

FRANCOPHONE CHARTER SCHOOL OF OAKLAND

SUBMITTED TO THE OAKLAND UNIFIED SCHOOL DISTRICT

MAY 28, 2014

TERM OF THE CHARTER

JUNE 30, 2015 – JUNE 29, 2020

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STATEMENT OF ASSURANCES

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

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

- The Charter School will not charge tuition, fees, or other mandatory payments for attendance. [Ref. Education Code §47605(d)(1)]
- The Charter School will admit all students who wish to attend the school, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given a chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code §47605(d)(2)(A-C)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code §47605(d)(1)]
- The Charter School will adhere to all provisions of federal law related to students with disabilities including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations §11967.5.1(f)(5)(c)]⁷
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document as equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college-preparatory teachers. [Ref. Education Code §47605(1)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide the school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School will on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School will comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School will comply with all applicable portions of the No Child Left Behind Act.

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

Signature of Co-Lead Petitioner, Mathilde Andrejko

Date

Signature of Co-Lead Petitioner, Renae Waneka

Date

OUSD CHARTER OFFICE STATEMENT OF ASSURANCES

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

- Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
- Will be non-secular in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
- Will not base admission on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
- Will offer at least the minimum amount of instructional time at each grade level as required by law.
- Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.
- Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

- Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, § 5; and MGL c. 89, 71 § (f) and (l).
- Will comply with all other applicable federal and state laws and regulations.
- Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
- Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
- Will operate in compliance with generally accepted government accounting principles.
- Will maintain separate accountings of all funds received and disbursed by the school.
- Will participate in the California State Teachers' Retirement System as applicable.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Directors prior to their service.
- Will, in the event the Board of Directors intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
- Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
- Will provide to the Office of Charter Schools a school code of conduct, Board of Directors bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

Signature of Co-Lead Petitioner, Mathilde Andrejko

Date

Signature of Co-Lead Petitioner, Renae Waneka

Date

INTRODUCTION

THE NEED FOR A SCHOOL LIKE FRANCOPHONE CHARTER SCHOOL

Parents in the Bay Area are hungry for language immersion education¹. While private language immersion programs have been in the area for decades, families unable to afford a private school education for their children have historically been denied this invaluable educational opportunity. Within the last few years, education leaders have recognized this unmet demand for language immersion education, resulting in the opening of multiple language immersion charter schools² in the Bay Area and the development of language immersion programs in a variety of languages, including French, Arabic and Farsi. These programs provide some offerings for parents but continue to receive more applications for admission than they can accommodate and leave parents scrambling for other high-quality, affordable language immersion opportunities for their children.

A small number of schools in the East Bay offer language immersion programs to public school students starting in elementary school. These programs teach Spanish and Mandarin Chinese, but no French language immersion program currently exists. Offering a broader range of languages through public language immersion programs leads to a richer linguistic and cultural tapestry in the community and enhances its overall diversity. Other school districts, including those in New York City and St. Paul, Minnesota have incorporated language immersion programs (in a wide variety of languages, including French) into their public schools and have been successfully operating these programs in diverse urban environments for many years. These schools model the need for and success of public, French language immersion schools.

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

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

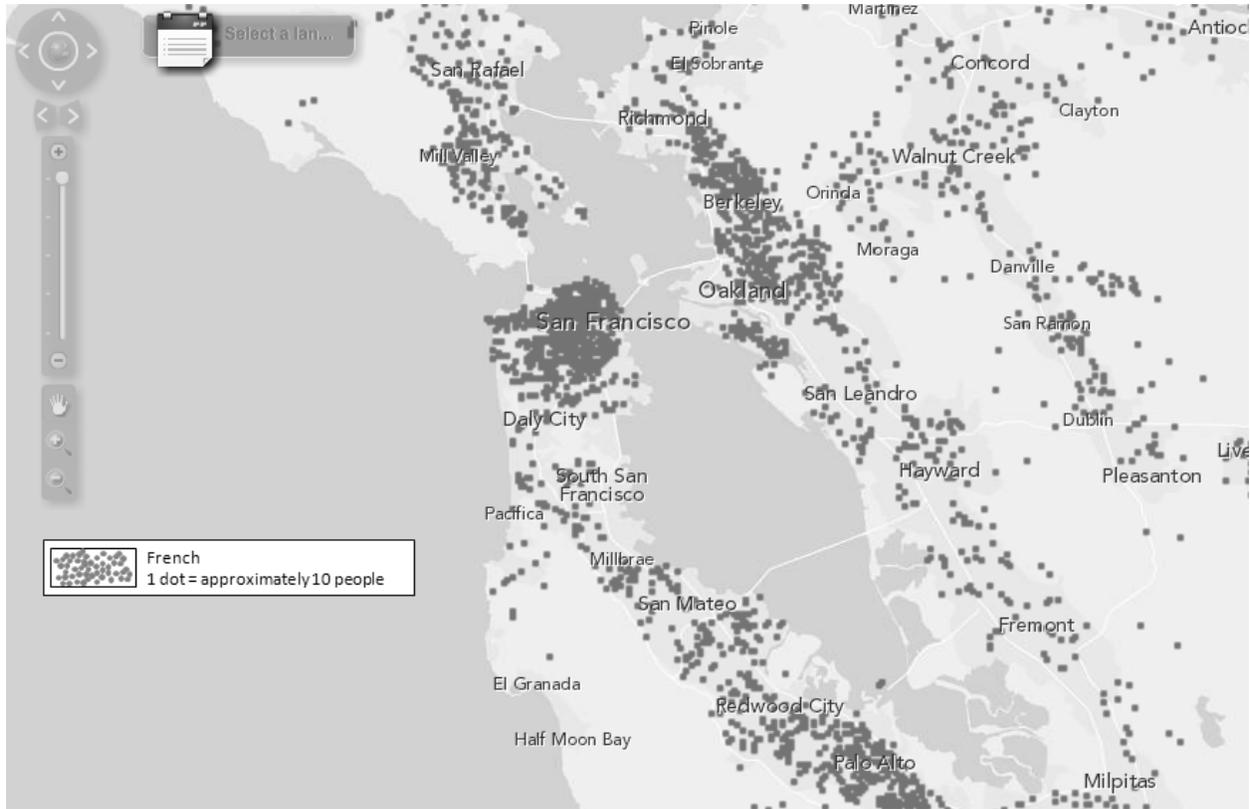
¹ http://www.insidebayarea.com/education/ci_13404444

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

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

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

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



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

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

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

vernacular – is key and integral to the foundation and success of Francophone Charter School’s educational program. Letters of support for Francophone Charter School’s educational program from a variety of organizations and individuals are included in Appendix 1-2.

WHY LANGUAGE IMMERSION?

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

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

WHY FRENCH?

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

⁶ Center for Applied Linguistics, <http://www.carla.umn.edu/immersion/bibliographies/one-way.html>. Also see <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf> for a complete summary of the varied benefits of second language acquisition at a young age.

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

⁸ Pimentel, C. (2011). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos & Education*, 10(4), 335-353. doi:10.1080/15348431.2011.605686

⁹ Tong, F., Lara-Alecio, R., Irby, B. J., & Mathes, P. G. (2011). The effects of an instructional intervention on dual language development among first-grade Hispanic English-learning boys and girls: A two-year longitudinal study. *Journal of Educational Research*, 104(2), 87-99. doi:10.1080/00220670903567364; Met, Myriam, “Improving Students’ Capacity in Foreign Languages,” *Phi Delta Kappa*, November, 2004.

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

Public French language immersion programs are becoming more popular across the United States, and especially in the Western United States, where two French immersion charter schools began enrolling students in 2012 and a public school in Los Angeles will begin enrolling students in its French immersion program in fall 2014. The increased interest in French immersion programs across the country demonstrates the appeal of these programs to students from diverse ethnic, linguistic, socio-economic and learning backgrounds, and presents an opportunity to create a French immersion public school in Oakland, accessible to all.

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

FOUNDING TEAM

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

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

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

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

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

Lucie Lebon – Lucie has bachelor's degrees in biology and chemistry. She is certified to teach by the French Ministry of Education and has been teaching for six years. After teaching in Paris for three years, she taught pre-

school for two years at École Bilingue in Berkeley. She now teaches third and fifth grade at a French school in Barcelona, Spain. She is fluent in French, English, Spanish and Creole and proficient in Catalan.

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

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

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

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

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

Neda Wo – Neda received her BS in Biochemistry and Molecular and Cell Biology from UC Davis. She went on to work in Research and Development in the Biotech industry before making the transition to education. Neda holds a California Single Subject Credential in both Chemistry and Biology, and began her teaching career at a Charter School in Sacramento before moving to the Bay Area. Neda's passion for education has led her to positions beyond

the classroom as well, including working as an instructor at science camps for children and tutoring students in various subjects. Neda is part of a Chinese-Iranian-American family and wishes she had been taught multiple languages when she was a child. She understands the value and importance of such endeavors and plans for her two children to learn multiple languages while they are still young.

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

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

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

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

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

INTENT OF THE CHARTER SCHOOLS ACT

The Charter Schools Act of 1992 states that:

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

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

- Education Code 47601

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

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

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

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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

EDUCATIONAL PHILOSOPHY

MISSION

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

VISION

Francophone Charter School will achieve its mission by:

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

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

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

within their own families, local communities and global communities, help students develop better self-awareness¹¹ to manage and succeed in this increasingly complex world.

The French language provides a common link between geographically and culturally diverse communities that span five continents. After English, French is the most frequently taught language in the world. French language mastery provides a framework by which students can explore the diversity of francophone arts and culture, the global impacts of their actions, civic engagement on a global scale, and how language can unite and provide context to cultural diversity. Learning French also allows students to develop deeper relationships with francophones and positions them well for opportunities with many businesses, governments, non-profit organizations and large multi-national organizations that conduct business in English and French¹².

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.

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

¹² Canada (our largest trade partner), the United Nations, NATO and The International Red Cross conduct their business in English and French. Additionally, many of the emerging economies of Africa are French-speaking nations.

STUDENTS TO BE SERVED – TARGET STUDENT POPULATION

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

Approximate Number of Students by Grade Level by Year

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

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

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

STUDENT POPULATION AND THE DEMOGRAPHICS OF THE TARGETED SCHOOL COMMUNITY

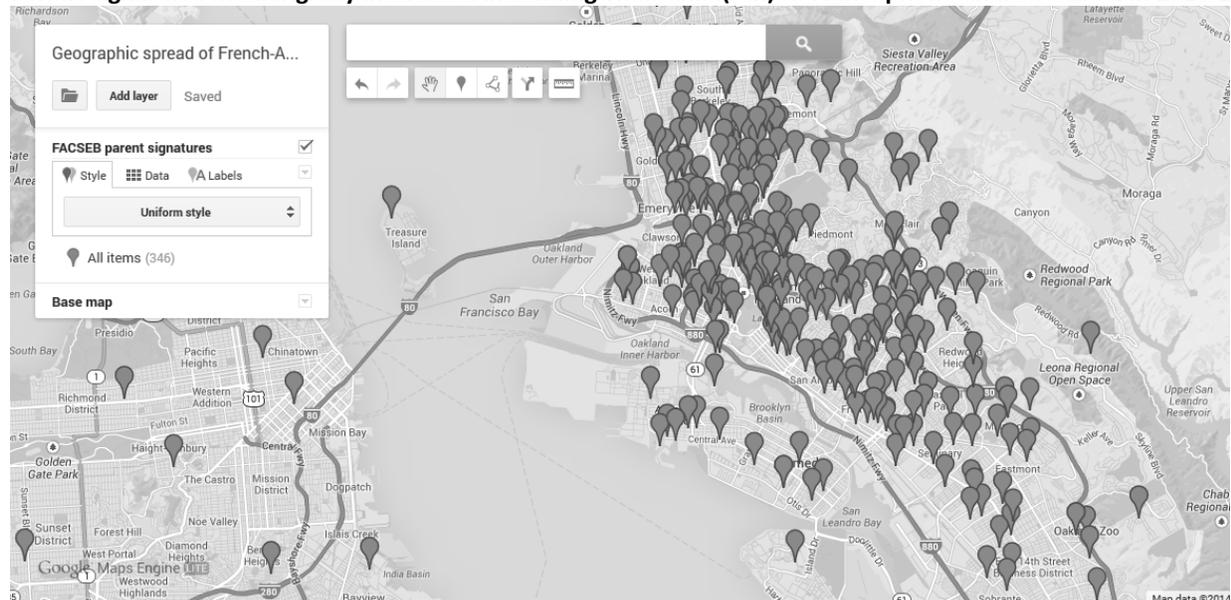
According to data from the Oakland Unified School District (OUSD)¹⁵, the district enrolled 36,180 students in 2012-13. Of these students, 32% were designated English Learners and 69% were eligible for Free and Reduced Lunch. The table below shows the ethnic distribution of students enrolled in OUSD in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

Ethnic Distribution of OUSD Students

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

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

Parent Signatures Meaningfully Interested in Sending Their Child(ren) to Francophone Charter School in 2015-16

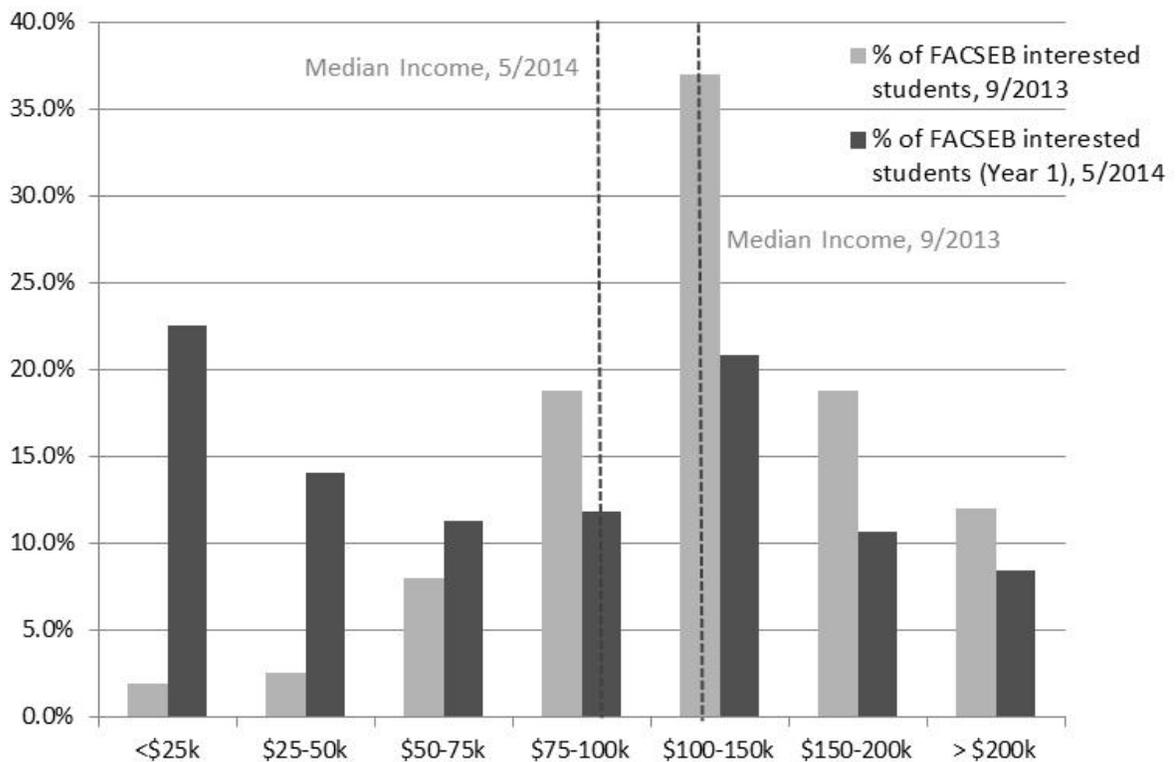


¹⁵ http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

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

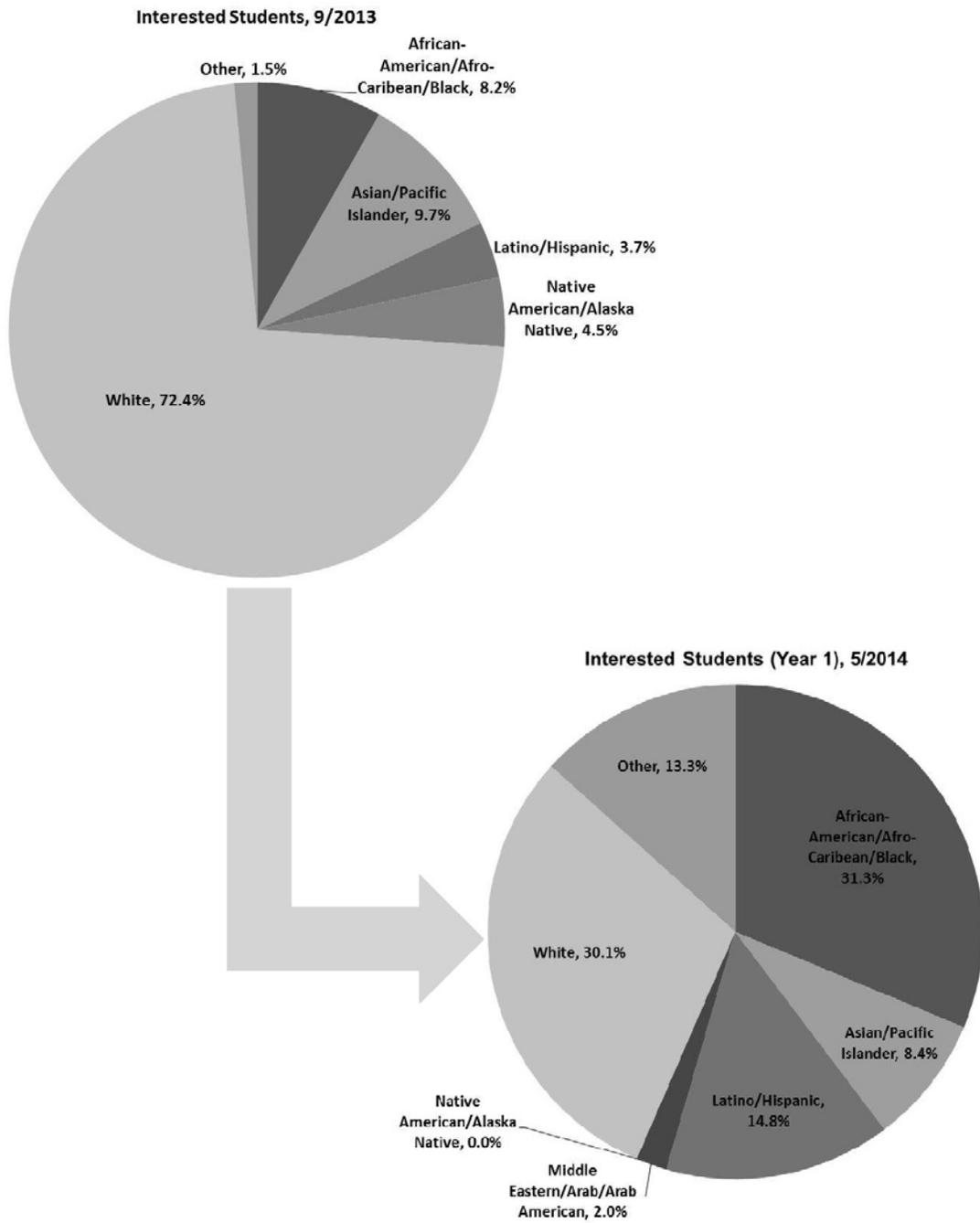
Over the past 18 months, the Founding Team conducted diversity surveys to collect data on the race of interested students and on family income and will continue to collect these data as a method of ensuring student diversity that is comparable to that of the diversity within the jurisdiction comprising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

Annual Household Income of Families Interested in Francophone Charter School, 9/2013 and 5/2014



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

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



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

BENEFITS OF TWO-WAY IMMERSION FOR SPECIAL POPULATIONS

There are clear benefits of language immersion education for low-income students. Research shows that low-income African American children in a language immersion program outperform children of similar background in English-only programs,²¹ and that low-income African American children who enrolled in a French language immersion program performed as well as their African American peers in a non-immersion setting.²² Just over half of the students in Cincinnati's foreign language magnet program receive free and reduced lunch. Students in this magnet program show math and reading scores far better than the national average and better than any of the other magnet programs in Cincinnati.²³ A study of the Milwaukee Public Schools showed that African American students and students of disadvantaged backgrounds who enrolled in the district's French immersion program had better test scores than students with the same characteristics who enrolled in other public schools in the district, as shown below.²⁴

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

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

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

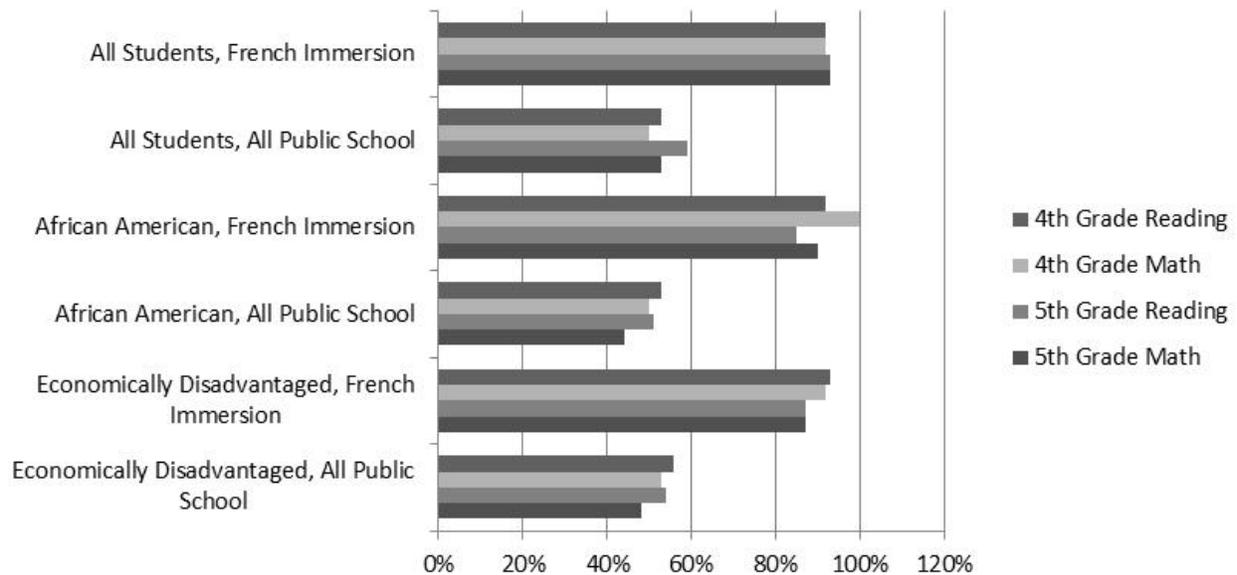
²¹ Lightbown, 2007

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

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

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

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



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

Data also show that English Learners (ELs) enrolled in a two-way immersion program outperformed ELs in every other EL program on English reading standardized tests.²⁹ ELs in the TWI program showed continued improvement in English reading skills from kindergarten through 12th grade, while ELs in non-TWI programs³⁰ showed improvement until middle school or early high school followed by decline. While late-exit bilingual programs was

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

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

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

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

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

³⁰ Non-TWI programs included in the study are (1) late-exit with content ESL, (2) early-exit with content ESL, (3) early-exit with traditional ESL, (4) ESL through academic content, and (5) traditional ESL pull-out.

the only other program in which ELs reached the 50th percentile in English reading and maintained it through 12th grade, average reading scores for ELs in 12th grade were just over 50% for this group versus over 60% for ELs in the TWI program. Research conducted by the Berkeley Unified School District on its TWI programs shows that its EL students in the TWI program perform on par – or better than – their non-TWI peers in English reading.³¹ These data indicate that TWI programs can help close the achievement gap for ELs.

To ensure that teachers are prepared to teach a diverse community of learners, 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 below, under the Plan for Special Learners.

HOW LEARNING BEST OCCURS

Becoming bilingual expands a student's world view. In an increasingly global society, being able to communicate with others in multiple languages is paramount to cross-cultural understanding. Through early and sustained immersion in the French language, students of Francophone Charter School will excel academically, become highly proficient in two languages and develop an appreciation for and sensitivity to other cultures. Foreign language immersion is a proven educational methodology in which the grade-level content is taught in a language other than English³². 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 programs³³, are more advanced readers³⁴, perform better on standardized tests, and are less likely to drop out of school³⁵. Research also indicates that students can simultaneously master a rigorous academic curriculum taught in the target language and master both languages.³⁶ Language immersion programs particularly benefit young children, such as those in elementary or TK-8 schools. Of the few schools that offer a second language program to students in the Oakland Unified School District (not including schools that offer a transitional bilingual program), most are high schools that offer second language courses. However, these language offerings come well after the

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

³² Center for Applied Linguistics, <http://www.carla.umn.edu/immersion/bibliographies/one-way.html>. Also see <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf> for a complete summary of the varied benefits of second language acquisition at a young age.

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

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

³⁵ Pimentel, C. (2011). The color of language: The racialized educational trajectory of an emerging bilingual student. *Journal of Latinos & Education*, 10(4), 335-353. doi:10.1080/15348431.2011.605686

³⁶ Tong, F., Lara-Alecio, R., Irby, B. J., & Mathes, P. G. (2011). The effects of an instructional intervention on dual language development among first-grade Hispanic English-learning boys and girls: A two-year longitudinal study. *Journal of Educational Research*, 104(2), 87-99. doi:10.1080/00220670903567364; Met, Myriam, "Improving Students' Capacity in Foreign Languages," *Phi Delta Kappa*, November, 2004.

best time for initial exposure to learning multiple languages (before age seven)³⁷ and the period when children have the greatest facility to learn multiple languages (from the time they are infants until they are in their early teens³⁸). 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 development³⁹, better problem solving skills⁴⁰, delaying the onset of dementia and other forms of Alzheimer's disease⁴¹, better conflict resolution skills, and increased adaptability to new environments⁴². Further, research has shown children who speak more than one language are more highly attuned to processing sound, can pay attention better than their monolingual peers, showed reduced levels of anxiety, loneliness, and poor self-esteem, and were less likely to argue, fight, or act impulsively⁴³.

Learning a second language also creates economic and sociocultural opportunities locally and around the world. Proficiency in multiple languages provides access to additional employment opportunities in international business, tourism, communications, non-profit service, and diplomatic and outreach industries. Research shows that competence in multiple languages increases both job opportunities and wages in a wide range of career opportunities, including – but not limited to – business, technology, the US military, and non-profit humanitarian organizations⁴⁴. Learning multiple languages also expands a student's world view, helps connect people, and provides a bridge to deeper relationships with people from diverse backgrounds. Learning about diversity both within the French-speaking world and among the families and staff at 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.⁴⁵

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

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

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

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

⁴⁰ Center for Applied Linguistics

⁴¹ Bhattacharjee, 2012

⁴² Marian & Shook, 2012

⁴³ Gillette, 2013

⁴⁴ The US military offers a Foreign Language Proficiency Bonus as a financial incentive for members to help the armed services enhance its foreign language capabilities. The law authorizes payment of a bonus up to \$12,000 for a 12-month period. (<http://militarypay.defense.gov/pay/specialindex.html#316>)

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

INSTRUCTIONAL APPROACH

LANGUAGE IMMERSION MODEL

The focus of the instructional approach of 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 sharing.⁴⁶

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.⁴⁷ Starting in third grade, students will receive 70% of their instruction in French and 30% in English. The ratio will decrease to 50/50 in sixth grade and will remain that way through eighth grade. Subjects taught in French will be taught by native or near-native francophones who are also proficient in English. Subjects taught in English will be led by teachers with native English proficiency. The following table shows the approximate allocation of instructional time by language and subject for each grade level.⁴⁸

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

⁴⁷ Research shows that students in language immersion programs transfer literacy and math skills developed in French to literacy and math skills in English. Despite receiving classroom instruction in English for the first time in 4th grade, one study found that the majority of French language immersion students in grades 3 to 5 performed at or above grade level on math assessments and English reading assessments. Longitudinal analysis of student data show increased performance in both math and reading in English between grades 3 and 5, with fewer than 3% of students in 5th grade scoring below grade level in these subject areas.
http://www.carla.umn.edu/immersion/acie/vol10/may2007_researchfindings.html,
<http://www.carla.umn.edu/immersion/acie/vol11/BridgeNov07.pdf>

⁴⁸ Percentage of time spent in each language at any particular grade may shift over time, depending on the latest findings in language immersion research and the school's experience.

Approximate Share of Instruction in French by Subject Area

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

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

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

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

⁴⁹ In preparation for state testing, teachers may conduct some lessons in English in order to provide the best preparation for students. Some of this preparation will include teaching applicable English vocabulary and providing necessary vocabulary sheets and study materials. Dual immersion math vocabulary worksheets have been developed by the Granite School District in Salt Lake City, Utah and are samples of what can be used by teachers:

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

⁵⁰ 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.

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

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

ADDITIONAL INSTRUCTIONAL STRATEGIES

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

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

DIFFERENTIATED INSTRUCTION

Providing differentiated instruction is essential given the diverse learning needs of students in two-way immersion. A key component of learning a language well is continued practice. In order to provide students of varying language abilities the opportunity to practice at their level and build upon that level, differentiated instruction may include different exercises during which students of comparable language abilities are grouped together for a short time⁵³. The teacher will provide guidance to each of the groups and will gather the class as a whole at the end of the lesson for students to share what they learned. Teachers may also use aides or parent and community volunteers to help guide small groups. This strategy may mix students of different grade levels, depending on language proficiency of the student body, and will allow beginners to become more confident in their language skills and proficient speakers to enhance and grow their language skills.⁵⁴

CONTENT BASED INSTRUCTION

Content Based Instruction (CBI) is a well-researched instructional methodology that is commonly used when acquiring a second language⁵⁵. CBI focuses on immersion in the second language so that the content – rather than

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

⁵³ The founding Principal and student body will determine actual strategies so that the latest in educational research and the needs of the student population are taken into consideration for instructional strategies used in the classroom.

⁵⁴ In its first year of operation, the Santa Rosa French American Charter School learned that students with higher levels of French proficiency needed more differentiated instruction and small group time with other highly proficient French speakers in order to continue advancing in the French language.

⁵⁵ Content Based Instruction (CBI) has achieved popularity in Canadian French Immersion models, and is supported by the CoBaLTT (Content Based Learning Through Technology) instructional models. The Center for Advanced Research on Language Acquisition (CARLA) supports the use of CBI. Francophone Charter School will work with

the language itself – is the focus of the lesson and the learning. While the language cannot be divorced from the content, CBI promotes concurrent learning of both by building stronger associations between content and use of language in context. The goal of CBI is for students to learn how to read, write, discuss and analyze content being taught in the classroom using the second language. CBI promotes these skills by providing language forms that are both relevant and contextually appropriate to learning the content. These instructional strategies develop more meaningful connections between language and content and support stronger acquisition of both. Francophone Charter School will use CBI to concurrently teach grade-level content and the French language.

INQUIRY-BASED LEARNING

In Inquiry-Based Learning (IBL), students will be given a question or a problem for which they will need to design and test hypotheses in order to find a solution. This style of learning aligns well with the mission and values of 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 students⁵⁶ and can improve academic performance, motivation, and participation in group work for students with learning disabilities⁵⁷.

When implemented in small groups, IBL requires collaboration among group members and enhances learning by allowing students in one group to learn about the processes and outcomes of other groups. With an emphasis on collaboration and community at 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 Singapore math curriculum.⁵⁸

SOCIAL EMOTIONAL LEARNING

Social Emotional Learning (SEL) is a comprehensive pedagogical approach that develops core life competencies associated with lifelong learning and success and is known for creating a positive school climate and classroom culture conducive to maximizing every child's academic and intellectual development. SEL also aligns well with the personal integrity and citizenship aspects of the mission of 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.⁵⁹ Current OUSD goals⁶⁰ for SEL include:

CARLA and the Center for Applied Linguistics (CAL) to guide curriculum development.

<http://www.carla.umn.edu/cobaltt/cbi.html>

⁵⁶ <http://www.edutopia.org/inquiry-project-learning-research>; C Wirkala, D Kuhn (2011). Problem-Based Learning in K-12 Education: Is it effective and how does it achieve its effects? *American Educational Research Journal*, 48(5):1157-1186.

⁵⁷ Filippatou, D. Kaldi, S. (2010). The effectiveness of project-based learning on pupils with learning difficulties regarding academic performance, group work and motivation. *International Journal of Special Education*, 25(1):17-26.

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

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

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

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

LOOPING

Looping is a process whereby students stay with the same teacher for two years in a row. This strategy builds a stronger community by building stronger relationships between students and teachers and between teachers and parents. The better the teacher knows the student, the better the lessons can be targeted to the learning style of the student and promote greater academic success.⁶¹ Looping has also shown to increase student attendance and decrease discipline problems.⁶² Francophone Charter School will implement looping in grades TK-3. Since looping is most effective in well-established schools in which the teachers have had multiple years to refine their teaching strategies for a particular curriculum, the Founding Team plans to start looping in Year 4. However, the Principal and Board of Directors will decide on the best time to start looping so that it is implemented according to best practices and with the best interests of the students and the Charter School in mind.

TECHNOLOGY

The use of computers and/or tablet computers and learning software will promote differentiated instruction, increase the number of educational modalities available to teachers and students, provide alternate ways of learning and assessment, and allow for communication with francophone communities across the globe. Software such as Dreambox and Accelerated Reader may be used as educational tools for math and reading. Computers

⁶⁰ 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.

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

⁶² <http://eric.ed.gov/?id=ED496341>

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

SPECIALIZED LANGUAGE ACQUISITION STRATEGIES

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

- Gestures and facial expressions
- Speaking more slowly
- Repetition of key words and phrases
- Using context to convey meaning
- Building on learned vocabulary to teach new vocabulary
- Specially Designed Academic Instruction in English (SDAIE)⁶⁴
 - Realia (concrete objects and materials)
 - Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps)
 - Visuals (study-prints, text book illustrations, overheads, projected prints, reproductions of paintings and documents)
 - Graphic organizers (matrices, Venn diagrams and webs)
 - Concrete experiences, including planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

EDUCATIONAL AND CAREER PLANNING

Francophone Charter School is committed to preparing all of its students for college and career. Explicit activities and instruction that introduce students to colleges, businesses, career opportunities, and the use of their francophone skills in a context outside the school will foster college and career readiness. Francophone Charter School will investigate partnerships with local and global entities that will help achieve this goal.

CURRICULUM⁶⁵

The Common Core State Standards and the California State Standards will provide the foundation for building curriculum and guiding instruction for English Language Arts, Math, Science and History/Social Science. Francophone Charter School will offer the aforementioned core courses, global citizenship, art, music, additional world languages, health and physical education in order to provide a comprehensive and well-rounded education for its students. For subjects and grades taught in English, the Charter School will use texts and materials adopted

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

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

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

by the State of California or ones that align with the California Common Core State Standards.⁶⁶ 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.

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

LANGUAGE ARTS

Literacy skills are vital to the academic and career success of students. The language arts curriculum will focus on the acquisition and application of oral, reading, writing and comprehension skills and will provide materials and instruction that serve to increase complexity of vocabulary and content as methods of preparing students for challenging academic and career environments. Literacy skills will be incorporated into all courses at 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 plans to adopt the reading and writing curriculum developed by the highly-respected Teachers College Reading & Writing Project (TCRWP)⁶⁷ at Columbia University, because it is aligned to the Common Core State Standards, state priorities and the mission and goals of the Charter School. Some strategies that may be used to enhance literacy are: reading aloud, phonics and phonemic awareness, shared reading, guided reading,

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

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

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

French Language Arts will incorporate strategies, such as Reading and Writing Workshops, as used in the English Language Arts curriculum developed by Teachers College Reading & Writing Project. 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.⁷⁰

MATHEMATICS

Francophone Charter School will use Singapore Math, which aligns with the Common Core State Standards for Mathematics and centers on problem-solving and a three-step learning process (concrete, pictorial and abstract) to help students master mathematical concepts and apply those concepts to complex math problems.⁷¹ Singapore Math emphasizes word problems, rather than repetitive math drills, and is used by many leading schools⁷². Francophone Charter School intends to teach all of its math content in French; it will use Singapore Math materials

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

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

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

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

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

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

from *La Librairie des Écoles*.⁷³ This will be supplemented with online games that provide opportunities to incorporate technology and differentiated instruction into the math curriculum.

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

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

SCIENCE

The Charter School will use the inquiry-based Full Option Science System (FOSS) to inform the science curriculum. FOSS is a research-based program designed for grades K-8⁷⁶ that was developed by the Lawrence Hall of Science at the University of California, Berkeley. The FOSS curriculum aligns well with 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. See Appendix A-5 for a sample of the FOSS curriculum. Scope and Sequence for science are provided in Appendix A-5.

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

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

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

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

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

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

⁷⁶ Francophone Charter School will use the strands for the FOSS kindergarten curriculum as the basis for the development of the transitional kindergarten curriculum.

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

SOCIAL STUDIES

Social studies content will be based on the California Common Core State Standards and will develop student knowledge and understanding of local and global communities, including those of the francophone world. The curriculum will include history, geography, civics and economics and will incorporate the history of the francophone diaspora. Social studies units will draw from a wide variety of resources and materials, including lessons from the Teacher Curriculum Institute's (TCI) *Social Studies Alive!* (K-5) and *History Alive!* (6-8).⁷⁹ These TCI lessons and units are inquiry-based, incorporate language arts and global citizenship themes, and align with the California Common Core State Standards.

In addition to these lessons, social studies will incorporate family history and origin into its curriculum in order to provide examples of the rich diversity within the school community. For example, a parent who is a Haitian immigrant could provide a cultural lesson to students by giving a short presentation about his or her home country, discussing the similarities and differences between life there and in Oakland. 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.

ARTS & MUSIC

Development of student artistic expression and appreciation for art and music are integral to a well-rounded education, and a core part of a student's experience at 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. Francophone Charter School will investigate partnerships with organizations such as Rara Tou Limen Haitian Dance Company and Diamano Coura West African Dance Company to provide education and enrichment for students in the diversity of francophone arts and culture. While Francophone Charter School will employ art and music teachers⁸⁰ who will provide specific instruction in these areas, all teachers will integrate arts and music into their teachings as a method of integrating creativity into other disciplines and aligning the curriculum with the mission and vision of the Charter School.

PHYSICAL EDUCATION

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)). Haitian and/or West African dance and other physical activities characteristic of francophone communities will be incorporated into physical education opportunities at the Charter School, either through formal physical education classes or after-school enrichment. In addition to physical activity, teamwork and cooperation will be incorporated into physical education courses. The Charter School will conduct all mandated physical fitness tests.

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

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

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

HEALTH

Health education provides students with the knowledge and skills they need to lead healthy lives. Instruction in this area will include classroom instruction, physical education class, collaborations with organizations that provide special programs, thematic units related to health, and special programs and/or events for students, parents and the broader community. A thematic unit related to healthy cooking and eating that focuses on francophone cuisine provides an opportunity to learn about, cook and taste foods from a variety of places (i.e. Vietnam, Morocco, France) and expands a student’s world view.

Francophone Charter School will follow the Health Education Content Standards used by the California Department of Education.⁸¹

ADDITIONAL WORLD LANGUAGES

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

GLOBAL CITIZENSHIP

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

⁸¹ <http://www.cde.ca.gov/be/st/ss/>

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

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

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

TECHNOLOGY

Students will have access to computers and/or tablet computers with the expectation that they will become technologically proficient in ways that will prepare them for the best high schools and colleges. Most subject areas will incorporate technology into their lessons so that students gain adequate exposure to and experience with technology⁸⁵ and understand how it can be used in both pragmatic and creative ways. Availability of computers also offers additional opportunities for differentiated instruction within the classroom⁸⁶. Francophone Charter School will develop relationships with schools in the francophone world so that there are regular opportunities for an exchange between students via technology. A sample lesson would be creating videos on a tablet computer about daily life at Francophone Charter School and exchanging them with videos created by students at a francophone school in Tunisia. This also provides integration with the arts by providing students guidance to use multi-media skills to create something original to share with others. Technology also provides an opportunity to have virtual pen pals and to conduct live interviews via video chat with francophone students in a variety of places across the globe.

LIFE SKILLS

For students to be well-rounded and most successful, they need to develop more than knowledge and skills in academics. 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 Principal will manage the selection, adaptation, development and regular reviews of curricula at all grade levels to ensure continued alignment with the California Common Core State Standards. Every year, the Principal will work with the Curriculum and Education Program Evaluation Team, the Advisory Board, and mentors from more established immersion programs, to conduct a review of all curriculum and materials, using student achievement results and a variety of other metrics outlined in Elements B and C to evaluate the effectiveness of the curriculum.⁸⁷

LEARNING ENVIRONMENT

SMALL SCHOOL ENVIRONMENT

⁸⁵ Parent volunteers will serve as technology coaches or technicians.

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

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

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 populations.⁸⁸ 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 schools.⁸⁹

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

SCHOOL DRESS CODE

Francophone Charter School will require all students to abide by a school dress code. A dress code shows that all students are part of the school community and will promote a culture of inclusiveness by limiting words, pictures, logos, commercial characters, and other embellishments. These guidelines will provide choices for students and families while also reducing distractions and disruptions caused by clothing, making economic disparities between students less obvious, minimizing the use of clothing to signal gang affiliation and other risks to student safety, and promoting student achievement. Colors and other specifications of the dress code will be determined by the Board of Directors in consultation with the Parent-Teacher Association. The dress code specifications will be detailed in the Parent-Student Handbook, and there will be several options so that students can express their creativity within the confines of the dress code. 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.⁹⁰ A variety of events will be organized and scheduled throughout the year to encourage family involvement. Parents will be encouraged to share their family history as part of classroom lessons that teach students about community-building, diversity and history. Francophone Charter School will also celebrate

⁸⁸ A number of large-scale studies have demonstrated that small schools are more productive and effective than large ones. Findings from these studies show that students in small schools learn more and better, make greater progress toward graduation, persist in larger numbers, and behave better. (Raywid, Mary Anne. 1999. "Current Literature on Small Schools," West Virginia: ERIC/CRESS.) . In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling," West Virginia: ERIC.). Howley, C., Strange, M., and Bickel, R. (2000). *Research about school size and school performance in impoverished communities*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

⁸⁹ Howley, C., Strange, M., and Bickel, R. (2000). *Research about school size and school performance in impoverished communities*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

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

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

Families will also be expected to be involved in the school community and encouraged to volunteer a minimum of 30 hours per year. Opportunities for participation will be varied and may occur during or outside of the school day so that all families can be included. Parent participation may include, but will not be limited to, volunteering in the classroom, preparing materials at home, providing language support for other families, supervising field trips, and helping with school-wide events.

THREE-WAY CONTRACT

Student learning is best facilitated by a three-way partnership between the student, family, and school. Accordingly, the Charter School will have a Three-Way Contract, which all parties will sign as part of the enrollment process. The contract will include expectations for student behavior and academic effort, family support of the student, and school responsibility for supporting the student and communicating with the family. A draft of Francophone Charter School's Three-Way Contract is available in Appendix A-6.

PROPOSED SCHEDULE AND CALENDAR

SCHOOL YEAR

The proposed 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. In the first year of operation, prior to the start of school for students, the Charter School will have a week-long Teacher Institute⁹¹ that will enable all faculty and administration to prepare curriculum, pedagogical practices, assessments and other logistical processes to ensure a smooth first year of school. The proposed school calendar for 2015-2016 is included in Appendix A-8.

SCHOOL DAY

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

More consistent exposure to a second language boosts acquisition⁹². An extended school day will provide students with more opportunities for learning and will allow them to have time for their core subjects, French Language Arts and elective courses. The school day will run from approximately 8:25 am to 3:30 pm. This exceeds the minimum number of instructional minutes set forth in Education Code §47612.5, is more daily instruction than students receive in many traditional public schools, and is similar to the schedule implemented by other language immersion programs in the area⁹³. A proposed weekly schedule for a Kindergarten student is included in Appendix A-8. Scope and sequence for science is included in Appendix A-5.

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

EXTENDED LUNCH HOUR

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

Eating nutritious food takes time. Francophone Charter School will offer healthy lunches for students⁹⁴ and will develop a mindful eating policy with input from students, staff and parents. As recommended by California Food Policy Advocates, the importance of healthy eating habits — choosing nutritious foods and taking the time to eat them — needs to be modeled and taught. Mindless eating can lead to obesity; forcing people to eat quickly often leads to higher caloric intake and feeling hungry sooner than when sitting to eat at a slower, mindful pace.⁹⁵ Providing a venue for students to sit and eat their lunch according to a mindful eating policy models this important behavior.

The lunch hour will be supervised by the Principal, Teacher on Special Assignment, aides, and/or parent or community volunteers.

MAXIMIZING ATTENDANCE

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

- Clearly highlighting the longer school day in all student recruiting and enrollment materials;

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

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

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

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

- 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.

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

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

PROFESSIONAL DEVELOPMENT

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.).⁹⁶

The Charter School will also invest in the continued professional development of its teachers and provide support and encouragement for such activities, especially as they relate to current research and strategies for language immersion education and the mission and vision of the Charter School. Every year, 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;

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

- **English Learners** through on-site trainings organized and delivered by a Teacher on Special Assignment. For teachers not trained in Specially Designed Academic Instruction in English (SDAIE), the Charter School will train teachers to use instructional strategies used in Project GLAD (Guided Language Acquisition and Design). Project GLAD is a nationally-recognized program that trains staff in specific methods of instruction for successful immersion education in a multi-lingual classroom.
- **Social Emotional Learning (SEL)** online professional development opportunities through an organization such as the Developmental Studies Center’s Caring School Community⁹⁷;
- **Students with Disabilities** Training and professional development in order to address the needs of special education students as detailed in the Plan for Students with Disabilities section of this charter petition will also be provided. A Teacher on Special Assignment will provide on-site training related to special education. Francophone Charter School has approached Aspire Public Schools about negotiating a partnership whereby Francophone Charter School can send its special education staff to Aspire’s monthly trainings.⁹⁸

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

PLAN FOR SPECIAL LEARNERS

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

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

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

- Disruptive classroom behavior

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

- Differentiated instruction and mini-lessons targeted to the academic challenges of the student occurring in the classroom;
 - During English and French Language Arts, the Readers and Writers Workshop model is structured to break students into groups that allow for targeted teaching and learning for students who need additional help in certain areas. Students may receive one-on-one help from the classroom teacher, Teacher on Special Assignment (TOSA), teaching aide, community/parent volunteer, or student mentor.
- Small group tutoring by classroom teachers, Teacher on Special Assignment, aides, other students and/or volunteers before, during or after school;
 - In alignment with the community engagement focus of 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;
 - TOSA and community/parent volunteers will be available to help students work on specific knowledge and skills needed for success in the classroom.
- A Student Study Team ("SST") for any student who is persistently tardy, absent, has behavior challenges, or is struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student's needs. The SST Approach can be found in Appendix A-9.

Parents/guardians are encouraged to discuss their child's academic, social and emotional performance with the child's teachers if they are concerned about low achievement that has not been identified by any of the aforementioned means so that appropriate interventions can be discussed and implemented. 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 (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge.

Elements of Direct Instruction include:

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

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

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

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

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

- External and internal assessments
 - Smarter Balanced ELA and Math
 - CSTs in science and social studies
 - DELF-PRIM French language proficiency assessment
 - Scoring an A on internal benchmark and/or summative assessments
- Observations in the classroom
 - consistently finishing their work more quickly than other students
 - asking questions that tend to differ from their classmates in depth of understanding and frequency

Research finds that high-achieving students differ from their classmates in their intellectual ability, pace at which they learn, task commitment, and depth of understanding.⁹⁹ The following strategies address these differences in order to ensure that this group of students will be engaged and supported in the classroom.

Strategies to support these students may include:

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

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

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

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

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

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

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

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

PLAN FOR ENGLISH LEARNERS

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

The goal of the Charter School is to meet the educational needs of all students and foster an environment that appreciates, understands and values other languages and cultures. The two-way language immersion program that will be offered at Francophone Charter School uniquely positions the school to provide English Learners (ELs) full access to the curriculum. Differentiated instruction, Content Based Instruction (CBI), and Specially Designed Academic Instruction in English (SDAIE) are some of the commonly used instructional strategies in language immersion programs that help students with varying linguistic backgrounds learn the language(s) of instruction. These strategies are well-researched and successful teaching techniques for making curriculum accessible to all

¹⁰¹ Maker, 1982; Renzulli, 1986; Treffinger, 1986;
<http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/ust3elctr.pdf>

students.¹⁰² In the case of Francophone Charter School, these strategies¹⁰³ will be used to help ELs learn English and non-French speaking students learn French, developing both English and French literacy skills for all students.

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

The Multiple Effects Principle used in linguistic research states that the “length of exposure, increased proficiency and typological closeness between a native language and the second and third languages learned” increases language transference and the ability of students to acquire multiple languages more quickly. Research also shows that bilingual students display greater facility in learning additional languages when compared with monolinguals.¹⁰⁵ Since French and Spanish are Romance languages, cognates and similar grammatical construction between the two languages provides an advantage for Spanish-speaking ELs in that these students, with no prior exposure to the French language, will be able to draw parallels between their primary language and French in accordance with the Multiple Effects Principle. 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 CELDT and reclassification are described in Element B, State Priority 2 (Implementation of the Common Core State Standards). The French Early Immersion Program in Holliston, Massachusetts is an example of a public dual immersion program that has successfully included students whose native language was neither French nor English.

¹⁰² Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program [Abstract]. Dissertation Abstracts International, A: The Humanities and Social Sciences, 66 (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No. DA3175715.)

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

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

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

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

Major components of this pedagogical approach include¹⁰⁶:

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

¹⁰⁶ <http://www.projectglad.com/>

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

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

In this way, 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 group¹⁰⁷, and low-SES children are more likely to begin school in lower-quality elementary schools than their more advantaged counterparts.¹⁰⁸ Research also shows that early academic experiences for students of all backgrounds – especially those from socioeconomically disadvantaged families – has profound long-term benefits on cognitive development, increased readiness to learn, and academic achievement.¹⁰⁹ Francophone Charter School will offer TK as part of a two-year kindergarten program (TK followed by kindergarten), that will provide

¹⁰⁷ Burkam, David T. and Valerie E. Lee. "Inequality at the Starting Gate: Social Background Differences in Achievement as Children Begin School." (2002) Retrieved on 2/13/14 from http://www.epi.org/publication/books_starting_gate/.

¹⁰⁸ Ibid.

¹⁰⁹ Laurie M. Anderson, PhD, MPH, Carolynne Shinn, MS, Mindy T. Fullilove, MD, Susan C. Scrimshaw, PhD, Jonathan E. Fielding, MD, MPH, MBA, Jacques Normand, PhD, Vilma G. Carande-Kulis, PhD, MS, and the Task Force on Community Preventive Services. "The Effectiveness of Early Childhood Development Programs: A Systematic Review." (pg. 38) Retrieved on 2/13/14 from <http://www.thecommunityguide.org/social/soc-AJPM-evrev-eed.pdf>.

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 background¹¹⁰. The Parent-Teacher Association will also plan activities for families to have multiple opportunities throughout the year to be engaged in the Charter School’s community.
- **Socioeconomic diversity within the classroom** – Students from socioeconomically disadvantaged families do better in school if they are educated with students from a variety of socioeconomic backgrounds¹¹¹. Our public random drawing provides preference to children living in Oakland, and our outreach efforts¹¹² will seek to recruit families of all backgrounds across the East Bay to enroll their children in the school.
- **School lunch program** – 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.¹¹³

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

PLAN FOR STUDENTS WITH DISABILITIES

Language immersion programs can be beneficial placements for students with learning disabilities. Learning through two languages does not increase the risk for developing learning disabilities, children with language impairment can become bilingual, and monolingual education programs are no more beneficial for students with learning disabilities than two-way immersion programs similar to what Francophone Charter School will offer.¹¹⁴ Research also indicates that:

¹¹⁰ Howley, C., Strange, M., and Bickel, R. (2000). *Research about school size and school performance in impoverished communities*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. Retrieved January 17, 2014, from <http://www.ericdigests.org/2001-3/size.htm>

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

¹¹² See Outreach Plan in Appendix 3.

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

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

- learning impairments would be evident in any language and that diagnosis of any impairment would not be hampered by the language immersion program;¹¹⁵
- the rate at which students with learning disabilities acquired linguistic, cognitive and academic skills was similar in language immersion and traditional English-only educational programs; and^{116,117}
- students with disabilities are better able to gain proficiency in a second language if they are introduced to the language at a young age.¹¹⁸

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

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

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"

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

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

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

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

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.

NOTIFICATION AND COORDINATION

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

IDENTIFICATION AND REFERRAL

Francophone Charter School shall have the responsibility to identify, refer and work cooperatively in locating Charter School students who have, or may have, exceptional needs that qualify them to receive special education services. Through collaboration between the Principal and/or Special Education Coordinator, teachers and other school staff, Francophone Charter School will work to identify any students who do not currently have an IEP but may be in need of a pre-referral intervention plan. The Principal and/or Special Education Coordinator will then convene the Student Study Team (SST)¹²¹ for applicable students. Students that may need special education can

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

¹²¹ Francophone Charter School's SST Approach can be found in Appendix A-9.

also be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress with the general program.

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

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

INTERIM AND INITIAL PLACEMENTS OF NEW CHARTER SCHOOL STUDENTS

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

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

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

REFERRAL PROCESS

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Francophone Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. All referrals will be responded to in writing by the Charter School within 15 days. Francophone Charter School will notify the district and/or SELPA of the assessment request within 5 days of receipt. The parent will receive a written Assessment Plan within 15 days and will be given at least 15 days to provide written consent. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment. Parents will be informed via the Principal and/or Special Education Coordinator that special education and related services are provided at no cost to them.

ASSESSMENTS

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

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

Unless conflicting with SELPA policies and procedures, Francophone Charter School will follow the following assessment guidelines.

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

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's need for special education. Francophone Charter School will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETINGS

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

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

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

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

IEP DEVELOPMENT

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

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student’s current level of performance;
- A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP IMPLEMENTATION

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

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

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

IEP Meetings will be held:

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

IEP REVIEW

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

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

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

STAFFING

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

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

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

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

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;

- Communicate with parents about progress made toward attaining the goals stated on the student’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Principal to ensure that the objectives and goals of students with IEP’s are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

REPORTING

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

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

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

SPECIAL EDUCATION STRATEGIES FOR INSTRUCTION AND SERVICES

Francophone Charter School will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. The Charter School will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Francophone Charter School’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how

these fit within the general educational program of the school. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

PROFESSIONAL DEVELOPMENT FOR FRANCOPHONE CHARTER SCHOOL STAFF

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

SECTION 504 OF THE REHABILITATION ACT

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

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing, and notice is given in writing to the parent or guardian of the student in his or her primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains

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

information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

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

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES

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

NON-DISCRIMINATION

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

PARENT/GUARDIAN CONCERNS AND COMPLAINTS

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

DUE PROCESS HEARINGS

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

SELPA REPRESENTATION

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

FUNDING

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

GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Francophone Charter School will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, Francophone Charter School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. Please refer to the tables in Element B (Measurable Pupil Outcomes) for the goals and actions of the Charter School to achieve the eight state priorities, including all relevant sub-groups, outcomes and corresponding assessments.

ELEMENT B: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

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(b)(5)(A)(ii), Francophone Charter School of Oakland shall include a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Francophone Charter School of Oakland’s pupil outcomes¹²³, disaggregated by major subgroups in compliance with Education Code section 47607(b)(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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, 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.¹²⁴

OUTCOME # 1 – GRADE-LEVEL KNOWLEDGE AND SKILLS

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

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

Outcome # 1 – Grade-level knowledge and skills

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

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

¹²⁴ Research shows that students in dual language immersion programs like the one that will be implemented at Francophone Charter School will ultimately score as well, or better than, students in monolingual programs. It may, however, take students until 6th grade to reach that point. <http://www.sfgate.com/education/article/S-F-seen-as-model-in-bilingual-education-over-5229826.php>

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

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

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		<p>Americans, and Socioeconomically Disadvantaged, as applicable).</p> <ul style="list-style-type: none"> • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained

OUTCOME # 2 – BILINGUAL AND BI-LITERATE IN FRENCH

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

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

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

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

CEFR Level	ACTFL ¹²⁶ Level	Level Description
A1	Novice-Low/Mid/High	<ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

¹²⁵

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

¹²⁶ American Council on the Teaching of Foreign Languages,
http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

CEFR Level	ACTFL ¹²⁶ Level	Level Description
A2	Intermediate-Low/Mid/High	<ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography). • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. • Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Advanced-Low	<ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken. • Can produce simple connected text on topics that are familiar or of personal interest. • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
B2	Advanced-Mid	<ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics. • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Advanced-High	<ul style="list-style-type: none"> • Can understand a wide range of demanding, longer texts, and recognize implicit meaning. • Can express ideas fluently and spontaneously without much obvious searching for expressions. • Can use language flexibly and effectively for social, academic and professional purposes. • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	Superior/Distinguished	<ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read. • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. • Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

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

- **DELFP-PRIM** (*Diplôme d'études en langue française*) assesses student proficiency in the French language through listening comprehension, reading comprehension, written expression and oral

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

expression/interaction. The assessment is administered by the French Ministry of Education and is the first in the DELF/DALF (*DELF - Diplôme approfondi de langue française*) series of certificates awarded by the Ministry for proficiency in French as a foreign language. Certificates are given according to language proficiency levels of the CEFRL.

- **Assessments from the Center for Applied Linguistics**
 - **Early Language Listening and Oral Proficiency Assessment (ELLOPA)** - grades TK-2
 - **Student Oral Proficiency Assessment (SOPA)** – grades 2-8
 - The SOPA or ELLOPA are interactive listening and speaking language proficiency assessments that are designed for children learning a foreign language in a school setting. They are scored using the ACTFL language proficiency levels.
- **Standards-based Measurement of Proficiency (STAMP)** offers two different computer-adaptive tests¹²⁸ that can be used as both a formative and summative assessment tools for grades 3-8. The assessments evaluate proficiency in reading, writing, speaking and listening and are scored using the ACTFL language proficiency levels.

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

Outcome # 2 – Bilingual and bi-literate in French

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

OUTCOME # 3 – LIFELONG LEARNER

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

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

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

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

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

Outcome # 3 Lifelong learner

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

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

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

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

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

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

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

OUTCOME #4 – LIFE SKILLS

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

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

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

Outcome #4: Life skills

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

Skills	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		target will be maintained

OUTCOME # 5: GLOBAL CITIZENSHIP

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

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

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

Outcomes #5: **Global citizenship**

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

OUTCOME # 6: TECHNOLOGY

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

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

Outcome #6: Technology

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

OUTCOMES ALIGNED TO STATE PRIORITIES

Francophone Charter School will comply with all requirements pursuant to California Education Code §57605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code §52052, for each of the applicable eight (8) state priorities identified in California Education Code §52060(d). Beginning in fiscal year 2014-15, Francophone Charter School will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

The recent adoption of the Local Control Funding Formula (LCFF) in California requires charter schools to develop a Local Control Accountability Plan (LCAP) for eight (8) state priorities. The tables below describe how Francophone Charter School will measure pupil outcomes as they relate to the eight priorities.

1. Basic Services
2. Implementation of Common Core State Standards
3. Parental Involvement
4. Student Achievement

5. Student Engagement
6. School Climate
7. Course Access
8. Student Performance

By September 1, 2015, Francophone Charter School of Oakland shall also provide updated Measurable Pupil Outcomes that align with goals and actions established pursuant to the Local Control Accountability Plan requirements, based on the template provided by the State Board of Education.

STATE PRIORITY 1: BASIC SERVICES

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

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

Annual Goals to Achieve Priority 1	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		<p>until target is reached and then target will be maintained</p> <ul style="list-style-type: none"> • Francophone Charter School Principal or his/her designee rate the school condition as “excellent” on monthly walkthroughs

STATE PRIORITY 2: IMPLEMENTATION OF COMMON CORE STATE STANDARDS

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

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

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

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

STATE PRIORITY 3: PARENTAL INVOLVEMENT

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

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

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

Annual Goals to Achieve Priority 3	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		<p>considered significant according to the Principal</p> <ul style="list-style-type: none"> 75% of parents/guardians complete the Annual Parent Survey 90% of parents/guardians agreeing that they view themselves as a key component to the success of Francophone Charter School and their student, as measured by Annual Parent Survey Annual, year-over-year growth of 5% in each of the aforementioned outcomes measured by a % until target is reached and then target will be maintained
<p>Parents demonstrate high satisfaction with the Charter School’s program</p>	<ul style="list-style-type: none"> Annual Parent Survey 	<ul style="list-style-type: none"> 90% of parents/guardians are satisfied with the Charter School’s program, as reported in the Annual Parent Survey Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained

STATE PRIORITY 4: STUDENT ACHIEVEMENT

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

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

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

F. Percentage of pupils who have passed an AP exam with a score of 3 or higher

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

Annual Goals to Achieve Priority 4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>All students will become proficient in English, math, science and social science.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum • Student support structures (differentiated instruction, teaching aides, office hours) • Curriculum maps designed to support ELs and other struggling subgroups 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate at least one year of growth on the Smarter Balanced Assessments or other assessments designated by the state of CA for alignment with CCSS • At least 90% of students will be approaching, at or above grade level standards (e.g., a passing grade of C or above) in their core classes, including numerically significant student subgroups (e.g., ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged, as applicable).”On average, 75% of students are proficient or above on Smarter Balanced Assessments or others designated by the state of CA for alignment with CCSS • API¹³⁸ is above 800 • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained • Francophone Charter School meets AYP • 90% of ELs make progress towards EL proficiency as measured by the CELDT

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

Annual Goals to Achieve Priority 4	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		<p>(See table below on EL Annual Performance Expectations)</p> <ul style="list-style-type: none"> By the end of grade 3, all students who have been instructed for 4 years at Francophone Charter School and have been present for 90% of instruction will score at the Early Advanced Level on CELDT
<p>Students show growth on benchmark assessments.</p>	<ul style="list-style-type: none"> Regular internal benchmark assessments (at least 3x/year) aligned to standards Smarter Balanced Interim and Formative Assessments (ongoing) 	<ul style="list-style-type: none"> 70% of students will show growth on their internal benchmark assessments for each course Annual, year-over-year growth of 5% in the aforementioned outcome until target is reached and then target will be maintained

STATE PRIORITY 5: STUDENT ENGAGEMENT

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

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

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

STATE PRIORITY 6: SCHOOL CLIMATE

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

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

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

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

Annual Goals to Achieve Priority 6	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
		behaviors (See Draft Character Report Card – Appendix C-1) <ul style="list-style-type: none"> • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained (excludes suspensions and expulsions) • The community celebration of International Francophonie Day is attended by at least 50% of the Francophone Charter School community, including staff, parents/guardians and students

STATE PRIORITY 7: COURSE ACCESS

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

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

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

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

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

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

Annual Goals to Achieve Priority 7	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
	<ul style="list-style-type: none"> All curriculum maps will have goals and strategies to support ELs Annually, teachers will have at least one professional development opportunity to learn best practices in adapting the curriculum to ELs and other struggling subgroups Office hours for additional student support will occur outside of regular instructional time to ensure that students are receiving full access to the curriculum during the instructional day 	struggling subgroups <ul style="list-style-type: none"> 90% of teachers via the Annual Staff Survey agree that ELs and students in other struggling subgroups have been given full access to the curriculum Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained An annual audit of office hours for student support shows that office hours are held outside of regular instructional time. The audit will be conducted by the Principal or his/her designee

STATE PRIORITY 8: STUDENT PERFORMANCE¹⁴⁰

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

Annual Goals to Achieve Priority 8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
All students will be able to read grade-appropriate texts fluently and with comprehension, to demonstrate facility in expository and narrative writing forms, to communicate ideas and understandings clearly and in detail, and to	<ul style="list-style-type: none"> Standards based and aligned curriculum Smarter Balanced ELA Assessment (Grades 3-8) 1x/year Smarter Balanced Interim and Formative Assessments (ongoing) Internal benchmark 	<ul style="list-style-type: none"> At least 75% of students in grade 3 and higher will be proficient or above on the Smarter Balanced ELA Assessment At least 70% of students in grade 4 and higher will show one year of growth on the Smarter Balanced ELA Assessment At least 70% of students in grade 3

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

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

Annual Goals to Achieve Priority 8	Actions to Achieve Annual Goals	Measurable Outcomes and Methods of Measurement
<p>demonstrate a correct understanding of the rules that govern the English Language.</p>	<p>assessments (minimum 3x/year) aligned to CCSS</p> <ul style="list-style-type: none"> • CELDT for ELs (Grades TK-8); for all students, in order to show English mastery in the program (Grades 3-8); 1x/year • CMA and/or CAPA (Grades 3-8) 1x/year • Student support structures (differentiated instruction, content based instruction, office hours) 	<p>and higher will show growth on their internal benchmark assessments for ELA</p> <ul style="list-style-type: none"> • At least 90% of students will be approaching, at or above grade level standards (e.g., a passing grade of C or above) in their English class, including numerically significant student subgroups (e.g., ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged, as applicable)." • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until target is reached and then target will be maintained • 90% of ELs make progress towards EL proficiency as measured by the CELDT (See table below on EL Annual Performance Expectations) • By the end of grade 3, all students who have been instructed for 4 years at Francophone Charter School and have been present for 90% of instruction will score at the Early Advanced Level on CELDT
<p>All students will be able to demonstrate understanding and correctly apply mathematical concepts to simple and complex problems, compute accurately, and coherently explain their mathematical reasoning.</p>	<ul style="list-style-type: none"> • Standards based and aligned curriculum • Smarter Balanced Math Assessment 1x/year • CAPA and/or CMA 1x/year • Smarter Balanced Interim and Formative Assessments (ongoing) • Internal benchmark assessments (minimum 3x/year) aligned to CCSS • Student support structures (differentiated instruction, content based instruction, office hours) 	<ul style="list-style-type: none"> • At least 75% of students will be proficient or above on the Smarter Balanced Math Assessment • At least 70% of students will show one year of growth on the Smarter Balanced Math Assessment • At least 70% of students will show growth on their internal benchmark assessments for math • At least 90% of students will be approaching, at or above grade level standards (e.g., a passing grade of C or above) in their math class, including numerically significant student subgroups (e.g., ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged, as applicable)." • Annual, year-over-year growth of 5% in each of the aforementioned outcomes until

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

By July 1, 2015, and annually thereafter: Francophone Charter School of Oakland shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47605.5(a):

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

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

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter 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.

ELEMENT C: METHODS OF ASSESSMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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

Each grade level has specific assessments and targets to measure student achievement and progress towards desired outcomes. Francophone Charter School will adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As described in Element B, Francophone Charter School will use a diverse set of assessments that are aligned with the curriculum and instructional program and compliant with state expectations to measure its student outcomes and each of the eight (8) state priorities.

The Charter School will use the Local Control and Accountability Plan (LCAP) framework developed by the State Board of Education (BOE) to help monitor progress toward its objectives and will comply with the related regulations and compliance outlined in the LCAP, including the eight state priority areas, any local priorities

identified by the Oakland Unified School District (OUSD), and any population subgroups as required by law.¹⁴² The Board of Directors will review and update its LCAP annually in accordance with the timelines outlined by the BOE and OUSD and will consult with Francophone Charter School employees, parents and students when developing the annual update. Assessments that will be used to evaluate progress on measurable outcomes were described in detail in Element B and will be administered according to the assessment cycle below.

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

Assessment Cycle for Each Core Subject and Francophone Charter School's Additional Outcomes

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

ASSESSMENT MODIFICATIONS AND ACCOMMODATIONS

Francophone Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

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. Francophone Charter School intends to use a Student Information System (SIS) such as School Pathways and a Student Assessment System (SAS) such as Zoom! for collecting student data. These systems will be used to assist Francophone Charter School in analyzing classroom achievement and in reporting data.

Annually, Francophone Charter School will analyze data collected for all of the outcomes detailed above – including assessment of subgroups – (1) to show annual school-wide changes in outcomes and how those changes compare to the goals set for each outcome and (2) to compare 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 Principal will evaluate these data prior to the beginning of the subsequent school year to determine what actions should be taken to improve student outcomes in order to achieve the goals outlined above and to ensure adherence to the mission and vision of the Charter School.

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

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

the Charter School's Student Assessment System (Zoom!) so that student progress can be evaluated by the teacher for the individual class and by the Principal and/or his or her designee across multiple subjects and grade levels to better monitor and understand student performance. Students are informed about their assessment results by the teacher and via report cards at the end of each marking period and progress reports halfway through each marking period.

Parents are informed about both their individual student's and 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 CELDT 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., STAR) with the District, Francophone Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school. Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Additionally, Francophone Charter School will publish student results annually through the School Accountability Report Card ("SARC"). The report includes pertinent facts and data about the Charter School and will be made available to the public as required by law. All state mandated test results will also be reported to Francophone Charter School stakeholders and posted on the Charter School's website.

ELEMENT D: GOVERNANCE STRUCTURE

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

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

NONPROFIT PUBLIC BENEFIT CORPORATION

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 will seek 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(c), 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, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The Charter School will comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

Included in the Appendix are the Articles of Incorporation (Appendix D-1) and draft Bylaws (Appendix D-2) for Francophone Charter School, which will be amended from time to time by the Board of Directors in accordance with the bylaws.

BOARD OF DIRECTORS

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

BOARD OF DIRECTORS MEMBERSHIP

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

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

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

Founding Team:

1. **Mathilde Andrejko** - Originally from Normandie, France, Mathilde has lived in the United States for ten years. Mathilde holds a Master's in bilingual journalism from La Sorbonne as well as a Bachelor's in French as a Second Language. In Wisconsin for seven years, she worked in public broadcasting before turning to higher education at the University of Wisconsin. She now works in the field of service-learning at the University of San Francisco, where she explores issues of social justice; power, privilege and oppression;

and how to build mutually beneficial partnerships with the community. Mathilde has a 4-year old daughter, to whom she speaks French, and who answers in English.

2. **Corinne Petit**, Corinne has a Masters in Urban Planning and Bachelors in Linguistics and Sociology. She is Co-founder and Board Chair of *Les Petits Francophones*, the only French immersion pre-school in Oakland. She has experience in non-profit management, governance and community-building. With strong ties to her community, Corinne created an emergency preparedness plan for her neighborhood and has served as a Block Captain for four years. Corinne speaks Cambodian and Lao and is a native French speaker who speaks to her two children in French.
3. **Sarah Sharp** – Sarah is a French teacher at Head Royce School in Oakland. She holds a Master of Arts degree in Teaching from Mills College in Oakland and a Bachelor of Arts degree from Macalester College in St. Paul, Minnesota. She is credentialed to teach French, Social Studies, and English Language Arts. She has more than 12 years of teaching experience in all grade levels from K-12. She has taught in both public and private schools including Oakland and San Lorenzo Unified School Districts. Sarah herself was given the gift of a bilingual French education as a young child and has subsequently found joy in helping others learn language. Sarah has a son and a daughter with whom she is also sharing the gift of bilingualism.
4. **Renaë Waneka**, – Renaë holds a Masters in Public Health with an emphasis in Community Health Education. After teaching middle and high school Spanish in public schools in Colorado, she began working for the University of California San Francisco researching nursing education and managing leadership programs for healthcare professionals. In this capacity, she has conducted research and managed projects with key stakeholders in higher education, state government, private foundations and the community. Renaë is highly proficient in Spanish, and her partner is a near-native French speaker who speaks to their children in French. Renaë expects that her children will learn multiple languages.

Other Key Community Stakeholders:

5. **Annette Dennett** – Annette is the daughter of an educator father from Ivory Coast and a business graduate mother from France. Since graduating with her Masters in Developmental Psychology, with a focus in at-risk education, she has worked advocating for equal opportunity to solid education; something so simple, yet unfortunately, so challenging. A director for an educational community based non-profit in San Francisco, her organization, PACT, Inc. has placed nearly 65,000 students in college since 1963; the majority coming from under-served low income families. Although her work involves primarily high school, motherhood has offered the opportunity to become involved at the primary level. Her children, along with her niece and nephew, are all bilingual in French and English. They've gone through *Les Petits Francophones* immersion preschool, and the hope is they will be in the first cohort at Francophone Charter School. Joining the Francophone Charter School Board offers new opportunities to advocate for more families who may not otherwise have the opportunity to take advantage of bilingual education; a probable correlate to higher academic success. I am honored to have the opportunity to be part of a grassroots effort promoting Francophone education in the Bay!
6. **Amelie Dupont** - Amelie has more than ten years of experience in business and finance and currently serves as a Process Excellence Manager of Gas Operations at Pacific Gas & Electric Company, where she leads process improvement initiatives. Prior to this position, Amelie spent five years in the Sarbanes-Oxley Compliance group at PG&E and three years leading Sarbanes-Oxley implementation engagements for various companies in many countries around the world (including the Gobi desert). Amelie graduated from the Rouen Business School with a Bachelor's in Business Administration. Amelie and her husband moved from France to the Bay Area in 2008 where they enjoy living with their two young children.

7. **Robert Freedman** – Robert holds a J.D. from the University of Notre Dame. Robert co-authored the winning brief before the U.S. Supreme Court in *Zelman v. Simmons-Harris* – a key case regarding education reform. Robert has represented low-income families in cases involving education reform in ten states. Robert also founded the non-profit group *Las Voces* in Puerto Rico that worked to promote educational opportunities for low-income children in Puerto Rico. Outside of education reform, Robert co-wrote an amicus brief cited by the Supreme Court in the landmark civil rights case of *Lawrence v. Texas*, the case that held it was unconstitutional to criminalize homosexuality. Robert has additionally directed international human rights and legal reform projects in Central Asia. Robert’s academic writings on the human rights situation in Central Asia have been published in journals including *Nations in Transit*. Robert has diplomatic proficiency in Russian and speaks Spanish sufficiently well to be understood by his Dominican wife and daughter.

The number of directors on the permanent Board of Directors shall be no less than five (5) and no more than eleven (11). As provided by Education Code Section 47604(b), the charter authorizer shall be entitled to one representative on the Board of Directors. If the charter authorizer chooses to have a representative on the Board, the Board may elect an additional member so that the Board maintains an odd number of directors.

Beginning in the 2016-17 school year, the Board will add one (1) parent representative to the Board. To qualify as a parent representative, one must have a student enrolled in Francophone Charter School, and may not be employed nor have an immediate family member employed in a certified position by the District. Parent representatives shall be elected by majority vote of the families of currently enrolled students, one vote per family, with final ratification of the top vote getter(s) by the Board. In the event that parent representatives fail to be elected to the Board of Directors, in any year, then the Board of Directors may appoint an additional director to fill that seat. Each person who is elected as a director by virtue of being a parent of one or more children attending Francophone Charter School shall automatically be deemed to have resigned from and removed from the board at any time at which their children no longer attend Francophone Charter School.

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

Within three years, the mix of the Board of Directors will shift from Founders to predominantly objective, external individuals with specific and relevant expertise. The Board shall include at least one (1) parent/guardian of a currently enrolled student as well as community members. No Charter School employees shall serve on the Board. The Charter School will seek outside directors with experience in not-for-profit governance, education program design, school administration, legal and risk management, finance, and community relationships. New directors can be nominated by sitting directors and will be elected by a majority vote of the Board.

DUTIES OF THE BOARD OF DIRECTORS

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

teaching faculty with the approval of the Board and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Principal.

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

- Appoint and remove, as deemed necessary by the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- Change the principal office or the principal business office in California from one location to another; designate a place in California for holding any meeting of members.
- Manage the financial affairs of the Charter School so as to ensure the Charter School's financial stability and the continued integrity of its academic programs.
- Monitor the operational budget and finances for long-term viability.
- Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- Approve the construction or remodeling of facilities or the sale, transfer, lease, or purchase of real property by the Charter School and to maintain in good condition, and approve all use of, the property of the Charter School.
- Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.
- Establish the job description, goals, and responsibilities for the school Principal position, and recruit, hire, and evaluate the performance of the Principal via a process to be approved by the Board.
- Define or refine, consistent with the Charter School's charter, the corporation's mission, values and vision.
- Ensure curriculum aligns with mission as outlined in charter.
- Set strategic direction.
- Develop annual goals for the Charter School and long range plans with input from the Principal, teachers, and Parent-Teacher Association.
- Adopt policies to ensure that the Charter School and related educational programs are run effectively, legally, and ethically.
- Serve as a review board if any complaint cannot be resolved through the usual channels of Charter School administration.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds. Members of the Board may also participate in raising funds for the Charter School and increasing public awareness of the Charter School's work.

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

The Charter School shall comply with the Brown Act.

The Board will adopt a Conflict of Interest Code which shall comply with the Political Reform Act. The draft Conflict of Interest Code is included in Appendix D-3. As required, the Conflict of Interest Code will be submitted to the Alameda County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

STRUCTURE OF THE BOARD

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

BOARD TRAINING AND SUSTAINABILITY

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

ADVISORY BOARD

Francophone Charter School will also form an Advisory Board, consisting of experts in dual language education, charter schools, teacher development, business, finance, community development and empowerment, and international relations. The Advisory Board will meet formally once each year and provide guidance to the Charter

School Principal, Board of Directors and staff on the latest research and best practices in the field. Their input will help shape the school's strategic plan for the year. In addition, individual members of the Advisory Board may also serve as a sounding board for the Charter School Principal, Board of Directors and teachers on specific issues that may arise during the course of the year, including but not limited to advising the Curriculum and Education Program Evaluation Team.

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

- **Virginie Arnaud Le Pape** – As Director of Underwriting at NCB Capital Impact Partners in Oakland, Virginie focuses on financing high-performing charter schools serving low-income kids nationwide. She has financed large charter management schools such as Green Dot, Alliance and KIPP in Los Angeles; Aspire, Rocketship, and Leadership Public Schools in the Bay Area; High Tech High in San Diego; as well as stand-alone charter schools such as Lighthouse in Oakland and others in Los Angeles. Virginie has also managed the Growth Loan Program with the California Charter School Association and developed Charter Advance with EdTec and Local Initiatives Support Corporation (LISC) to provide cash flow financing for charter schools in California. Virginie has an MBA with a concentration in finance and environmental studies.
- **Mara Benitez** – Mara has over 20 years of experience in urban education as a bilingual and bicultural leader for educational equity. She started her teaching career in New York City, in 1989. For over a decade she was a lead educator and the Director at a small progressive school in the South Bronx, the community where she grew up. In 2000, she was an Executive Director at the Oakland Unified School District where she was charged with creating schools and programs for vulnerable students. For six years, Ms. Benitez was the Senior Director of School Development at the Coalition of Essential Schools (CES) where she led a national network of 50 schools and was instrumental in the funding, design and creation of 20 new small schools across the country. Four years ago Ms. Benitez started her own consulting agency – Transformative Coaching and Consulting and has coached principals, trained parent leaders, conducted quality school reviews and led strategic planning initiatives for non-profit organizations. She is a trained National School Reform Faculty (NSRF) coach and facilitator. She is the author of *Small Schools, Big Ideas: An essential guide to successfully transforming schools* (Jossey-Bass 2009). Ms. Benitez holds a MS in Education from Bank Street College of Education and is a graduate of Bank Street's Principals Institute. Mara has served on the board of directors of: North Oakland Community Charter School, Urban Montessori Charter School and Education for Change. She is presently a doctoral candidate at UC Berkeley in the Leading for Educational Equity Program. Her research is aimed at better understanding the political forces that shape policy decisions made by school reform leaders of coalitions and movements focusing on educational equity. She lives in Oakland's San Antonio neighborhood with her 6 year old daughter.
- **Seewan Eng** – Seewan is an Online Product Development Manager at the New Teacher Center, overseeing the development of web-based products and services to support new teachers and school leaders. She previously worked at WestEd where she led the development of online modules for charter school teachers and co-directed the federal Magnet Schools Assistance Program Compliance Monitoring Project. Seewan taught middle and high school for nine years, including a K-8 teacher-run school in San Francisco Unified School District. She also taught at two start-up charter schools — including Leadership High in San Francisco where she later returned to serve as President of the Board of Trustees in 2005. She has served on the advisory board of the San Francisco Coalition of Essential Small Schools, which provides coaching, technical assistance, and professional development to a network of schools focused on equity, inquiry, and achievement. Seewan received a BA in educational studies and American history from Brown

University; an EdM in teaching and curriculum in social studies from Harvard University; and National Board Certification.

- **Mark Gonzales** – Poet. Speaker. Writer. Philosopher. Thinker. Mark Gonzales has many titles, all of which reveal an appreciation for life & a passion for creativity. With over a decade of experience focusing on emotional intelligence, sacred education, design thinking, & human development, he is the premier voice in the role of culture in reshaping genetic memory. His portfolio of clientele have spanned fourteen countries & include: Stanford University, TED(x) talks, Nobel Peace Prize Laureates, Refugee centers in the Middle East, and the World Islamic Economic Forum. In 2014, he cofounded the Institute for Narrative Growth, a platform for advancing story-based approaches to healing & success. Mark is an HBO Def Jam poet with a Master’s in Education, a Mexican and a Muslim, a Khalil Gibran meets Pablo Neruda. As a community builder he was an invited speaker at the United Nations tribunal on Social Exclusion. He transcends citizenship identity to break borders and wage beauty across continents through culture.
- **Delphine Sherman** – Delphine is the VP of Finance at Aspire Public Schools. She is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field, Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently a board member of Lighthouse Community Charter School, and an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

CURRICULUM AND EDUCATION PROGRAM EVALUATION TEAM

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

PARENT-TEACHER ASSOCIATION (PTA)

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 PTA, which will meet monthly, and is open to all parents/guardians and staff members. The Charter School’s PTA will plan community events, raise funds for the school, increase awareness of the Charter School and its accomplishments, and make connections with community organizations.

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

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

EXPECTATIONS AND OPPORTUNITIES FOR PARENT INVOLVEMENT

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

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

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

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

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

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

THREE-WAY CONTRACT

Student learning is best facilitated by a three-way partnership between the student, family, and school. Accordingly, the Charter School will have a Three-Way Contract, which all parties will sign as part of the enrollment process. The contract will include expectations for student behavior and academic effort, family support of the student, and school responsibility for supporting the student and communicating with the family. A draft of the Three-Way Contract is available in Appendix A-6.

PROVIDING PARENTS WITH INFORMATION ABOUT THEIR CHILD'S PROGRESS

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

- Report cards will be standards-based and distributed at the end of each marking period.
- Progress reports will be distributed at mid-terms.
- Parent-Teacher conferences, including parent(s)/guardian(s), student and teacher, will be held at least once a year to plan and assess the students' learning progress and determine goals.
- Parents will have regular access to staff and teachers by phone and email, and staff will contact parents regularly, both to provide positive reinforcement for academic growth and to inform parents when students make choices that do not match the Charter School's behavior and academic expectations.
- The Charter School will hold a Student Study Team ("SST") for any student who is persistently tardy, absent, has behavior challenges, or is struggling academically. The SST will include parent(s)/guardian(s), a school administrator, teachers, and other school staff. The SST will meet regularly to develop strategies and monitor to meet the student's needs.

ADDRESSING PARENT CONCERNS AND COMPLAINTS

The Charter School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the Charter School Principal at any time. If the Principal is unable to resolve a parent's concern, parents are able to contact the President of the Board of Directors. A formal complaint process will be used if necessary to address any community concerns that are not resolved through informal conversations.

The Charter School will establish complaint procedures 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.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

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

Francophone Charter School will abide by the following general baseline legal assurances in regard to staffing.

- Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of the No Child Left Behind Act.
- There will be no discrimination or harassment based on race, color, religion, sex, gender, gender expression, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.
- The Charter School is a School of Choice and no employee will be forced to work there.
- The Charter School will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.
- The Charter School will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

- The Charter School will comply with all applicable state and federal mandates and legal guidelines relative to the No Child Left Behind Act.

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.

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

PRINCIPAL QUALIFICATIONS

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

Required knowledge, skills and abilities:

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

Required education and experience:

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

Responsibilities may include but are not limited to:

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

- Participate in the Curriculum and Educational Program Evaluation Team, which will design and revise curriculum maps , including benchmark and summative assessments, for all grades and all subjects, while understanding that the development of curriculum maps will be a continuous and collaborative process
- Hold morning Coffee Hours at least once per month at the Charter School
- Communicate regularly with teachers, other staff, parents, Board of Directors, Advisory Board, Executive Committee of the PTA, etc.
- Implement policy, oversee operations, and carry out the provisions of the charter and the directives of the Board of Directors
- Attend meetings with the Francophone Charter School Board of Directors

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

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

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

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

OFFICE MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

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

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

TEACHER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

Minimum educational level:

- Bachelor's degree

Certification:

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

Experience recommended:

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

TEACHER ON SPECIAL ASSIGNMENT

In addition to classroom teachers, Francophone Charter School will hire a Teacher on Special Assignment (TOSA). Under the direction and supervision of the Principal, the TOSA will manage and provide services for special education and English Learners and work with the school's classroom teachers by providing supplemental support, staff development, and on-site coaching to enhance instruction and improve student achievement. The TOSA will also assist the Principal to plan, monitor and evaluate the instructional program, provide interventions and tutoring for students and perform related duties as required.

Required knowledge, skills, and abilities:

- Knowledge of child cognitive development and different learning styles, especially as they relate to students with special needs and English Learners (ELs)

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

- Knowledge of curriculum development and assessments
- Knowledge of effective language immersion and EL teaching practices, including SDAIE
- Knowledge of data-driven instructional decision-making
- Ability to analyze and use qualitative and quantitative student academic performance data to guide classroom practice
- Demonstrated interest in and ability to collaborate with colleagues, parents and community

Responsibilities may include but are not limited to:

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

Recommended education and experience:

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

Certification:

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

Experience recommended:

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

RECRUITMENT

The Principal will be recruited and hired by the Board of Directors. A Principal Hiring Committee will be convened and will include Board members, parents meaningfully interested in sending their child(ren) to Francophone Charter School in its first year of operation, educators, and other community stakeholders. The committee will advise the Board and provide input into the hiring decision, although the ultimate decision rests with the Board.

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

- Posting available positions on EdJoin, American Council on the Teaching of Foreign Languages (ACTFL), California Language Teachers Association (CLTA), and American Association of Teachers of French (AATF);

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

- Contacting local teacher preparation programs such as those at UC Berkeley, Mills College, St. Mary's College, CSU East Bay and Patten University;
- Contacting other credentialing programs that focus on teaching languages;
- Contacting French departments in local universities.

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

TEACHER HIRING

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 Principal will make hiring decisions with input from a Teacher Hiring Committee¹⁴⁸ at all stages in the selection process. The Hiring Committee may include:

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

STAFFING

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.¹⁴⁹ In grades 3-5, students spend 70% of their time in French and 30% in English, requiring two native English-speaking teachers at full scale for these grades. Grades 6-8 would have a dedicated English teacher for each grade, since students will spend their time 50/50 in each language.

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

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

EVALUATION

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

- classroom observation by the Principal and/or his or her designee,
- evidence of using formative assessments to improve instruction and student achievement,
- development of an annual professional development plan (PDP) and efforts made to achieve goals outlined in the PDP,
- quarterly data from report cards and summative assessments indicating that students are achieving at expected levels and are improving each quarter, and
- annual data from community surveys (including the Parent Annual Survey, Staff Annual Survey, and Student Annual Survey) indicating that the parents and students are satisfied with the teacher and that the teacher collaborates with other staff and is supporting the mission and vision of the Charter School in classroom instruction and conduct.

Data from these evaluation strategies will be used when considering merit raises for teachers.

ELEMENT F: HEALTH AND SAFETY

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

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

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

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

Immunizations:

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

Tuberculosis:

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

Vision, Hearing, Scoliosis:

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

Diabetes:

An information sheet regarding type 2 diabetes shall be provided to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to the following:

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

Medication in School:

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

Blood-borne Pathogens:

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

Emergency Preparedness:

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

Facility Safety:

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

- The Charter School will be housed in facilities that have received state Fire Marshall approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code.
- The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least once a month pursuant to Education Code Section 32001.
- The Charter School shall occupy facilities that comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. 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.

- The Charter School will have a certificate of occupancy prior to operation.

Drug, Alcohol and Tobacco free environment:

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

Background checks:

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

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

Role of Staff as Mandated Child Abuse Reporters:

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

Comprehensive Anti-Harassment Policies and Procedures:

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's Anti-harassment policy, which is included in the draft of the Comprehensive School Safety Plan (Appendix F-1).

ELEMENT G: RACIAL AND ETHNIC BALANCE

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

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

Francophone Charter School will conduct a variety of outreach activities¹⁵⁰ to attract an applicant pool reflecting the racial and ethnic balance of people living in the jurisdiction comprising the Oakland Unified School District.

These strategies may include:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process.
- Creating and distributing enrollment brochures and forms in various languages, including – but not limited to – English, French and Spanish, and emphasizing Francophone Charter School’s commitment to celebrating cultural identity and diversity of all people, not just those from the French-speaking world.
- Meetings with and presentations to local pre-schools and Head Start programs, afterschool and weekend French language programs, neighborhood groups, community organizations, churches and youth service organizations.
- Posting enrollment information on the website in multiple languages.
- Holding open houses and hosting scheduled tours for interested parents. During open enrollment season, Francophone Charter School will typically have 3-5 open houses, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail.

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

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

¹⁵⁰ Francophone Charter School’s Outreach Plan is included in Appendix 3.

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable.

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

LEGAL ASSURANCES

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

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

STUDENT ADMISSIONS POLICIES AND PROCEDURES

ADMISSIONS OVERVIEW

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:

- Children of Francophone Charter School Founding Team and Founding Families¹⁵¹
- Siblings of current Francophone Charter School students¹⁵²

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

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

Application forms and enrollment packets will be made available in English, French and Spanish. Application forms will be made available online at the Charter School’s website, at the Charter School’s administrative office, and through participation in any Parent Information Meeting held throughout the open enrollment period. The availability of applications for admission and the deadline for these applications will be coordinated with local schools to give families the opportunity to consider the full range of educational opportunities available to them. Families are highly encouraged – but not required – to attend a Parent Information Meeting to better understand the Charter School and its educational programs.

Open enrollment will begin on the first business day in January, or the Monday thereafter if the first business day falls on a Friday, and will continue until the last Wednesday in February at 4:00 pm PST. Students claiming French language proficiency in their application will be scheduled for a French Language Review on the Saturday immediately following the close of the open enrollment period. Submitted application forms will be date and time stamped when they are received and student names added to an application roster to track receipt. If by the close of open enrollment, the number of applications received is less than the number of spaces available, all applicants will be accepted and enrolled in the Charter School, upon submission of an enrollment packet. Subsequent application forms will be accepted until capacity is reached. Late applications for admission will result in the loss of opportunity for admission and enrollment preferences as listed above. However, late applications will be saved in case the school wait list is completely exhausted. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission priority list as defined above. In this scenario, students may be placed at the end of the wait list. Wait lists will be used for the school year for which they were created and will not carry over to any subsequent school year.

Families of students who are offered admission will have two weeks to confirm in writing their intent to enroll and submit an enrollment packet including:

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

As part of the Fall Information Update, Francophone Charter School will notify the District in writing of the application deadline and proposed lottery date. Francophone 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.

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

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

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

The table below shows the proposed application and admission timeline for the 2015-2016 school year. The school may refine the proposed student application and admission timeline in accordance with written policy adopted by Francophone Charter School’s Board of Directors. A copy of the revised policy will be provided to the District within 45 calendar days of the approval by the Charter School Board of Directors and prior to the open enrollment period.

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

PUBLIC RANDOM DRAWING

Should the number of students applying for admission exceed capacity, a Public Random Drawing will be held to determine admission, per the requirements of Education Code § 47605(d)(2)(B). Families who submit complete application forms prior to the February deadline will be notified in writing regarding the date, time and location of the drawing, and rules for the process of the drawing. The drawing will be held on the school grounds in March, except the first year when it may be hosted at another location that will accommodate all who wish to attend. While all families are welcome to attend, attendance at the drawing is not required for admission to the Charter School.

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

Any families who decline admission or who fail to confirm will lose their position to the next name on the wait list. The wait list will be valid for the duration of the school year and will not carry over to any subsequent school year. If a student leaves the school, that space will be offered to the next person on the wait list.

To be effective, the two-way language immersion (TWI) model requires roughly equal numbers of francophone¹⁵⁵ and non-francophone students.¹⁵⁶ Therefore, the single public random drawing will allocate enrollment based on the French language proficiency of the student (determined by a review of French language skills if necessary).¹⁵⁷

¹⁵⁵ Children will be tested for their French proficiency and must be proficient in French at the grade level to which they are applying. For students applying for Transitional Kindergarten and Kindergarten, the French language review will consist of an interview with a designated francophone. For students applying for 1st grade and up, the

PUBLIC RANDOM DRAWING “LOTTERY” PROCEDURES

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

review will assess reading, writing and conversation abilities of the student and will be conducted by a francophone teacher or someone designated by the Principal or Board of Directors. The Principal and/or Board of Directors may modify French language review requirements so that they continue to be aligned with best practices in language immersion education and early language acquisition.

¹⁵⁶ 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.

¹⁵⁷ 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.

Before entering the lottery, francophone/bilingual applicants may be assessed to determine their language proficiency by a qualified staff member. In all other aspects, the lottery for students enrolling in the Charter School will follow all of the above school wide guidelines.

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

STUDENT RECRUITMENT AND ENROLLMENT GROWTH

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.

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

Expected Number of Classes in Each Academic Year

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

ELEMENT I: ANNUAL FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

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

An annual independent fiscal audit of the books and records of Francophone Charter School will be conducted as required under the Charter Schools Act, Education Code Sections 47605.6(b)(5)(l) and copies transmitted and distributed as per 47605.6(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

The annual audit shall be completed within six months of the close of the fiscal year and copies of the audit's findings forwarded to the District, the county Superintendent of Schools, the State Controller, the California Department of Education, and other entities by December 15th of each year (December 1st for the District) and as required by law. The school's finance committee shall review any audit exceptions or deficiencies and report them to the school's Board of Directors with recommendations on how to resolve them. The Board shall report to OUSD regarding how the exceptions and deficiencies have been or will be resolved to their satisfaction along with an anticipated timeline for the same. Any disputes regarding the resolutions of audit exceptions and deficiencies shall be referred to the dispute resolution process contained in Element N. The independent fiscal audit of the Charter School is a public record to be provided to the public upon request.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

To the extent that Francophone Charter School of Oakland is a recipient of federal funds, including federal Title I, Part A funds, Francophone Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Francophone Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs,

including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. Francophone Charter School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION

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

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

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

Students will be encouraged to develop self-discipline, mutual respect, and acceptance of personal responsibility. School staff will be expected to model appropriate behavior, be consistent in enforcing rules, and use positive reinforcement to encourage good behavior among students. Parents/guardians are encouraged to discuss any concerns they have regarding student behavior with the teacher or Principal at any time. Open communication between students, parents, and the school staff is crucial for maintaining a safe school environment that provides all students with access to a quality education.

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

Francophone Charter School of Oakland shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Francophone Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil’s last known address. Francophone Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

Francophone Charter School shall define any student dismissal under the Charter School’s disciplinary procedure, or termination of a student’s right to attend the Charter School under its disciplinary procedure, as an “expulsion” under the Education Code.

In the case of a special education student, or a student who receives 504 accommodations, Francophone Charter School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or 2) if the conduct in question was the direct result of the LEA’s failure to implement the 504 plan or IEP. If it is determined that the student’s misconduct was not caused by or had direct and substantial relationship to the child’s disability or the conduct in question was not a direct result of the LEA’s failure to implement the 504 plan or IEP, the student may be expelled.

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

ELEMENT K: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.

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

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

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

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

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

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

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

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

ELEMENT M: EMPLOYEE RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

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

No Oakland Unified School District employee shall be required to work at the Francophone Charter School of Oakland.

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

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

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

ELEMENT N: DISPUTE RESOLUTION

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

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

The Francophone Charter School of Oakland (Francophone Charter School) recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The staff and Governing Board members of Francophone Charter School agree to attempt to resolve all disputes between the District and Francophone Charter School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. Any controversy or claim arising out of or relating to the charter agreement between the District and Francophone 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 agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. 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(c), 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, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Principal:
Francophone Charter School of Oakland
[Francophone Charter School address to be provided when determined]

To Director, Office of Charter Schools:
Educational Center at Tilden
4551 Steele Street, Room 10
Oakland, California 94619

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts that the responding party believes support its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00pm, or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim in dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have an arbitrator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

DISPUTES ARISING FROM WITHIN THE CHARTER SCHOOL

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

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

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

Disputes shall first be brought in writing to the Charter School’s Principal for resolution. All complaints must be signed and dated. If the dispute is not resolved at this level, the matter shall be brought before Board of Directors. The Principal shall provide a written summary of the dispute and all attempts at resolution for the school Board of Directors. The decision of the Board of Directors shall be final.

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

ELEMENT O: PUBLIC SCHOOL EMPLOYER

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

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

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

ELEMENT P: SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

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

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

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

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

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

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

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

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

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

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

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

REQUIRED SUPPLEMENTAL INFORMATION

INSURANCE

Francophone Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance¹⁵⁹ of the types and in the amounts required for an enterprise of similar purpose and circumstance.

¹⁵⁹ Appendix Q provides information on types and amounts of other insurance that are offered by the CharterSAFE Joint Powers Authority (JPA) and that Francophone Charter School will consider. The Francophone Charter School

Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

BUDGET AND FINANCIAL REPORTING

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

- California Education Code Section 47605(g)

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

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

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

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- September 1 – Final Unaudited Financial Report for Prior Year
- December 1 – Final Audited Financial Report for Prior Year
- December 1 – First Interim Financial Report for Current Year
- March 1 – Second Interim Financial Report for Current Year
- June 15 – Preliminary Budget for Subsequent Year

ADMINISTRATIVE SERVICES

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

- California Education Code Section 47605(g)

Francophone Charter School intends to contract with EdTec, or another similar service provider, to meet the Charter School's administrative needs. EdTec is a company that provides charter schools with the expertise they

budget (provided in Appendix Q) assumes that the Charter School will use the CharterSAFE JPA for insurance purposes.

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

FACILITIES

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

- California Education Code Section 47605(g)

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

If Francophone Charter School of Oakland fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Francophone Charter School moves or expands to another facility during the term of this charter, Francophone Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Francophone Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

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

Francophone Charter School Proposed Facility Needs Assessment, Number of Rooms Needed, 2015-16 through 2019-20

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

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

Girl's Bathroom	1	1	1	2	2
<i>Total Bathrooms</i>	4	4	4	6	6

TRANSPORTATION

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

MEALS

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

POTENTIAL CIVIL LIVABILITY EFFECTS

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

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

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

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

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

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

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

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

IMPACT ON CHARTER AUTHORIZER

Francophone Charter School of Oakland agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Francophone Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Francophone Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Francophone Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Francophone Charter School books, records, data, processes and procedures through the Office of Charter Schools or other means. 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,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Francophone Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Francophone Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to Francophone Charter School operations is received by the District, the Francophone Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. 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.

The District may charge for the actual costs of supervisory oversight of Francophone 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 the Charter School not to exceed 3% if Francophone 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 District may revoke the charter of Francophone Charter School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

PUBLIC RECORDS

Francophone Charter School of Oakland 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 Francophone Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Francophone Charter School and of the District. Francophone 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 Francophone Charter School does not have that Francophone Charter School needs in order to meet its obligations, the District shall provide the same to Francophone Charter School in a reasonably timely manner upon request.

PARENT SIGNATURES

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

CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from June 30, 2015 through June 29, 2020.

Francophone Charter School of Oakland must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.