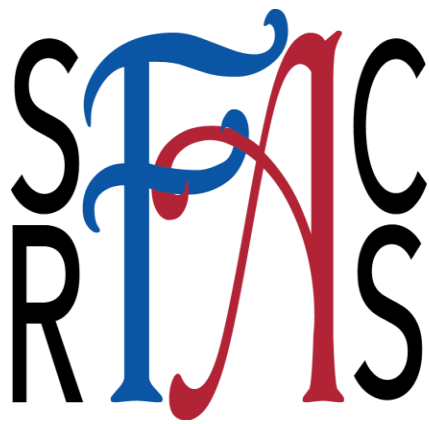


School District: Santa Rosa City Schools
SANTA ROSA FRENCH-AMERICAN
CHARTER SCHOOL



SANTA ROSA
FRENCH-AMERICAN
CHARTER SCHOOL

January 31, 2020

1350 Sonoma Avenue, Santa Rosa, CA 95405

TERM OF CHARTER

JULY 1, 2020 TO JUNE 30, 2025



TABLE OF CONTENTS

Assurances and Affirmations

Element A – The Educational Program

Element B – Measurable Pupil Outcomes

Element C – Method by which Pupil Progress Toward Outcomes will be Measured

Element D– Governance

Element E – Employee Qualifications

Element F – Health and Safety Procedures

Element G – Means to Achieve Racial and Ethnic Balance

Element H – Admission Requirements

Element I – Annual Financial Audits

Element J – Suspension and Expulsion Procedures

Element K – Employee Retirement Systems

Element L – Public School Attendance Alternatives

Element M– Rights of District Employees

Element N – Mandatory Dispute Resolution

Element O – Exclusive Public School Employer

Element P– Charter School Closure Procedures

Additional Provisions

ASSURANCES AND AFFIRMATIONS

The Santa Rosa French-American Charter School (SRFACS) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605(d)(1)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- 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 that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all state-wide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other state-wide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)
- Not enroll pupils over 19 years of age.

- Not require any child to attend a charter school nor any employee to work at a charter school.
 - Have Santa Rosa City Schools District as the exclusive public school employer of the employees of SRFACS for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California *Government Code*), as required by *EC* Section 47605(b)(6), recognizes that the SBE is not an exclusive public school employer and that, therefore, the charter school must be the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (EERA).
-

INTRODUCTION

The Santa Rosa French-American Charter School (“SRFACS” or “Charter School”) hereby respectfully submits this charter renewal petition for the term July 1, 2020 through June 30, 2025.

SRFACS was founded in 2012 in response to community interest in a rigorous, bilingual, bi-cultural school that would serve families throughout the region with an interest in an international perspective to education through a harmonized French-Californian curriculum. The school began with 243 students and is projected to serve 486 in the 2020-2021 school year at its Sonoma Avenue location.

SRFACS’s present term charter is set to expire on June 30, 2020. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is as least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

In accordance with the Charter Schools Act of 1992, SRFACS hereby respectfully petitions Santa Rosa City Schools (“the District”) to renew the charter for the Charter School for a five-year period, from July 1, 2020 to June 30, 2025.

The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at The Charter School site.

(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

(f) Hold the Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide the Charter Schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

- California Education Code Section 47601(a)-(g)

SRFACS has made and will continue to make important contributions to the legislative goals outlined above. By granting this renewal, the District will help fulfill the intent of the Charter Schools Act of 1992 ("Charter Schools Act"), while providing students in the District with a dual immersion language school option.

GENERAL INFORMATION

- The contact person for the Santa Rosa French-American Charter School is Mrs. Evelyn Anderson, Principal
- The Charter School is located at 1350 Sonoma Avenue, Santa Rosa, CA 95405
- The phone number is (707) 890-3930
- Santa Rosa French-American Charter School is located in Santa Rosa City School District ("SRCS" or "District")
- The term of this charter shall be from July 1, 2020 to June 30, 2025.
- The grade configuration of Santa Rosa French-American Charter School is K-6.
- Current enrollment is 476, projected enrollment for the 2020-2021 school year is 486.
- The anticipated bell schedule that is subject to final negotiation and ratification for SRFACS will be 8:15 a.m. to 3:00 p.m. with early release on Wednesdays to provide time for teacher collaboration.

Student Population To Be Served

Grades Kinder Academy through Sixth Grades

SRFACS currently serves 476 students in grades Kindergarten Academy through grade six who have an interest in French language and culture. SRFACS complies with all applicable legal requirements and District policy regarding transitional kindergarten. SRFACS attracts the majority of its students mainly from Sonoma and Marin Counties. Many students walk and bike to school from their neighborhood homes. The ability of SRFACS to attract students from throughout the region has a significantly positive fiscal impact on the District. The international focus of SRFACS is attractive to families considering relocation to Santa Rosa for employment. Families often site the opportunity to enroll their children in SRFACS as a factor in their decision to accept a job in Santa Rosa.

SRFACS attracts an increasingly diverse population of students including racially and ethnically diverse and socially-economically disadvantaged students. Challenges to serving a more diverse student population include a lack of bussing and a lack of available space in after-school child care. These unmet needs make it difficult for full-time working parents to transport their children to and from the charter, yet SRFACS encourages all interested students to enroll in the Charter School. SRFACS believes all students can learn at high and rigorous academic standards, and that all students are entitled to a comprehensive education.

Admission will not be determined according to the place of residence of the pupil, or his/her parents/guardian, within the state of California. The requirement for priority admission in case of a waiting list will first be students currently enrolled at SFRACS, then their siblings, and finally, following admission priority requirements as directed by the District. Lottery is used as the determining factor in the event of applicants in excess of available slots. Admission shall be open to all pupils who wish to attend the school. Enrollment will be limited only by the capacity of the Charter School in any given year.

ELEMENT A – THE EDUCATIONAL PROGRAM

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

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

MISSION STATEMENT

SRFACS meets a community need

The fundamental objective of the school is to prepare students for an increasingly competitive and global world with the explicit goal of serving those who have an interest in the French language and culture. We provide skills that accompany the learning of a second language through our immersion program. According to the American Council on the Teaching of Foreign Language, learning a foreign language has broad cognitive and lifetime benefits.

As a dual immersion school SRFACS focuses on the teaching of French and English languages with an underlying omnipresent vision of the world. We recognize and promote the value of plural-lingualism and a diverse multicultural environment in fostering open-minded citizens of tomorrow. All cultural groups and languages are equally valued in all facets of the program.

PROGRAM OVERVIEW

The guiding philosophy of the Santa Rosa French-American Charter School is to provide a challenging standards-based education program, meeting both the French and Californian standards and thus engaging the students at a high cognitive level for a quality learning experience.

Classes are taught to students from Kinder Academy through 6th grade primarily in the French language, and secondarily in American English but also in both languages at the same time with co-teaching.

- Under charter school law, the school is open to all students who live in California. The intention is to serve students with the explicit goal of attracting those who have an interest in the French language and culture, in addition to, and building a diverse community of families who are interested in cultivating a global multicultural, multi-lingual and international perspective.
- Since 2014, SRFACS has been accredited from TK through 5th grade by the French Ministry of Education; accreditation of the 6th grade requires a 7th and 8th grade with the same curriculum. An accredited school complies with the programs implemented in French public educational institutions. The accreditation ensures compliance with the French educational model and the quality of the education provided. A pupil from an accredited establishment may continue his education without prior examination in another approved establishment, or in a public establishment in France. This accreditation is an assurance of the high quality that we provide with regard to the teaching of the French language. This illustrates that our students benefit from the same level of instruction as any public elementary school in France in every subject.
- This type of highly desirable accredited French Immersion program has until now only been available to California families who could afford private school. The founding members of SRFACS opted for the dependent charter school model because of their commitment to delivering this highly-regarded education to all California public school students.
- In alignment with French culture and the well-being of students and staff, a longer lunch period is provided (55 minutes versus 40 minutes in most schools), the Santa Rosa French-American Charter School schedule is from 8:15-3:00pm.
- To help develop a global consciousness among students and connect them to other French-speakers around the world, SRFACS recruits experienced and French-credentialed, native French-speaking teachers for the French curriculum and California-credentialed teachers for the California curriculum.
- SRFACS has developed relationships with other French language schools through. SRFACS seeks to develop sister-school relationships in other cities abroad, and encourages students to communicate with similar age peers around the world.

GOALS

SRFACS will prepare students to be conscious, global citizens by providing them with the skills and context that accompany the learning of a second language. According to the American Council on the Teaching of Foreign Language, learning a foreign language has broad cognitive and lifetime benefits.

SRFACS goals will meet the CDE eight (8) State priorities for all grade levels served:

- Basic Services as conditions of learning
- Implementation of State Standards as conditions of learning
- Parent Involvement through informed engagement
- Student Engagement through differentiated instruction and pedagogy
- Course Access for all students as a condition of learning
- Student Outcomes as demonstrated through assessments and pupil outcomes
- Expelled Youth in alignment with conditions of learning
- Foster Youth instruction and support as conditions of learning

SRFACS' goals for its students include:

- Exposure to a rigorous bilingual curriculum - Students will read, write, listen and speak in French and English. Instructed in a curriculum accredited by the French Ministry of Education harmonized with the California Common Core standards, students will develop a high level of literacy in both languages.
- Development of Cultural Competency through the lens of French Language - Students will develop as citizens of the world in relation to culture, language and learning to live together. Research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively with people of other countries and cultures, it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options. (Weatherford, H. J. (1986). *Personal benefits of foreign language study*. ERIC digest.)
- Acting as responsible participants in their own learning. The French model of “active pedagogy” is a driving force behind the instructional strategies used at SRFACS. Active pedagogy refers to a set of pedagogical methods which all have in common the desire to make the student an actor of his or her learning. This type of pedagogy starts from the

principle that it is by making that one learns, contrary to the traditional pedagogy which starts from the theory and goes towards the practice. It favors authentic situations of research and investigation in which the student must understand and master the various resources that the teacher puts at his or her disposal.

- Information Literacy - Students and teachers will use technology to enhance and deepen content knowledge through student-directed learning and projects. Direct instruction in grade-appropriate skills build upon each other from year to year, ensuring students will be able to access and fully benefit from all available technology.
- As part of the French cultural heritage and education, SRFACS will strive to provide a lunch program that reflects the French and Sonoma County cultural connection to local agriculture.

SRFACS believes learning best occurs in an environment where staff and students work together in kindness and respect to develop a culture of critical, compassionate thinking, self-reliance and social consciousness, preparing our students for their next steps in life and learning. All students will receive instruction that implements the State Standards with expectations for meeting or exceeding expected outcomes, engages students and parents in the process, and provides conditions of learning in alignment with the district and State priorities. A school climate akin to a French village provides the context for cross-cultural learning as a foundation for developing for global citizens.

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

The 21st century will be characterized by an expanding, technology driven, complex and changing global community. Students will develop as citizens of the world in relation to culture, language and learning to live together. They will need highly developed critical thinking and problem solving skills as well as the oral, literacy, cross-cultural and interpersonal skills to effectively communicate in more than one language bringing openness to a given socio-cultural context.

As educated persons in the 21st century, students will need to be college and career ready after high school. SRFACS prepares students by providing them with international content while responding to local requirements, interests, and measurable student outcomes. The school climate will build students’ capacity for critical thinking, self-confidence, intellectual curiosity and empathic action, preparing students to excel as global citizens.

Challenges

SRFACS pupil outcomes consistently compare favorably to district and comparable schools. The Charter School accomplishes this despite having the following challenges.

SRFACS enjoys a wait list of applicants every year and has the potential to materially grow if there were classroom space. SRFACS remains open to exploring options for growth.

Other French accredited schools are able to provide two weeks of orientation to teachers from France, training them in the local laws, norms and expectations. The local bargaining unit contract under which SRFACS teachers work does not allow for additional days for training. Additional challenges include larger class sizes and fewer instructional assistants compared to other French immersion schools.

Challenges to serving a more diverse student population include a lack of bussing and a lack of available space in after-school child care. These unmet needs make it difficult for full-time working parents to transport their children to and from the charter.

CURRICULUM AND INSTRUCTION

SOURCES OF OUR HARMONIZED CURRICULUM

The harmonized curriculum employed by teachers at SRFACS is based on four guiding documents – the California Common Core Standards, the California additions to the Core Standards, the French National Base Standards, and the European common set of core skills. As a result, students benefit from a challenging bilingual standard-based core curriculum since it meets both the requirements of the Californian and French Ministry of Education standards.

Academic Calendar, Instructional Minutes and Schedules

SRFACS shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

The instructional minutes guiding the charter school operation are in line with those required of other California schools: a minimum of 50,400 minutes per year, for grades one through three, and a minimum of 54,000 minutes for grades four through six. As with other schools within Santa Rosa City Schools, the academic calendar is determined by agreement between

Santa Rosa City Schools and Santa Rosa Teachers Association. Daily student attendance shall be monitored and recorded in accordance with all requirements of the district attendance recording system. Students, parents and guardians understand that daily attendance is expected. Daily attendance is especially important in a language immersion program. Hearing and speaking the language on a daily basis is critical for language development. As a result, chronic absenteeism is rare. In those rare instances, letters are sent home and parents and guardians have a conference with the principal.

The SRCS 2020-2021 Instructional Calendar found below is an example of the annual instructional calendar.

SANTA ROSA CITY SCHOOLS
2020 - 2021 INSTRUCTIONAL CALENDAR
185 Workdays

| YEAR | M | T | W | Th | F | | ELEMENTARY Days of Instruction | SECONDARY Days of Instruction | Non Instructional Days | Professional Development Days | Certificated Employees Workdays |
|--------------|----|----|----|----|----|---|--------------------------------------|-------------------------------------|------------------------------|-------------------------------------|---------------------------------------|
| JULY 2020 | | | 1 | 2 | 3 | | | | | | |
| | 6 | 7 | 8 | 9 | 10 | | | | | | |
| | 13 | 14 | 15 | 16 | 17 | | | | | | |
| | 20 | 21 | 22 | 23 | 24 | | | | | | |
| | 27 | 28 | 29 | 30 | 31 | | | | | | |
| AUGUST | 3 | 4 | 5 | 6 | 7 | Aug. 10 Professional Development Day | | | | | |
| | 10 | 11 | 12 | 13 | 14 | Aug. 11 Work Day-Site Directed Non-Instructional | 13 | 13 | 2 | 1 | 16 |
| | 17 | 18 | 19 | 20 | 21 | Aug. 12 Work Day-Self Directed Non-Instructional | | | | | |
| | 24 | 25 | 26 | 27 | 28 | Aug. 13 School Opens/First Day of Instruction | | | | | |
| | 31 | | | | | | | | | | |
| SEPT. | | 1 | 2 | 3 | 4 | Sept. 3 Back to School Night-Elementary Schools | | | | | |
| | 7 | 8 | 9 | 10 | 11 | Sept. 7 Labor Day | 21 | 21 | 0 | 0 | 21 |
| | 14 | 15 | 16 | 17 | 18 | Sept. 10 Back to School Night-Middle Schools | | | | | |
| | 21 | 22 | 23 | 24 | 25 | Sept. 17 Back to School Night-High Schools | | | | | |
| | 28 | 29 | 30 | | | Sept. 28-30 Elementary Parent Conferences | | | | | |
| OCT. | | | | 1 | 2 | Oct. 1-2 Elementary Parent Conferences | 21 | 21 | 0 | 1 | 22 |
| | 5 | 6 | 7 | 8 | 9 | Oct. 9 End of First quarter | | | | | |
| | 12 | 13 | 14 | 15 | 16 | Oct. 19 Elementary Report Card Window Opens | | | | | |
| | 19 | 20 | 21 | 22 | 23 | Oct. 30 Professional Development Day | | | | | |
| | 26 | 27 | 28 | 29 | 30 | | | | | | |
| NOV. | 2 | 3 | 4 | 5 | 6 | Nov. 6 Elementary First Trimester Ends | 15 | 15 | 0 | 0 | 15 |
| | 9 | 10 | 11 | 12 | 13 | Nov. 11 Veteran's Day | | | | | |
| | 16 | 17 | 18 | 19 | 20 | Nov. 17 Elementary Report Card Window closes | | | | | |
| | 23 | 24 | 25 | 26 | 27 | Nov. 23-24 Non-Work Day for Teachers and SY employees | | | | | |
| | 30 | | | | | Nov. 25 Local Holiday | | | | | |
| | | | | | | Nov. 26 Thanksgiving Day Holiday | | | | | |
| | | | | | | Nov. 27 Local Holiday | | | | | |
| DEC. | | 1 | 2 | 3 | 4 | Dec. 15-17 Minimum Days: Final Exams High School Only | | | | | |
| | 7 | 8 | 9 | 10 | 11 | Dec. 18 Teacher Workday/Pupil Holiday: Secondary only | 14 | 13 | 1* | 0 | 14 |
| | 14 | 15 | 16 | 17 | 18 | Dec. 18 Instructional Day: Elementary | | | (Secondary Only) | | |
| | 21 | 22 | 23 | 24 | 25 | Dec. 21-31 Winter Recess | | | | | |
| | 28 | 29 | 30 | 31 | | | | | | | |
| JAN. 2021 | | | | | 1 | Jan. 1 Winter Recess | | | | | |
| | 4 | 5 | 6 | 7 | 8 | Jan. 4 Local Holiday | 18 | 18 | 0 | 0 | 18 |
| | 11 | 12 | 13 | 14 | 15 | Jan. 18 Martin Luther King Day | | | | | |
| | 18 | 19 | 20 | 21 | 22 | | | | | | |
| | 25 | 26 | 27 | 28 | 29 | | | | | | |
| FEB. | 1 | 2 | 3 | 4 | 5 | Feb. 8 Lincoln's Day Holiday | | | | | |
| | 8 | 9 | 10 | 11 | 12 | Feb. 9 Elementary Report Card window opens | 17 | 17 | 0 | 0 | 17 |
| | 15 | 16 | 17 | 18 | 19 | Feb. 15 President's Day | | | | | |
| | 22 | 23 | 24 | 25 | 26 | Feb. 19 Elementary Second Trimester Ends | | | | | |
| | | | | | | Feb. 26 Potential Emergency Closure Make-up Day | | | | | |
| MARCH | 1 | 2 | 3 | 4 | 5 | Mar. 3 Elementary Report Card window closes | | | | | |
| | 8 | 9 | 10 | 11 | 12 | Mar. 22-26 Spring Break | 18 | 18 | 0 | 0 | 18 |
| | 15 | 16 | 17 | 18 | 19 | | | | | | |
| | 22 | 23 | 24 | 25 | 26 | | | | | | |
| | 29 | 30 | 31 | | | | | | | | |
| APRIL | | | | 1 | 2 | April 2 Potential Emergency Closure Make-up Day | | | | | |
| | 5 | 6 | 7 | 8 | 9 | | 21 | 21 | 0 | 0 | 21 |
| | 12 | 13 | 14 | 15 | 16 | | | | | | |
| | 19 | 20 | 21 | 22 | 23 | | | | | | |
| | 26 | 27 | 28 | 29 | 30 | | | | | | |
| MAY | 3 | 4 | 5 | 6 | 7 | May 7 Potential Emergency Closure Make-up Day | | | | | |
| | 10 | 11 | 12 | 13 | 14 | May 20 Open House | 19 | 19 | 0 | 0 | 19 |
| | 17 | 18 | 19 | 20 | 21 | May 24 Elementary Report Card Window Opens | | | | | |
| | 24 | 25 | 26 | 27 | 28 | May 31 Memorial Day | | | | | |
| | 31 | | | | | | | | | | |
| JUNE | | 1 | 2 | 3 | 4 | June 2-4 Minimum Day: Final Exams Secondary Only | 3 | 4 | | 0 | 4 |
| | 7 | 8 | 9 | 10 | 11 | June 3 Final Instructional Day: Elementary | | | 1* | | |
| | 14 | 15 | 16 | 17 | 18 | June 4 Teacher Workday/Pupil Holiday Elementary Only | | | (Elementary only) | | |
| | 21 | 22 | 23 | 24 | 25 | June 4 Final Instructional Day: Secondary | | | | | |
| | 28 | 29 | 30 | | | June 4 Graduation | | | | | |
| | | | | | | June 7 Elementary Report Card Window Closes | | | | | |
| TOTALS | | | | | | | 180 | 180 | 3* | 2 | 185 |

Three days added for emergency closures








2/26, 4/2, 5/7




Attendance reporting period P1 8/13- 11/27/20

Attendance Reporting Period P2 11/30/20-3/19/21

Board approved: January 22, 2020

Effective: July 1, 2020

Legal Holiday  End of Trimester 
Non-instruction or Non-workday  End of Quarter 
Local Holiday  Professional Dev. Day 
* One Non-workday each for Elementary and Secondary
195-day Employee Start & End dates 

Report Card Windows 
Emergency Closure Days 
Graduation 

SRFACS attendance compares favorably with District schools as demonstrated by the chart below:



SAFE Presentation 1/8/2020: Attachment E

| Elementary Chronic Absenteeism by Dashboard Subgroups | | | | | | | | | | | | To maintain or make mark reduce by: |
|---|--------|---------|--------|--------------|------------|------------|-------------|------------|------------|------------|--|-------------------------------------|
| School Name | Enrlmt | Chronic | -/+ | SED | SWD | EL | HMLS | FY | Hisp | Wht | | |
| ALES | 300 | 12.33% | -5.20% | 10.9/-7.6% | 17.9/-7.5% | 10.6/-3.5% | | | 10.0/-6.4% | | | 7 |
| ABES | 350 | 15.71% | 0.60% | 15.7 / +.3 % | 24.5/-3.0% | 14/-2.2% | | | 15.1/-1.1% | 23.9/+5.9% | | 20 |
| BHES | 418 | 19.52% | 5.10% | 19.3/+4.1% | 28.1/-9.8% | 17.7/+5% | | | 18.2/+4.2% | | | 40 |
| CCLA | 372 | 7.53% | 3.00% | 7.9/+3.2% | | 8/+4.6% | | | 7.6/+3.1% | 9.3/+3.1% | | 2 |
| HLES | 539 | 12.24% | 2.60% | 14/+4.3% | 19.6/+9% | 12.4/+3.7% | | | 11.7/+3.4% | | | 13 |
| HVES | 560 | 7.50% | 1.20% | 11.7/+3.7% | 11.3/+1.8% | 6/-5.4% | | | 8.8/+3.7% | 7.9/+2.7% | | 3 |
| JMES | 426 | 13.85% | 1.10% | 13.2/+5% | 24.1/+7.4% | 11/-7% | | | 13.4/+1.7% | | | 17 |
| LBES | 335 | 12.54% | 1.40% | 11/+1.5% | 18.9/+5.2% | 12.1/+2.8% | | | 12.5/+1.9% | | | 9 |
| PTES | 422 | 5.92% | -1.90% | 8.2/-5.1% | 5.6/-8% | 5.9/-8.2% | | | 7.8/-3.7% | 4.7/-10% | | 3 |
| SRACS | 128 | 3.91% | 0.80% | | | | | | | 1.5/-2.2% | | 5 |
| SRCSA | 406 | 10.10% | 0.00% | 14/-1.1% | 20.5/+5.5% | | | | 12/+4.4% | 9.7/-0.2% | | 2 |
| SRFACS | 467 | 5.79% | -3.00% | 8.7/-4.5% | | 4.4/+1.7% | | | 7.2/-3.7% | 5/-3.1% | | 2 |
| SLES | 448 | 14.96% | 1.90% | 13.8/+8% | 12.6/+1.3% | 12.6/+1.3% | | | 10.8/-1.1% | 26.8/+6.4% | | 22 |
| | | | | | | | | | | | | 145 |
| District K-3 | 6967 | 14.00% | 0.80% | 15.9/+8% | 22.1/+0.8% | 14.3/+7% | 31.7/+22.3% | 29.3/-5.6% | 14.8/+8% | 12.7/+1.2% | | 352 |

(b)

Below is a sample Class Schedule for a typical fourth grade class.

| | MON | TUE | WED | THUR | FRI |
|-------------|--|--|--|---|---|
| K. Roederer | Student Drop-off Duty: Play Structure Sport 8:35 – 9:05 | Student Drop-off Sport 8:35 – 9:05 | Student Drop-off Sport 8:35 – 9:05 <i>C.M – 9:10 – 9:25</i> | Student Drop-off Duty: Walk line Sport 8:35 – 9:05 | Student Drop-off Sport 8:35 – 9:05 <i>C.M – Biblio</i> |
| 8:15 AM | | | | | |
| 8:30 AM | | | | | |
| 8:30 AM | | | | | |
| 9:25 AM | | | | | |
| | Math | Math | Social Studies | Math | Social Studies |
| 10:15 AM | 9:10 – 10:15 | 9:10 – 10:15 | Mrs. Darrow | 9:10 – 10:15 | Mrs. Darrow |
| | RECESS | RECESS | RECESS | RECESS Duty: Play Structure | RECESS Duty: Play Structure |
| 10:30 AM | Français Mme. Delarue | Musique/Arts 10:30 – 11:20 | Math 10:30 – 11:20 | Arts/Histoire M. Catelin | Français Mme. Delarue |
| 11:20 AM | Français Mme. Delarue | Français Mme. Delarue | Français Mme. Delarue | Français Mme. Delarue | Français Mme. Delarue |
| 12:10 PM | | | | | |
| | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1:05 PM | | | | | |
| | Géo/Histoire | Science | Géo/Histoire | Science | Math/K.A |
| 1:55 PM | | | | | |
| | English | English | English | English | English |
| 2:45 PM | | | | | |
| | Student Pick-up | Student Pick-up | Student Pick-up | Student Pick-up | Student Pick-up |
| 2:45 PM | | | | | |
| 3:00 PM | | | | | |

8/19

INSTRUCTIONAL STRATEGIES

SRFACS teachers employ a variety of differentiation techniques to provide a coherent, rigorous and relevant teaching and learning in both languages. These include trans-linguaging pedagogy, scaffolding critical thinking, GLAD, inquiry based learning, project-based learning and Depth and Complexity techniques. Additional collaboration times are allocated to develop these techniques across grade level and cycle teams.

CO-TEACHING

One period per week will be allocated to co-teaching with both the French and English teachers working together on one lesson. The goal is to develop vocabulary and oral language across the curriculum while students gain a deeper understanding of the way language and culture both differ and intertwine. This understanding can then be applied to a variety of real-world situations the student will encounter throughout his or her lifetime of learning.

COLLABORATION TIME

It is important to note that both curriculums present many similarities in terms of instructional goals though the way and the order in which they are presented may differ. In order to present a clear and coherent cross-curricular instruction to students, teachers are given time to collaborate at least once a week on the shortened instructional day and through spontaneous and mandatory staff meetings. They need to create a coherent and continuous coordinated instructional program planning. Thanks to regular collaboration time, teachers and other instructional staff ensure that instruction in one language consistently supports and extends instruction in the other language. Systems are in place to help teachers coordinate instruction (e.g., shared online folders or allocation of weekly co-teaching time). Instructional staff engage in outreach within and beyond the district and the resources provided by AEFE (Agency of French Education Ministry abroad that provides accreditation) to share strategies for coordinating instruction.

SPECIFIC SUBJECT INSTRUCTION

LANGUAGE ALLOCATION

SRFACS serves students with an interest in being bilingual in French and English. The majority of students will matriculate to a California middle school. With the intention of all students being bilingual as well as prepared for local middle school California curriculum, dual language

development informs the instructional framework between French and English instructional minutes. This framework has proven successful for SRFACS students. A greater percentage of student time is spent in French in the early years, shifting to an even balance in sixth grade as demonstrated in the chart below:

| | TK MS | KG GS | 1st grade/ CP | 2nd grade/ CE1 | 3rd grade/ CE2 | 4th grade/ CM1 | 5th grade/ CM2 | 6th grade/ 6ème |
|-------------------|----------|----------|---------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| % English | 13 | 16 | 16 | 16 | 20 | 23 | 33 | 50 |
| % French | 87 | 84 | 84 | 84 | 80 | 77 | 67 | 50 |
| English | | | | | | | | |
| ELA | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Social Studies | | | | | | 2 | 2 | |
| Maths | | | | | 1 | | | 5 |
| Sciences | | | | | | | 3 | 5 |
| PE | | | | | | | | |
| Number of periods | 4 | 5 | 5 | 5 | 6 | 7 | 10 | 15 |
| French | | | | | | | | |
| French | 12 | 12 | 12 | 12 | 11 | 10 | 9 | 8 |
| Social studies | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 |
| Maths | 5 | 5 | 5 | 5 | 5 | 5 | 5 | |
| Sciences | 2 | 1 | 2 | 2 | 2 | 2 | | |
| PE | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Arts | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| Number of periods | 26 | 25 | 25 | 25 | 24 | 23 | 20 | 15 |
| Co-teaching | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

Language Arts - Choice of simultaneous literacy instruction (reading/writing taught in both languages beginning in Kindergarten) based on Soltero-González, Sparrow, Butvilofsky, Escamilla, and Hopewell (2016) research which compared literacy outcomes for third-grade English learners in two bilingual programs: one using a successive literacy approach that was actually a transitional bilingual model and one using the simultaneous Literacy Squared model (that is providing literacy instruction through both languages simultaneously; see the authors for more details on this model). They found that Spanish and English reading and writing outcomes were significantly higher in the simultaneous paired literacy model than in the successive model.

Language Arts strategies and curriculum include phonics instruction in K-2, decoding, grammar, comparative grammar between the two languages and other languages used by the

students, teaching of academic vocabulary, fluency development, bi-literacy strategies to transfer skills across languages, Writing by Design and Lucy Calkins across both languages, the Prix Albertine Jeunesse bilingual reading project, and implementation of GLAD to promote both French and English language acquisition, academic achievement, and cross-cultural skills. Project GLAD develops meta-cognitive use of high level, academic language and literacy in both languages.

Math - Collaboration to meet the California common core, dual teaching of European and American measurements, and the use of Singapore Method with textbooks and workbooks in French. The Singapore Method was chosen for the following reasons:

- Simple to read with concise graphics.
- Closely aligned with the Common Core State Standards.
- Textbooks are sequential, building on previously learned concepts and skills, which offers the opportunity for learning acceleration without the need for supplemental work.
- Asks for students to build meaning to learn concepts and skills, as opposed to rote memorization of rules and formulas.
- Covers fewer topics in a year, but in an in-depth way that ensures students have a foundation to move forward without needing to re-learn concepts.
- Harmonization strategies transfer skills across languages.

Technology Skills - Students will be trained to be proficient in the use of computers and applications as well as understanding of the concepts underlying hardware, software and connectivity. Students will thus be ready for the skills required to take the SBAC tests. The technology skills taught in each grade level align to the Common Core State Standards and the French Standards for Mathematics and French/English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects as well as skills required to take the Smarter Balanced Assessment Consortium's (SBAC) Computer Adaptive Assessments. Digital competences are also fully-imbedded in the European Common Set of Core Skills used in French Standards.

Science – Students receive standards-based instruction through inquiry and project-based learning. Foss Kits are used in French and English during co-teaching time, STEAM club and STEAM lab. CAASPP results in Science show that SRFACS at 64.2% proficiency is well above the district's average of 23.8% and the state's 31.6% proficiency.

Social Studies - Content is taken from the harmonized curriculum that meets California Common Core and French standards. Taught exclusively in French until third grade. In fourth through sixth grade, instructional minutes in English are increased to 110 per week.

Education à la Citoyenneté or Civics (French Curriculum) and Social Emotional Learning (CA Common Core) - Civics is part of the French curriculum. SEL is embedded across the curriculum, valuing plural-lingualism and fostering a respect for diversity through cultural events. Restorative justice techniques are used in the classroom as well as curriculums such as ToolBox. Human connection to nature and the earth is reinforced through our Green Committee's garden and ecology programs.

ENGLISH LANGUAGE LEARNERS

Because Santa Rosa French-American Charter School is a dual-immersion school, it is common for many of our students to be versed in three languages: the student's home language, French, and English. These students have a unique challenge. Not only are they learning French and English as their instructional language, they are speaking their 3rd native language at home. This is an impressive task for our EL learners.

To assess potential English Language Learners identified through a Home Language Survey, SRFACS utilizes the Initial English Language Proficiency Assessments for California (ELPAC) upon student entry unless their CELDT or ELPAC record is available from their previous California public school, and then annually as required using the Summative ELPAC. This will enable the school to assess both the placement and the progress of English learners. Students who achieve the State "English Proficient" standard for the ELPAC as determined by the State Board of Education (SBE) will be considered for Reclassified as Fluent English Proficient (RFEP) according to criteria determined by the District that will include SBAC performance in ELA, teacher evaluations, and parent consultation.

SRFACS annually administers the ELPAC (English Language Proficiency Assessment for California) TK-8 for English Language Learners to determine language proficiency of English Language Learners and identify students who should be designated Reclassified English Learners. The Family Engagement Facilitator provides ongoing testing and monitoring of EL learners.

The SRFACS English acquisition program delivers grade-level ELD instruction in two forms: Designated ELD and Integrated ELD. This ELD instruction is considered at the Tier 1 level under the MTSS system and is dedicated to all English learners.

The SRFACS English language acquisition program reserves and protects the daily time needed to comply with Designated ELD minutes of instruction. ELD instructional groups are based on the individual domain scoring as measured by the California state ELPAC assessment (Emerging, Expanding, and Bridging).

In addition to D-ELD, grade-level English content is integrated into the core curriculum through daily EL teaching strategies. The SRFACS ELD program is expanding in design by using evidence-based research to continue and refresh our Designated and Integrated ELD program. SRFACS will maintain the ELD program through: purposeful planning, cooperative learning, appropriate scaffolding, and by incorporating the principles of Universal Design for Learning and by adhering to the California Common Core ELD standards.

The joint effort and commitment between teachers and administration to progress monitor RFEP'd students (Reclassified English Learners) and to reduce the number of LTELs (Long Term English Language Learners) is a priority for our plural-lingual students learning English.

MTSS and General Education Student Support Services

Students at SRFACS in need of academic or behavioral support will enter into the MTSS process (Multi-Tiered System of Support). The MTSS process is first initiated by an SRFACS certificated staff member who fills out an academic or behavioral referral form. A designated MTSS team then meets to review these referral forms and to advise what next steps need to be taken within the tiers of support. Areas of concern at this stage are under the general education branch. These areas are student-centered as we strive for: academic success (struggling learners, gifted learners, EL learners), behavioral success, and social-emotional success.

When necessary, a Student Study Team, consisting of: principal, teachers, support staff, and parents will meet to design a *Student Action Plan*. This collaborative team meets to discuss student strengths and needs in order to determine and align high-quality, differentiated interventions required to support the student in need. These determinations are then set into an *Action Plan*.

The Student Study Team also determines: the duration and frequency of the intervention, who is in charge of the intervention, how the intervention will be progress monitored, and how data will be collected and measured to gauge the validity or weakness of the intervention. The team will later on review the collected data to either *maintain* or *adjust* the existing intervention.

If all three tiers are exhausted and the intervention has been unsuccessful, as shown by data, consultation with specialized services will be considered to determine next steps.

SPECIALIZED STUDENT NEEDS - SPECIAL EDUCATION

Federal Law Compliance

SRFACS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

SRFACS shall ensure that no student otherwise eligible to enroll in the Charter School shall be denied, directly or indirectly, admission due to a disability or to the Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at the Charter School. SRFACS is a local educational agency ("LEA") and holds membership in a Special Education Local Plan Area ("SELPA") pursuant to Education Code. The District shall continue to serve the needs of special education students enrolled in District Affiliated Charter Schools in the same manner as at any other public school of the District.

Students at SRFACS in need of Special Education services are assured support. As a dependent district charter school, SRFACS will be served by the SRCS Department of Special Services. A Resource teacher will be included among the staff at the school itself. For students who are struggling academically, the following process is in place. The student's teachers will meet with the parents before requesting an SST meeting. An SST/MTSS referral form, describing student challenges and interventions already tried and/or in place, will be submitted to the Principal. A Student Study Team (SST) consisting of teachers, Principal, counselor or psychologist, parents and other concerned staff will convene to discuss student needs. A multi-tiered model of service delivery including interventions will be recommended by the team and then monitored by the teachers.

The assessment referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, SRFACS may determine

that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the SRFACS will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If SRFACS determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If SRFACS concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities. The SRCS assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. SRFACS shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. SRFACS will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

If a referral for Special Educational Services is warranted, the student will receive a comprehensive assessment, which includes parent and teacher input, by the Special Education team. If the results of the assessment reveal eligibility for special education services, a written Individual Education Plan (IEP) will be developed in order to meet the specific needs of the student. Every attempt will be made to provide needed services at SRFACS through the assistance of the Resource teacher and/or other specialists from Special Services, such as Speech and Language therapist. However, if the needs cannot be accommodated at the site, other alternatives, such as a contract with outside agencies, may be explored.

SRFACS will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District. SRFACS will maintain copies of assessments and IEP materials for District review. SRFACS will submit to the District all required reports, in a timely manner as necessary to comply with state and federal requirements. SRFACS will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.)

The Charter School has access to assistance from SRCS District Office as well from the local Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education. A Program Manager, who monitors the legal concerns as well as the educational program, is responsible for programmatic needs and benefits for the school at large, and will adhere to all requirements of federal law as found in Individuals with Disabilities Educational Act (IDEA). Proactive intervention will be implemented on a school-wide basis so that a problem-solving model for assistance (as opposed to a deficit model) is employed. Other possible interventions, for response to other needs, may include assistance from a school psychologist, a speech and language specialist, an occupational therapist or a behavior specialist.

SRFACS will meet the needs of students with disabling conditions under Section 504, a civil rights law that prohibits discrimination against individuals on the basis of disabling conditions. School-age children identified for services under Section 504 may receive regular or special education and related accommodations and modifications to ensure equal access to education.

SRFACS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

Staffing Requirements

SRFACS shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

SRFACS is responsible for the management of its, personnel, programs and services. SRFACS in conjunction with SRCS ensures that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. SRFACS will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at SRFACS. Oversight of SRFACS special education services will be monitored through the SELPA SEIS system of management.

Least Restrictive Environment

SRFACS will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The SRFACS general program of instruction for students with disabilities shall be responsive to

the required sequence of courses and related curricular activities provided for all students in the SRFACS. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

LEA Assurances

SRFACS makes the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of accommodations, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parent or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The Charter School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the SCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by SRFACS, the Charter SELPA and/or CDE.

The Office of Student and Family Services will involve the Charter School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Manager from the District shall be assigned to support SRFACS and to provide coaching support to the site special education team to ensure that all requirements of IDEA are met, and each child is well-served.

The SRFACS administrator and Special Education instructor communicate regularly with SELPA to ensure full compliance with responsibilities and requirements. SRFACS Special Educational services will be consistent with the SELPA Plan, policies and procedures.

Under limited circumstances when a student's needs may not be provided at SRFACS, SRFACS will consult with the District to discuss placement and service alternatives. The IEP team convened at SRFACS shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at SRFACS pursuant to an IEP.

Transferring Students

For students transferring to SRFACS from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students' IEPs immediately upon the students' enrollment regardless of the types of service provider (i.e. school-based, NPA or private). SRFACS will ensure that IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law if there is a change in the supports and services set forth in the transfer student's IEP.

Student Discipline/Inclusion

SRFACS will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, SRFACS will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. SRFACS will collect data pertaining to the number of special education students suspended or expelled.

SRFACS is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. SRFACS's outreach efforts should be geared toward aligning with the District-wide average. SRFACS may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP.

Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to SRFACS if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations.

In the event that a parent or guardian of a student attending SRFACS initiates due process proceedings, both SRFACS and the District will be named as respondents. Whenever possible, the District and SRFACS shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. SRFACS will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

Funding of Special Education

The Santa Rosa French-American Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

District Responsibilities Relating to District Affiliated Charter School Special Education Program

As long as Charter Schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to SRFACS staff as well.

Gifted and Talented Students and Students Achieving Above Grade Level

In addition to making provisions for students who are either academically low achieving or who are in need of special education services, SRFACS will identify and respond to the needs of students who are gifted and talented through the SRCs Advanced Learner Program and Services (ALPS) plan. This plan is aimed at providing all K-6 students the opportunity to engage in advanced creative and critical thinking skills.

ALPS uses an inclusive approach with an emphasis on differentiated instruction and flexible grouping in the regular classroom. The goal of the ALPS program is to meet the intellectual needs of all students so they can reach their highest potential, including those achieving above grade level. Using depth, complexity and novelty, students dig deeply into subject matter they are learning, and tap into their unique interests and talents. This happens throughout the school year, during regular classroom instructional time.

The structure of the academic program at SRFACS will promote higher-level thinking skills through differentiated instruction. For advanced learners, the curriculum and instruction will be adjusted to incorporate one or more of the following dimensions of differentiation: depth, complexity, novelty, and acceleration. Given the rigorous demands of the program, grade advancement is seldom necessary nor recommended.

ROLE OF PARENTS AND THE COMMUNITY

This charter recognizes that students and schools are more successful when parents, staff, students, and the community work together to support and foster learning for all. Therefore, at SRFACS, the education of each child is a joint venture between the parent, student, community and school. To support this goal:

- Parents, guardians, staff and community partners are encouraged to participate in the Parent Association Foundation (PAF), the English Learner Advisory Committee (ELAC) and/or School Advisory Board (SAB).
- Parents/guardians, staff, community partners are elected to serve on the School Advisory Board (See Element D below).
- Parents and guardians agree to participate in the life of the school. These service opportunities and hours are annually determined by the School Advisory Board. Such service hours are flexible and varied so as to not create barriers for a diverse student population. Varied service opportunities may include such things as field trip chaperoning, fundraising support, ~~and~~ School Advisory Board work, tutoring, reading, cooking with students, and supporting school-wide activities such as International Week and Semaine du Goût (“Tasting Week” an annual, national French event).
- Staff provides outreach to students and their parents to create two-way communication and participation, efforts that will be overseen by the program coordinator. Ways to meet this goal include:
 - Parent Education Nights
 - Family/School/Community Nights
 - Regular communication to share student performance
 - Explanation of rubrics and other feedback tools and written feedback home regarding assessment, both formative and summative.
 - Parent-teacher conferences.
 - Parent resources for French language and homework help.

ELEMENT B: DESIRED STUDENT OUTCOMES

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the 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 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 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.” Education Code 47605(b)(5)(B)

SRFACS shall meet all statewide content and performance standards and target (Ed. Code 47605©(1), 60605) and is committed to improving outcomes for students. The SRFACS Local Control and Accountability Plan (LCAP) outlines the state priorities and our commitment to meeting the goals outlined within. The most recent LCAP is provided as an attachment to this petition. SRFACS's academic goals in the LCAP are listed below.

Standardized Testing

SRFACS agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. SRFACS shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. SRFACS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as SRFACS. Upon request, SRFACS shall submit, in the requested format a copy of the results of all state-mandated tests to the District.

In order to meet the goal of increasing performances on standardized tests (Smarter Balanced and French standardized) SRFACS shall:

- Train all teachers for the standardized tests
- Obtain the necessary materials for administering the tests (computers, etc.)

In order to meet the goal of improving the school climate and school connectedness SRFACS shall have:

- Monthly ELAC meetings attended by parents, teachers, administrators and support staff
- Regular parent information evenings and community gatherings
- Creation of surveys for parents and teachers by the SAB

ELEMENT C - METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING ACADEMIC CONTENT STANDARDS AT ALL GRADES

“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.”

Education Code 47605(b)(5)(C)

MEASURING PUPIL OUTCOMES:

SCHOOL-WIDE ASSESSMENT PRACTICES

SRFACS students at all grade levels and in all subject areas will strive for, and demonstrate, mastery of the California State Board of Education Content Standards in addition to school-specific subject area standards. The school will assess and demonstrate skills and knowledge outcomes through a combination of state standardized testing (CAASPP, ELPAC), well established evidence-based assessments that are commercially available, and internally developed assessments that address both state standards and key elements of the SRFACS mission.

These tests will be administered and an annual analysis of the results will be used to refine school-wide and grade-level instructional priorities and practices. SRFACS affirms that “benchmark” skills and specific classroom-level skills will be developed and refined in a continually monitored system to meet SRFACS mission and goals.

Specifically, SRFACS will administer summative assessments as well as formative assessments to monitor progress in order to align with SRFACS mission, desired outcomes and rigorous curriculum:

SUMMATIVE ASSESSMENTS

- Evaluations from the French Ministry of Education -
 - National Evaluations (First and Second Grades)
 - Diplôme d’Etude en Langue Française (DELF) in Sixth Grade
- Smarter Balanced Assessment (SBAC) Test in English Language Arts, Mathematics, and Science as part of the State Testing and Reporting program in grades 3-8.
- ELPAC (English Language Proficiency Assessment for California) TK-8 for English Language Learners

FORMATIVE ASSESSMENTS

- Let’s Go Learn Assessments in ELA and Math - Three times per year as required by the District (Grades 1-8)
- Writing assessments in the grade level genres of California Content Standards that will be scored with the 4-point writing rubric in both languages (Grades 2-6)

As a District affiliated charter school, SRFACS shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, and periodic and/or benchmark assessments. SRFACS shall be responsible to pay all costs related to the implementation of

any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

SRFACS administers two levels of French evaluations from the French Ministry of Education: the National Evaluations and the Diplôme d'Etude en Langue Française (DELFL).

The French Ministry requires that accredited schools complete the National Evaluations of first and second graders in order to:

- Provide data to the teachers to help the students during the first two years during which the students are learning fundamental skills. In addition, the data help teachers to organize differentiation.
- Provide data to inform the scope and sequence of skills to be taught the previous year.
- Provide data for comparison with the other French-accredited schools, and monitor improvement.
- Provide data to the North American Zone Inspector to identify useful trainings for teachers in the Zone.

In 2020, there are two evaluations for first grade students, one in September and another one in January. There is only one evaluation for second grade students. The levels, frequency and timing of the evaluations are subject to change by the French Ministry of Education.

SRFACS sixth grade students have the opportunity to take the DELFL exam. Passing the exam results in a DELFL junior or DELFL scolaire diploma which are issued by the French Ministry of Education in recognition of French-language studies and are internationally recognized. The examinations assess students at four levels (A1, A2, B1, B2), which correspond to the levels of the Common European Framework of Reference for Languages (CEFR). Beyond personal satisfaction, the DELFL represents official proof of a student's French language ability which can be useful to Francophone universities, French grandes écoles, and future employers.

DELFL Results

- In 2017/2018: 8 students took the DELFL, all passed (5 A2, 3 B1).
- In 2018/2019: 16 students took the DELFL, 14 passed (8 A2, 6 B1)

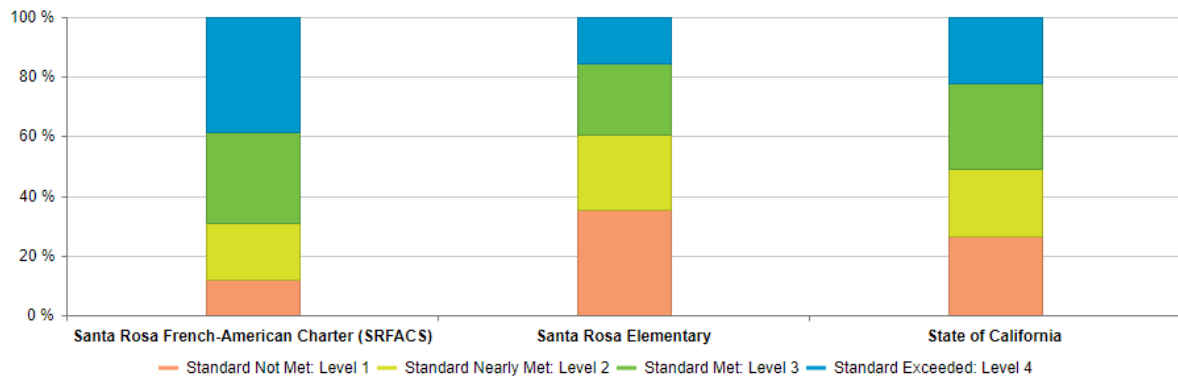
Fifty-eight students were registered to take the DELF in May 2020, but could not sit for the exam due to the coronavirus pandemic. SRFACS hopes to give those students the opportunity in the future.

California Assessment of Student Performance and Progress (CAASPP)

CAASPP-ENGLISH LANGUAGE ARTS-All Students-SRFACS Compared to SRCS and State of CA

ENGLISH LANGUAGE ARTS/LITERACY

2018–19 Achievement Level Distribution - All Grades

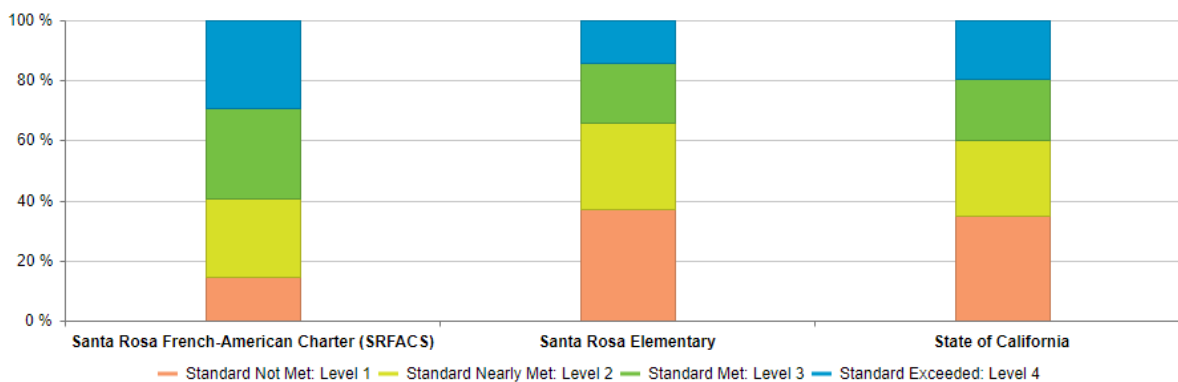


CAASPP results in ELA show that SRFACS at 68% proficiency is well above the district's average of 39% and the state's 50.8% proficiency.

CAASPP-MATH-All Students-SRFACS Compared to SRCS and State of CA

MATHEMATICS

2018–19 Achievement Level Distribution - All Grades



CAASPP results in ELA show that SRFACS at 59% proficiency is well above the district's average of 34% and the state's 39.6% proficiency.

CAASPP-ENGLISH LANGUAGE ARTS and MATH-All Students for All Students- Four-Year Comparison

| Assessment | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|-------------|-----------|-----------|-----------|-----------|
| CAASPP-ELA | 52% | 60% | NO DATA | 68% |
| CAASPP-Math | 35% | 42.5% | NO DATA | 59% |

CAASPP results show big gains across a four year comparison with a positive gain of 16% proficiency in ELA and 24% proficiency in Math.

CAASPP-SCIENCE-5th Grade Students-SRFACS Compared to SRCS and State of CA

| | SRFACS | SRCS | California |
|--|--------|-------|------------|
| 18-19 CAASPP-Science % Proficient | 64.2% | 23.8% | 31.6% |

CAASPP results in Science show that SRFACS at 64.2% proficiency is well above the district's average of 23.8% and the state's 31.6% proficiency.

ELD ASSESSMENT GOALS AND SUCCESS

The performance of ELs will be continually disaggregated and monitored for significant improvement. Each year, it is expected that an increasing percentage of ELs shall meet the criteria for reclassification as fluent English proficient (RFEP) based on the most recent ELPAC (English Language Proficiency Assessment for California), SBAC, and other district/site measures.

SRFACS strives and is successful in the goal of students being reclassified at the same rate or higher than District average by 6th grade

Thirty-five percent of EL students were reclassified in the 2018-2019 school year.

The 2020 California School Dashboard shows 48.7% of SRFACS' 39 EL students are making progress towards English language proficiency.

Let's Go Learn DORA Reading Comprehension January 2020

| Grade Level | SRFACS % at or above grade level | SRCS % at or above grade level |
|-------------|-------------------------------------|-----------------------------------|
| 1 | 52.1 | 30.1 |
| 2 | 85.2 | 67.3 |
| 3 | 88.4 | 66 |
| 4 | 92.8 | 65.3 |
| 5 | 86.5 | 66.8 |
| 6 | 87.1 | 73.6 |
| Average | | |

LGL DORA January 2020 results in ELA show that SRFACS at 82% of students at/above grade level is above the district's average of 61.5%.

Let's Go Learn ADAM January 2020

| Grade Level | SRFACS % at or above grade level | SRCS % at or above grade level |
|-------------|-------------------------------------|-----------------------------------|
| 1 | 97.6 | 82.2 |
| 2 | 86.7 | 79.2 |
| 3 | 88.1 | 75.6 |
| 4 | 82.8 | 61.5 |
| 5 | 49 | 42.5 |
| 6 | 33.4 | 11.9 |
| Average | | |

LGL ADAM January 2020 results in ELA show that SRFACS at 73% of students at/above grade level is above the district's average of 59%.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

As a District affiliated charter school, SRFACS shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

STANDARDIZED TESTING

SRFACS agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. As a District affiliated charter school, SRFACS will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

ELEMENT D – GOVERNANCE

General Provisions

As a District affiliated charter school, SRFACS is subject to the governance and control of the DISTRICT Board of Education. Governance at the school-site level shall be in accordance with the provisions of this petition and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of DISTRICT collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and Santa Rosa Teacher Association the DISTRICT-FMTA CBA must be adhered to.

In the event that Charter School changes from affiliated charter school status to independent charter school status, SRFACS, operated as or by its nonprofit public benefit corporation, will be a separate legal entity and will be solely responsible for the debts and obligations of Charter School. If the District School Board chooses to change the charter school's status to an independent charter school, SRFACS shall submit a petition for material revision with articles of incorporation and bylaws for District's approval.

SRFACS shall comply the Ed. Code posting requirements applicable to School Site Councils. (See Ed. Code 35147) and the Public Records Act.

All employees and representatives of SRFACS, including members of Charter School's local advisory council, members of school committees, and school administrators, shall comply

with federal and state laws, nonprofit integrity standards, and DISTRICT’s charter school policies, regarding ethics and conflicts of interest.

SRFACS shall ensure that, at all times throughout the term of the Charter, the bylaws of its local school leadership council are and remain consistent with District policy and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

Legal and Policy Compliance

The Santa Rosa French-American Charter School shall comply with all applicable federal and state laws and regulations, and District policies, as they may be changed from time to time.

Local Governance Structure and Operations

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

As indicated, the governance of SRFACS rests with the Board of Education of the Santa Rosa City Schools. Except as specifically provided within the approved charter, the Board of Education Policies and Administrative Regulations governs SRFACS in the same manner as for the non-charter schools of the District. Except as specifically provided within the approved charter, all District procedures, including budget adoption by the Board of Education and allocation of discretionary funding to SRFACS occurs in the same manner as for the non-charter schools in the District. As the governing entity of SRFACS, SRCS shall provide an adequate plan for insurance.

The SRFACS community works together to maintain the school vision, goals and objectives. The SRFACS Principal is responsible for the leadership, program, and daily operation of the school, guiding the hiring of charter school personnel, inspiring the teaching staff, addressing student discipline, and takes input from committees made up of school stakeholders including the School Advisory Board (SAB), the Parent Association Foundation (PAF), the English Learner Advisory Committee (ELAC), staff, parents, students, SRCS District personnel, and involved community members, where appropriate. The teaching staff plays an important role in selecting school curriculum and designing and guiding the language immersion program, with input from the School Advisory Board, and Charter and District Administrative staff.

The Parent Association Foundation (PAF) is the parent and community-based nonprofit organization that supports the mission and vision of SRFACS as defined in the charter through a coordinated and collaborative fundraising and volunteer effort.

The English Learner Advisory Committee (ELAC) advises and consults with the Principal and school staff on the needs, programs and services for English Language Learners through monthly meetings. A representative of ELAC serves as liaison to the District English Learner Committee (DELAC).

Staff members serving SRFACS will be members of the respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives through memoranda of understanding, collectively bargained contracts will pertain to SRFACS in the same manner as for the non-charter schools of the District.

Parental and community involvement is a strong component in the Santa Rosa French-American Charter School. The parents/guardians of prospective students are asked to familiarize themselves with the mission statement of SRFACS. The signature of a parent/guardian on the SRFACS application form signifies commitment to the goals and charter as well as to a personal level of involvement in the program and operation of the school. Specific guidelines and options for parent/guardian involvement are outlined by the School Advisory Board (SAB), the Parent Association Foundation (PAF), the English Learner Advisory Committee (ELAC), and the charter document.

This School Advisory Board (SAB) operates under a set of by-laws. This advisory committee operates as the guide that focuses all the charter community toward the common goals expressed in the charter document. In addition, this body has the responsibility for advising on the budget as it pertains to the Local Control Accountability Plan (LCAP) and for monitoring Charter School operation for adherence to the approved charter. With an eye toward financial and program management, special attention is given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

In accordance with Education Code Section 65000(a), the members of the SAB shall represent the composition of school's student population and the composition of the SAB shall be composed of the both of the following two groups:

School Group Members:

- The Principal of the school or his or her designee;

- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers, and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school.
- TOSA responsible for coordinating the French curriculum and accreditation.

Parent and/or Community Group Members:

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school.
- A school founding member.
- A community member with a connection to/interest in the French language and culture.

Total number of board members shall not exceed nine and the make-up of the board shall represent the above categories with school personnel holding the majority of the seats.

Terms are for two years for all members except the Principal and founding member. The make-up of the SAB shall be reevaluated on a yearly basis as needed.

Santa Rosa French-American Charter School

By-Laws for School Advisory Board

Article I

Name of Committee

The name of the committee shall be the **Santa Rosa French-American Charter School Advisory Board**.

Article II

Role of the Committee

The role of the School Advisory Board is to focus the charter community toward the common goals expressed in the charter document. In addition, this body is responsible for oversight of the budget and for monitoring Charter School operation for adherence to the approved charter. With an eye toward financial and program management, special attention will be given to the following: fiscal solvency, standards and expectations for student achievement and student behavior, public relations and community outreach, parameters for parent involvement, and progress toward goals as outlined within the charter itself.

Members

Section 1 – Composition

In accordance with Education Code Section 65000(a), the members of the SAB shall represent the composition of school's student population and the composition of the SAB shall be composed of the both of the following two groups:

School Group Members:

- The Principal of the school or his or her designee;

- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers and will serve as secretary, and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school.
- TOSA responsible for coordinating the French curriculum and accreditation.

Parent and/or Community Group Members:

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school.
- A school founding member.
- A community member with a connection to/interest in the French language and culture.

Total number of board members shall not exceed nine and the make-up of the board shall represent the above categories with school personnel holding the majority of the seats.

Section 2 - Term of Office

All members of the School Advisory Board shall serve for a two-year term except for the Principal and a founding member.

Elections for parent representatives will be held by the end of each school year as needed. Parents will be given advance notice of the Board openings and the up-coming election. Prior notice of the list of candidates and election details will also be given. The Principal shall coordinate a selection process for the selection of school staff and teacher representatives as appropriate. In the event there are not more applicants than vacancies on the Board, the election process may be bypassed and the parent applicant(s) may be appointed by the Board.

Section 3 - Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Board. Absentee ballots shall not be

permitted. A member may designate a proxy in writing. That vote will be for the designated meeting only.

Section 4 – Termination of Membership

A member shall no longer hold a membership should he or she cease to meet the membership requirements under which they were selected. Membership may terminate for any member who is absent from regular meetings for a period of three consecutive meetings. The Board, by affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 5 – Transfer of Membership

Membership on the School Advisory Board is not transferable or assignable.

Section 6- Resignation

Any members may resign by filing a written resignation with the School Advisory Board.

Section 7- Vacancy

Any vacancy of the Board shall be filled for the remainder of the term by appointment of the Board. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

Article III

Officers

Section 1- Officers

The officers of the School Advisory Board ~~Parent Advisory Committee~~ shall be chairperson, vice-chairperson, secretary and such other officers as the School

Advisory Board may deem desirable. The chairperson will be the principal and the secretary shall be a classified staff member.

Section 2- Election and Term of Office

The officers of the School Advisory Board shall be elected every two years at the first fall meeting and shall serve for two years with the exception of the chairperson.

Section 3- Removal

Any officer may be removed by a two-thirds vote of all members sitting on the Board whenever, in the judgment of the Board, the best interests of the Board would be served thereby.

Section 4- Vacancy

A vacancy in any office shall, by special election, be filled for the unexpired portion of the term.

Section 5 – Chairperson

The Principal shall be designated chairperson. The chairperson shall preside at all meetings of the Board and may sign letters, reports, and other communication of the Board. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the Board from time to time.

Section 6 – Vice-Chairperson

The vice-chairperson will be appointed by the chairperson. The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or the Board.

Section 7 – Secretary

The secretary will be a designated classified staff member. The secretary shall keep the minutes of the meetings, both regular and special, of the Board and shall promptly transmit to each of the members, and in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the School Advisory Board.

Article IV

Committees

Section 1 – Standing and Special Committees

The School Advisory Board may, from time to time, establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Advisory Board.

Section 2 – Term of Office

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the School Advisory Board shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof. The exception to this rule would be for the director, office manager or designated classified staff member whose positions on the Board will be ongoing.

Section 3 – Rules

Each committee may adopt rules for its own governance not inconsistent with these by-laws or with rules adopted by the School Advisory Board.

Section 4 – Quorum

Unless otherwise provided in the decision of the School Advisory Board designating a committee, a majority of the committee shall constitute a

quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 5 – Vacancy

The Board may appoint a new member to fill a vacancy in the membership of any committee as needed.

Article V

Meetings of the School Advisory Board

Section 1 – Regular Meetings

The School Advisory Board shall meet on a regular and timely basis throughout the school year. Dates and times will be determined at the first fall meeting.

Section 2 – Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Advisory Board.

Section 3 – Place of Meetings

The School Advisory Board shall hold its regular meetings in a facility provided by the school and readily accessible by all members of the public.

Section 4 – Decisions of the School Advisory Board

All decisions of the School Advisory Board shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 5 – Quorum

The presence of greater than 50% of the total membership shall be required to constitute a quorum necessary for the transaction of the business of the School Advisory Board. When a quorum is not present at an officially scheduled

meeting of the Board, those present may proceed with the normal business of that meeting, as prescribed by an adopted agenda, with the understanding that all business must first be ratified by the number of members necessary to form a quorum, and that these members shall be contacted by the chairperson or his/her designee, either during or immediately following the adjournment of the meeting for any immediate action items, otherwise all items will be ratified by a quorum present at the next regularly scheduled meeting.

Section 6 – Conduct of Meetings

All regular and scheduled meetings of the School Advisory Board shall be conducted as modified by the Board.

Section 7 – Meetings Open to the Public

All regular meetings of the School Advisory Board shall be open at all times to the public.

Article VI

Amendment

These by-laws may be amended at any regular meeting by a two-thirds vote of the School Advisory Board membership.

Parental Involvement

This charter recognizes that students and schools are more successful when parents, staff, students, and the community work together to support and foster learning for all. Therefore, at SRFACS, the education of each child is a joint venture between the parent/guardian, student, community and school. To support this goal:

1. Parents, guardians, staff and community partners are encouraged to participate in the Parent Association Foundation (PAF), the English Learner Advisory Committee (ELAC) and/or School Advisory Board (SAB).
2. Parents/guardians, staff, community partners will be elected to serve on the School Advisory Board (See Element D above).
3. Parents and guardians who enroll their children in the school will accept their responsibility for their children's education. Therefore, they will agree to:
 - a. Discuss regularly with their child the importance of education and school;
 - b. Keep in regular contact with their child's teacher(s) regarding student progress;
 - c. Attend school sponsored parent meetings regarding the school's program;
 - d. Consistently support their child in completion of school work and preparation for assessments;
 - e. Help their child foster an interest for the French language and French culture.

Title IX, Section 504, and Uniform Complaint Procedures

SRFACS shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the District's Uniform Complaint Procedures.

Responding to Inquiries

The Santa Rosa French-American Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. SRFACS acknowledges that it is subject to audit by DISTRICT, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken or initiated by the District.

Notification of the District

SRFACS shall notify the appropriate District staff in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the Santa Rosa French-American Charter School. SRFACS shall also notify the appropriate District staff in writing of any internal investigations within one week of commencing investigation.

Student Records

The Santa Rosa French-American Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from SRFACS to any other school district, the Santa Rosa French-American Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving

a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

ELEMENT E – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school. " Education Code 47605(b)(5)(E)

In accordance with the rigorous, dual immersion French-English mission of SRFACS, employees will be highly-qualified, committed teachers with a focus on pluralism. French-credentialed teachers who are trained in the French standards are crucial to the implementation of the Charter mission and goals as well as the Charter's accreditation. French teachers will generally have a Professeurs des Ecoles credential. Preference for all staff will be on bi- and tri- lingual skills. It is essential to the mission of the school that students have an environment rich in languages, especially French. As an AEFE accredited school, an inspector from the French Ministry of Education regularly observes, evaluates and reports on the French instruction at SRFACS. Instruction must meet demanding criteria in order for the school to maintain its accreditation. Having a majority of French-credentialed teachers is a component of the accreditation requirements. All teachers will be required to pass the California Basic Educational Skills Test (CBEST).

Santa Rosa City Schools will serve as the chartering agency and the recruitment and selection of new staff will be done according to the District protocol as outlined in the contract with the Santa Rosa Teachers' Association. The teachers at SRFACS will be assured of placement on the salary schedule, benefits, and seniority advantages of employment as if they were teaching in a regular District school.

Instruction is provided by highly qualified staff who actively embrace and implement the concept of dual language education and integrated curriculum design, as expressed within this charter petition. Teachers have a working understanding of the French standards and the California Common Core standards, and extensive training to put these standards into practice in a K-6 environment. In addition, instructors at SRFACS are expected to engage in collaboration and ongoing professional development to support a program geared toward high academic standards for all students.

The credentialed classroom faculty members to be employed at SRFACS are highly qualified according to the directives of the law and are credentialed in the core subjects that they teach. As determined by the SAB, principal and teaching staff, assistants and consultants will be hired as needs arise and as the schedule and budget allow, and they will have an appropriate mix of subject matter expertise, professional experience, and the ability to work successfully with K-6 students in a dual immersion program.

Equal Employment Opportunity

SRFACS acknowledges and agrees that all persons are entitled to equal employment opportunity. SRFACS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Staffing

SRFACS shall comply with and implement all applicable state and federal laws and regulations, District policies, and DISTRICT collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

SRFACS shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, SRFACS will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the DISTRICT Superintendent.

Certificated Personnel

Selection of certificated staff shall comply with current California Education Code, District policy, and applicable collective bargaining agreements. SRFACS will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates as determined by Human Resources that may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

SRFACS teaching staff have specialty training in teaching French as a second language. Whenever possible, replacement of staff should be with consideration of the school goal to

build the staff's capacity to meet the student learning goals in a dual immersion language program.

Classified Personnel

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code, and applicable collective bargaining agreements. Unless valid reemployment lists exist, SRFACS will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to SRFACS; however, the District retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.) Language skills in French and/or Spanish are considered beneficial for all staff.

SRFACS is proud that many of its classified staff are immigrants and/or speak a language other than English. They add to the international atmosphere of the school.

Classified personnel includes but is not limited to office personnel, library technician, instructional materials technician, noon duty supervisors, classroom assistants, and custodial staff.

Professional Development

The Santa Rosa French-American Charter School shall comply with and implement any District-mandated professional development. Otherwise, SRFACS shall have full autonomy in the selection and implementation of professional development programs for its employees to meet its site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by SRFACS will be funded by the District consistent with its practice for other District schools.

ELEMENT F – HEALTH AND SAFETY PROCEDURES

"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."

Education Code 47605(b)(5)(F)

The Santa Rosa French-American Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time to time. SRFACS shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

Comprehensive Health, Safety and Emergency Plan

As a District affiliated charter school, SRFACS shall comply with and implement all District policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Comprehensive Safe School Plan. The Santa Rosa French-American Charter School shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

The Santa Rosa French-American Charter School shall periodically review, and modify as necessary, its Comprehensive Health, Safety and Emergency Plan, and keep it readily available for use and review upon District request. As a District affiliated charter school, occupying and operating on District property, SRFACS shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Maintenance and Operations Division, Office of Environmental Health and Safety, and other District offices in the same manner as other SRCS campuses. SRFACS shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include SRFACS's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation.

SRFACS shall ensure that all staff members receive annual training on SRFACS's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

SRFACS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Mandated Child Abuse Reporting

SRFACS shall provide all employees, and other persons working on behalf of SRFACS who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

The Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of SRFACS. The Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use.

The procedures of SRFACS to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-SRFACS schools in the District. Such procedures will include requirements as set forth in applicable sections of California Education Code and as described in the Charter Schools Act. This process includes fingerprinting and TB testing of all employees, consultants and volunteers.

Family Educational Rights and Privacy Act (FERPA)

The Santa Rosa French-American Charter School, including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Criminal Background Checks and Fingerprinting

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, the Santa Rosa French-American Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks.

Immunization and Health Screening Requirements

As a District affiliated charter school, in order to guarantee the health and safety of pupils and staff, the Santa Rosa French-American Charter School shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. SRFACS shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

ELEMENT G – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“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.” Education Code 47605(b)(5)(G)

The Santa Rosa French-American Charter School program has an open enrollment policy and strives to achieve a racial and ethnic balance among all enrolled students that is reflective of the general population within Santa Rosa City Schools. The means by which this racial and ethnic balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians in different community clusters, such as various industries in the region, and open houses to the community at large. Outreach includes parent information nights, school tours, flyers and participation in community events to promote the school. As a public charter school in the state of California, we also comply with state laws governing admissions of charter schools.

Therefore,

- The school is committed to actively recruiting families and students dedicated to carrying forth the mission and vision of the school.
- The school welcomes all applicants and does not discriminate on the basis of the characteristics listed in Ed. Code section 220. (Actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, favorite color, 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 Section 47605 (d) (1)]

- The school will comply with and enforce all state laws and regulations governing SRCASAs' admission to these public institutions.

The annual report submitted to the Board of Education will report on the progress toward racial and ethnic balance. The following tables demonstrate changes in ethnicity, with a positive trend toward racial and ethnic balance.

Enrollment Multi-Year Summary by Ethnicity

| Academic Year | Total | African American | Asian | Filipino | Hispanic or LatinX | White | Two or More Races | Not Reported |
|---------------|-------|------------------|-------|----------|--------------------|-------|-------------------|--------------|
| 2019-20 | 476 | 2.5% | 2.9% | 0.6% | 22.9% | 62.0% | 9.0% | 0.0% |
| 2018-19 | 465 | 3.2% | 3.2% | 0.9% | 20.9% | 63.9% | 7.7% | 0.2% |
| 2017-18 | 475 | 2.2% | 3.4% | 0.8% | 20.9% | 64.6% | 6.5% | 0.4% |
| 2016-17 | 495 | 2.2% | 3.4% | 0.8% | 23.2% | 63.2% | 7.1% | 0.0% |
| 2015-16 | 495 | 2.6% | 3.2% | 1.0% | 20.2% | 66.3% | 6.3% | 0.4% |
| 2014-15 | 417 | 2.6% | 3.8% | 1.2% | 19.2% | 65.5% | 7.0% | 0.7% |

California Department of Education, DataQuest

Enrollment from the 2019 Dashboard

School Demographics

| Student Group | Total | Percentage |
|---------------------------------|-------|------------|
| English Learners | 73 | 15.7% |
| Students with Disabilities | 26 | 5.6% |
| Socioeconomically Disadvantaged | 94 | 20.2% |

Federal Program Compliance

As part of the District, which is a recipient of federal funds, SRFACS shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

ELEMENT H – ADMISSION REQUIREMENTS

SRFACS seeks to increase socio-economic, racial and ethnic diversity of the student population. Impediments to achieving higher levels of diversity include a lack of bussing and a shortage of available after-school childcare spots.

Publicity for school tours and lottery applications is done in English, Spanish and French and is widely distributed on-line and to preschools and childcare establishments.

General Provisions

Admission shall be open to all pupils who wish to attend the school. Parents/guardians are encouraged to familiarize themselves with, and commit to, the educational program and any parent participation duties set forth in the Charter. Enrollment will be limited only by the capacity of the Charter School in any given year.

Each year, the Santa Rosa French-American Charter School shall set its maximum student admission cap. SRFACS shall use the following admissions procedure to determine enrollment:

1. Admission Requirements: In the event that fewer students than the maximum cap apply to attend the school by the deadline for submitting applications (“admissions deadline”), the Charter School shall admit all pupils that apply.
2. Deadline Requirements: Charter School shall only extend the admissions deadline should fewer than the maximum cap apply for admission before the deadline. The Charter School shall only accept applications to admit students after the admissions deadline to reach the maximum cap. After the Charter School receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure set forth in Step 5.
3. Sibling Preferences: In the event that the Charter School receives applications exceeding the maximum cap prior to the close of the admissions deadline, it shall determine which students shall enroll in the school in the following manner:

All siblings of students enrolled at and attending the Charter School at the time of the lottery, or, for all Dependent Charter Schools Serving fewer than nine (9) grade levels (i.e., less than K-8), who were matriculated at the school at any time during the seven (7) school years prior to the school year for which the lottery is being conducted, shall be admitted.

- (i). In the event that, after admitting all applicants under step 3, there are remaining spaces, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), with respect to any remaining applicants.
- (ii). In the event that, in the course of implementing step 3, there are a number of applicants who meet the sibling requirement set forth in step 3 that exceeds the maximum cap, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to the Charter School.

4. Lottery Procedure: The Charter School shall employ the following lottery procedure to determine admission to the school in the event that the number of applicants exceeds the number of available slots:

(a) The lottery shall be conducted by District personnel. The District and/or Charter School shall provide all applicants 72 hours written notice of the conduct of the lottery, and also post the time and place of the lottery at the Charter School and District Office. The lottery shall take place at a public facility at the District Office or charter school and shall be made open to the public.

(b) A slip of paper bearing the name of each applicant shall be placed into a sealed envelope. Each envelope shall be marked on the outside "Free and Reduced Eligible – in District," "Child of current Charter School employee" and "District Resident." Envelopes for applicants not falling into any of the above categories shall be marked "Other."

Each envelope shall be numbered sequentially on the outside, along with the above-identified category, for tracking purposes. No other information, such as the students' name, shall appear on the envelope.

In-District Applicants whose parents/guardians provide written verification that they are eligible for Free and Reduced lunch under that program's guidelines shall be designated "Free and Reduced Eligible." Applicants residing within the boundaries of the Santa Rosa City Schools elementary or high school districts [1] shall be designated "District Resident." Applicants not meeting any of these three criteria shall be designated as "Other."

In the event that an applicant falls under more than one of the above-identified categories, they shall be designated only in the first category in the order in which they appear above in the first paragraph of Subsection 4(b).

(c) The District shall place the envelopes into separate containers labeled with each of the categories listed in Step 4(b). The District will then draw envelopes in the following sequential order, and shall repeat the sequence until all envelopes are drawn:

Draw No. 1:

- (i) Free and Reduced Eligible – in-District: Draw 4 times;
- (ii) District Resident: Draw 1 time;
- (iii) Child of current Charter School employee: Draw 1 time
- (iv) For Dual-Immersion Charter Schools Only: For a Charter School that offers a dual-immersion language program as part of its Charter, if the Charter School, to optimize the effectiveness of the dual-immersion program, requires a higher proportion of native speakers in the target language to reach a 50/50 ratio of native and non-native speakers, for all students whose parents identify as native speakers or non-native speakers, as needed, of the target language in their Home Language Survey submitted to their school District (requires submission of completed Home Language Survey with application for admission): Draw 1 time

When all of the envelopes from categories (i) and (iv) are drawn, then, if there are remaining envelopes, then the lottery shall proceed to Draw No. 2:

Draw No. 2:

- (v) Other: Continue drawing 1 time until no envelopes remain.

(d) District personnel shall then open the envelopes and record in writing the students who have been admitted, and the order in which they were selected, with no reference to the category in which the student fell. District personnel shall then provide the list of the admitted students, in order of admission, to the District Office, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.

(e) The District shall take the following steps to protect the confidentiality of all pupil information: 1) During the conduct of the lottery, student names shall not be announced at any time, but, upon selection, shall be immediately recorded on the written log pursuant to Step 4(d) ; 2) Once the lottery has been completed, the student name slips and envelopes created pursuant to Step 4(b) shall be destroyed, and the list of students in order of admission created pursuant to Step 4(d) shall be retained; and 3) by the end of the next business day following the lottery, the District shall post an alphabetized list of admitted students at the District Office and at the administrative offices of the Charter School, with no reference to the category in which the student fell or order of selection.

5. Wait List:

- (a) In the event that the maximum cap is reached without use of the lottery, subsequent applications from un-admitted students under Step 2 shall be placed on a waitlist in the order in which their applications were received, starting with applications received in the first enrollment window (*i.e.*, before the deadline for applying for admission.)
- (b) In the event that there are applicants remaining after the conduct of the lottery in Step 4, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn under the process set forth in Step 4(c).
- (c) District personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to the District Office, with a signature certifying that the waitlist is accurate to the best of their knowledge.
- (d) To the extent that openings occur at the Charter School during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the waitlist.

McKinney-Vento Homeless Assistance Act

SRFACS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

Non-Discrimination

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

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

ELEMENT I – ANNUAL FINANCIAL AUDITS

General Provisions

The fiscal operations of an Affiliated Charter School will be supervised by DISTRICT. The Santa Rosa French-American Charter School will not have a separate audit but will be a part of the annual audit for DISTRICT. The Santa Rosa French-American Charter School will follow all financial procedures and financial policies of DISTRICT. This shall include, but not be limited to, purchasing, student body funds, student store, payroll, imprest funds, payment approval for goods and services, and follow guidance from the District Staff.

ELEMENT J – SUSPENSION AND EXPULSION PROCEDURES

General Provisions

As a District affiliated charter school, the Santa Rosa French-American Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior.

The Santa Rosa French-American Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

The Santa Rosa French-American Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

The Santa Rosa French-American Charter School ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

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

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

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

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- **While on school grounds**
- **While going to or leaving from school**
- **During, or traveling to or from, a school-sponsored activity**

CAUSE FOR SUSPENSION AND EXPULSION – ENUMERATED OFFENSES

After reviewing the lists of disciplinary offenses that apply to students attending non-charter public schools, the School has determined that the following lists of offenses, as well as the following disciplinary procedures, align with the School's mission and vision and provide for the safety of the School community:

Discretionary Suspension Offenses: A student may be recommended for suspension for any of the following reasons:

- Willfully used force or violence upon the person of another, except in self-defense
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)

- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5 (not applicable to students in grades TK-3)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (not applicable to students in grades TK-3)
- Intentionally engaged in harassment, threats or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment(not applicable to students in grades TK-3)
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil.

For a pupil subject to discipline under this section, administration or the administration's designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. Alternatives to suspension or expulsion shall be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. The School does not impose mandatory suspension. Rather, suspensions are discretionary. Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Depending on the severity and seriousness of the offense and past conduct of the pupil, administration may recommend an expulsion instead of a suspension. That determination is within the professional discretion of administration for the following list of discretionary expellable offenses, as well as suspension offenses.

Discretionary Expulsion Offenses: A student may be recommended for expulsion for any of the following reasons:

- Willfully used force or violence upon the person of another, except in self-defense
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)

- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5 (not applicable to students in grades TK-3)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (not applicable to students in grades TK-3)
- Intentionally engaged in harassment, threats or intimidation directed against school personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment(not applicable to students in grades TK-3)
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

Non-Discretionary Suspension Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the administration.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900
- Possessed an explosive

Non-Discretionary Expulsion Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the administration.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900
- Possessed an explosive students are subject to mandatory recommendation for expulsion from SRFACS for any of the reasons as specified in the Education Code § 48915(c) and the

Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school or possessed a firearm at school. SRCS will refer to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school.

PROCESS FOR SUSPENSION AND EXPULSION

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by administration, with the student and the student's parents. The conference may be omitted if administration determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Step 2: Notice to Parents

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall immediately make a reasonable effort to contact the parents by telephone, email or in person. Initial contact will be followed by a written notice within 24 hours of the suspension. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by administration based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by administration or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by administration or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Step 4: Recommendations for Expulsion

If the administration recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by administration upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
 - The student poses a threat or danger to others.
- Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.
- Students will be recommended for expulsion if the Co-Director finds that at least one of the following findings may be substantiated:
- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
 - Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel at the student's parents' discretion and expense
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing

- The opportunity to present evidence and witnesses on behalf of the student.
The hearing will be held within 30 days after the Co-Director determines that an act subject to expulsion has occurred. The hearing will be conducted by an ad hoc committee of the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The hearing will be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days' prior to the hearing. A transcript of the hearing shall be prepared and maintained by Alma Fuerte, including a statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed.

Upon expulsion, written notice will be sent within 24 hours by administration to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with SRCS.
In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. SRFACS will also notify its charter authorizer of the expelled student's name and the specific expellable offense committed. Any incident of violent and/or serious student behavior shall also be communicated to the district/school to which the student matriculates. If the decision is not to expel, the student will return to classes at SRFACS.

The School Board shall recommend a plan of rehabilitation for the student at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, counseling or other rehabilitative programs. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless School Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the School. A description of the readmission plan shall promptly be made available to the student and the student's parent or guardian at the time the expulsion order is entered, including any related findings.

APPEAL OF SUSPENSION OR EXPULSION

Parents will be notified in advance to enactment of the suspension or expulsion and the reasons therefore and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of administration. A suspension appeal may be made to Student and Family Services (SAFE) within the term of the suspension (within three days of the suspension). Following due consideration, a decision by the Student and Family Services (SAFE) regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to Student and Family Services (SAFE). The student will be considered expelled until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by members of the Student and Family Services (SAFE), not including any of the same individuals or panel who suspended the student and recommended the expulsion. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date. The decision of the panel of representatives selected by the Board will be final. All District rules/processes concerning suspension or expulsion pertain to the Charter School in the same manner as for the non-charter schools of the District.

SRFACS has implemented alternatives to suspension and expulsion. Such alternatives, include but are not limited to, the use of Restorative Practices and a Social-Emotional Intervention TOSA. These measures allow SRFACS to pursue peaceful resolution of conflict and help create accountability and allow students to realize how others were impacted by a behavior.

DataQuest Home / Discipline Report: 2018-19 Suspension Rate

Santa Rosa French-American Charter (SRFACS) Disaggregated by Ethnicity

| Ethnicity | Cumulative Enrollment | Total Suspensions | Unduplicated Count of Students Suspended | Suspension Rate | Percent of Students Suspended with one Suspension | Percent of Students Suspended with Multiple Suspensions |
|--------------------|-----------------------|-------------------|--|-----------------|---|---|
| African American | 16 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Asian | 15 | 0 | 0 | 0.0% | 0.0% | 0.0% |
| Hispanic or Latinx | 97 | 1 | 1 | 1.0% | 100.0% | 0.0% |
| White | 300 | 5 | 5 | 1.7% | 100.0% | 0.0% |
| Two or More Races | 38 | * | * | * | * | * |

Note: Data may be suppressed (*) to protect student privacy (Data Suppression).

Students with Disabilities

The Santa Rosa French-American Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, SRFACS shall identify and provide special education programs and services at an appropriate interim educational placement,

pending the completion of the expulsion process, to be coordinated with the DISTRICT Special Education Unit.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and SRFACS, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Santa Rosa French-American Charter School’s administrator will convene a meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student’s disability?
- Was the misconduct a direct result of the Charter School’s failure to implement 504?

Notification of Student’s District of Residence

Upon the expulsion of any student, if the student is a resident of a school district other than DISTRICT, SRFACS must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

Outcome Data

The Santa Rosa French-American Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the District upon request.

Readmission

The Santa Rosa French-American Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from the school.

Gun Free Schools Act

The Santa Rosa French-American Charter School shall comply with the federal Gun Free Schools Act.

ELEMENT K – EMPLOYEE RETIREMENT SYSTEMS

Employees of SRFACS will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with DISTRICT inclusive of, but not limited to, salaries, unemployment benefits, retirement benefits, including organizations such as STRS/PERS, health insurance, life insurance, and all other assigned compensation and benefits.

As DISTRICT employees, SRFACS's administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

ELEMENT L – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

A student who opts not to attend the Santa Rosa French-American Charter School may choose to attend another public school in the student's district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT M – RIGHTS OF DISTRICT EMPLOYEES

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work at SRFACS, and of any rights of return to the school district after employment at SRFACS." Education Code 47605(b)(5)(M)

Except as otherwise agreed to by the exclusive representatives, transfer and assignment provisions of the collectively bargained contracts will pertain to SRFACS in the same manner as for the non-SRCSAs of the District.

As a District affiliated charter school, all administrators, faculty and staff of SRFACS are DISTRICT employees. All Charter School employees will be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools. No staff member will be assigned to SRFACS except by his/her request for a transfer and/or through a formal application process.

ELEMENT N – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code 47605(b) (5)(N)

The District may proceed immediately with the revocation procedures as set forth in law and stated below if it believes the charter school:

- (a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- (b) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- (c) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- (d) Violated any provision of law.

SRFACS is committed to working with the District in a spirit of cooperation. Matters unable to be resolved by the District Superintendent or designee and SRFACS will be referred to a mutually agreed upon legally licensed mediator at standard cost. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties. The staff and Governing Board members of SRFACS agree to attempt to resolve all disputes between the District and SRFACS 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 SRFACS, 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.

The purpose of the dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and District unnecessarily. School community includes students, parents, teachers, applicant families, volunteers, advisors, community members’ partners and collaborators.

The SAB will review the dispute and resolution process each year. Procedures will be fair, specific, and supported by the school community. In the event of a dispute, concerned persons will follow these steps:

- Make an appointment with the teacher or person whose area of responsibility the issue involves, or the person directly involved in the issue.
- Make an appointment with the principal, if the meeting does not resolve the issue. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.
- Should the issue still not be resolved, the individual(s) bringing the complaint will have the right to file a complaint with the office of the Superintendent of SRCS. Ultimately, the Board

of Education of Santa Rosa City Schools retains the final decision right concerning any such dispute.

- All SRFACS faculty, staff, administrators, parents, applicant families and SAB members will sign a pledge to resolve disputes via this dispute process or its replacement. This means that the individuals will avoid contacting the Board of Education and the School District regarding a conflict at SRFACS, until all of the relevant procedures listed above have been exhausted and documented.

SRFACS agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element N.

Any Dispute between the District and the Santa Rosa French-American Charter School shall be resolved by a collaborative team in accordance with the procedures set forth below:

1. Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Santa Rosa French-American Charter School
Mrs. Evelyn Anderson
1350 Sonoma Ave.
Santa Rosa, CA 95405

To SRCS: Assistant Superintendent of Teaching and Learning
Dr. Anna-Maria Guzman
211 Ridgeway Ave.
Santa Rosa, CA 95401

2. A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. 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 the date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m.; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

ELEMENT O – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

The Santa Rosa City School District is the exclusive public school employer of the employees of Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT P – CHARTER SCHOOL CLOSURE PROCEDURES

Closure Action

In order to close SRFACS, the DISTRICT Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the DISTRICT Board of Education revokes or denies renewal of the Charter; the DISTRICT Board of Education takes specific Board action to close SRFACS pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the DISTRICT Superintendent or his/her designee approves Charter School’s request to revert to a District traditional school.

In the event of a Closure Action, unless express DISTRICT Board action directs otherwise, SRFACS shall revert to a District traditional school.

Revocation of the Charter

The District may revoke the Charter if SRFACS commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of SRFACS if the District finds, through a showing of substantial evidence, that the Santa Rosa French-American Charter School did any of the following:

- SRFACS committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- SRFACS failed to meet or pursue any of the pupil outcomes identified in the Charter.
- SRFACS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- SRFACS violated any provision of law.

Pursuant to AB 97, SRFACS may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the DISTRICT Board of Education will notify SRFACS in writing of the specific violation, and give SRFACS a reasonable opportunity to cure the violation, unless the DISTRICT Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

The District Board may close the charter school voluntarily at any time.

Closure Procedures

In the event of a Closure, the Santa Rosa French-American Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the DISTRICT Board of Education. To the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to DISTRICT. The District reserves the right to conduct a close out audit or other audit.

SRFACS shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a District traditional school, to the parents/guardians/caregivers of all enrolled students of SRFACS within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding how to enroll or transfer the student to an appropriate school. SRFACS shall simultaneously provide a copy of the written parent notification to the District.

If SRFACS serves any students who reside outside District boundaries, SRFACS shall notify, within 72 hours of a Closure, any school district that may be responsible for providing education services to the former students of SRFACS. This notice must include a list of

students potentially returning to that district based on student residence. SRFACS shall simultaneously provide a copy of these notifications, if any, to the District.

This Element P shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

Should the Santa Rosa French-American Charter School close, all remaining assets and liabilities of the organization will be disposed of by the school's Advisory Board to the District or other appropriate entity, or returned to the state in accordance with the asset disposition provisions of the organization's by-laws, District Policy, and state law. Assets allowing, administrative staff will be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility. Student records and cumulative files will be forwarded to the school to which the student transfers or, depending upon circumstance, will be turned over to SRCS District Office or the student's district of residence. All other student and school records shall be disposed of in a way that will ensure confidentiality of the records. It shall be the responsibility of the Advisory Board to finalize all closing arrangements. The Executive Director of Fiscal Services for SRCS will ensure that the financial audit of the school's assets and liabilities is performed. At the time of its closure, the school will also send notice of its closure to parents/guardians of students, the county office of education, the special education local plan area and the California Department of Education.

DISTRICT IMPACT STATEMENT

"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of The Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation." - California Education Code Section 47605(g)

Enrollment

SRFACS projects increased enrollment for the 2020-2021 school year of 486 Kinder Academy through sixth grade students. The expected annual increase in enrollment has a positive impact on the District.

Facility Location

The Charter School intends to continue operating at its current location at 1350 Sonoma Avenue, Santa Rosa, CA 95405, a property owned by SRCS. The property is in full compliance with health and safety codes, building codes and the American with Disabilities Act of 1990.

The Santa Rosa French-American Charter School's school site remains subject to use by the District and possible space location under Proposition 39 and implementing regulations.

The Santa Rosa French-American Charter School will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities.

[1] Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School high school district.