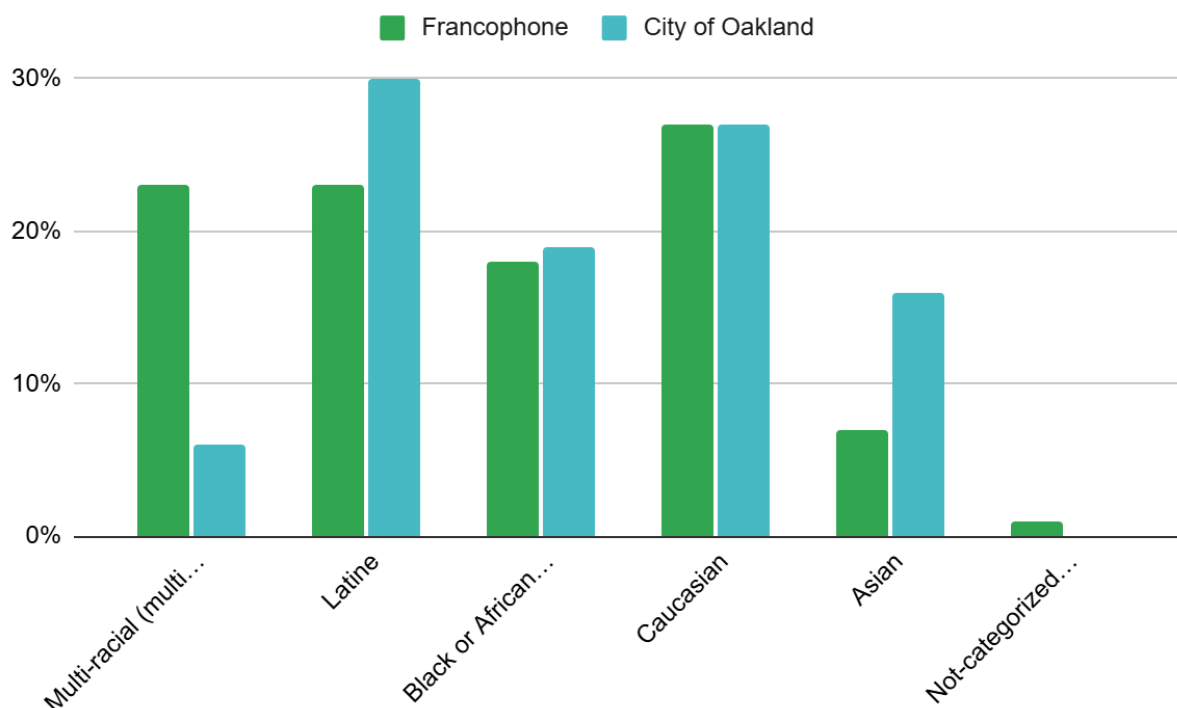
FCSO regularly reviews demographic data to ensure progress toward achieving racial and ethnic balance.

Strategies:

- Compare the school's enrollment percentages with current Oakland citywide demographic data each year. See chart below.

- Identify underrepresented racial or ethnic groups and implement targeted outreach in response.
- Monitor enrollment trends at key points: application periods, waitlist movement, mid-year transfers, and retention from grade to grade.
- Report demographic progress publicly through the school board, stakeholder meetings, or the School Accountability Report Card (SARC).
- Host 3 State of the School Meetings for all FCSO to keep our community informed of students' progress, inclusive and equitable culture updates, and Financial and operational sustainability updates.

FCSO vs. CITY OF OAKLAND DEMOGRAPHICS



U.S. Census Bureau (2023). *American Community Survey 5-year estimates*. Retrieved from *Census Reporter Profile page for Oakland, CA* <<http://censusreporter.org/profiles/16000US0653000-oakland-ca/>>

ANALYSIS

FCSO has significantly more multi-race families compared to the city of Oakland, and has significantly lower representation of Asian families. The demographics of Black or African American and White families are similarly represented. The Latine demographics has increased in the past two years and it is moving closer to the representation in Oakland.

5. Curriculum, Climate, and Cultural Responsiveness

As per our Strategic Plan, Fostering an equitable and inclusive culture is one of the essential priorities of the school. We strive to affirm and support diverse students to sustain racial and ethnic balance long term.

Strategies:

- Provide culturally responsive curriculum and professional development.
- Ensure representation in classroom materials, literature, and school celebrations.
- Implement restorative practices and anti-bias training for staff.
- Maintain programs that attract a diverse student population, such as dual language, arts integration, and STEM.

6. Collaboration with Oakland Unified School District (OUSD) and other Public Charter Schools

Coordination with other school districts in Oakland helps ensure citywide equity in enrollment patterns.

Strategies:

- Participate fully in Oakland Enrolls
- Engage in districtwide discussions on boundaries, choice zones, and diversity initiatives.
- Share data with OUSD to align outreach efforts with district enrollment priorities.
- FCSO participates in OaklandEnrolls to maximize its reach to the largest numbers of families across Oakland. EnrollOak translates information into multiple languages.
- Creating and distributing enrollment brochures and forms in various languages, including – but not limited to – English, French and Spanish, and emphasizing FCSO’s commitment to celebrating cultural identity and diversity of all people, not just those from the French-speaking world.
- Meetings with and presentations to local preschools and Head Start programs, afterschool and weekend French language programs, neighborhood groups, community organizations, churches and youth service organizations.
- Posting enrollment information on the website in multiple languages.
- Holding open houses and hosting scheduled tours for interested parents. During open enrollment season, FCSO will typically have 3-5 open houses, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores and sending information via direct mail.
- FCSO is offering more classes in the entering grades to allow more access to the local community and thus better represent the demographics of its neighboring families.
- Word of mouth about our school and Special Education program has created demand resulting in increased Special Education, Latine, and English Language student population.

FCSO evaluates the racial, ethnic, English learner, and special education diversity of its students and staff annually and, if necessary, modify its recruitment strategies in order to maintain a

balance that is representative of the jurisdiction in which Oakland Unified School District resides.

FCSO is committed to ensuring that they serve a diverse student body. The plan for the 2025-2026 school year's recruitment efforts are as follows:

Presentations at several Head Start Preschools

Participation in the following:

Oaktober Fest

Oakland Marathon

Dia de Los Muertos

Lunar Year Celebration

Black Joy Parade

Oakland Enrolls Fairs

Lake Festival

In addition, we offer Oakland families monthly school tours to learn more about the FCSD academic program and community in one of our in-person tours. Tours include a presentation about the school, testimonies by current families, and a question & answer session with our Executive Director, Principal, and Staff.

Lower Campus Tours (TK-2nd grade)
2634 Pleasant St, Oakland - 8:45–9:45am

- October 28th
- November 18th
- December 2nd
- December 16th
- January 13th
- January 27th
- February 10th
- February 24th
- March 10th
- March 24th
- April 21st

Upper Campus Tours (3rd-8th grade)
9736 Lawlor St, Oakland – 10-11am
Second Thursday of each month

Element 8 (Admissions Policies and Procedures)

“Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605].” – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

Upon request, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter, and a record of all written communications with parents related to admissions. These records shall be made available to the District upon request.

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Cal. Ed. Code section 47605(e)(2)(B).

Equitable and Inclusive Eligibility Criteria for Admission

FCSO admits all students who wish to attend, in accordance with Cal. Ed. Code §47605(e)(2)(A). FCSO is open to all Oakland and California residents, non-sectarian, and does not discriminate on the basis of race, color, religion, age, gender, gender expression, gender identity, sexual orientation, citizenship, disability, national or ethnic origin, or achievement level, in the administration of its admissions policies or educational programs. If the number of student applicants exceeds the Charter School’s capacity, enrollment (except for existing students of the Charter School) are admitted by a public random drawing. For enrollment in TK, the child must be age 4 by September 1, 2026. After enrolling the target number for that year, FCSO admits students by the strict order of the waiting list as per Oakland Enrolls and School priorities.

Admissions preference is given in the following sequence of priority, provided all enrollment materials are fully completed and submitted by the announced deadlines:

- Children of FCSO Founding Team and Founding Families,
- Siblings of current FCSO students,
- Children of FCSO employees,
- Children who qualify for Free or Reduced Lunch and reside in Oakland, CA,
- Children who reside in the OUSD local elementary school attendance area where FCSO is located, or children who are enrolled in this local elementary school, if this school serves 55% or more students who qualify for free or reduced-price meals,
- Children who reside within the boundaries of Oakland Unified School District,
- All other children in the State of California.

The Charter School will comply with the above requirements and preferences “shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation” per Education Code section 47605(e)(2)(B)(iii). The Charter School grants a preference for children who qualify for free or reduced-price meals and who reside in Oakland, as well as for children who reside in the attendance area where the Charter School is located. Other than the preference for siblings, which promotes access for all families, the only other high priority preferences for founding families and children of families represents a nominal percentage of enrollment.

Homeless and Foster Youth

Francophone adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

FCSO does not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Francophone does not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Francophone does not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Admissions Overview

Francophone Charter School shall admit all students who wish to attend, in accordance with the legal assurances mentioned above. If the number of student applicants exceeds the Charter School's capacity, enrollment (except for existing students of the Charter School) shall be determined by a public random drawing. Admissions preference will be given in the following sequence of priority, provided all enrollment materials are fully completed and submitted by the announced deadlines.

Founding Families are families committed to the mission and vision of the Charter School who completed 50 hours of volunteer-based service prior to January 31, 2015. Enrollment priority through Founding Family status is afforded to recognize the effort needed to start a new school within a short amount of time.

Volunteering for the school is always optional and outside of Founding Family status, does not grant any enrollment priority. The school will not rescind a student's enrollment if the student/family does not complete volunteer hours. Similarly, monetary contributions or attendance of school tours and open houses prior to enrollment are not required and do not grant any advantages for admissions. The Charter School hereby notifies the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. The Charter School agrees to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Application forms are available online at the OaklandEnrolls Platform. Parents are encouraged and welcome to visit the school office to get the tech and/or technical support to upload their applications and documents. Parents are informed with fliers, during school tours and through our website on the application process. The availability of applications for admission and the deadline for these applications is coordinated with Oakland Enrolls in partnership with other

local schools to give families the opportunity to consider the full range of educational opportunities available to them.

Families are highly encouraged – but not required – to attend a Parent Information Meeting to better understand the Charter School and its educational programs. Francophone Charter School of Oakland participates in EnrollOAK and abides by the EnrollOAK timelines.

Submitted application forms will be date and time stamped when they are received and student names added to an application roster to track receipt. If by the close of open enrollment, the number of applications received is less than the number of spaces available, all applicants will be accepted and enrolled in the Charter School, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission will result in the loss of opportunity for admission and enrollment preferences as listed above. However, late applications will be saved in case the school wait list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission priority list as defined above. In this scenario, students may be placed at the end of the wait list. Wait lists will be used for the school year for which they were created and will not carry over to any subsequent school year.

Families of students who are offered admission in early March will have until April 30th to complete admission on School Pathway. Offers are made starting on March 3, after the public lottery and works on a rolling basis depending on availability. For offers made after April 30th, we let families know the availability and support them via email and telephone calls, if they are interested, we encourage them to complete their applications as soon as possible. They confirm in writing their intent to enroll and submit an enrollment packet⁵⁰ including:

- signed Three-Way Contract
- emergency medical information,
- proof of age (e.g. birth certificate),
- proof of address, and
- immunization records.

Public Random Drawing

Should the number of students applying for admission exceed capacity, a Public Random Drawing will be held to determine admission, per the requirements of Education Code § 47605(e)(2)(B). Any families who decline admission or who fail to confirm will lose their position to the next name on the wait list. The wait list will be valid for the duration of the school year and will not carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the wait list. To be effective, the two-way language

⁵⁰ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

immersion (TWI) model requires roughly equal numbers of francophone⁵¹ and non-francophone students⁵². Therefore, the single public random drawing will allocate enrollment based on the French language proficiency of the student (determined by a review of French language skills if necessary)⁵³.

Public Random Drawing Lottery Procedures

1. The public random drawing will take place within a few days after closing the open enrollment period and we follow the Oakland Enrolls timeline.
2. The drawing will take place online and it's announced to all applicants, allowing all interested parties to observe the drawing.
3. The drawing will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. Families who submit complete application forms prior to the February deadline will be notified in writing regarding the date, time and location of the drawing, and rules for the process of the drawing. While all families are welcome to attend online, attendance at the drawing is not required for admission to the Charter School.
5. All interested parties will know, prior to the holding of the drawing, how many openings are available per grade level at the Charter School. This information will be posted on the school's website and emailed to all school applicants.
6. All students claiming grade-level French language proficiency (francophone) will be scheduled for a French Language Review on a Saturday shortly after the close of the open enrollment period.
7. The drawing shall draw names for francophone and non-francophone children for Transitional Kindergarten and Kindergarten.
8. In line with recommendations from the California Department of Education's Two-Way Language Immersion Program FAQ (www.cde.ca.gov/sp/el/ip/faq.asp), applicants applying to the Charter School to Second Grade or higher grade will need to have some level of proficiency in French to make sure they will feel welcome, adapt to the immersion program

⁵¹ Children will be tested for their French proficiency and must be proficient in French at the grade level to which they are applying. For students applying for Transitional Kindergarten and Kindergarten, the French language review will consist of an interview with a designated francophone. For students applying for 1st grade and up, the review will assess reading, writing and conversation abilities of the student and will be conducted by a francophone teacher or someone designated by the Executive Director or Board of Directors. The Executive Director and/or Board of Directors may modify French language review requirements so that they continue to be aligned with best practices in language immersion education and early language acquisition.

⁵² Francophone Charter School aims to have 50% francophone in each inaugural class in order for the language immersion program to be most successful. After the first year of operation, all students applying to fill any available spaces in first grade and above will be tested for French language proficiency and will be expected to have a level of French proficiency similar to students in the grade for which they will be enrolling in the Charter School.

⁵³ This approach to the public random drawing is designed to enable Francophone Charter School to achieve its program goals, is used by other TWI language immersion schools in the area, and conforms with the enrollment balance described by the California Department of Education in its FAQs related to two-way immersion programs (www.cde.ca.gov/sp/el/ip/faq.asp). However, the lottery procedure may need to be amended during any period of eligibility for the Public Charter Schools Grant Program (PCSGP) in accordance with the Request for Applications approved by the State Board of Education. Any and all modifications to the enrollment preferences and procedures described in the petition require formal approval by the authorizer as this will be considered a material revision of the charter petition.

and have a basic level of proficiency to be able to follow directions and complete some basic assignments.

9. Beginning with the highest grade, francophone and then non-francophone names shall be drawn by a Charter School administrator. The drawing will be structured to balance the number of francophones and non-francophones. The target for the composition of each grade is half francophones minus 1 and half non-francophones plus 1. This ratio may be adjusted depending on the number of francophone applicants. There will be a separate drawing for each language group, and fifty percent (50%) of the slots in each grade will be reserved for francophones. Francophones are children who are considered fluent in French at a level similar to that of the students in the class they are enrolling in (and may be fluent in English or other languages). Non-francophones are children who are not fluent in French. Before entering the drawing, francophone/bilingual applicants may be assessed to determine their language proficiency by a qualified staff member. In all other aspects, the drawing for students enrolling in the Charter School will follow all of the above school wide guidelines.
10. The drawing shall continue until all names in each grade level are drawn.
11. If an applicant who is offered a slot during the process described above has a sibling(s) who has (have) also applied for admission during the current enrollment period, that sibling(s) will be offered the next available slot(s) that matches their grade and language proficiency, or if no such slot(s) remain they will be placed in the first available slot(s) on the appropriate waitlist.
12. Subject to the Executive Director's determination, as applicable, if slots for Francophone Kindergarten students remain and all the remaining Kindergarten applicants on the waitlist are non-Francophone, then these slots will be assigned to Kindergarten applicants who are non-Francophone. The slots will be assigned to applicants based on their order on the non-Francophone waitlist. If the ratio of Francophone/non-Francophone students is drifting away from the school's goal of about 50/50 for a dual immersion program, the ED may recommend to the Board of Directors that an additional round of enrollment take place in order to allow the school to meet its dual immersion model.
13. Those individuals whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn, except if the preferences described above require otherwise.
14. Potential students on the waitlist shall provide contact information on their application/drawing forms in the event that space becomes available. Families promoted off of the waitlist shall be informed by telephone and in writing and shall have a maximum of five (5) business days to respond, or two (2) business days once the school year has started. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
15. If a student is admitted from the waitlist, and also has a sibling on the waitlist, the sibling will move to the top of the waitlist for the applicable grade.
16. If a person becomes employed by the Charter School after the lottery is conducted, his or her child(ren) is entitled to be placed at the top of the waitlist for the applicable grade(s), after siblings of enrolled or admitted students.
17. Any families who decline admission or who fail to confirm will lose their position to the next name on the waitlist. The waitlist will be valid for the duration of the school year and will not

carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the waitlist.

18. If after the end of the enrollment period and/or public random drawing, unfilled spots remain for an individual grade, the ED or their designee may announce and undertake a second enrollment period, followed by another public random drawing, if appropriate
19. Applications received after the close of open enrollment will be added to the waitlist after the drawing, in order received, and will be contacted for enrollment when the drawing waitlist is exhausted.
20. Results of the drawing are communicated to parents by Oakland Enrolls via email and text messages. We follow up with phone calls if the families don't respond to the offer. Applicants may also contact the Charter School to ascertain an individual student's status on the waitlist.
21. Applicants offered slots for the coming academic year will have acceptance decisions mailed to them within one week of the date of the public random drawing. Families of applicants accepted for enrollment must confirm their enrollment by the published confirmation deadline.
22. Applicants who do not return their acceptance form by this date will have their offer of enrollment withdrawn and if such an applicant changes their mind at a later date, they will be placed at the end of any and all waitlists that exist at that time. Enrollment offers are valid only for the applied for academic year. There is no option to defer an offer for enrollment.
23. The Board of Directors authorizes the Executive Director or their designees to take the necessary reasonable steps to address issues raised on the evening of the public random drawing that are not addressed specifically by this policy.

Student Recruitment and Enrollment Growth

Francophone Charter School will use a variety of strategies to actively recruit a diverse student population that understands and values the Charter School's mission and is committed to the Charter School's instructional and operational philosophy. The Charter School will conduct an annual review of the diversity of its students in order to target outreach to underserved communities so that the student body of Francophone Charter School is representative of the jurisdiction in which OUSD resides.

Element 9 (Independent Financial Audits)

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” – Ed. Code § 47605(c)(5)(I)

[No DRL.]

- An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.
- The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.
- The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 1st of December of each year. The Head of School, COO/CFO, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.
- The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 (Procedures by which Pupils Can Be Suspended or Expelled)

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(C), Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason. (Note: This shall not apply to actions taken by Charter School pursuant to legally permissible expulsion procedures.)

Additional FCSO Procedures to Ensure Federal and State Constitutional and Substantive Due Process Regarding Discipline

The Charter School's specific procedures to ensure federal and state constitutional and substantive due process regarding discipline are set forth below under the heading "Suspension and Expulsion Policy" in addition to the other content set forth in this element.

At FCSO, we have had no expulsions or suspensions in the past 2 years. We focus our efforts on restorative practices and have trained 100% of school staff in conducting restorative justice circles and conversations.

We have also trained all our middle school students to serve as Safe School Ambassadors to prevent and reduce bullying and mistreatment. The purpose and goals of School Ambassadors are:

- Student-led approach
- Students as peacemakers
- Skills training in nonviolent communication
- Intervene in bullying, cyberbullying, and harassment.
- Skills and motivation to intervene positively when they witness mistreatment

- Regular meetings with adult mentors
- Restorative practices: learn from mistakes and make amends

In addition to OCS Student Discipline Guidelines, and our Restorative Practices, to comply with procedural and substantive due process under the U.S. Constitution, primarily the 14th Amendment, and related state constitutional provisions, FCSO implements the procedures listed in our Comprehensive School Safety Plan that includes Instructional Continuity Plan. These plans get updated each year to include new legislation and student needs.

Other Additional Compliance Measures

1. Training for Staff

- Annual training on:
 - Restorative Practices
 - Bullying prevention
 - Reporting and Proper documentation
 - Fair and unbiased investigations and classroom rules

2. Documentation Procedures

- Maintain thorough disciplinary records, including:
 - Incident reports
 - Witness statements
 - Evidence reviewed
 - Notices sent
 - Decisions made

3. Policies and Handbooks

- Publish clear policies that:
 - Explain student rights
 - Outline disciplinary procedures
 - Provide timelines for each stage

4. Special Education Compliance

- Ensure manifestation determination reviews for students with disabilities.
- Adhere to IDEA and Section 504 protections.

5. Regular Policy Review

- Periodically review disciplinary policies for legal updates, court decisions, and state law changes.

SCHOOL CLIMATE

At FCSO, we update procedures to ensure compliance with federal and state constitutional procedural and substantive due process requirements, and make every effort to ensure that each student's school experience is rich and significant, and that the environment is orderly, warm, and conducive to learning. FCSO fosters a commonality of purpose and a sense of connection and belonging among students, parents, school staff, and the community-at-large.

Five Keys to a Positive School Climate and Culture at Francophone Charter School:

- A. All students and adults feel welcomed, respected, and connected to the school.
- B. Clear behavioral expectations are affirmed, modeled, taught, practiced, and assessed.
- C. The entire school community supports a positive, high-performing learning culture.
- D. The school promotes students' personal, social, emotional, civic, and ethical development, in alignment with their academic development.
- E. Students' individual learning styles are honored and supported, as well as their practices in school citizenship.

FOSTERING POSITIVE BEHAVIOR

Our school has three simple, powerful rules: *Be Safe, Be Respectful, Be Responsible*

These rules are broken down into specific desired behaviors in each area of the school, in our code of conduct, located below. Teachers and administrators frame these positively. For example, rather than "don't run in the hallway", we say "please walk in the hallway." We also teach and explain the importance of the behaviors we want to see. For example, students learn and discuss *why "we walk"* in the hallway and how their actions in the hallway have an important impact on their peers in the school.

After teaching and modeling these behaviors, we reinforce in several ways, including:

- A. In-class systems in which students may earn choice time or other desired activities with their classroom teachers.
- B. School-wide "Bravo!" tickets designed for all staff to recognize students frequently for being safe, respectful, and responsible in their daily school activities.
- C. Student recognition in monthly assemblies, newsletters, and social media.
- D. Teachers referring students to the Director of Upper School or the Executive Director's office for making exceptional choices or contributions in class.

GUIDING PRINCIPLES

Our school-wide behavior plan seeks:

- To promote equality among students, to be understood by all, and to be applied fairly.
- To ensure a safe and predictable learning environment for our students to make academic risk-taking and innovation the norm.
- For students to understand the consequences of their actions and to take responsibility for repairing the harm.
- To maximize instructional minutes giving our students access to a quality education.
- To foster and instill in our students a sense of ethics and global citizenship.
- To minimize loss of class time and to avoid exclusionary practices.

BEHAVIOR EXPECTATIONS

The purpose of FCSO's behavior expectations is to create an environment in which all students can reach their full potential. In order to do this, staff, students, and parents must work together to create a respectful and safe learning environment. Using consistent behavior expectations, also known as a Code of Conduct, we seek to maximize clarity for students, consistency among staff members, and trust with families.

RESTORATIVE PRACTICES

FCSO uses restorative practices to foster trust and community and to provide a framework for repairing harm and restoring relationships when harm occurs. Restorative practices foster accountability, reflection, and empathy among students, staff, and community members alike. To read more about restorative practices, please [click here](#).

DISCIPLINE

In addition to restorative practices, when unwanted student behavior persists, disrupts the learning environment, or violates the rights and safety of others in the community, FCSO staff uses progressive discipline. Progressive discipline uses incremental interventions and consequences to address unwanted or inappropriate behavior with two goals: to hold students accountable and to teach prosocial behavior.

Progressive discipline is designed to help a student to:

- Understand why the behavior is unacceptable and not permitted
- Understand the impact the behavior had and the harm it caused
- Understand what they could have done differently in the same situation
- Take responsibility for their actions
- Learn and practice new strategies and skills to use in the future
- Be informed of more stringent consequences if the behavior continues

SUSPENSION AND EXPULSION

School administration may recommend suspension or expulsion for offenses that violate the school charter. For a complete copy of the School's Suspension and Expulsion Policy, including a full list of offenses which may lead to suspension or expulsion, please see the front office.

PBIS IN THE CLASSROOM

Our teachers are trained to build positive relationships with students and to create classrooms and use pedagogical approaches that ensure students have the optimal environment in which to learn. To ensure positive behavior, teachers continually examine the structures and systems in the classroom, and use engagement and differentiation strategies that motivate students to learn and act as positive citizens of FCSO..

At the same time, young people are developmentally primed to break rules and test limits and to develop personalized strategies for self-regulation. Therefore, we ask teachers to use a consistent approach to redirecting students who are not meeting behavior expectations in the classroom. Teachers are asked to use a progressive system of behavior management that includes:

STEP 1: Revise teaching strategy

STEP 2: Redirect negative student behavior

STEP 3: Have a one-on-one conversation with the student

STEP 4: In-class consequence

STEP 5: Reach out to other adults for support

If Steps 1-4 are not successful in helping a student re-engage in learning, the teacher will consult with a colleague and the student's family to develop a plan to support the student in making needed changes.

In extreme instances of major or chronic behavior concerns, teachers may refer students to the Director of Upper School or the Executive Director.

CODE OF CONDUCT

Our code of conduct is based on the principles of positive behavior intervention and support. Behavior expectations are based on School Values.

How We Define Our Values

B	Belonging	We are one community, showing compassion and welcoming all.
R	Respect	We acknowledge and appreciate each other by treating everyone and our environment with care and dignity.
I	Integrity	We are honest because it brings out the best in us.
J	Joie de Vivre	We joyfully embrace life and learning every day.
E	Excellence	We expect and strive to do our best in everything we do.

ELECTRONIC DEVICES

Use by students of electronic devices, including but not limited to wearables, watches, music players, handheld gaming devices, tablets, is prohibited during the school day unless they are distributed by the teacher as part of a planned lesson. If a student must bring any of these items for use during after-school hours, the item must be kept in the student's backpack and turned completely off during the school day. Any electronic device in use during school hours will be confiscated and returned only to a parent/guardian.

TOYS AT SCHOOL

Except for pre-approved items brought for a school lesson (e.g. Show and Tell time), toys (such as dolls, stuffed animals, vehicles, playing cards, action figurines, etc.) may not be brought to school for use during the school day. Any toys being played with during school hours will be confiscated and returned only to a parent/guardian. During the first month of school, kindergarteners (including those in transitional kindergarten) are granted an exception to this policy for the purpose of having a "comfort object" that may help with separation anxiety.

SMOKE-FREE ZONE

Parents and visitors are asked to support the school's effort to maintain a "Smoke Free Zone." Please refrain from smoking on campus or at any school event or activity. Students are prohibited from smoking, possessing tobacco or tobacco alternative products,

ALCOHOL

FCSO also prohibits the consumption of alcohol on school property. Exceptions to this alcohol policy may be approved in advance by the Board for a specified time and date, for events such as an evening fundraising dinner.

DRUGS

Francophone Charter School prohibits the use of illicit drugs on school property at all times. For guidelines regarding prescription medication use, please refer to our Student Medication policy, above.

DANGERS OF SYNTHETIC DRUGS

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl. The California Department of Public Health (“CDPH”), has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch [can be found here](#).

DRESS CODE

FCSO’s student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and fairly.

Allowable Dress

- Students must wear clothing including both a shirt with pants, shorts, skirt, or the equivalent and shoes.
- Shirts, dresses and pants must have fabric in the front, back, and on the sides
- Clothing must cover undergarments (bra and underwear) - waistbands and bra straps **excluded**.
- Fabric covering all private parts must not be sheer or see-through.

- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoods must allow the student face and ears to be visible to staff. Headwear worn for purposes of religious observance is permitted.
- Clothing must be suitable for all scheduled classroom activities
- Shoes must be appropriate for PE (athletic shoes) - refer to PE instructor for specifics
- **Non-Allowable Dress**
 - Clothing may not depict, advertise or advocate gang affiliations, weapons, the use of alcohol, tobacco, marijuana or other controlled substances.
 - Clothing may not depict pornography, nudity or sexual acts.
 - Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
 - Clothing must not threaten the health or safety of any other student or staff.
 - If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

ACCEPTABLE USE OF TECHNOLOGY POLICY AND AGREEMENT

FCSO provides technology to support its instructional program and to further student learning. Students and staff are expected to use these resources in a responsible, efficient, ethical, and legal manner.

These technologies are provided as a privilege to the user. This Acceptable Use Policy and Agreement describes the school's expectations and the responsibilities of each user.

Access

As part of FCSO's educational program, users will have the opportunity to use networked computers, which are connected to the Internet, email, and personal and shared folders. While the School uses a "filter" to help prevent the accessing of inappropriate content and websites, the School cannot guarantee the accuracy of the information or the appropriateness of any material that a user may encounter.

Supervision

Teachers shall supervise students while using on-line services at the school site, and may have teaching assistants and volunteers assist in this supervision. Teachers will make their best effort to ensure that students are supervised while using on-line services. The Executive Director may establish guidelines and limits on their use.

User Responsibilities

Users must:

1. Use the network in accordance with the school's code of conduct.

2. Cite sources of information properly. Users must obtain the author's permission before placing copyrighted material on the system and may download copyrighted material for their own use only.
3. Use the network only for purposes related to education. Commercial, political, and/or personal use unrelated to an educational purpose is strictly prohibited.
4. Be courteous and respectful in their messages to others.
5. Use appropriate language.

Users are prohibited from:

- 1) Accessing, posting, submitting, publishing or displaying harmful matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion or political beliefs.
- 2) Degrading or disrupting equipment or system performance. Vandalism will result in the cancellation of user privileges and will be viewed as criminal activity under applicable state and federal law. Vandalism includes the intentional uploading, downloading or creating of computer viruses and/or any malicious attempt to harm or destroy school equipment or materials or the data of any other user.
- 3) Using the system to encourage the use of drugs, alcohol or tobacco, nor promoting unethical practices of any activity prohibited by law or school policy.
- 4) Changing the data or trespassing into the account of another user. Users shall not read other users' mail or files, attempt to interfere with other users' ability to send or receive an email, nor shall they attempt to read, delete, copy, modify or forge other users' mail.
- 5) Gaining unauthorized access to resources or entities.

Users are expected to:

- Use only their account and password and keep their password private. Report to a teacher or administrator any unsolicited email, security problems, or information that makes them uncomfortable.
- Recognize that email and computer files are not guaranteed to be private. FCSO will make reasonable efforts to protect the electronic files of every user. However, a user's files may be reviewed, collected, and/or used by the school: (a) as required by law, (b) as part of system maintenance activity, (c) when there is reason to believe an account is being used improperly or illegally, or (d) with the permission of the account holder.
- Use the school address and phone number only. Students should refrain from revealing their image, home address or phone numbers, or those of other students or staff members.

Inappropriate Use

Each user is held responsible for his or her actions and activity on the network. Unacceptable uses of the network will result in the suspension or revoking of these privileges. The Executive Director shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke or suspend a user's access at any time. The decision of the Executive Director shall be final.

LOST OR DAMAGED SCHOOL PROPERTY

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that

has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

PROFESSIONAL BOUNDARIES: STAFF/STUDENT INTERACTION POLICY

FCSO recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, FCSO complies with notification requirements included in Cal. Ed. Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

FCSO complies with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference in the Families Handbook, as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

Suspension and Expulsion Policy

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Francophone. The full Policy can be found at Front Office.

In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter Schools is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and

procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's office.

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by Francophone for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing to challenge the involuntary removal, before the effective date of the action. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Francophone issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. The first day is "in school suspension" and the following day of the suspension is treated the same as a suspension in terms of process.
2. The Executive Director or designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.
3. The Executive Director or designee in writing may extend a student's suspension pending final decision by the Governing Board on a recommendation for expulsion.

4. The Executive Director or designee may discipline a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). This student is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Francophone Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Francophone Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

GROUPS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

ENUMERATED OFFENSES

A. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- 1. Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2. Willfully used force or violence upon the person of another, except self-defense.
- 3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and database
7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or support shall not be suspended solely for that disclosure.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a

gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers, and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- b) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b)
22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

B. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

C. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or support shall not be suspended solely for that disclosure.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
16. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or students by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - a. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Francophone Charter School.
 - b. "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
21. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
22. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

D. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURE

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Francophone Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Francophone Charter School personnel. If a student is

suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Francophone Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Francophone Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when Francophone Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following determinations:

- 1) the pupil's presence will be disruptive to the education process; or
- 2) the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

AUTHORITY TO EXPEL

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Governing Board following a hearing before it or by the neutral and impartial Governing Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and either a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

The Charter School will provide advanced notification (in alignment with parent notification) of the expulsion hearing to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District representative may attend.

The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Francophone Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Francophone Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Francophone Charter School will proceed with the expulsion process even if the student/family does not attend the hearing or if the student is withdrawn prior to the hearing, so that the new/next school is notified if the student was recommended for expulsion, if the student was ultimately expelled due to an expellable offense, and/or if an alternative school placement is necessary.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

Francophone Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by Francophone Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five

days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. Francophone Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Francophone Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Francophone Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness

and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or certified written transcript, of the hearing. All documentation shall be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion hearing decision.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board, which will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Executive Director or designee, following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Francophone Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student

In accordance with AB 1360 Bonta, no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. For all suspensions under 10 days, the school will provide students/family with the required notice of suspension.

For suspensions that are greater than 10 days and expulsions, the school will provide the student/family with the required expulsion notification and due process rights. Furthermore, the hearing will be conducted by a "neutral officer.

DISCIPLINARY RECORDS

Francophone Charter School shall maintain records of all student suspensions and expulsions at Francophone Charter School. Such records shall be made available to the authorizer upon request.

NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from Francophone Charter School as the Governing Board decision to expel shall be final.

EXPULLED PUPILS/ALTERNATIVE EDUCATION

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

REHABILITATION PLANS

Students who are expelled from Francophone Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to Francophone Charter School for readmission.

READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school, district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Francophone Charter School's capacity at the time the student seeks readmission.

NOTICE TO TEACHERS

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OR INVOLUNTARY REMOVAL OF STUDENTS WITH DISABILITIES

1. Notification of District

Francophone Charter School shall immediately notify the District and coordinate the procedures in this policy with the District the discipline of any student with a disability or student who

Francophone Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Francophone Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
- c) If Francophone Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Francophone Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that Francophone Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If Francophone Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Francophone Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Francophone Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Francophone Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

5. Special Circumstances

Francophone Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP /504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Francophone Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Francophone Charter School had knowledge that the student was disabled before the behavior occurred.

Francophone Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Francophone Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Francophone Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Francophone Charter School supervisory personnel.

If Francophone Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Francophone Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Francophone Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Francophone Charter School pending the results of the evaluation.

Francophone Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 (Employee Retirement Systems)

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” – Ed. Code § 47605(c)(5)(K)

[No DRL.]

All employees of Francophone Charter School of Oakland are eligible for a 403b or Roth 403b account through a select list of service providers. Employees may contribute at any rate.

The Operations Administrator of FCSO ensures that appropriate arrangements for the coverage have been made. FCSO makes contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. FCSO does not participate in STRS or PERS.

Element 12 (Pupil Attendance Alternatives)

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

Francophone Charter School of Oakland recognizes that pupil attendance is voluntary and no pupil shall be required to attend FCSO. Students who opt not to attend The Charter School may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in The Charter School will be notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in The Charter School, except to the extent that such a right is extended by Oakland Unified School District.

Element 13 (Employee Rights of Return)

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Francophone Charter School of Oakland (FCSO) shall be deemed the exclusive public school employer of FCSO teachers, staff and other employees of FCSO. No employee shall be required to work at Francophone Charter School of Oakland (FCSO). Sick or vacation leave or years of service credit at OUSD or any other school district will not be transferred to FCSO. Employment by FCSO provides no rights of employment at any other entity, including any rights in the case of closure of FCSO.

Element 14 (Dispute Resolution)

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 *et seq.* The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an

alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Complaints by Students and Employees

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter School regarding this Charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter between the District and Charter School, except any controversy or claim that in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

Claudia Lee, Executive Director
Francophone Charter School of Oakland
9736 Lawlor Street
Oakland, CA 94605

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic mail.

The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 calendar days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Element 15 (Closure Procedures)

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter Schools shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure

Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter Schools shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both

active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be submitted to OCS in accordance with District procedures.
4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall inform OCS immediately upon the transfer of Charter School's employee records to the designee.
6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
 - a. Name and contact of person(s) handling the liquidation;
 - b. Each item in excess of \$500 (computers, laptops, printers, and other equipment);
 - c. An identification number that corresponds to a tag on that item;
 - d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars (\$1,000,000) per occurrence, and two million dollars (\$2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars (\$1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys’ fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District is a separately legal entity and is not responsible for performing any of the Charter School’s obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:

- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
 - Preliminary budget
 - Local control and accountability plan and update
 - First interim financial report
 - Second interim financial report
 - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
 - Annual independent audit report (Ed. Code § 47605(m))
 - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
 - 20 day attendance report (Ed. Code § 47652(a))
 - Monthly attendance reports
 - Principal Apportionment Data (P1, P2, and P-Annual)
 - Monthly student exit reports (Ed. Code § 47605(e)(3))
- Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
- Any other reports and data as requested.

Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Cal. Ed. Code Section 47605(h).

FCSO will operate its program in one facility:

A privately leased facility that includes a West Campus on 2365 Coolidge Avenue, and East Campus at 2430 Coolidge Avenue, across the street. Francophone plans to use the East Campus for the TK-1st grade classrooms, the resource rooms, BASC, cafeteria, ELD classroom, playground, recreation areas, and teachers/administration offices in buildings 300, 302, 304, 305, 310, 315, 320, 325, 330, 335, 340, 345, 350, 355, 360, and parking lots 550-560. On the West Campus we will operate 2nd-8th grade classrooms, science lab, library, cafeteria, teachers' lounge, parents' office, recreation areas, and administration offices at buildings 220, 225, 245, 246, 247, Parking Lot 520 and Patio Space 515. See Exhibit 3.

We sent the intention to vacate letter to OUSD on October 30th, 2025, for the premises located at 9736 Lawlor Street (Toler Heights Campus) and are negotiating the early termination terms for the private lease facility at 2620 Pleasant Street (St. Jarlath Site) for which we intend to pay the remaining

rent.

APPENDIX 1 - LCAP

Local Control and Accountability Plan Annual Update

The instructions for completing the Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Francophone Charter School of Oakland	Claudia Lee, Executive Director	claudia@francophoneschool.org; 510.746.0700

Goals and Actions

Goal 1

Goal #	Description
1	Francophone will provide an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DELF French literacy assessments: % meeting expectations	2020: A1.1: 100% A1.2 100% A2: 97%	2022 A1.1: 86% A1.2 100% A2 100% Source: Local Data	Data will not be available until after LCAP publication. Data Year: 2022-23	2023 A1.1 95% Data Year: 2023-24	95% Data Year: 2023-24 Source: Local Data
NWEA MAP Reading and Math % of students meeting Fall to Spring growth targets	2020-21 Reading: 40% Math: 44%	21-22 Spring Reading: 56% Math: 72% Source: Local Data	Reading: 44% Math: 48% Data Year: Fall to Winter 2022-23 Data Source: NWEA Map Export File	Reading: 39% Math: 48% Data Year: Fall to Winter 2023-24 Data Source: NWEA Map	Reading: 46% Math: 50% Data Year: 2023-24 Source: Local Data

CAASPP: % of students meeting or exceeding standard in ELA and Math for all students and all numerically significant subgroups	2018-19 ELA: All students: 85.9% SED: 85.7% Hispanic/Latinx: 100% Two or More Races: 85.7% White: 87.9%	2020-21 ELA All: 44.0% SED: 35% EL: 7.7% SWD: 22.2% Af Am: 29.2% Hisp: 46.4% 2 or more races: 50% White: 42.6%	ELA All: 73.53% SED: 50% EL: 25% SWD: 50% Af Am: 47.62% Hisp: 54.84% 2 or more races: 87.87% White: 86.67%	ELA All: 69% SED: 64% EL: 28% SWD: 35% Af Am: 65% Hisp: 45% 2 or more races: 82% White: 69% Asian: 87%	ELA All students: 58% SED: 58% Data Year: 2022-23 Data Source: Dataquest
	2018-19 Math: All students: 74.3% SED: 71.4% Two or More Races: 92.9% White: 75.8%	2020-21 Math All: 41.0% SED: 35% EL: 15.4% SWD: 33.3% Af Am: 29.2% Hisp: 35.7% 2 or more races: 50% White: 38.3% Source: Dataquest 2021	Math All: 57.35% SED: 46.66% EL: 12.5% SWD: 31.25% Af Am: 28.57% Hisp: 38.71% 2 or more races: 66.66% White: 73.33% Data Year: 2021-22	Math All: 49% SED: 48% EL: 6% SWD: 30% Af Am: 39% Hisp: 24% 2 or more races: 56% White: 73.33% Asian: 85% Data Year: 2022-23	Math All Students: 58% SED: 58%

CA Science Test (CAST): % of students meeting or exceeding standard for all students and all numerically significant subgroups	2018-19: No data released due to small # of students tested	CAST not administered in 2021 due to pandemic	All: 55% Hisp: 36.36% Two or More Races: 61.53% Data Year: 2021-22	All: 46% SED:45% EL: 0% SWD: 40% Af Am: 44% Hisp: 20% 2 or more races: 50% White: 46% Asian: 100% Data Year: 2022-23	65%
ELPAC: % of students scoring a 3 or 4	71.4%	2021 61.5% Source: Dataquest 2021	Level 3 or 4: 69.8% Data Year: 2021-22 Data Source: DataQuest	Level 3 or 4: 69% Data Year: 2022-23 Data Source: DataQuest	70% Data Year: 2022-23 Data Source: Dataquest
English Learner Progress Indicator (ELPI)	No CA Dashboard Indicator provided	No CA Dashboard Indicator provided	51.9% Data Year: 2021-22	63.6% Very High Progress Level Data Year: 2022-23	Medium Progress Level 45-55% Data Year: 2022-23 Data Source: CA Dashboard
EL reclassification rate	2019-20: 14.6%	2020-21: 2.9% Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22	Data release delayed by the CDE	>10% Data Year: 2022-23 Data Source: Dataquest
% of students with access to their own copies of standards-aligned materials for use at home and at school	100% Source: 2021 CA Dashboard	100% Source: 2022 CA Dashboard Local Indicator	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Source: 2024 CA Dashboard Local Indicator

% of teachers properly credentialed and assigned, including EL teachers	2018-19: 100% fully credentialed and 1 teacher teaching outside subject area of competence	1 teacher misassigned/92% appropriately assigned Source: 2021 CA Dashboard	69% effective per ESSA 4 misassignments Data Year: 2020-21 Data Source: SARC	71% effective per ESSA 3 misassignments Data Year: 2021-22 Data Source: SARC	100% Data Year: 2021-22 Data Source: SARC
Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation: ELD, NGSS, History/Social Science Standards; Full Implementation: Math & ELA standards; Full Implementation and Sustainability of World Language Standards Source: 2021 CA Dashboard	Initial Implementation: Next Generation Science Standards Full Implementation: ELA, ELD, Mathematics, History-Social Science Source: 2022 CA Dashboard Local Indicators	Initial Implementation: Next Generation Science Standards Full Implementation: ELA, ELD, Mathematics, History-Social Science Source: 2023 CA Dashboard Local Indicators	Initial Implementation: Next Generation Science Standards Full Implementation: ELA, ELD, Mathematics, History-Social Science Source: 2024 CA Dashboard Local Indicators	Full Implementation and Sustainability for all CCSS and ELD standards Source: 2024 CA Dashboard Local Indicators

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The school has successfully implemented our high-quality French/English bilingual instruction model and multi-tiered systems of support using tools to place students in strategic groups for small group instruction in reading, math, and ELD. The school completed a Fidelity Integrity Assessment to determine the level of implementation of the MTSS program and it is currently at 71%, which is a huge improvement compared to previous years. There is a high degree of collaboration in grade level teams to address the needs of all students. Teacher retention is high and instructional leadership supportive, making it easier to successfully implement these actions. This year the school was able to replace the aging devices that had made online testing and the use of adaptive software programs challenging in previous years. An entirely new Chromebook cart was also added to provide additional devices. The use of Clever for single sign-on and allocating students to specific programs has also made the use of instructional software/assessments much easier than in previous years. One staff member also provides a great deal of support with using technology to teachers when needed.

Based on teacher feedback, Professional Development time has been allocated to common planning time for development of long term and short term instructional plans, and common assessments to monitor student progress. Teachers and administrators are researching curriculum programs that use the Science of Reading literacy development tenets for TK-2nd grades. Teachers are engaged in MAP data analysis to inform instruction and have participated in a Universal Design for Learning professional development session. Two teachers were able to attend the BGLAD Elementary training to build strategies for language acquisition in the classroom. Also, the new teacher-facing rubric for instructional excellence has been completed and is being used with positive feedback from teachers.

It continues to be challenging to provide instructional support with the principal split across two campuses. Hiring foreign teachers who meet the CA credentialing requirements is a continual challenge. The school has invested in a contract with Education for Change to provide support in this area going forward. Additionally, it is challenging for foreign teachers to acclimate to teaching in an American school system that is so different from that of their country.

Additionally, the number of enrolled English learners more than doubled from 35 in 2021-22 to 73 in 2022-23. To ensure these students receive the English language acquisition support they need, we bolstered the ELD program with teachers providing small group instruction to English learners and additional curricular resources. Determining the most efficient way to provide this level of ELD instruction in TK-2nd grade is challenging due to the dual immersion model requiring 90% of instruction in these grades to be in French.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The estimated actuals for the Professional Development action were less than the budgeted expenditures due to reduced professional development and conferences this year. The estimated actuals for the ELD action were less than budgeted expenditures due to a staff member leaving midway through the school year. The Special Education estimated actuals were greater than budgeted due to a NonPublic School placement resulting in additional costs. The High Quality Bilingual Education estimated actuals were greater than budgeted due to a new partnership with Education for Change to help recruit bilingual educators.

An explanation of how effective the specific actions were in making progress toward the goal.

The Curriculum and Assessments action has been effective at ensuring 100% of students have access to their own copies of standards-aligned materials for use at home and at school.

The English Language Development action has been highly effective at supporting English Learner progress with 69% of English learners scoring at Level 3 or 4 and 63.6% of them progressing a level or maintaining at the highest level (Level 4) on the ELPAC in 2023. We attribute this success to the use of Designated ELD Groups for small group instruction based on English Language Acquisition levels and MAP reading data.

The effectiveness of the Professional Development and Coaching, MTSS, Special Education, Technology Integration, and High-quality French/English Bilingual Instruction is evidenced by the high percentage of students overall scoring above the state average on the ELA CAASPP, as well as the high percentage of students meeting their MAP growth goals in Reading and Math. While the overall percentage of students meeting and exceeding standards decreased from 74% in 2022 to 69% in 2023, the overall distance from standard maintained at

36 points above standard. This indicates that the students who were scoring below standard are scoring closer to the standard level than in the previous year.

These actions were less effective in supporting math achievement, as evidenced by the decrease in the percentage of students meeting or exceeding standards from 57% in 2022 to 49% in 2023. The Distance from standard declined 18.1 points to 9.9 points below standard.

The 2023 CAASPP achievement levels were at the Green level on the CA Dashboard for English Language Arts and the Yellow level for Mathematics with 69% and 49% meeting or exceeding standards respectively. While we are proud of our student achievement, proficiency rates have not returned to pre-pandemic levels and there is room for growth, especially in mathematics.

2023-24 NWEA MAP assessments indicate that 39% of students are meeting growth goals in Reading. In Math, 48% of students are meeting growth goals. 46% of Francophone students met or exceeded standards on the 2023 CA Science Test, exceeding the state average of 30% meeting or exceeding standards.

The High-quality French/English Bilingual Instruction action has also been effective at ensuring our teachers are properly assigned. The data cited shows 3 misassigned teachers in 2021-22 and we have reduced that number since then. This is a huge success because our bilingual model utilizes foreign teachers with many barriers to appropriate credentialing in California.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 1 has been revised to expand on the original goal and include development of global perspectives, and inclusion of preparation for careers and life in addition to high school and college. The 3-Year Targets have been updated to set appropriate targets based on the current baseline data.

The metric DELF French literacy assessments: % meeting expectations has been revised to % of 3rd graders meeting expectations. This change will allow us to better track growth over time at a common benchmark point.

There are no changes to the actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
2	Francophone will create a warm, welcoming school culture and safe school climate that fosters the values of accountability and responsibility.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to art and music curriculum, physical education, and health in addition to the core curriculum.	100%	100% Data Year: 2021-22 Source: Local Data	100% Data Year: 2022-23	100% Data Year: 2023-24	100% Data Year: 2023-24 Source: Local Data
Attendance Rate (ADA)	2019-20: 95%	2020-21: 97.03% Source: SIS 2021-22: 91.5% Source: P2	91.4% Data Year: 2022-23 Data Source: P2	93% Data Year: 2023-24 Data Source: P2	94% Data Year: 2023-24 Source: P2
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19: All students: 8.4% English Learners: 11.6% SED: 11.9% SWD: 9.7% African American: 8.1% Hispanic/Latinx: 17.3%	Total 7% EL 15.2% SED 12.7% SWD 13.9% African American: 10.5% Asian 4.2% Hispanic/Latino 17.4% Two/More Races 0% White 2.9%	All Students: 29.3% EL: 47.3% SED: 44.9% SWD: 42.9% Af Am: 27.3% Asian: 37.9% Hispanic: 48.6% Two or More Races: 24.6% White: 18.6%	All Students: 30.3% EL: 46.7% SED: 40.7% SWD: 42.9% Af Am: 37.5% Asian: 18.8% Hispanic: 47.9% Two or More Races: 25.7% White: 19.8%	All students: <7% English Learners: <10% SED: <10% SWD: <8% African American: <6% Hispanic/Latinx: <12% White: <5%

	White: 7.1%	Data Year: 2020-21 Data Source: DataQuest Absenteeism	Data Year: 2021-22 Data Source: CA Dashboard	Data Year: 2022-23 Data Source: CA Dashboard	Data Year: 2022-23 Data Source: Dataquest
Suspension rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest	All students: 0.3% EL: 0% SED: 1.1% SWD: 3.4% White: 1% Data Year: 2021-22 Data Source: CA Dashboard	All Students: 1.4% EL: 1.3% SED: 2.7% SWD: 3.6% Af Am: 1.5% Asian: 3.1% Hispanic: 2.8% Two or More Races: 0% White: 1% Data Year: 2022-23 Data Source: CA Dashboard	<1% Data Year: 2022-23 Data Source: Dataquest
Expulsion rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest	0% Data Year: 2021-22 Data Source: DataQuest Expulsion	0% Data Year: 2022-23 Data Source: DataQuest Expulsion	0% Data Year: 2022-23 Data Source: Dataquest
MS dropout rate	0%	0% Data Year: 2020-21 Data Source: Calpads 8.1c	5.3% Data Year: 2021-22 Data Source: Calpads 8.1c	0% Data Year: 2022-23 Data Source: Calpads 8.1c	0% Data Year: 2022-23 Data Source: Calpads 8.1c
Measure that facilities meet good repair standard	2019-20: Met 2019-20: Good Interior	0 Instances of Facilities not being in Good Repair	Good Repair Data Year: 2021-22	Good Repair Data Year: 2022-23 Source: SARC	Met: Good Source: SARC

	Fair Exterior	Source: SARC			
Student/parent school climate survey: % who feel school is safe	2020-21 Students: 79% Parents: 94%	2021-22 Students: 78% Parents: 91% Source: Local Survey	Students: 88% Parents: 93% Data Year: 2022-23 Data Source: Family Survey	Students: 85% Parents: 91% Data Year: 2023-24 Data Source: Family Survey	Students: 80% Parents: 85% Data Year: 2023-24 Source: Local Survey
Student school climate survey: % who feel connected to school	2020-21 Students: 98%	2021-22 Students: 83% Source: Local Survey	81% Data Year: 2022-23 Data Source: Survey	100% Data Year: 2023-24 Data Source: Survey	90% Data Year: 2023-24 Source: Local Survey

Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned, except the implementation of the Restorative Practices action has been inconsistent with the principal spread across two sites.

The school has seen successes with Culturally Responsive Pedagogy and Field Trips, including a well-received Black History Month presentation by sixth graders to students at the lower school campus, expansion of the Genius Hour project from the middle school to fourth graders, and positive feedback on field trips, particularly a tech-focused one in San Jose and the African American Museum and Library in Oakland. The costs of field trips do continue to be an area of challenge. It is also sometimes a challenge to implement culturally responsive pedagogy with foreign teachers who have varied cultural backgrounds.

On the attendance front, the school has effectively communicated with families to reduce tardiness and absences, resulting in improved attendance rates. The single principal between two sites and the absence of a Dean of Students makes consistent school-wide implementation of restorative practices challenging.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The estimated actuals for the Field Trips action were less than budgeted due to being able to take field trips without any costs.

An explanation of how effective the specific actions were in making progress toward the goal.

The Arts Integration and Physical Education and Health Program actions have been effective in ensuring 100% of students access to art and music curriculum, physical education, and health in addition to the core curriculum. The field trips action has been very effective as evidenced by student feedback that they are enjoying the field trips this year.

The Facilities, Health and Safety action is effective as evidenced by facilities inspections that show facilities meet the good repair standard and through the student and parent school climate survey that show 85% of students and 91% of parents feel school is safe.

School Culture, Social Emotional Learning, and Restorative Practices have shown strong results with the student school climate survey showing 100% who feel connected to the school, along with low suspension and expulsion rates.

The Attendance Initiatives action has been partially effective as evidenced by the 93% average daily attendance rate. There are however ongoing issues with chronic absenteeism as evidenced by the 30.3% chronic absence rate in 2022-23.

The 0% middle school dropout rate is demonstrating that our work with our office staff to ensure students who withdraw are followed up with has been successful.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 2 has been revised to describe a more holistic goal for an equitable and inclusive school community that promotes students' sense of belonging, development of agency, and community involvement. The goal now includes family engagement as a component of our inclusive community. As a result, there are now two goals instead of three. The language of the actions has been updated to align with the new strategic plan created in collaboration with the school's educational partners and approved by the governing board.

The Attendance Initiatives action has been updated based on the high rate chronic absence rate of 30.3% that persisted into the 22-23 school year. The action has been changed to provide parent education about the importance of attendance as well as earlier outreach to families of students in danger of becoming chronically absent.

The Arts Integration and Physical Education & Health action have been merged into one broad course of study action because those are ongoing actions with proven effectiveness that only need to be maintained over time. Additionally, the Social Emotional Learning, School Climate, and Restorative Practices actions have been merged into one School Culture Practices action to more accurately describe the school's work and current focus on school climate.

The Field Trips action has been combined with the Culturally Responsive Pedagogy in order to align the two initiatives, as teachers are encouraged to choose field trips to locations that will enhance student exposure and understanding of BIPOC groups. The new action is titled Social and Cultural Competence.

The desired outcomes have been adjusted to create realistic three-year targets based on the new baseline data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
3	We will encourage our families to be part of our school community and share in the decision-making process.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Response rate on family surveys	43%	46% Data Year: 2021-22 Source: Local Survey	74 Family Responses Data Year: 2022-23 Data Source: Family Survey	58 family responses Data Year: 2023-24 Data Source: Family Survey	45% Data Year: 2023-24 Source: Local Survey
% of families attending Parent Teacher Conferences	67%	Fall Conferences: 100% Source: Local Data	83% Data Year: 2022-23 Data Source: Local Data	% Data Year: 2023-24 Data Source: Local	70% Data Year: 2023-24 Source: Local
Parent Survey: % positive responses regarding school connectedness (School keeps me informed)	92%	2021-22 95% Source: Local Survey	92% Data Year: 2022-23 Data Source: Family Survey	97% Data Year: 2023-24 Data Source: Family Survey	85% Data Year: 2023-24 Source: Local Survey
Seek parent input & promote parental participation in programs for unduplicated	Full Implementation Source: 2021 CA Dashboard Local Indicators	Full Implementation Source: 2022 CA Dashboard Local Indicators	Full Implementation Source: 2023 CA Dashboard Local Indicators	Full Implementation Source: 2024 CA Dashboard Local Indicators	Full Implementation and Sustainability

students and students with exceptional needs					Source: 2024 CA Dashboard Local Indicators
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Goal Analysis for 2023-24

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

<p>Overall, the actions designed to support achievement of the goal were implemented as planned.</p> <p>The school has demonstrated effective engagement with parents through diverse communication channels, fostering a sense of community and collaboration. There has been a concerted effort to provide opportunities for families to provide input on the new strategic plan, and as such there has been an increase in the frequency of State of the School "town hall" meetings compared to previous years, providing platforms for transparent dialogue and feedback. The school has also held a number of focus group meetings to allow families to participate in smaller groups to provide feedback. These opportunities have been provided in-person and virtually, with translation services available for multiple languages, and at different times of the day to accommodate varying schedules.</p> <p>Also, the monthly Parent Association meetings have been held in person and virtually, and have been well attended this year.</p> <p>In an effort to address important social issues, the school has scheduled race and racism meetings for the spring, aimed at encouraging families to actively participate in discussions surrounding these themes. Despite these positive initiatives, challenges persist, including volunteer fatigue and the absence of a cohesive strategic plan. The multitude of objectives and evolving priorities pose significant challenges, necessitating a structured approach to goal-setting and implementation.</p>
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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals for this goal.

An explanation of how effective the specific actions were in making progress toward the goal.

<p>The Family Communication, Community Engagement, Family Events and Volunteer Opportunities actions have been effective as evidenced by 97% positive responses regarding school connectedness (School keeps me informed), and % of families attending Parent Teacher Conferences. We are at the Full Implementation level on the CA Dashboard local indicator self-reflection items for Seeking Input for Decision-making and progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. By providing childcare for families at ~75% of school events this year, we have successfully removed one of the largest barriers to participation for underrepresented families.</p>

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal 3 has been removed. The Family Engagement priority is now addressed with Goal 2's focus on creating an equitable and inclusive school community. There is a specific family engagement action and three of the 2023-24 Goal 3 metrics are now included as part of Goal 2 metrics. The other metric "Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs" is now addressed in the language of the Goal 2, Family Engagement action.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Francophone Charter School of Oakland	Claudia Lee, Executive Director	claudia@francophoneschool.org; 510.746.0700

Plan Summary 2024-25 General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Because of the uniqueness of our school, offering a free, French-English education to all, Francophone Charter School of Oakland (FCSO) students come from all over the Bay Area. We opened in August 2015, serving grades K-3. We added a grade level each year until we served K-8 students in 2020-21. Our school and parent community is diverse, including francophone families from countries like France, Belgium, Congo, Senegal, Switzerland, Algeria and Ivory Coast, as well as non-francophone families who identify as Asian, Hispanic, African American and White. In 2022-23, we served 339 students, including approximately 32% who are socioeconomically disadvantaged, approximately 22% who are English Language Learners (increased from 11% in 21-22), and about 4% who are Redesignated English Language Learners. Also, 5% of our students qualify for Special Education services. We are committed to increasing the diversity of our community by giving preference in our enrollment lottery to families who qualify for free or reduced lunch and to families who reside in our local neighborhood. In 2022-23, the LCFF Unduplicated percentage was approximately 43%. Approximately 29% of Francophone's students identify as being white, 21% as Hispanic or Latino, 20% as two or more races, 19% as African American, and 9% as Asian.

During the 2023-24 school, Francophone Charter School of Oakland engaged in a strategic planning process to develop a new strategic plan. Teachers, parents, students, administrators, and community members engaged in the strategic planning process to co-construct a common mission and vision, articulate key values, and create priority areas for the school going forward. The outcomes of that process are reflected in this plan.

Vision: We are an inclusive learning community that empowers children to be compassionate global citizens.

The mission of the Francophone Charter School of Oakland is to provide a dual immersion curriculum in order to develop a diverse bilingual and bi-literate community of students. These are the values that will drive the work to achieve this mission:

Joie de Vivre - We joyfully embrace life and learning every day.

Respect - We acknowledge and appreciate each other by treating everyone and our environment with care and dignity.

Belonging - We are one community, showing compassion and understanding for all.

Integrity - We are honest because it brings out the best of us.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2023 CA Dashboard, we have identified the following successes:

English Language Arts achievement is at the Green level for all students and for the White student subgroup. The Two or More Races and Socioeconomically Disadvantaged subgroups are performing at the Blue level for English Language Arts achievement. We attribute this to the hard work of the teachers and staff to successfully implement our bilingual instruction model and provide a tiered system of interventions to ensure all students are achieving. Hispanic student subgroup English Language Arts achievement is an area of need, as this group is performing at the Orange level. Our English Learner subgroup of students was not numerically significant, but they performed similarly to the Hispanic subgroup in English Language Arts. English Language Development services will continue to be strategically provided to English Learners to address the identified needs for both the Hispanic and English Learner subgroups. The number of enrolled English learners more than doubled from 35 in 2021-22 to 73 in 2022-23. To ensure these students receive the English language acquisition support they need, we have bolstered the ELD program this year with teachers providing small group instruction to English learners in grades 3-5. Determining the most efficient way to provide this same level of ELD instruction in TK-2nd grade is challenging due to the dual immersion model requiring 90% of instruction in these grades to be in French.

Mathematics achievement is at the Yellow level for all students and for the Socioeconomically Disadvantaged subgroup. The average score on the SBAC Math assessment declined for all students and all subgroups, except the Socioeconomically disadvantaged subgroup. Math achievement will be supported through the implementation of the Multi-Tiered Systems of Support based on data that provides targeted academic interventions, socioemotional support, and enrichment opportunities tailored to each student's unique needs. Intervention time is built into the school day for those who need Tier 2 and 3 level support and progress is monitored.

English learner progress is a success at 61% of English learners who advanced at least one level or maintained at the highest level on the ELPAC in 2023. We attribute this success to the use of Designated ELD Groups for small group instruction based on English Language Acquisition levels and MAP reading data. We will continue this work next year.

Our suspension rate is very low at 1.4% due to implementation of social emotional learning and restorative justice practices to address disciplinary issues. Despite the low rate, the CA Dashboard shows an Orange level due to the increase in suspensions from the previous year.

All local indicators on the 2023 CA Dashboard are met. Local data indicates high levels of teacher satisfaction at the lower campus due to effective site-based leadership involving scheduling, organization, and communication. We have completed a compensation study to ensure Francophone teachers are being paid fairly and updated our handbook to ensure accurate, streamlined communication about policies and procedures.

Chronic Absenteeism is at the Red level on the 2023 CA dashboard. In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2023 California School Dashboard, the African American student subgroup was in the lowest status level for all but one of the state indicators. Because there is not a numerically significant

amount of this subgroup in the tested grades (3-8), the school's identification was based on the Very High Chronic Absenteeism indicator only. Due to the pandemic and under the advice of the school, parents have been more cautious about sending their children to school and more students have needed to miss school due to illness or exposure to an ill individual. There have also been families that have decided to travel during school days. We will send out more reminders throughout the year and continue to track daily attendance and follow-up with families as needed.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Francophone Charter School of Oakland is not eligible for technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Francophone is a single campus LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Local Control and Accountability Plan

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Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Strategic Planning Committee and Board Members	The Strategic Planning Committee consists of administrators, teachers, parents, and community members. The committee has met regularly throughout 2024 to develop a new strategic plan based on educational partner feedback, assessment and financial data. The final plan was reviewed by the committee on 5/15/24 and presented to the board on 5/22/24. On 5/30/24 the plan was presented to the community. The LCAP Public Hearing was held on 6/12/24 and was approved during the same meeting.
Parents	Parents provided feedback at regular meetings and through the comment function on Parent Square, and parent surveys. Parents reviewed the LCAP and provided LCAP specific feedback at the 12/6/23 and 4/18/24 meetings. All parents are invited to attend these meetings, and parents of students with disabilities and English learners have provided feedback at these meetings. Our board meets monthly as a public hearing with the opportunity for public comment. Many of our parents attend our board meetings. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access.
Teachers, administrators, and other school personnel	Teachers/staff/school administrators provided feedback during regular staff meetings, staff surveys, and solicited suggestions in every weekly newsletter.
Students	Students provide feedback during monthly assemblies, responses to Google posts, email, and on the annual student survey in March regarding their experience, perspectives, and needs. Additionally, middle school students participate in a student advisory group to provide feedback to inform LCAP development.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

Goal 1 has been revised to expand on the original goal and include development of global perspectives, and inclusion of preparation for careers and life in addition to high school and college.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Strategic Planning Committee and Board Members	The Strategic Planning Committee consists of administrators, teachers, parents, and community members. The committee has met regularly throughout 2024 to develop a new strategic plan based on educational partner feedback, assessment and financial data. The final plan was reviewed by the committee on 5/15/24 and presented to the board on 5/22/24. On 5/30/24 the plan was presented to the community. The LCAP Public Hearing was held on 6/12/24 and was approved during the same meeting.
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Teachers, administrators, and other school personnel	Teachers/staff/school administrators provided feedback during regular staff meetings, staff surveys, and solicited suggestions in every weekly newsletter.
Students	Students provide feedback during monthly assemblies, responses to Google posts, email, and on the annual student survey in March regarding their experience, perspectives, and needs. Additionally, middle school students participate in a student advisory group to provide feedback to inform LCAP development.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:
Goal 1 has been revised to expand on the original goal and include development of global perspectives, and inclusion of preparation for careers and life in addition to high school and college.

Goal 2 has been revised to describe a more holistic goal for an equitable and inclusive school community that promotes students' sense of belonging, development of agency, and community involvement. The goal now includes family engagement as a component of our inclusive community. As a result, there are now two goals instead of three.

Goal 2 actions have been consolidated into fewer actions to better align with the priorities and goals outlined in the new strategic plan.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Francophone students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.	Broad

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 Implementation of State Standards, Priority 4 Pupil Outcomes, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Francophone's families chose our school in order to ensure their children developed fluency in both the English and French languages and are prepared for rigorous high schools and college. In the 2024 strategic planning process, educational partners expanded on the original goal to include development of global perspectives, and inclusion of preparation for careers and life in addition to high school and college.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	DELF French literacy assessments: % of 3rd graders meeting expectations Data Source: Local Data	95%			98%	N/A for 2024

1.2	NWEA MAP Reading and Math % of students meeting Fall to Spring growth targets Data Source: Local Data	Reading: 39% Math: 48% Data Year: Fall to Winter 2023-24 Data Source: NWEA Map			50%	N/A for 2024
1.3	CAASPP: % of students meeting or exceeding standard in ELA for all students and all numerically significant subgroups Data Source: CA Dashboard	All: 69% SED: 64% EL: 28% SWD: 35% Af Am: 65% Hisp: 45% 2 or more races: 82% White: 69% Asian: 87% Data Year: 2022-23			15 percentage point increases for all students and all numerically significant subgroups	N/A for 2024

1.4	<p>CAASPP: % of students meeting or exceeding standard in Math for all students and all numerically significant subgroups</p> <p>Data Source: CA Dashboard</p>	<p>All: 49%</p> <p>SED: 48%</p> <p>EL: 6%</p> <p>SWD: 30%</p> <p>Af Am: 39%</p> <p>Hisp: 24%</p> <p>2 or more races: 56%</p> <p>White: 73.33%</p> <p>Asian: 85%</p> <p>Data Year: 2022-23</p>			15 percentage point increases for all students and all numerically significant subgroups	N/A for 2024
1.5	<p>CA Science Test (CAST): % of students meeting or exceeding standard for all students and all numerically significant subgroups</p> <p>Data Source: Dataquest</p>	<p>All: 46%</p> <p>SED: 45%</p> <p>EL: 0%</p> <p>SWD: 40%</p> <p>Af Am: 44%</p> <p>Hisp: 20%</p> <p>2 or more races: 50%</p> <p>White: 46%</p> <p>Asian: 100%</p> <p>Data Year: 2022-23</p>			15 percentage point increases for all students and all numerically significant subgroups	N/A for 2024

1.6	ELPAC: % of students scoring a 3 or 4 Data Source: Dataquest	Level 3 or 4: 69% Data Year: 2022-23 Data Source: DataQuest			70%	N/A for 2024
1.7	English Learner Progress Indicator (ELPI) Data Source: CA Dashboard	63.6% Very High Progress Level Data Year: 2022-23			>55% (High level)	N/A for 2024
1.8	EL reclassification rate Data Source: Dataquest	Data release delayed by the CDE			>10%	N/A for 2024
1.9	% of students with access to their own copies of standards-aligned materials for use at home and at school Data Source: SARC	100% Data Year: 2023-24			100%	N/A for 2024
1.10	% of teachers properly credentialed and assigned, including EL teachers Data Source: SARC	71% effective per ESSA 3 misassignments Data Year: 2021-22			75% effective per ESSA 2 misassignments Data Year: 2024-25	N/A for 2024

1.11	Implementation of standards for all students and enable ELs access to CCSS and ELD standards Data Source: CA Dashboard	Initial Implementation: Next Generation Science Standards Full Implementation: ELA, ELD, Mathematics, History-Social Science Source: 2024 CA Dashboard Local Indicators			Full Implementation and Sustainability for all CCSS and ELD standards	N/A for 2024
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Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Assessments	Purchase curriculum, books, supplies, and assessments to determine change over time in abilities in core subject areas, including French language acquisition.		N
1.2	Educator Support	The school will design an educator support plan that cultivates educator development and retention, high-leverage instructional strategies, and maximizes student learning. The school will utilize professional development time to foster a data-informed culture of continuous improvement, utilizing regular assessments and data analysis to inform instructional practices, identify gaps, and make timely adjustments to maximize student learning. Teachers will also receive instructional coaching aligned with a rubric based teacher development system consisting of classroom observations and lesson plan feedback.		N
1.3	MTSS	<p>The school will implement a robust multi-tiered system of supports based on data that provides targeted academic interventions, socioemotional support, and enrichment opportunities tailored to each student's unique needs, but especially the needs of English Learners and low income students.</p> <ol style="list-style-type: none"> 1. Data Analysis <ol style="list-style-type: none"> a. Use MAP results to identify instructional needs b. Study Team to analyze multiple data points and determine how to best support individual students c. Student goal setting 2. Use of a tiered intervention matrix with time allocated in master schedule for intervention 3. Regular intervention caseload meetings to assess student progress in intervention 		Y

1.4	English Language Development	<p>Francophone provides a French-English dual immersion program with the time of instruction in French tapering in the upper graders:</p> <ul style="list-style-type: none"> - 90/10 French/English TK-2 - 70/30 3-5 - 50/50 6-8 <p>English learners are provided services to ensure English language acquisition:</p> <ol style="list-style-type: none"> 1. Integrated ELD: Professional Development for all teachers on using SDAIE strategies 2. ELD Curriculum <ol style="list-style-type: none"> a. Primary: Wonders: Designated ELD Groups for small group instruction b. Upper Grade Elementary: WordGen Elementary provides explicit instruction of academic vocabulary and opportunities to use academic language in extended interactions. 		Y
1.5	Special Education	<p>Francophone provides students with disabilities an inclusive Special Education program delivered by a robust Special Education team to ensure all students receive services identified in IEP plans. The Education Specialist delivers Specialized Academic Instruction. Both the SPED team and general education teachers/staff receive Specialized Academic Instruction coaching and professional development. Teachers and Education Specialists will strive to increase the amount of co-teaching occurring in classrooms.</p>		N
1.6	Technology Integration	<p>Teach technological proficiency through integration of technology in the classroom (21st century skills)</p> <ul style="list-style-type: none"> - Train teachers on how to integrate technology into the classroom. - Purchase software, apps, and devices to ensure staff and student access to technology. - Use single sign on (Clever) to support ease of use of applications - Use technology to enhance home-school communications. 		N
1.7	High-quality French/English Bilingual Instruction	<p>Recruit, hire, and retain native francophone teachers, English-speaking teachers, and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie by providing relocation costs, coaching foreign teachers to support with CA credentialing requirements, and additional Human Resources services.</p> <p>The school will work to retain staff with competitive employee compensation plans and revisit additional retention strategies annually.</p>		N

Goal 2

Goal #	Description	Type of Goal
2	Francophone is a flourishing, inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.	Broad

State Priorities addressed by this goal.

State Priorities: Priority 1 Basic Services, Priority 5 Pupil Engagement, Priority 6 School Climate
Local Priorities: Equitable and Inclusive Culture & Financial & Operational Sustainability

An explanation of why the LEA has developed this goal.

Francophone is committed to developing an equitable and inclusive culture. Through the actions listed below, the school will strengthen and align school culture practices and behavior support systems aligned to Francophone values so that all students experience deep belonging and create explicit opportunities for students and staff to build their social and cultural competence and to develop agency and accountability for their own learning and contribute to their communities. The school will communicate and socialize Francophone values to the entire Francophone community and create opportunities for values aligned and purposeful family engagement. Also, by developing a strong school culture that supports increased enrollment, attendance, and retention the school will attain financial and operational stability that will allow it to move into a single campus facility by the Fall of 2028.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students with access to art and music, physical education, and health instruction Data Source: Master Schedule	100% Data Year: 2023-24			100%	N/A for 2024
2.2	P2 Attendance Rate Data Source: CALPADS	93% Data Year: 2023-24			95%	N/A for 2024

Local Control and Accountability Plan

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2.3	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: CA Dashboard	All Students: 30.3% EL: 46.7% SED: 40.7% SWD: 42.9% Af Am: 37.5% Asian: 18.8% Hispanic: 47.9% Two or More Races: 25.7% White: 19.8% Data Year: 2022-23			20%	N/A for 2024
2.4	Suspension rate for all students and all numerically significant subgroups Data Source: CA Dashboard	All Students: 1.4% EL: 1.3% SED: 2.7% SWD: 3.6% Af Am: 1.5% Asian: 3.1% Hispanic: 2.8% Two or More Races: 0% White: 1% Data Year: 2022-23			<1%	N/A for 2024
2.5	Expulsion rate for all students and all numerically significant subgroups Data Source: DataQuest	0% Data Year: 2022-23			0%	N/A for 2024

2.6	MS dropout rate Data Source: Calpads 8.1c	0% Data Year: 2022-23			0%	N/A for 2024
2.7	Facilities Condition Source: SARC	Good Repair Data Year: 2022-23			Good Repair	N/A for 2024
2.8	Students/parents: % who feel school is safe Data Source: Survey	Students: 85% Parents: 91% Data Year: 2023-24			85%	N/A for 2024
2.9	Students/Parents: % who feel connected to school community Data Source: Survey	Students: 100% Parents: 97% Data Year: 2023-24			85%	N/A for 2024
2.10	# of families responding to annual family survey Data Source: Survey	58 families responding Data Year: 2023-24			73 families responding	N/A for 2024
2.11	% of families attending Parent Teacher Conferences Data Source: Local Data	% Data Year: 2023-24			75%	N/A for 2024

Goal Analysis for 2024-25

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

To be completed in 2025

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

To be completed in 2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Broad Course of Study	<p>Students have access to multiple opportunities for purposeful, authentic, enriched learning. Arts, music, and performing arts are integrated into the curriculum and enrichment opportunities are provided.</p> <ul style="list-style-type: none"> - Purchase art supplies for all. Purchase musical instruments for additional grades - Student performances during monthly assemblies - Continue providing music, visual, and performing arts instruction in grades 6-8 - Offer After Care program that includes enrichment activities - Movement, games, and play. We believe that every student, including those with disabilities or health issues, can be successful in physical education with inclusive instruction and diverse resources. - Puberty and Sexual Health Education 		No

2.2	Social and Cultural Competence	<p>Create explicit opportunities for students and staff to build their social and cultural competence and to develop agency and accountability for their own learning and contribute to their communities.</p> <ul style="list-style-type: none"> - Develop student-led project related to the DEI theme of the month (Black History Month, The Francophone World) - Genius Hour Projects: students spent 1-2 hours a week researching and answering their self-created research questions and present based on their findings. - Field Trips : 1-2 field trips per grade level to non-traditional sites or sites that advance student BIPOC experience 		No
2.3	School Culture Practices	<p>Strengthen and align school culture practices and behavior support systems aligned to Francophone values so that all students experience deep belonging.</p> <p>Train all staff on code of conduct, staff and student expectations during recess and lunch, and a graduated system of student discipline procedures during class.</p> <p>Evaluate training's effectiveness using walk-through observations.</p> <ul style="list-style-type: none"> - Tier 1: Teachers communicate clear expectations and use positive narration to support positive behaviors. Students are awarded BRAVOS and celebrated at awards assembly. - Tier 2: Restorative practices implemented <p>Teach and model life skills, including communication, social emotional learning (SEL), and lifelong learning as ways to embrace and interact with others in healthy ways using MooZoom and Second Step SEL Curriculum.</p>		No
2.4	Attendance	<p>Staff support will be provided to monitor attendance and communicate with families when a student has been absent. For students in danger of becoming chronically absent, families will be contacted to communicate the attendance policy and determine what support the family may need to get the child to school each day.</p>		No

2.5	Family Engagement	<p>The school will communicate and socialize Francophone values to the entire Francophone community and create opportunities for values aligned and purposeful family engagement. The school will provide consistent and robust opportunities for student-staff-family-community collaboration.</p> <p>The school will communicate with families through multiple modalities to ensure families understand their role in their child's success and feel like active and vital partners at Francophone contributing to a flourishing, diverse community.</p> <p>The school will actively seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs.</p>		No
2.6	Facilities	<p>Francophone will provide clean and safe facilities by providing cleaning and maintenance services, purchasing additional furniture as needed, and training staff and students on emergency procedures.</p> <p>The school will develop a plan that results in Francophone independently operating a single campus by Fall of 2028.</p>		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$TBD	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
TBD%	0%	\$0	TBD%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3 MTSS	CAASPP scores indicate that in 2023 English learners performed on average 38.6 points below standard on ELA and 74 points below standard on Math demonstrating that ELs continue to need additional support in both subject areas. In 2023 our Socioeconomically disadvantaged students performed at the 'Blue' level in ELA scoring on average 24.3 points above standard and at the 'Yellow' level in Math, scoring on average 20.8 points below standard. This indicates that low income students continue to need additional support in Math.	This action provides increased staffing to implement a robust multi-tiered system of supports based on MAP data to provide targeted academic interventions,, socioemotional support, and enrichment opportunities tailored to each student's unique needs, but especially the needs of English Learners and low income students. Time will be allotted in the master schedule for intervention support. Student progress will be monitored and students not making progress will be provided different supports.	1.3 & 1.4 CAASPP: % of students meeting or exceeding standard in ELA and Math for the EL and SED subgroups

2025-2026 INSTRUCTIONAL MINUTES SUMMARY

2025-2026 Francophone Charter Instructional Minutes Summary



TRANSITIONAL KINDERGARTEN & KINDERGARTEN

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				
Total Number of Days	156	45	181	175	6	
Start Time	8:00 AM	8:00 AM				
End Time	2:30 PM	1:05 PM				
Excess Passing Time Minutes	5	5				
Recess Duration [Instructional time]	35	35				
Lunch Duration [Including Passing Time]	20	20				
Total Number of Hours	6:30	5:05				
Total Daily Number of Minutes	390	305				
Actual Daily Instructional Minutes	365	280				
Annual Number of Minutes	49640	12600	62240	36000	26240	

Recesses are considered instructional activity for kindergarten and therefore may be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.

GRADES 1-2

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				
Total Number of Days	156	45	181	175	6	
Start Time	8:00 AM	8:00 AM				
End Time	2:30 PM	1:05 PM				
Excess Passing Time Minutes	5	5				
Recess Duration [Non-instructional time]	35	35				
Lunch Duration [Including Passing Time]	20	20				
Total Number of Hours	6:30	5:05				
Total Daily Number of Minutes	390	305				
Actual Daily Instructional Minutes	350	245				
Annual Number of Minutes	44880	11025	55905	50400	5505	

Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.

GRADE 3

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				
Total Number of Days	156	45	181	175	6	
Start Time	8:30 AM	8:30 AM				
End Time	3:05 PM	12:40 PM				
Excess Passing Time Minutes	0	0				
Recess Duration [Non-instructional time]	15	15				
Lunch Duration [Including Passing Time]	40	30				
Total Number of Hours	6:35	4:10				
Total Daily Number of Minutes	395	250				
Actual Daily Instructional Minutes	340	205				
Annual Number of Minutes	46240	9225	55465	50400	5065	

Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.

GRADES 4-8

Day Types	A	B	TOTALS	REQUIRED	DIFFERENCE	NOTES
Day Description	Regular	Minimum				
Total Number of Days	156	45	181	175	6	
Start Time	8:30 AM	8:30 AM				
End Time	3:05 PM	12:40 PM				
Excess Passing Time Minutes	0	0				
Recess Duration [Non-instructional time]	15	15				
Lunch Duration [Including Passing Time]	40	30				
Total Number of Hours	6:35	4:10				
Total Daily Number of Minutes	395	250				
Actual Daily Instructional Minutes	340	205				
Annual Number of Minutes	46240	9225	55465	50400	1465	

Recesses may not be counted as instructional minutes. A 'Lunch Passing Time' is not appropriate for elementary school. Passing time must be equal between all classes. Passing time may not exceed 10 minutes.

*Disclaimer - This calculation is based on the calendar and daily bell schedules provided by the school at the time of completion. Any changes to days of instruction or daily schedules after this calculation may require a new calculation. In addition, the minutes provided assume all teachers are credentialed in the core subject area they are teaching. Any audit findings for credentialing issues may result in minutes being disallowed and ADA funding penalties.

2025-2026 Instructional Minutes and Bell Schedule Detail by Grade Level

Transitional Kindergarten

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
TK	36,000	62,240	26,240	181

Bell Schedule: Regular Day # Days Used 136

Bell Schedule: Minimum Day # Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	9:45 AM	Instruction	Instructional Time	90
9:45 AM	10:00 AM	TK Recess	Recess/Break	15
10:00 AM	11:20 AM	Instruction	Instructional Time	80
11:20 AM	11:40 AM	TK Lunch	Lunch	20
11:40 AM	11:45 AM	Passing	Other/Non-Instructional	5
11:45 AM	12:05 PM	TK Recess	Recess/Break	20
12:05 PM	2:30 PM	Instruction	Instructional Time	145
2:30 PM	6:00 PM	After Care	Other/Non-Instructional	210
				365

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	9:45 AM	Instruction	Instructional Time	90
9:45 AM	10:00 AM	TK Recess	Recess/Break	15
10:00 AM	11:20 AM	Instruction	Instructional Time	80
11:20 AM	11:40 AM	TK Lunch	Lunch	20
11:40 AM	11:45 AM	Passing	Other/Non-Instructional	5
11:45 AM	12:05 PM	TK Recess	Recess/Break	20
12:05 PM	1:05 PM	Instruction	Instructional Time	60
1:05 PM	6:00 PM	After Care	Other/Non-Instructional	295
				280

Kindergarten

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
K	36,000	62,240	26,240	181

Bell Schedule: Regular Day # Days Used 136

Bell Schedule: Minimum Day # Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	10:05 AM	Instruction	Instructional Time	110
10:05 AM	10:20 AM	K Recess	Recess/Break	15
10:20 AM	11:20 AM	Instruction	Instructional Time	60
11:20 AM	11:40 AM	K Recess	Recess/Break	20
11:40 AM	11:45 AM	Passing	Other/Non-Instructional	5
11:45 AM	12:05 PM	K Lunch	Lunch	20
12:05 PM	2:30 PM	Instruction	Instructional Time	145
2:30 PM	6:00 PM	After Care	Other/Non-Instructional	210
				365

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	10:05 AM	Instruction	Instructional Time	110
10:05 AM	10:20 AM	K Recess	Recess/Break	15
10:20 AM	11:20 AM	Instruction	Instructional Time	60
11:20 AM	11:40 AM	K Recess	Recess/Break	20
11:40 AM	11:45 AM	Passing	Other/Non-Instructional	5
11:45 AM	12:05 PM	K Lunch	Lunch	20
12:05 PM	1:05 PM	Instruction	Instructional Time	60
1:05 PM	6:00 PM	After Care	Other/Non-Instructional	295
				280

Grade 1

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
1	50,400	54,095	3,695	181

Bell Schedule: Regular Day

Days Used 136

Bell Schedule: Minimum Day

Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	10:20 AM	Instruction	Instructional Time	125
10:20 AM	10:45 AM	1 & 2 Recess	Recess/Break	25
10:45 AM	12:10 PM	Instruction	Instructional Time	85
12:10 PM	12:30 PM	1 Lunch	Lunch	20
12:30 PM	12:35 PM	Passing	Other/Non-Instructional	5
12:35 PM	12:55 PM	1 Recess	Recess/Break	20
12:55 PM	2:30 PM	Instruction	Instructional Time	95
2:30 PM	6:00 PM	After Care	Other/Non-Instructional	210
				320

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	10:20 AM	Instruction	Instructional Time	125
10:20 AM	10:45 AM	1 & 2 Recess	Recess/Break	25
10:45 AM	12:10 PM	Instruction	Instructional Time	85
12:10 PM	12:30 PM	1 Lunch	Lunch	20
12:30 PM	12:35 PM	Passing	Other/Non-Instructional	5
12:35 PM	12:55 PM	1 Recess	Recess/Break	20
12:55 PM	1:05 PM	Instruction	Instructional Time	10
1:05 PM	6:00 PM	After Care	Other/Non-Instructional	295
				235

Grades 2

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
2	50,400	54,095	3,695	181

Bell Schedule: Regular Day

Days Used 136

Bell Schedule: Minimum Day

Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	10:20 AM	Instruction	Instructional Time	125
10:20 AM	10:45 AM	1 & 2 Recess	Recess/Break	25
10:45 AM	12:10 PM	Instruction	Instructional Time	85
12:10 PM	12:30 PM	2 Recess	Recess/Break	20
12:30 PM	12:35 PM	Passing	Other/Non-Instructional	5
12:35 PM	12:55 PM	2 Lunch	Lunch	20
12:55 PM	2:30 PM	Instruction	Instructional Time	95
2:30 PM	6:00 PM	After Care	Other/Non-Instructional	210
				320

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:00 AM	Before Care & Breakfast	Other/Non-Instructional	30
8:00 AM	8:15 AM	Arrival Period	Instructional Time	15
8:15 AM	10:20 AM	Instruction	Instructional Time	125
10:20 AM	10:45 AM	1 & 2 Recess	Recess/Break	25
10:45 AM	12:10 PM	Instruction	Instructional Time	85
12:10 PM	12:30 PM	2 Recess	Recess/Break	20
12:30 PM	12:35 PM	Passing	Other/Non-Instructional	5
12:35 PM	12:55 PM	2 Lunch	Lunch	20
12:55 PM	1:05 PM	Instruction	Instructional Time	10
1:05 PM	6:00 PM	After Care	Other/Non-Instructional	295
				235

Grades 3

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
3	50,400	55,465	5,065	181

Bell Schedule: Regular Day

Days Used 136

Bell Schedule: Minimum Day

Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:20 AM	Instruction	Instructional Time	95
10:20 AM	10:35 AM	3 Recess	Recess/Break	15
10:35 AM	12:05 PM	Instruction	Instructional Time	90
12:05 PM	12:45 PM	3 Lunch	Lunch	40
12:45 PM	3:05 PM	Instruction	Instructional Time	140
3:05 PM	6:00 PM	After Care	Other/Non-Instructional	175
				340

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:20 AM	Instruction	Instructional Time	95
10:20 AM	10:35 AM	3 Recess	Recess/Break	15
10:35 AM	11:20 AM	Instruction	Instructional Time	45
11:20 AM	11:50 AM	3 Lunch	Lunch	30
11:50 AM	12:40 PM	Instruction	Instructional Time	50
12:40 PM	6:00 PM	After Care	Other/Non-Instructional	320
				205

Grade 4

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
4	54,000	55,465	1,465	181

Bell Schedule: Regular Day # Days Used 136

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:40 AM	Instruction	Instructional Time	115
10:40 AM	10:55 AM	4 Recess	Recess/Break	15
10:55 AM	12:50 PM	Instruction	Instructional Time	115
12:50 PM	1:30 PM	4 Lunch	Lunch	40
1:30 PM	3:05 PM	Instruction	Instructional Time	95
3:05 PM	6:00 PM	After Care	Other/Non-Instructional	175
				340

Bell Schedule: Minimum Day # Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:40 AM	Instruction	Instructional Time	115
10:40 AM	10:55 AM	4 Recess	Recess/Break	15
10:55 AM	12:00 PM	Instruction	Instructional Time	65
12:00 PM	12:30 PM	4 Lunch	Lunch	30
12:30 PM	12:40 PM	Instruction	Instructional Time	10
12:40 PM	6:00 PM	After Care	Other/Non-Instructional	320
				205

Grade 5

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
5	54,000	55,465	1,465	181

Bell Schedule: Regular Day # Days Used 136

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:40 AM	Instruction	Instructional Time	115
10:40 AM	10:55 AM	5 Recess	Recess/Break	15
10:55 AM	12:50 PM	Instruction	Instructional Time	115
12:50 PM	1:30 PM	5 Lunch	Lunch	40
1:30 PM	3:05 PM	Instruction	Instructional Time	95
3:05 PM	6:00 PM	After Care	Other/Non-Instructional	175
				340

Bell Schedule: Minimum Day # Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:40 AM	Instruction	Instructional Time	115
10:40 AM	10:55 AM	5 Recess	Recess/Break	15
10:55 AM	12:00 PM	Instruction	Instructional Time	65
12:00 PM	12:30 PM	5 Lunch	Lunch	30
12:30 PM	12:40 PM	Instruction	Instructional Time	10
12:40 PM	6:00 PM	After Care	Other/Non-Instructional	320
				205

Grades 6-8

2025-2026 Francophone Charter Instructional Minutes Detail



Grade Level(s)	Required Instructional Minutes	Annual Instructional Minutes Offered	Difference	Total Instructional Days
6	54,000	55,465	1,465	181

Bell Schedule: Regular Day # Days Used 136

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:20 AM	Instruction	Instructional Time	95
10:20 AM	10:35 AM	MS Recess	Recess/Break	15
10:35 AM	12:05 PM	Instruction	Instructional Time	90
12:05 PM	12:45 PM	MS Lunch	Lunch	40
12:45 PM	3:05 PM	Instruction	Instructional Time	140
3:05 PM	6:00 PM	After Care	Other/Non-Instructional	175
				340

Bell Schedule: Minimum Day # Days Used 45

Start Time	End Time	Description	Category	Minutes
7:30 AM	8:30 AM	Before Care & Breakfast	Other/Non-Instructional	60
8:30 AM	8:45 AM	Arrival Period	Instructional Time	15
8:45 AM	10:20 AM	Instruction	Instructional Time	95
10:20 AM	10:35 AM	MS Recess	Recess/Break	15
10:35 AM	11:20 AM	Instruction	Instructional Time	45
11:20 AM	11:50 AM	MS Lunch	Lunch	30
11:50 AM	12:40 PM	Instruction	Instructional Time	50
12:40 PM	6:00 PM	After Care	Other/Non-Instructional	320
				205

24-28 FCSO STRATEGIC PLAN

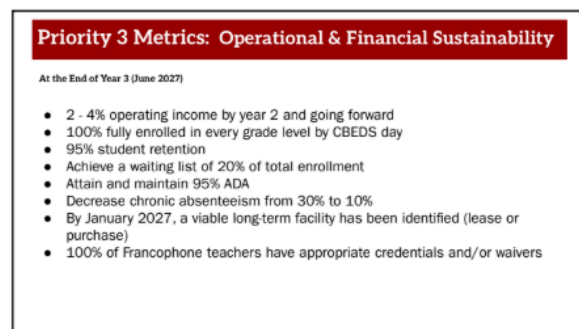
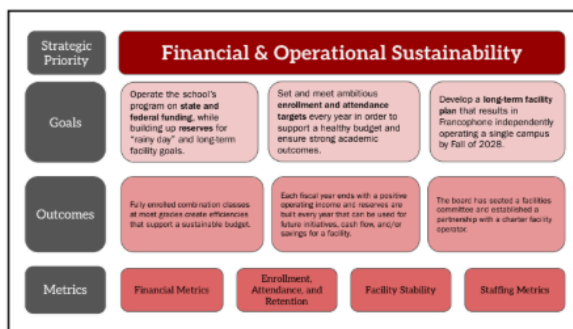
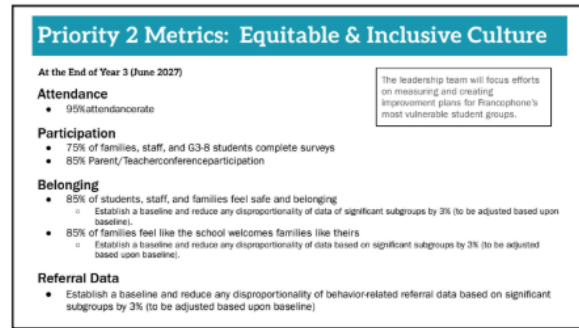
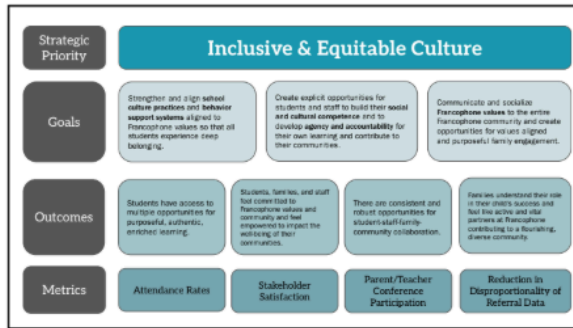


Strategic Priority		Outcomes
1	Academic Excellence	Francophone's diverse students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.
	Equitable & Inclusive Culture	Francophone is a flourishing, inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.
	Financial & Operational Sustainability	Francophone's future is secure. It sustains year-over-year positive operating incomes, achieves enrollment and attendance targets, and carries out a plan to secure long-term facility stability.

	PRIORITIES	GOALS	OUTCOMES
ACADEMIC EXCELLENCE	Francophone's diverse students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.	<ol style="list-style-type: none"> 1. Define Francophone's Portrait of a Graduate and a rigorous and relevant dual language immersion model with original curricula, instructional strategies, and assessment practices. 2. Foster a data-informed culture of continuous improvement, utilizing regular assessments and data analysis to inform instructional practice, identify gaps, and make timely adjustments to maximize student learning. 3. Implement a robust Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, social-emotional support, and enrichment opportunities tailored to each student's unique needs. 4. Develop an educator support plan that addresses educator development and retention, high-leverage instructional strategies, and maximize student learning. 	<ul style="list-style-type: none"> Improved student support and achievement in both languages. Every student receives personalized support needed to reach success. Data is used to ensure students to reach their potential. Maximize student development where students have the skills and attributes needed to navigate an ever-changing world. Educators are confident, competent and empowered to create learning experiences that engage students and respond to their needs with robust understanding and ongoing learning and support.
EQUITABLE & INCLUSIVE CULTURE	Francophone is a flourishing, inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.	<ol style="list-style-type: none"> 1. Strengthen school culture practices and behavior support systems aligned to Francophone values to foster all students' experience-level belonging. 2. Create equal opportunities for students and staff to build their social and cultural competencies including self-awareness, self-advocacy and relationship skills and to develop agency and accountability for their own learning and contribute to their communities. 3. Communicate and socialize Francophone values to the rest of Francophone community and create opportunities for values aligned and purposeful family engagement. 	<ul style="list-style-type: none"> Students have access to multiple opportunities for personalized, authentic, meaningful learning. Students, families, and staff feel connected to Francophone values and community and feel empowered to respect the wellbeing of their communities. There are connected and valued opportunities for student-to-student community collaboration. Families understand their role in their child's success and feel like active and vital partners at Francophone contributing to a flourishing, thriving community.
FINANCIAL & OPERATIONAL SUSTAINABILITY	Francophone's future is secure. It sustains year-over-year positive operating incomes, achieves enrollment and attendance targets, and carries out a plan to secure long-term facility stability.	<ol style="list-style-type: none"> 1. Operate the school's program on sound financial footing, while building reserves for "rainy day" and long-term facility goals. 2. Set and meet annual, biennial and attendance targets every year in order to support a healthy budget and ensure strong academic outcomes. 3. Implement and maintain performance and programs that ensure teachers are competently credentialed for their assignment. 4. Develop a long-term facility plan that results in Francophone independently operating a single campus by fall of 2028. 	<ul style="list-style-type: none"> Each fiscal year ends with a positive operating income and reserves are built every year that can be used for future initiatives, cash flow, and to savings for a facility. Fully meet or exceed grade or combination classes when necessary cross effectiveness that support a sustainable budget. The school has a solid financial committee and established a partnership with a charter facility operator. The committee has identified potential facilities and has established benchmarks required for financing.

Strategic Priority	Academic Excellence			
Goals	Define Francophone's Portrait of a Graduate and a rigorous and relevant dual language immersion model with original curricula, instructional strategies, and assessment practices.	Foster a data-informed culture of continuous improvement, utilizing regular assessments and data analysis to inform instructional practice, identify gaps, and make timely adjustments to maximize student learning.	Implement a robust Multi-Tiered System of Supports (MTSS) framework that provides targeted academic interventions, social-emotional support, and enrichment opportunities tailored to each student's unique needs.	Design an educator support plan that addresses educator development and retention, high-leverage instructional strategies, and maximize student learning.
Outcomes	Improved student support and achievement in both languages. Every student receives personalized support needed to reach success.	Data is used to ensure students to reach their potential.	Maximize student development where students have the skills and attributes needed to navigate an ever-changing world.	Educators are confident, competent and empowered to create learning experiences that engage students and respond to their needs with robust understanding and ongoing learning and support.
Metrics	Internal Formative Assessment	Summative State Assessments	Summative French Assessments	Educator Metrics

Priority 1 Metrics: Academic Excellence	
At the End of Year 3 (June 2027)	
Summative Mathematics, English Language Arts, and French <ul style="list-style-type: none"> • Increase % of students at Standards Met/Exceeded by 5% from 2024 baseline in Math and ELA (SBAC) • All student groups will be within 10 percentage points of overall school average or for each subgroup there will be a 10% increase in the percentage of students at Standards Met/Exceeded in Math and ELA (SBAC) • 80% of G-3 students meet/exceed grade level target in French summative assessment (DEL) 	
Formative Mathematics, English Language Arts, and French <ul style="list-style-type: none"> • 80% of K-8 students meet/exceed Math targets on grade level assessments (Eureka) • 75% of G-3-8 students meet/exceed Math growth projections and 70% meet/exceed grade Math achievement targets (MAP) • 75% of G-3-8 students meet/exceed English growth projections and 70% meet/exceed English achievement targets (MAP) • 80% of K-2 students meet/exceed English reading targets (Amplify) • 80% of K-8 students meet/exceed French skills targets for listening, speaking, reading, writing (TBD) 	
Educator Effectiveness <ul style="list-style-type: none"> • 80% of teaching staff will be proficient or exemplary on the Francophone-adopted teacher coaching framework 	



Implementation Recommendations

Implementation Recommendations (1)

Implementation Activity	Purpose	Date and/or Cadence	Person Responsible
Seat and Facilitate Strategic Plan Leadership Team	A leadership team composed of key FCSD staff (between 3 - 5) will monitor the implementation of the strategic plan. They will collect and analyze the strategic plan metric data, populate and monitor the dashboard, create action plans, adjust action plans as needed. In addition, they are the body that will update the annual action plans as needed and are responsible for sharing the data/updates with the board, staff, and family stakeholders.	Meet every two weeks	Executive Director
Seat and Facilitate a Strategic Plan Steering Committee	The steering committee will create cohesion between the major stakeholder bodies at the school: the board, the school leadership team, staff, and the FCSC. It will provide advice and guidance to the leadership team, as well as champion the implementation of the plan to the community with a unified front.	TBD	Executive Director

Implementation Recommendations (2)

Implementation Activity	Purpose	Date and/or Cadence	Person Responsible
Provide Strategic Plan Progress Updates to the Board of Directors	The leadership team will prepare a report at the end of each trimester with the most current data for each priority.	Trimester • November • March • June	Executive Director
Provide Financial Report to the Board of Directors	The finance committee, in collaboration with the ED, will prepare a monthly report with the most current financial and operational data which should include: • Current Enrollment and ADA by grade • Current financials, Year to Date • Cash flow • Balance Sheet • Outstanding Debt In addition, the report should include additional progress made on finance and operational goals and outcomes listed in the strategic plan.	Monthly • Within 2 weeks of month's close	Executive Director, Finance (Office), Finance Chair

Implementation Recommendations (3)

Implementation Activity	Purpose	Date and/or Cadence	Person Responsible
Conduct State of the School Stakeholder Engagements	The Board officers and ED will work together to communicate and engage stakeholders in the most current data and strategic actions of the school. The purpose will be to communicate the data, but also to engage and listen to stakeholders on an ongoing basis. It is suggested that all engagements lead with the school's values and community building. Extra effort to engage families who are from subgroups should be made.	Twice Per Year Suggested timing: • September • April	Executive Director, Board Chair, Finance Chair
Refresh Annual Metrics and Strategic Action Plans	The Leadership Team will update the strategic action plans based on data and current state. While the priorities, outcomes, and goals will not change for three years, the actions being taken each year should reflect the school's current state. The board may want to approve the annual action plans by the August board meeting.	Annually Suggested timing: • June	Executive Director
Conduct Board Retreats	The board will reflect upon progress towards strategic plan goals and suggested annual metrics and set them for the following year as recommended by the ED.	Annually Suggested timing: • July	Executive Director, Board Chair, Board Chair

Reporting Recommendations

Reporting Recommendations

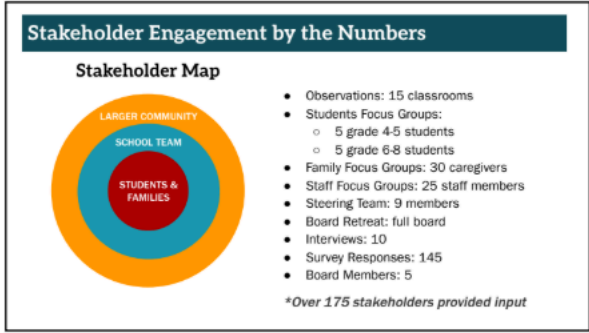
Date/Benchmark	Activity/Event
July 1, 2024	Strategic Plan Activates
Triennially (November, March, June)	Strategic Plan Progress Report provided to Board
Monthly	Financial report provided to the Board
Biannually (September, April)	Strategic Plan updates provided to the community
Annually (June)	Refreshed Action plans complete for next school year
June 30, 2027	Current strategic plan closes

The Process to Develop the Strategic Plan

A Stakeholder Driven Strategic Plan

The process of creating this strategic plan included full stakeholder engagement, multiple school visits, and board retreats that ultimately culminated in the Board of Directors approval of this three-year plan.





Acknowledgments

Acknowledgements

Board of Directors	Steering Committee	School Leadership	Stakeholders
Hervé Bruckert Annette Dennett Big Al Darnell Patricia Gharagozloo David Phillips	Nadia Benachour Nora Bullock Annie Cahoon Big Al Darnell Annette Dennett Ray Luguya Julian Lute Esther Prokopienko Flora Rosillette	Nora Bullock Annie Cahoon Claudia Lee Gabe Miller Christophe Viret	Special thanks for all of the staff, students, and family members who contributed time, energy, thoughts, ideas, and critical friendship to ensure a strategic plan that captured the wisdom and smarts of the Francophone community.

Developed in partnership with Hawk Circle Consulting
 Primary Consultants: Sue Park and Jenna Stauffer
 Agatha Agbanobi consulted on engagements conducted in French

APPENDIX 4

3625275

FILED *gwm*
Secretary of State
State of California

1cc 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 Eriksen
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.

3625275

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

NCTD

A0761700

3625215

**Certificate of Amendment
of Articles of Incorporation**

FILED
Secretary of State
State of California
IPC OCT - 8 2014

See Secretary of State's
records for exact entity name.

The undersigned certify that:

1. They are the president and the secretary, respectively, of the French American Charter School of the East Bay, a California corporation.

2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:
Section 1. NAME. The name of this Corporation is Francophone Charter School of Oakland.

3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: September 25, 2014


Renae Waneka, President


Mathilde Andrejko, Secretary

APPENDIX 5 - PROOF OF TAX EXEMPT

W-9 Form (Rev. March 2024) Department of the Treasury Internal Revenue Service		Request for Taxpayer Identification Number and Certification Go to www.irs.gov/FormW9 for instructions and the latest information.		Give form to the requester. Do not send to the IRS.																																													
Before you begin. For guidance related to the purpose of Form W-9, see <i>Purpose of Form</i> , below.																																																	
1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.) Francophone Charter School of Oakland																																																	
2 Business name/disregarded entity name, if different from above.																																																	
Print or type. See Specific Instructions on page 3.	3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor <input type="checkbox"/> C corporation <input type="checkbox"/> S corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner. <input checked="" type="checkbox"/> Other (see instructions) Nonprofit corporation exempt under Section 501(c)(3)		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any) _____ (Applies to accounts maintained outside the United States.)																																														
	3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions <input type="checkbox"/>																																																
	5 Address (number, street, and apt. or suite no.). See instructions. 9736 Lawlor St		Requester's name and address (optional)																																														
	6 City, state, and ZIP code Oakland, CA 94605																																																
7 List account number(s) here (optional)																																																	
Part I Taxpayer Identification Number ("TIN")																																																	
Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i> , later. Note: If the account is in more than one name, see the instructions for line 1. See also <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.																																																	
<table border="1" style="width: 100%; border-collapse: collapse;"><tr><td colspan="9" style="text-align: center;">Social security number</td></tr><tr><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td></tr><tr><td colspan="9" style="text-align: center;">OR</td></tr><tr><td colspan="9" style="text-align: center;">Employer identification number</td></tr><tr><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td><td style="width: 25px; height: 25px;"></td></tr></table>					Social security number																		OR									Employer identification number																	
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Part II Certification																																																	
Under penalties of perjury, I certify that:																																																	
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and																																																	
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and																																																	
3. I am a U.S. citizen or other U.S. person (defined below); and																																																	
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.																																																	
Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.																																																	
Sign Here	Signature of U.S. person 	Date 9/18/2024																																															
General Instructions																																																	
Section references are to the Internal Revenue Code unless otherwise noted.																																																	
Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9 .																																																	
What's New																																																	
Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.																																																	
Purpose of Form																																																	
An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they																																																	

APPENDIX 6

**BYLAWS
OF
FRANCOPHONE CHARTER SCHOOL OF OAKLAND**
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this Corporation is Francophone Charter School of Oakland (the "Charter School").

**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 9736 Lawlor Street, Oakland, California 94605. The Board of Directors, as defined and discussed in Article VII, 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 Francophone Charter School of Oakland, 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, corporation or association that is organized and operated exclusively for educational, public or charitable purposes and that has established its exempt status under Internal Revenue Code 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.

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.

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 member of the Board of Directors ("Board Member" or "Director") 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 shall have the power to:

- a. Appoint and remove, at the pleasure of the Board, all corporate Officers, as defined in Article VIII, Section 1, 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 Executive Director position, and recruit, hire, and evaluate the performance of the Executive Director 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 the Charter School's charter.
- k. Set strategic direction.
- l. Develop annual goals and long-range plans for the Charter School with input from the Charter School's Executive Director, teachers, Parent-Teacher Association, advisors, and consultants.
- 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 the Charter School's administration.

Section 4. DESIGNATED DIRECTORS AND TERMS. The number of Directors shall be no less than five (5) and no more than seven (7), 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 California 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, except for the charter authorizer representative, shall be designated by the existing Board of Directors. The Board of Directors shall consist of no more than seven (7) Directors unless changed by amendment to these bylaws. Less than half of the seats shall be filled by the parent/guardian of a student currently enrolled at the Francophone Charter School of Oakland.

Section 5. DIRECTORS' TERM. 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. 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 7. NOMINATIONS OF BOARD MEMBER CANDIDATES. Board member candidates may be nominated by the current directors.

Section 8. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. No corporate funds may be expended to support a nominee.

Section 9. 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 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; (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.

Section 10. RESIGNATION OF DIRECTORS. Except as provided below, any Director may resign by giving written notice to the Chair 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 11. 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 12. REMOVAL OF DIRECTORS. Any Director, except for the representative appointed by the charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal are given 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 representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a Director shall be filled as provided in Section 13. 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 13. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, 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. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer. A vacancy in the seat of the parent-elected Board member shall be filled by the Board.

Section 14. 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 15. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. 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 Brown Act.

Section 16. 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 Brown Act. 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 17. 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 18. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chair of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chair of the Board has not been elected, then the President is authorized to call a special meeting in place of the Chair of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 19. 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) hour notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hour 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 20. 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. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 21. 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

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

- 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. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 22. 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 23. 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 24. 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 25. CREATION AND POWERS OF COMMITTEES. The Board of Directors, 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, but less than a quorum of the full Board of Directors, as defined in Article VII, Section 20, 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. Fill vacancies on the Board of Directors or any committee of the Board;
- b. Amend or repeal bylaws or adopt new bylaws;
- c. Amend or repeal any resolution of the Board of Directors that by its express

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.

terms is not so amendable or subject to repeal; or

- d. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

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 26. 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 27. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of the Corporation.

Section 28. 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 Chair, 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.

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 Chair 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. The board will typically elect officers at its annual May meeting, at which point the newly elected officer will service in an "officer elect" capacity working alongside the outgoing officer who will leave his/her position at the beginning of the new fiscal year (i.e., July).

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. CHAIR OF THE BOARD. If a Chair of the Board of Directors ("Chair") 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 Chair is elected, there shall also be a Vice-Chair of the Board of Directors ("Vice-Chair"). In the absence of the Chair, the Vice-Chair 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 of the Corporation ("President"), also known as the Executive Director, 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.

Section 10. SECRETARY. The Secretary of the Board of Directors ("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; the names of the Directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

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 of the Board of Directors ("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, Chair 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 Executive Director 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' 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 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 shall the Corporation enter into any contract or transaction with 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 X 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 unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI 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, however, 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 XII 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 California 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 XIII 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 XIV 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 XV 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 Family Educational

Rights and Privacy Act (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 XVI 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 XVII 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. The Corporation shall comply with Corporations Code section

6322.

**ARTICLE XVIII
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 Francophone Charter School of Oakland or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

**ARTICLE XIX
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.

APPENDIX 7 -UNIFORM COMPLAINT PROCEDURES

1



FRANCOPHONE CHARTER SCHOOL OF OAKLAND UNIFORM COMPLAINT POLICY AND PROCEDURES

Scope

Francophone Charter School of Oakland ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Tobacco-Use Prevention Education, Bilingual Education, and Economic Impact Aid.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational

activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

- i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
- iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
- c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
- d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the

investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Claudia Lee
Executive Director
9736 Lawlor Street
Oakland, CA 94605
(510) 746-0700

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

■ Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the

complaint.

- **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the

Charter School's receipt of the complaint.

• **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4850 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4822.

Francophone Charter School of Oakland
Uniform Complaint Procedure Form



GENERAL INFORMATION

Last Name: _____ First Name/MI: _____
 _____ Student Name (if applicable): _____
 _____ Grade: _____ Date of Birth: _____ Street
 Address/Apt. # _____

 City: _____ State: _____ Zip Code: _____
 _____ Home Phone: _____ Cell Phone: _____
 _____ Work Phone: _____
 School/Office of Alleged Violation: _____

ALLEGATION(S)

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | and Safety | Aid |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Consolidated | <input type="checkbox"/> Agricultural Vocational Education |
| Education <input type="checkbox"/> Child | Categorical Aid <input type="checkbox"/> Child | <input type="checkbox"/> Career/Technical Education |
| Development Programs <input type="checkbox"/> | Nutrition | <input type="checkbox"/> Foster/Homeless Youth <input type="checkbox"/> |
| Migrant Education | <input type="checkbox"/> No Child Left Behind | Regional Occupational |
| <input type="checkbox"/> Special Education | Programs <input type="checkbox"/> State | Programs |
| <input type="checkbox"/> Pupil Fees | Preschool | <input type="checkbox"/> Tobacco-Use |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Local Control Funding | Prevention Education |
| <input type="checkbox"/> After School Education | Formula <input type="checkbox"/> Economic Impact | <input type="checkbox"/> Lactating Pupils |

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to: Claudia Lee, Executive Director, 9736 Lawlor Street, Oakland, CA 94605, (510) 746-0700

OFFICE USE ONLY

Received By: _____ Date Received: _____

APPENDIX 9

Francophone Charter School of Oakland

Fiscal and Conflict of Interest Policy

A. PURPOSE

The purpose of this Conflict of Interest Policy ("Policy") is to protect Francophone Charter School of Oakland's ("Charter School") interests when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, director, or employee of the Charter School. This Policy is intended to supplement, but not replace, (i) any applicable state and federal laws governing conflicts of interest applicable to California public charter schools; and (ii) the Charter School's Conflict of Interest Code, adopted pursuant to the California Political Reform Act (Government Code Section 81000 et seq.), including the appendices attached thereto. In the event of any inconsistency between this Policy and applicable law, the more stringent requirements shall govern.

1. DESIGNATED EMPLOYEES

Members of the Board of Directors ("Board"), and employees of the Charter School 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" listed in the Charter School's Conflict of Interest Code.

2. DISQUALIFICATION

No designated employee shall make, participate in making, or in any way attempt 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.

3. MANNER OF DISCLOSURE OF DISQUALIFYING INTEREST

a) Non-Board Member Designated Employees

When a non-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 General Counsel who shall record the employee's disqualification. If the Chief Executive Officer has a disqualifying interest, this determination and disclosure shall be made in writing to the Chair of the Board and the General Counsel.

b) Board Members

Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. After disclosure of the disqualifying interest and all material facts, he/she shall leave the Board meeting while the determination of a conflict of interest only is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

This disclosure shall be made part of the Board's meeting minutes. The Board meeting minutes shall include the names of the persons who disclosed or otherwise were found to have a disqualifying interest in connection with an actual or possible conflict of interest, the nature of the disqualifying interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

4. PROCEDURES FOR ADDRESSING A OF DISQUALIFYING INTEREST

If a conflict of interest exists that involves a "governmental decision" under the Political Reform Act, the individual shall refrain from participating in the decision in any way (i.e. the individual with the

disqualifying interest shall refrain from discussing the matter, making any decision on the matter, or influencing or attempting to influence the decision on the matter in any way). A Board member with a disqualifying interest shall not be counted toward achieving a quorum for the decision on the matter.

In addition, if a Board member has a conflict of interest that involves a contract under Government Code Section 1090, the Charter School is prohibited from entering into the contract altogether, unless a "remote interest" exception under Section 1091 applies or a "non-interest" exception under Section 1091.5 applies. If an employee has a conflict of interest that involves a contract under Section 1090, as long as the employee plays no role whatsoever in the contracting process, the Charter School is not prohibited from entering into the contract. An employee shall not be deemed to have a conflict of interest in a contract if a "non-interest" exception under Section 1091.5 applies.

In addition, if a conflict of interest exists that involves a "self-dealing transaction" under California Corporations Code Section 5233, after exercising due diligence, the Board shall determine whether the Charter School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably attainable without producing a conflict of interest, the Board shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Charter School's best interest, is for the Charter School's own benefit, and is fair and reasonable to the Charter School. In conformity with the above determination, the Board shall make its decision as to whether to enter into the transaction or arrangement. Notwithstanding the foregoing, compliance with any of the approval procedures set forth in Section 5233 regarding self-dealing transactions, and compliance with the Political Reform Act and Section 1090 as applicable, shall constitute compliance with this Policy.

APPENDIX 10

Francophone Charter School Of Oakland - Board of Directors			
Name	Position	Contact Information	
Annette Dennett	Board President and Governance Committee Chair	annette@francophone school.org	Annette Dennett 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 and the East Bay, 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 5 children, along with a few nieces and nephews, have either graduated, or are currently enrolled at Francophone. Serving on the board offers opportunities to advocate for more families who may not otherwise have the opportunity to take advantage of bilingual education; a probable correlation to higher academic success. She is honored to have the opportunity to be part of a grassroots effort promoting Francophone education in the Bay!
Hervé Bruckert	Finance Committee Member	hbruckert@francophoneschool.org	Hervé Bruckert is a financial management professional with 25 years of experience in healthcare, biotech/pharma and higher education. For the last 10 years Hervé has worked at UC Berkeley as a Divisional Finance Lead and an Associate Director in the central budget office. Hervé holds a Mechanical Engineering Degree from ENSAIS in France and an EMBA from the University of San Francisco. Hervé is also a financial consultant for a Biotech start up and has served on the board of the charter school for over 5 years. Hervé enjoys spending time with his family as well as kitesurfing and growing trees from seeds.

BiG Al Darnell Jr.	CFO and Finance Committee Chair	bigal@francophoneschool.org	I'm BiG Al and I love my Momma. I'm a tax and business advisor, as well as an investor that started in the financial services industry in 2002. I've got a Mechanical Engineering Bachelor's and an MBA in Finance. I've also completed some doctoral courses in Tulsa, New York City, Cape Town, Shanghai and Sao Paulo. My experience stemmed in insurance in AL, to mortgages in GA, then to accounting, taxes and business valuations in CA. I've been an entrepreneur since 2002 as well and I've taught undergrad and graduate Finance courses for 9 years in and around San Diego. My wife and I have two beautiful daughters that attend Francophone and I've been a volunteer here since 2022! Happy to be here and happy to be alive! GOD is Great!
Rebecca Scheel	Parent Liaison	rscheel@francophone school.org	Rebecca Scheel has spent the last 15 years at the crossroads of business, policy, and innovation. From the OECD in Paris to running an accelerator in the Nordics and now to Silicon Valley, and even co-founding her own startup, she's built a career on connecting ideas with opportunities. Today at Innovation Norway, she helps global tech companies and born globals tap into Norwegian ecosystems, with a special focus on tech and sustainability. Armed with an Executive MBA, and MA in International Politics, Rebecca is passionate about turning big visions into real-world impact. At FCSC, she has played many volunteer roles because she deeply loves the school community and vision. She is a 3rd grader and now enters her 2nd year on Francophone's board and could not be more enthusiastic about our school's future and impact.

Nichan Najjarian	Secretary and Finance Committee Member	nnajjarian@francophoneschool.org	<p>Nichan's professional path started in statistics, where he worked across many European countries before moving into the SaaS technology industry in the Bay Area. Today, he focuses on Data and AI, bringing a global perspective and a passion for innovation to his work.</p> <p>Francophone culture has always been a core part of who he is, alongside his Armenian, Italian, Turkish, and Arabic linguistic roots. The multilingual, multicultural foundation is something he carries with pride and strives to pass on to his family.</p> <p>Nichan is proud to serve on the Board of Directors at Francophone because the mission deeply resonates with him. Nichan has two daughters, one in 2nd grade and another will join soon. He is thrilled to be part of a community that values bilingual education and embraces the richness of diverse backgrounds.</p>
Stephanie Lowenthal-Savy	Facilities Committee Chair	slowenthal-savy@francophoneschool.org	<p>Hi, I'm Stephanie! I began my career in education as an after-school instructor, then spent six years teaching elementary and middle school in Colorado and California. While teaching, I earned a M.Ed focused on language acquisition and multilingual learner instruction.</p> <p>Since 2018, I've worked at the district level to expand my impact beyond the classroom. I now lead financial planning and support for a large charter network in the Bay Area, with a focus on ensuring equitable resource allocation across our network of schools. In 2023, I earned a Master's of Management Studies, focusing on K-12 education policy and management through the Broad Program.</p> <p>I'm proud to serve on the board of FCSO, with whom I share a deep personal belief in the power of bilingual education. Raised in a bilingual household myself (French and English), I'm thrilled that FCSO offers this dual-language program to Oakland families.</p>

