

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-0603
Introduction Date	3/10/2026
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** March 10, 2026

**Subject** Francophone Charter School 2026-2027 Measure G1 Application

**Ask of the Commission** Approve the Francophone Charter School 2026-2027 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Francophone Charter School 2026-2027 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$10,175.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2026-2027  
 Measure G1 Proposal**

**Due: March 1, 2026**

*Allocations are provisional subject to Board approval*

### School Information & Student Data

<b>School Name</b>	Francophone Charter School	<b>School Address</b>	9736 Lawlor Street
<b>Principal</b>	Christophe Viret	<b>Principal Email</b>	cviret@francophoneschool.org
<b>G1 Contact</b>	Claudia Lee	<b>Contact Email</b>	claudia@francophoneschool.org
<b>School Phone</b>	510-746-0700	<b>Total Number of Students</b>	36
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$10,175.00</b>	<b>2025-2026 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	29
		<b>2025-2026 LCFF<sup>3</sup> Enrollment</b>	21

Student Demographics (%)				Measure G1 Team	
English Learners	16.9%	Asian/Pacific Islander	7%	Name	Position
FRPM	34%	Latinx	23%	Claudia Lee	Executive Director
SPED	7.4%	Black or African-American	18%	Susan Phillips	Grants and Outreach
		White	27%	Chrstophe Viret	School Principal
		Indigenous or Native American	0.8%	Kailly Chai	Director of Operations

<sup>1</sup> Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	23%		
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**Chronic Absence  
(Include raw number and percent)**

	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	331 (21.5%)	324	366	405
Asian/Pacific Islander	N/A	28 (8.5%)	25 (7%)	6%
Latinx	74 (29.7%)	74 (22.4%)	83 (23%)	21%
Black or African-American	58 (12.1%)	58 (17.5%)	67 (18%)	16%
White	89 (19.1%)	89 (26.9%)	100 (27%)	25%
Indigenous or Native American	N/A	1 (0.3%)	3 (0.8%)	0.7%
English Learners	25%	52 (16%)	62 (16.9%)	15%
Students w/ IEPs	N/A	24 (7.4%)	27 (7.4%)	6.5%
Free/ Reduced Lunch Students	122(32%)	123 (38%)	115 (31.4%)	29%

## Metrics

(all data points are required)

**Electives  
(Include raw number and percent)**

Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	40	34	36 (10.2%)	36
	Language	40	34	36 (10.2%)	36
	Music	N/A	N/A	36 (10.2%)	36
Number of students participating in non-course experiences (e.g. after-school program)	Art	N/A	202	240 (65%)	250
	Language	N/A	30	60 (16%)	60
	Music	N/A	56	80 (21%)	80

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Average Daily Attendance Date of Figure: 3/1/26</b>				
Asian/Pacific Islander	No group	92% for 27 students	93%	93.5%
Latinx	90.7% 63.3 ADA for 70 Latinx students (out of 337 YTD)	92% for 78 Latinx students	93% Goal	93.5%
Black or African-American	94.1% 54.5 ADA for 62 black students	93.1% for 61 students	93.5% Goal	94%
White	93.3% 82.95 ADA for 91 white students	93.1% for 80 students	93.5 Goal	94%
Indigenous or Native American	No group	No Group	No Group	--
English Learners	92.6% 53.2 ADA for 59 ELs	92.4% for 53 students	93%	93.2%
Students w/ IEPs	No group	90.8% for 31 students	91.5%	92%
Free/ Reduced Lunch	90.9% 99.02 ADA for 109 FRPM students	92.2% for 126 students	93%	93.5%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Suspended Students Date of Figure: 3/1/26</b>				
Asian/Pacific Islander	32 (1.5%)	0	0	0
Latinx	71 (2.8%)	0	0	0
Black or African-American	32 (1.5%)	0	0	0
White	0%	0	0	0
Indigenous or Native American	N/A	0	0	0
English Learners	75 (1.3%)	0	0	0
Students w/ IEPs	0%	0	0	0

Free/ Reduced Lunch	113 (2.7%)	0	0	0
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Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	10	13	19	21

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parents Coffee	2/26/26
State of The School (Quarterly Meeting)	Pending

Staff Engagement Meeting(s)	
Staff Group	Date
Staff PD Day _ Action Plan for Second Semester (Input for Grants)	1/5/26

<u>Music (Rubric)</u>	2024-25	2025-26
<b>Access and Equitable Opportunity</b>	Quality	Quality
<b>Instructional Program</b>	Quality	Quality
<b>Staffing</b>	Quality	Quality
<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Quality	Quality
<b>Teacher Professional Learning</b>	Quality	Quality
<u>World Language (Rubric)</u>	2024-25	2025-26
<b>Content and Course Offerings</b>	N/A	N/A
<b>Communication</b>	N/A	N/A
<b>Real world learning and Global competence</b>	N/A	N/A
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26

<b><i>Access and Equitable Opportunity</i></b>	Quality	Quality
<b><i>Instructional Program</i></b>	Quality	Quality
<b><i>Staffing</i></b>	Quality	Quality
<b><i>Facilities</i></b>	Quality	Quality
<b><i>Equipment and Materials</i></b>	Quality	Quality
<b><i>Teacher Professional Learning</i></b>	Quality	Quality

## Proposed Expenditures

### **Guidelines**

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Electives (Art, Music, World Language)</b>		
1	Music Instructor	\$1,800.00
2	Music instruments	\$300.00
3	Art Instructor	\$1,800.00
4	Art Supplies	\$245.00
<b>Budget Total</b>		<b>\$4,145.00</b>

## Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Robotics Instructor and training	\$4,500.00

<b>2</b>	Robotics Resources/Kits	\$3,500.00
<b>3</b>	Instrumental Music Instructor	\$1,600.00
<b>4</b>	Music instruments and music books	\$575.00
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$10,175.00</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
Instrumental music will be part of the cycle of students exploring different instruments. We have some drums and guitars, we are going to buy more guitars and continue to teach students how to read music.		35	\$1,600.00
Music instruments and music books		35	\$575.00

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Robotics will be offered to 100% of middle school students. This is a space to support students' initiative and build their ability to concentrate and focus on one project.	Attendance, enrollment and suspensions	\$8,000.00

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



Objective:

1. Review goals for semester II



# Alexis Powell



I've been at the school longer than any other teacher, and over the years it has really become my second home. I'm grateful to be part of a community that values growth, connection, and learning.

Outside the classroom, I enjoy painting, dancing, traveling, and being a Mom. I recently had the opportunity to visit Belize and Puerto Rico, which were both amazing experiences.

I also earned my master's degree in the Art of Teaching, where my research focused on game-based learning in mathematics. I strongly believe in the power of game-based learning in the younger grades and strive to incorporate it into my teaching whenever possible.

# Claire Hamard



I was born in Rouen, Normandie. I am a musician and play the keyboard, drums, vocals, clarinet.

I studied in Paris and worked as a journalist. I have experience with editing books, publishing, communications, and press relations.

I began my teaching career more than 10 years ago; I taught at the Lycee Francais of San Francisco for 5 years before joining Francophone.

I love cycling and going on road trips.

# Updates

1. Welcome to THÉODORA IRMA TCHOUGAMB NKONDJIO to our Francophone Family!
2. New Facilities Contract starting July 1, 2026 at Coolidge Avenue.
3. Material Revision Process:
  - Documentation submitted starting December 3, 2025, completed December 27th
  - Director Patrice Berry visits Francophone on January 15th
  - Director Rachel Latta visits Francophone on January 26th
  - Presenting the petition to OUSD: January 28th
  - Decision Hearing: February 25th
4. Board Listening Tour in January, Dates TBD
5. Audit with no findings
6. Projecting enrollment of 405 students next year: 3 TK and 3 K classrooms
7. Moving to a new campus the first week in July
8. New staff members start August 3, Returning staff members on August 10th

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# Vision

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

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

# Mission

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.

# School Values

**Belonging**

**Respect**

**Integrity**

**Joie de  
Vivre**

**Excellence**

# Staff Input for Grants : PCSGP and G-1

1. Moving
2. Pull out carpets
3. New classroom furniture
4. Sinks for TK aND k
5. Recreation equipment, add baseball to sports
6. Resurfacing blacktop - basketball loops
7. Playground update
8. More chromebooks, good projectors
9. Robotics and Yoga
10. Instrumental music and Art, dancing, karaoke

# 1. ACADEMIC EXCELLENCE

1. Develop the tech testing skills and competencies list for French and English assessments
2. Create French and English writing rubrics and skills-Vertical alignment
3. Use assessments data to plan interventions
4. Link staff coaching to student academic needs
5. Continue to develop an Induction Program for new teachers and add relevant culturally instructional practices to coaching
6. Continue to develop small group interventions/Reading interventions
7. Provide tests practice to students -including students with IEP
8. Provide explicit AT accommodations
9. Begin academic support during BASC
10. Norm classroom environment and activities that are acceptable for students with IEPs and all students.
11. Prepare students to take an advanced certification tests before high school.
12. Continue to develop the the French Language Diploma (**DELF**) for the Upper Grades, 5-8th.

# INCLUSIVE AND EQUITABLE CULTURE

1. Maintain a clean Upper School Campus
2. Create involvement opportunities for Latino families
3. Plan school and classroom activities that are culturally responsive
4. Increase club options for BASC
5. Continue to develop a system for staff professional growth and support
6. Make sure staff members understand expectations/areas of growth
7. Embrace the diversity of our community
8. Create a mentorship program for students and staff members
9. Continue to support BASC team with behavior management strategies and instruction
10. Make sure our immigrant families feel safe at Francophone
11. Find different ways to link the regular program with the BASC Program
12. Create a BASC weekly schedule/weekly communication for staff and parents

# FINANCIAL AND OPERATIONAL SUSTAINABILITY

1. Increase enrollment diversity
2. Focus on enrollment efforts in Jan and Feb.
3. Focus on K enrollment
4. Incentivize attendance
5. Plan the move to a new campus
6. Share the move plan and distribute responsibilities

Thank you!



## Coffee Chat Sign-In Sheet

2/26/26

First Name	Last Name	Children's Name(s)
Ruth R	Ramirez	Rome & Renee R
Vanessa	Velasco	Emmanuel (TK)
Crystal U	Urbano	TED
Cameron	Mesuda	Travis
Claudia	Munoz	FC50
Tina & Mike	Tanenbaum	Sahar & Amir
Claudia	Lee	FC50