Santa Rosa City Schools

SANTA ROSA FRENCH-AMERICAN CHARTER SCHOOL

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Charter Initially Approved July 1, 2020-June 30,2025
Charter Extended through June 30, 2028
Submitted for Material Revision November 4, 2027

SANTA ROSA CITY SCHOOLS
Excellence is our Common Ground

This Petition for Material Revision was completed in collaboration between Charter School staff, District staff, and legal counsel. It was formally submitted for review on November 4, 2026, by Evelyn Anderson, Principal, and lead petitioner.

The Petition was edited to reflect legal updates since the last renewal and changes related to two requested material revisions. Petitioners are requesting to officially update location changes made by the District in recent years and to update lottery preferences.

The petitioners hereby certify that they deem this Petition to be complete and that it contains the information required pursuant to California Education Code Section 47605 and related statutes governing charter school petitions.

ASSURANCES AND AFFIRMATIONS

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Santa Rosa City School District shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case attendance shall be determined, subject to the preferences set forth in Element 8 of this charter, by public random drawing. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parent or legal guardian within the state. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education

Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School 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.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as the governing board of a school district. [Ref. California Education Code Section 47605(l)(1)]
- The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]

- The Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section (e)(2)(B)(iii). [Ref. California Education Code Section 47605(e)(4)(A)]
- The Charter School shall not request a student's records or require a parent, guardian, or student to submit the student's records to the Charter School before enrollment. [Ref. California Education Code Section 47605(e)(4)(B)]
- The Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This paragraph does not apply to actions taken by the Charter School pursuant to Education Code Section 47605(c)(5)(J). [Ref. California Education Code Section 47605(e)(4)(C)]
- The Charter School shall comply with Education Code Section 47605(e)(4)(D) by posting the notice developed by the California Department of Education ("CDE") on its website and providing a copy to a student, parent, or guardian, as required by law.
- The Charter School may encourage parental involvement but shall notify the parents and guardians of students who apply for admission and who are currently enrolled that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. California Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. California Education Code Section 47605(d)(2)]
- The Charter School shall comply with any jurisdictional limitations related to the locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Public Records Act (Government Code Sections 7920 *et seq*.), the Ralph M. Brown Act (Government Code Sections 54950 *et seq.*), the Political Reform Act (Government Code Sections 81000 *et seq.*), and Government Code Sections 1090 *et seq*., as set forth in Education Code Section 47604.1.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

The Santa Rosa French-American Charter School ("SRFACS" or "Charter School") hereby respectfully submits this request for a material revision to its charter.

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.

As part of the District's facilities consolidation and optimization process, SRFACS was asked to relocate its programs to better serve the needs of District students. This decision was made following the consolidation decision made by the SRCS Board in February 2025. This Material Revision serves to memorialize the Board's decision in the Charter Petition.

In addition, the Charter School seeks to make changes to its lottery procedures and preferences to align better with the French-English Dual Language Model and overall District interests.

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.

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 500 E Street, Santa Rosa, CA 95404. The 7th and 8th grade students receive instruction at a satellite campus located at 1250 Hahman Drive, CA 95405, co-located with Montgomery High School.
- The phone number is (707) 890-3930.
- Santa Rosa French-American Charter School is located within the boundaries of Santa Rosa City Schools ("SRCS" or "District")
- The term of this charter shall be from July 1, 2020, to June 30, 2028.
- The grade configuration of Santa Rosa French-American Charter School is TK-8.
- Enrollment for the 2025-26 school year was 544 students. The full capacity of the school is 800.

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(c)(5)(A)(i).)

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

MISSION STATEMENT

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 plurilingualism 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 California state standards and thus engaging the students at a high cognitive level for a quality learning experience.

Classes are taught to students from Transitional Kindergarten through 8th 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 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 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 a.m.-3:00 p.m.

The satellite schedule for 7th and 8th grade will align with the Montgomery High School campus schedule of 8:15 a.m. to 2:10 p.m.

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. SRFACS seeks to develop sister-school relationships in other cities abroad and encourages students to communicate with similar age peers around the world.

STUDENT POPULATION TO BE SERVED

SRFACS currently serves 544 students in TK through grade eight who have an interest in French language and culture. SRFACS complies with all applicable legal requirements and District policy regarding TK. 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 international focus of SRFACS is attractive to families considering relocation to Santa Rosa for employment. Families often cite 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 childcare. 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 SRFACS, 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.

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 annual goals will meet the eight (8) state priorities for all grade levels served:

- Basic Conditions
- State Standards
- Parent Involvement
- Pupil Achievement
- Pupil Engagement
- Course Access
- Other Pupil Outcomes

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 childcare. These unmet needs make it difficult for full-time working parents to transport their children to and from the charter school.

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 36,000 minutes, for grades TK and kindergarten, a minimum of 50,400 minutes per year, for grades one through three, and a minimum of 54,000 minutes for grades four through eight. 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. There will not be less than the required 175 days of instruction.

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.

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-languaging 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 curricula 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 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, continuous, and 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. 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 offer 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-embedded 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 plurilingualism and fostering respect for diversity through cultural events. Restorative justice techniques are used in the classroom as well as curricula such as ToolBox. Human connection to nature and the earth is reinforced through our Green Committee's garden and ecology programs.

ENGLISH 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 languages, but they are also speaking their 3rd native language at home. This is an impressive task for our EL learners.

To assess potential English Learners (ELs) identified through a Home Language Survey, SRFACS utilizes the Initial English Language Proficiency Assessments for California (ELPAC) upon student entry unless their 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 ELs. Students who achieve the State "English Proficient" standard for the ELPAC as determined by the State Board of Education (SBE) will be considered for reclassification 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 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 ELs.

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 ELs.

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 students (Reclassified English Learners) and to reduce the number of LTELs (Long Term English Learners) is a priority for our plurilingual 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 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

SRFACS shall comply with all applicable state and federal laws in serving students with disabilities and any other applicable civil rights laws enforced by the U.S. Department of Education Office for Civil Rights (“OCR”).

For purposes of special education and related services, SRFACS is a dependent charter school and shall function as a public school of Santa Rosa Elementary District/Santa Rosa City Schools pursuant to Education Code section 47641(b). SRCS shall remain the local educational agency responsible for ensuring that eligible students enrolled in SRFACS are provided a FAPE consistent with state and federal law, the policies and procedures of SRCS’s SELPA, and the student’s individualized education program (“IEP”).

SRFACS shall work cooperatively with SRCS to identify, assess, and serve students with disabilities. SRFACS shall not deny admission, discourage enrollment, counsel out, or otherwise discriminate against any student on the basis of disability, suspected disability, the nature or severity of a disability, or the student’s need for special education, related services, accommodations, or supports.

Section 504 of the Rehabilitation Act
SRFACS recognizes its responsibility to ensure that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program of SRFACS.

A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment may be eligible for protections under Section 504.

SRFACS shall follow SRCS' Section 504 policies and procedures. A 504 team shall be assembled by the principal, site administrator, or other District-designated administrator and shall include the parent/guardian, teacher(s), the student when appropriate, and other qualified individuals knowledgeable about the student, the meaning of evaluation data, and the placement or service options available.

The 504 team shall review relevant information, which may include academic, behavioral, health, attendance, social-emotional, and other educational records, as well as parent/guardian input and teacher observations, to determine whether an evaluation for Section 504 eligibility is appropriate. If the student has been evaluated under the IDEA and found ineligible for special education and related services, those evaluations may be considered as part of the Section 504 eligibility process.

If the 504 team determines that the student is eligible under Section 504, the team shall determine what accommodations, supports, or services are necessary to ensure the student receives FAPE under Section 504. The 504 Plan shall identify the student's disability-related needs and describe the accommodations, supports, or services to be implemented.

The site administrator or designee shall ensure that staff responsible for implementing the 504 Plan have access to the plan and understand their implementation responsibilities. A copy of the 504 Plan shall be maintained consistent with SRCS procedures and applicable confidentiality requirements. Each student's 504 Plan shall be reviewed at least annually, or more frequently if needed, to determine continued eligibility and the appropriateness of the plan.

If, during the Section 504 process, the team obtains information suggesting that the student may be eligible for special education and related services under the IDEA, the team shall make a referral for special education assessment consistent with SRCS procedures.

Services for Students Under the IDEA
SRFACS recognizes its responsibility to enroll and support students with disabilities and shall work cooperatively with SRCS and SELPA to ensure that FAPE is provided to all eligible students with disabilities.

As a dependent charter school, SRFACS shall function as a school of SRCS for purposes of the provision of special education and related services pursuant to Education Code section 47641(b). SRCS shall be responsible for ensuring the provision of special education and related services to eligible students enrolled in SRFACS, and SRFACS shall cooperate with SRCS in implementing all applicable SRCS and SELPA policies and procedures.

SRFACS shall follow SRCS and SELPA policies and procedures and shall utilize appropriate SRCS and SELPA forms when identifying, referring, assessing, serving, and supporting students who may qualify for special education and related services. SRFACS shall also follow SRCS and SELPA procedures for responding to record requests, parent/guardian concerns, compliance matters, and confidentiality requirements.

SRFACS agrees to promptly respond to SRCS inquiries, comply with SRCS directives, and allow SRCS and SELPA access to students, staff, facilities, equipment, and records as required by law.

Notification and Coordination
SRFACS shall coordinate with SRCS regarding the implementation of special education services and shall follow SRCS and SELPA policies and procedures related to special education referrals, assessments, IEP meetings, service delivery, progress reporting, dispute resolution, and compliance.

SRFACS shall designate a site administrator or designee to serve as the primary site contact for special education coordination. This individual shall work with SRCS Special Services staff to support timely communication, ensure appropriate staff participation in meetings, assist with implementation of IEPs and 504 Plans at the school site, and address concerns as they arise.

Identification and Referral
SRFACS shall assist SRCS in identifying and referring students who have, or may have, disabilities that require special education and related services. SRFACS shall implement SRCS child-find procedures to ensure timely identification and referral of students who may require assessment.

A student may be referred for special education assessment when the student is suspected of having a disability and may be eligible for special education and related services. General education supports and interventions may be considered and implemented when appropriate; however, such interventions shall not be used to delay or deny a timely special education assessment when a disability is suspected.

In supporting child find and referral, SRFACS may review existing data, including but not limited to teacher observations, grades, attendance, behavior data, intervention data, parent/guardian input, health information, and other relevant educational

records. SRFACS shall work with SRCS to ensure referrals are processed in accordance with legal timelines and SRCS procedures.

Assessments
The term “assessment” shall have the same meaning as “evaluation” under the IDEA. SRCS, in coordination with SRFACS, shall determine what assessments, if any, are necessary for referred or eligible students in accordance with applicable law and SRCS procedures.

SRCS shall arrange for assessments to be conducted by qualified personnel and shall obtain parent/guardian consent prior to assessment, as required by law. SRFACS shall cooperate with SRCS by providing relevant records, data, teacher input, access to staff, and access to the student as necessary to complete the assessment process.

Parents/guardians shall be informed that special education and related services are provided at no cost to them.

Development and Implementation of the IEP
Upon completion of assessments, an IEP team shall be assembled to review assessment results and determine the student’s eligibility for special education and related services. Every student assessed for special education shall have an IEP team meeting that documents assessment results and eligibility determination.

SRCS, in coordination with SRFACS, shall arrange and notice necessary IEP meetings. IEP team membership shall comply with applicable law and shall include required SRCS and SRFACS representatives, including an SRCS-designated administrator or representative with appropriate authority, the student’s special education teacher or service provider, at least one general education teacher if the student is or may be participating in the general education environment, the parent/guardian, the student when appropriate, and others with knowledge or special expertise regarding the student.

SRFACS shall ensure that appropriate site staff participate in IEP meetings and provide relevant information regarding the student’s access to and progress in SRFACS’s educational program. SRCS shall arrange for the attendance or participation of other necessary personnel, which may include, but is not limited to, a school psychologist, speech-language pathologist, occupational therapist, behavior specialist, nurse, counselor, administrator, education specialist, or other related service provider.

All decisions concerning special education eligibility, goals, services, supports, accommodations, placement, and exit from special education shall be made by the IEP team through the IEP process. IEPs shall contain all information required by applicable law. Programs, services, and placements shall be provided to eligible SRFACS students in accordance with the IEP, SRCS and SELPA policies and procedures, and state and federal law.

SRCS shall be responsible for ensuring provision of special education and related services. SRFACS shall be responsible for school-site implementation of the portions of the IEP that are implemented by SRFACS staff, including classroom accommodations, supports, access to the general education program, staff communication, progress data collection, and participation in progress reporting as appropriate.

Students with IEPs shall be educated in the least restrictive environment to the maximum extent appropriate. SRFACS shall work with SRCS to ensure students with disabilities have access to SRFACS's educational program and are not excluded from participation on the basis of disability.

IEP Review and Progress Reporting
Each student with an IEP shall have an IEP team responsible for reviewing the student's IEP, progress, services, and educational needs. The IEP team shall review the student's IEP at least annually, or more frequently when required by law or when requested by the parent/guardian or SRCS.

Unless otherwise specified in the student's IEP, parents/guardians shall be informed of the student's progress toward annual goals at least as frequently as progress is reported for students without disabilities. SRFACS shall cooperate with District staff in collecting data and providing information needed for IEP progress reporting.

The IEP team shall conduct a reevaluation at least once every three years, unless the parent/guardian and District agree that a reevaluation is unnecessary, and shall conduct additional assessments when required by law or determined necessary by the IEP team.

Interim and Initial Placement of New Charter School Students
SRFACS shall work with SRCS to comply with Education Code section 56325 and applicable SRCS/SELPA procedures for students who enroll with an existing IEP.

For a student who transfers into SRFACS from another California school district operating under a different SELPA during the same academic year, SRCS, in coordination with SRFACS, shall provide a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, for a period not to exceed thirty days. Within that period, SRCS shall either adopt the previously approved IEP or develop, adopt, and implement a new IEP consistent with state and federal law.

For a student who transfers into SRFACS from a district operating under the same SELPA during the same academic year, SRCS, in coordination with SRFACS, shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and SRCS agree to develop, adopt, and implement a new IEP consistent with state and federal law.

For a student who transfers into SRFACS from outside California during the same academic year with an existing IEP, SRCS, in coordination with SRFACS, shall provide a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, until SRCS conducts an assessment if determined necessary and develops a new IEP, if appropriate, consistent with state and federal law.

Procedural Safeguards
Parents/guardians of students with disabilities shall be provided all procedural safeguards required under the IDEA and California law. Parents/guardians shall be included in the decision-making process when eligibility, assessment, services, placement, or changes to the student's program are under consideration.

SRCS, in coordination with SRFACS, shall provide the parent/guardian with a written Notice of Procedural Safeguards as required by law and SRCS/SELPA procedures, including information regarding formal and informal dispute resolution options.

Nonpublic School and Nonpublic Agency Placements
SRCS shall be responsible for selecting, contracting with, and overseeing any nonpublic school or nonpublic agency used to provide special education or related services to students enrolled in SRFACS, when such services or placements are determined necessary through the IEP process. SRFACS shall cooperate with SRCS in providing relevant information and supporting the student's educational program as appropriate.

Parent/Guardian Concerns, Complaints, and Dispute Resolution
SRFACS shall work cooperatively with SRCS to respond to and resolve parent/guardian concerns related to special education and Section 504 services. Concerns may be directed to the site administrator or designee, who shall promptly coordinate with SRCS Special Services staff as appropriate.

SRCS shall be responsible for responding to formal special education complaints, due process matters, mediation requests, compliance complaints, and other legal proceedings in accordance with SRCS and SELPA procedures and applicable law. SRFACS shall cooperate with SRCS in investigating, responding to, and resolving such matters, including by providing records, staff input, documentation, and participation in meetings or proceedings as needed.

Parents/guardians retain the right to file complaints with the California Department of Education, the Office for Civil Rights, or the Office of Administrative Hearings, as applicable.

Staffing and Professional Learning
Special education and related services for eligible students enrolled in SRFACS shall be provided by qualified SRCS employees, SRCS-contracted providers, or other

appropriately qualified personnel or agencies arranged through SRCS, consistent with SRCS and SELPA procedures and applicable law.

SRCS shall be responsible for assigning, hiring, contracting with, and supervising special education and related service personnel necessary to provide IEP services, including but not limited to education specialists, school psychologists, speech-language pathologists, occupational therapists, behavior specialists, nurses, paraprofessionals, and other related service providers.

SRFACS staff shall participate in professional learning and training necessary to support implementation of IEPs, 504 Plans, accommodations, behavior supports, child-find responsibilities, confidentiality requirements, and compliance with state and federal disability laws. SRFACS shall coordinate with SRCS and/or other appropriate agencies to provide such training as needed.

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 a population balance that includes students with disabilities. The Charter School 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' 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.

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 SRFACS 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.

GIFTED & TALENTED STUDENTS & 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 TK-8 students with 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

SRFACS 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, and community partners are elected to serve on the School Advisory Board (See Element D below).

Parents and guardians are encouraged to participate in the life of the school. These service opportunities are annually determined by the School Advisory Board. Such service opportunities are flexible and varied so as to not create barriers for a diverse student population. Varied service opportunities may include field trip chaperoning, fundraising support, 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(c)(5)(B)

SRFACS shall meet all statewide content and performance standards and target (Ed. Code 47605(d)(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.

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 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(c)(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, and CAST), 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's mission and goals. Specifically, SRFACS will administer summative assessments as well as formative assessments to monitor progress in order to align with SRFACS's 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 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 District standards and guidelines for implementing diagnostic, screening, and periodic and/or benchmark assessments. SRFACS shall be responsible for paying 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 (DELF).

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 helps 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 DELF exam. Passing the exam results in a DELF junior or DELF 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 DELF represents official proof of a student's French language ability which can be useful to Francophone universities, French grandes écoles, and future employers.

DELF Results

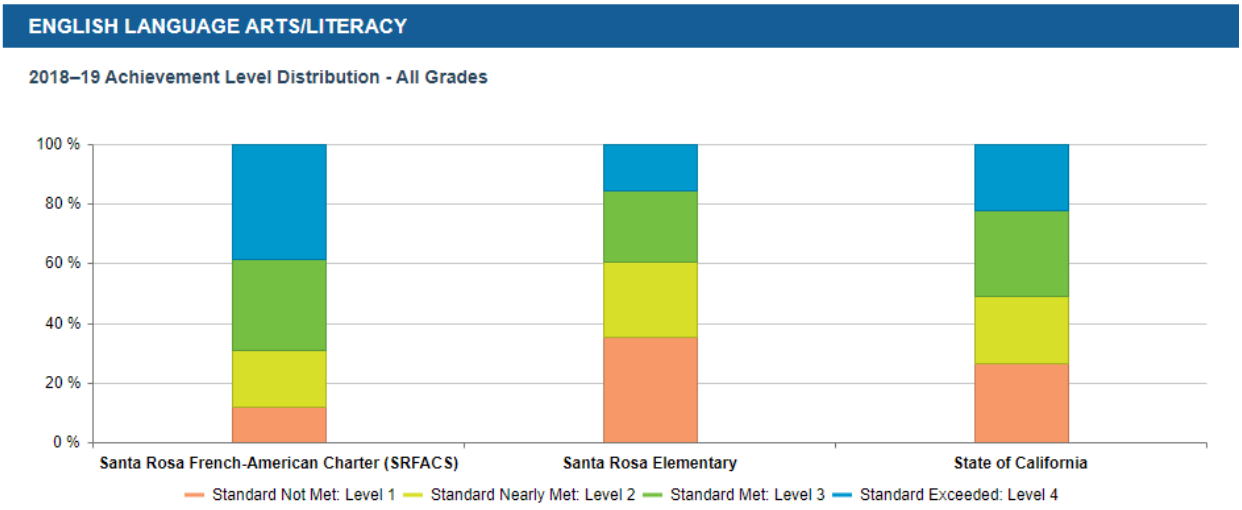
In 2017/2018: 8 students took the DELF, all passed (5 A2, 3 B1).

In 2018/2019: 16 students took the DELF, 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.

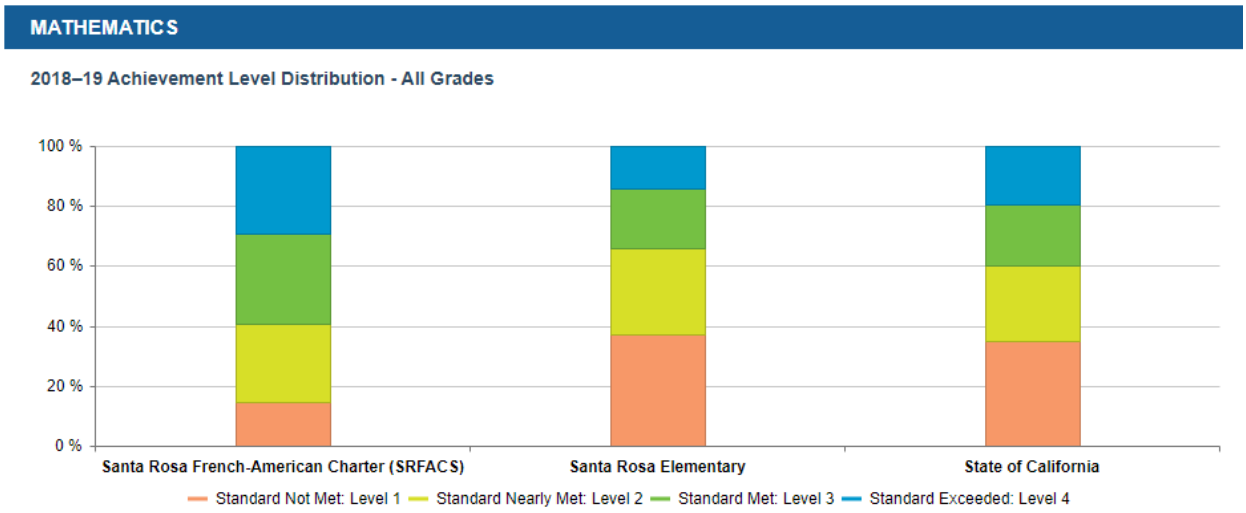
California Assessment of Student Performance and Progress (CAASPP)

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



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



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.

ELEMENT D – GOVERNANCE

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

Santa Rosa French American Charter School is a dependent charter school currently authorized by the Santa Rosa Elementary School District. The Santa Rosa Elementary School District and the Santa Rosa High School District function as a "common administration district" and operate under one superintendent, governing board, and administration. Therefore, this Petition references "Santa Rosa City Schools" or "SRCS" (as well as the Board of Education of SRCS) in place of "Santa Rosa Elementary School District" and "Santa Rosa High School District" to reflect this governance structure. SRCS and its Board retain overall governance authority over SRFACS and will provide all administrative services.

SRFACS shall ensure compliance with all public transparency laws applicable to charter schools as set forth in Education Code Section 47604.1, including but not limited to, the Ralph M. Brown Act (Government Code Section 54950 *et seq.*), the California Public Records Act (Government Code Section 6250 *et seq.*), and the conflict of interest provisions applicable to public agencies in the Political Reform Act (Government Code Section 81000 *et seq.*) and Government Code Section 1090 *et seq.* The Board will develop, continuously review, and update policies and internal controls to prevent fiscal mismanagement and financial conflicts of interest in the governance and operations of the charter school.

District Board Governance Roles and Responsibilities

The SRCS Board will maintain ultimate authority and responsibility for governance and accountability of SRFACS, except as specifically provided within the approved charter. Core responsibilities include approval and oversight of the charter's implementation, annual review and evaluation of school performance, fiscal oversight, including approval of annual budgets and financial audits, and approval and oversight of key policies related to student welfare, safety, and compliance, among other functions.

The SRCS Board will delegate day-to-day management responsibilities to the SRFACS Principal, including staff hiring and supervision, curriculum implementation, and school operations aligned with SRCS-approved policies under the direction of the Superintendent.

Board training and governance development are conducted in accordance with SRCS policies and California School Boards Association (CSBA) guidance, including the required ethics training.

Board Member Training and Development
The Board believes that its ability to effectively provide leadership and direction for SRCS and its dependent charter schools is enhanced when its members are well-informed and continuously trained. To ensure that our governance team is prepared to support academic excellence and the holistic development of all students, the Board adopts the following training requirements:

Core Governance Curriculum
To ensure a thorough understanding of district governance, all new Board members shall receive training in the following core subject areas:

- **Foundations of Effective Governance:** Instruction on the structure and function of the governance team, the distinction between governance and management, unity of purpose, and the roles and responsibilities of trustees.

- **Policy and Judicial Review:** Training on the development, adoption, and oversight of board policies, as well as the Board's role in judicial review and administrative hearings.

- **Student Learning and Achievement:** rigorous examination of the Board's role in improving student outcomes, closing opportunity gaps, and overseeing curriculum and instruction.

- **School Finance:** Comprehensive coverage of school district budgeting, funding sources, fiscal accountability, and the fiduciary duties of the Board.

- **Human Resources and Collective Bargaining:** Education on the Board's role in personnel matters, labor relations, and the collective bargaining process.

- **Community Relations and Advocacy:** Strategies for effective community engagement, public communication, and legislative advocacy to support district goals.

Preferred Training Provider
The Board designates the California School Boards Association (CSBA) Masters in Governance program as the preferred method for members to fulfill the core governance curriculum requirement. New members are encouraged to complete this program either virtually or in-person.

Alternative Training Plan
Should a Board member be unable to complete the CSBA Masters in Governance program, they shall work with the Board President and Superintendent to develop an

alternative training plan. This plan must identify comparable training opportunities in each of the core areas listed above. Acceptable alternative sources include, but are not limited to:

- Other CSBA workshops and conferences
- Trainings provided by the Sonoma County Office of Education (SCOE)
- School Services of California (SSC)
- Similar accredited education and governance training providers

Timelines for Completion
Regardless of the training provider selected, all new Board members must complete the trainings related to school finance, ethics, and legal and fiduciary responsibilities within their first six months of office, or earlier if required by state law. All training requirements shall be completed within the first year.

District Orientation
In addition to external governance training, every new Board member shall participate in a district-specific orientation to deepen their understanding of SRCS' operations.

- **Format:** This orientation shall be equivalent to a full day of training.
- **Content:** The orientation shall cover SRCS-specific information regarding:
    - Established Strategic Priorities and Associated Plans and Measurables
    - Board Calendar including Spring and Fall Strategic Planning Sessions
    - Financial Operations and Budgeting
    - Educational Services and Curriculum
    - Special Education
    - Enrichment Programs (Arts, Music, Sports) and After-School Programs
    - Human Resources
    - Legal Operations
    - Other areas deemed vital by the Superintendent and Board President
- **Timeline:** New members should complete this orientation within **three months** of joining the Board.

Ongoing Board Member Development
The Board recognizes that effective governance is an evolving practice that requires continuous learning and adaptation. To maintain a high standard of leadership and to further the district’s goals of academic excellence and fiscal stability, the Board establishes a policy of ongoing professional development for all members.

Annual Training Commitment

Board members who have successfully completed the new member training requirements, and all legally mandated training, are expected to participate in annual training opportunities. Members are encouraged to pursue a deeper understanding of the core areas of governance, with a particular focus on emerging issues in school finance, student achievement, policy, and the strategic priorities as established by the board.

Individual Development Plans
To support this continuous growth, the Board President and Superintendent shall meet annually with each Board member after the adoption of the strategic priorities to create an Individual Training Commitment. This plan will:

- Identify specific areas for professional growth based on the member's interests and the district's strategic needs.

- Utilize training options from the Board's preferred providers (CSBA, SCOE, SSC, etc.).

- Include a combination of virtual and in-person learning opportunities as feasible.

By committing to ongoing education, the Board ensures it remains equipped to address the complex challenges facing our schools and to advocate effectively for the enrichment and success of each and every student.

Except as specifically provided within the approved charter and applicable law, all SRCS procedures, including budget adoption by the Board of Education, will pertain to SRFACS in the same manner as for the non-charter schools of SRCS. The Board shall provide an adequate plan for insurance.

All employees and representatives of SRFACS, including members of the SRFACS local Advisory Committee, members of the school committees, and school administrators, shall comply with applicable federal and state laws, and SRCS' policies regarding ethics and conflicts of interest.

Liability for Debts and Obligations
Because SRFACSis governed by the Board of Education of SRCS and operates semi-autonomously as a dependent charter school, liability for debts and obligations ultimately remains with SRCS.

LOCAL GOVERNANCE STRUCTURE AND OPERATIONS

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 play an important role in selecting school curriculum and designing and guiding the language immersion program, with input from the School Advisory Board, and 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 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 SRFACS' mission statement, goals, charter, and opportunities for parent/community involvement. 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.

The School Advisory Board (SAB) operates under a set of by-laws. This advisory committee operates as the guide that focuses all the charter community on the common goals expressed in the Charter. In addition, this body has the responsibility for advising on the budget as it pertains to the Local Control and 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 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.

- 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.

The total number of SAB 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.

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

PARENTAL INVOLVEMENT

SRFACS 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 are encouraged to accept their responsibility for their children's education. Therefore, they are encouraged 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 schoolwork and preparation for assessments;
- e. Help their child foster an interest for the French language and French culture.

While SRFACS believes strongly in parent engagement, the school will not require parents to perform any of the above duties or other volunteer responsibilities as a condition of enrollment.

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, 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, the 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(c)(5)(E)

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).

In accordance with the rigorous, dual immersion French-English mission of SRFACS, employees will be qualified, committed teachers with a focus on pluralingualism. 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 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 TK-8 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.

QUALIFICATIONS OF SCHOOL EMPLOYEES

SRFACS shall recruit professional, effective, and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the instructional philosophy outlined in its mission statement and vision. All employees must furnish or be able to provide:

- Risk assessment or examination for tuberculosis ("TB")
- Fingerprinting for a criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, SRFACS will process all background checks through the Department of Justice and ensure appropriate clearance.
- Documents establishing legal status to work in the United States.

All employees should possess the personal characteristics, knowledge base and/or relevant experience in the responsibilities and qualifications identified in the posted job description as determined by SRFACS. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

SRFACS shall adhere to all requirements of the ESEA, as reauthorized by the ESSA, that are applicable to teachers and paraprofessional employees. SRFACS shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Accordingly, all teachers must hold a CTC credential, certificate, permit, or other document required for the teacher's certificated assignment pursuant to Education Code Section 47605(l) and 47605.4. All SRFACS teachers must have a certificate of clearance and satisfy the requirements for professional fitness. SRCS may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. SRCS shall maintain current copies of all teacher credentials and make them readily available for inspection.

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 TK-8 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 include but are 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 require all of the following:
(i) That each employee of the school furnish the school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan pursuant to Section 47606.3."
Education Code 47605(c)(5)(F)

For purposes of Section 47605(c)(5)(F), the procedures shall require the following:
(i) For all schools, the development of a school safety plan which shall include the safety topics listed in subparagraphs (A) to (N), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
(ii) The review and update of the school safety plan by March 1 of every year by the charter school.

The procedures of the SRFACS to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-charter schools in SRCS.

SRFACS shall comply with all federal, state, county, and local laws and regulations applicable to charter schools, as well as SRCS policies and procedures, related to health, safety, and welfare of students, staff, and visitors, as they may be amended from time. This includes, but is 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

SRFACS shall comply with and implement all SRCS policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a school safety plan that addresses the safety topics listed in Education Code Section 32282(a)(2)(A)-(N) and procedures for conducting tactical responses to criminal incidents. SRFACS shall ensure that its staff receives annual training on SRFACS's health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with SRCS policies and procedures. SRFACS shall periodically review, and modify as necessary, its school safety plan, and keep it readily available for use and review upon request. SRFACS shall review and update the school safety plan by March 1 of every school year.

Consistent with the requirements of Education Code Sections 32001 and 32282, SRFACS will provide periodic earthquake and fire drills in which students will participate.

MANDATED CHILD ABUSE REPORTING

In accordance with state law, all SRFACS staff will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code section 44691 and sign a document verifying notification and understanding regarding this responsibility. All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by SRCS. SRFACS shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

SRFACS shall adopt written policies that promote safe environments for pupil learning and engagement that explicitly address professional boundaries and establish appropriate limits on contact during or outside of the school day via forms of communication that do not otherwise include the pupil's parent or guardian, and adopt written policies, plans, or specifications regarding school facilities and the furnishing of school facilities that address promoting environments that are easily supervised, in accordance with Education Code section 32100 (SB 848).

DRUG, ALCOHOL, AND TOBACCO FREE WORKPLACE

The Charter School operates as a drug, alcohol, and tobacco free workplace.

CRIMINAL BACKGROUND CHECKS

Employees and contractors of the Charter School are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. All applicants for employment must submit two

sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The District shall monitor compliance with this policy and report to the Board of Education. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. The Charter School shall request and receive subsequent arrest notifications from the California Department of Justice. The Charter School shall comply with all state and federal laws concerning the maintenance and disclosure of employee records.

WORKPLACE VIOLENCE PREVENTION PLAN AND STAFF RESPONSIBILITIES

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

TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION

SRFACS shall ensure that all employees and volunteers adhere to the policies and procedures of SRCS related to tuberculosis ("TB") examination and clearance. Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for TB prior to commencing employment and working with students and for employees, at least once each four years thereafter, as required by Education Code Section 49406. SRFACS shall maintain TB clearance records and certificates on file.

SRCS has four (4) levels of volunteer clearance and tracking. Adults who wish to volunteer on a school campus, drive and/or chaperone a day and/or overnight field trip, provide consulting services or any other (non-Coach) volunteer activity need to apply through the Volunteer Management System (VMS). The VMS is a web-based software application that allows the district and all schools to better track and provide the appropriate level of clearance for school volunteers. SRCS has collaborated with Be A Mentor, Inc. to support the online registration and screening process of school volunteers.

Volunteers who would be offering their services at SRFACS would fall under Level 1: These volunteers help in classrooms, with school-based events/activities and after school programs, sporting events or enrichment programs. (This does not include Volunteer Coaches). Level 1 Volunteers require the following Fingerprinting, Copy of Photo ID, Sex Offender Search (Meghan's Law), TB Screening Assessment, and Mandated Reporter Training.

IMMUNIZATIONS AND HEALTH SCREENING

SRFACS shall adhere to all laws related to legally required immunizations for entering students as required of public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations section 6000-6075.

SRFACS also shall adhere to Education Code section 49450 *et seq.* to provide screening of its students' vision, hearing, and scoliosis. SRFACS will comply with and implement all SRCS 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.

MEDICATION IN SCHOOL

SRFACS will adhere to Education Code Sections 49423
and 49414 regarding administration of medication at school and epinephrine auto-injectors and training for staff members, respectively. Due to students' medical needs, some students will need to carry and administer their own epinephrine.

AVAILABILITY OF AN AED

An automated external defibrillator (AED) is a portable, life-saving medical device used to treat sudden cardiac arrest. It analyzes the heart's rhythm and, if necessary, delivers an electrical shock to restore a normal heartbeat. Designed for public use, AEDs provide voice prompts to guide first responders to respond to a medical emergency. SRFACS has three AED units to support its community, one is located in the main office, second is in the gym, and the third is in the library. SRFACS shall ensure that its AEDs are maintained and regularly tested according to operation and maintenance guidelines and according to any applicable rules and regulations set forth by the FDA and other state/federal authorities.

VISION, HEARING/SCOLIOSIS

Students will be screened for vision, hearing and scoliosis to the same extent that is required for non-charter public schools. The Charter School will adhere to Education Code Sections 49450 et seq., as applicable to the grade levels served by the Charter School.

SUICIDE PREVENTION

SRFACS is committed to the mental health and well-being of all students and staff. In accordance with California Education Code Section 215 and AB 2246, the SRCS Board shall adopt and annually review a comprehensive suicide prevention policy for grades 7–12, developed in consultation with school and community stakeholders, school-employed mental health professionals and suicide prevention experts, to address prevention, intervention, and postvention strategies. The suicide prevention policy shall address the needs of high-risk groups and how training will be provided to teachers on suicide awareness and prevention. The policy shall be reviewed every fifth year and updated, as necessary.

SRFACS shall also comply with Education Code Section 215.5 regarding placing the National Suicide Prevention Lifeline phone number and a local mental health resource on pupil identification cards for students in Grades 7-12.

Pursuant to Education Code Section 234.6, SRFACS shall post in a prominent location on its website its policy on pupil suicide prevention for students in grades 7 to 12, inclusive, adopted pursuant to Section 215.

DIABETES

The Charter School will make informational materials developed by the CDE regarding type 1 diabetes accessible to the parents/guardians of a student when the student is first enrolled in elementary school, consistent with Education Code Section 49452.6. The Charter School will provide an information sheet regarding type 2 diabetes to the parents or guardian of incoming seventh grade students pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, the following:

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

BLOOD BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the Charter School.

MENSTRUAL PRODUCTS

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

ALL GENDER RESTROOMS

The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each school site that has more than one female restroom and

more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the restroom as being open to all genders; it shall remain unlocked, unobstructed, and easily accessible by any student; and it shall be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY-ADEQUATE MEALS

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

RECESS

Consistent with Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of the student's peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall ensure that all students in grades 7-12, as applicable, receive comprehensive sexual health education and human immunodeficiency virus ("HIV") prevention education from instructors trained in the appropriate courses. Each student shall receive this instruction at least once in middle school and at least once in high school in accordance with the California Healthy Youth Act (Education Code Sections 51930 et seq.).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT ("FERPA")

SRFACS, including its administrators, other employees, and representatives, shall comply with FERPA and corresponding state law address the privacy of student records.

FACILITY SAFETY

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The Charter School shall comply with the ADA access requirements and other applicable fire, health, and structural safety requirements. The

Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure they are maintained in an operable condition at all times. The Charter School shall regularly conduct fire drills in accordance with Education Code Section 32001. The Charter School will also comply with the applicable requirements of the Asbestos Hazard Emergency Response Act ("AHERA"), which requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan, as required.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military or veteran status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by state or federal law SRFACS will follow District policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

BULLYING PREVENTION

SRFACS has adopted SRCS's procedures for preventing acts of bullying, including cyberbullying.

SRFACS shall annually make available the online training module developed by the California Department of Education pursuant to Education Code Section 32283.5(a) to certificated employees and all other employees who have regular interaction with children.

SRFACS shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq*., including the posting of the required school policies on its website.

MENTAL HEALTH EDUCATION

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

SRFACS will notify students and parents/guardians no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, in the manner consistent with the requirements of Education Code Section 49428.

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

SUPPORTING LGBTQ STUDENTS

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

SAFETY ACT

Pursuant to AB 1955, employees of the Charter School shall not be required to disclose any information related to a student's LGBTQ+ identity to any other person without the student's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

HUMAN TRAFFICKING PREVENTION RESOURCES

The SRCS Board of Education shall identify methods of informing parents, guardians, and students of human trafficking prevention resources and shall implement those methods.

TITLE IX

SRFACS will comply with the requirements of EC 221.61 addressing the rights of a student and the public, and the responsibilities of SRFACS under Title IX.
Pursuant to Education Code Section 234.6, SRFACS shall post in a prominent location on its website its Title IX policy and other information pursuant to Section 221.61, including but not limited to, 1) SRCS's written policy on sexual harassment, as it pertains to pupils, pursuant to Section 231.5; 2) the definition of discrimination and harassment based on sex as described in Section 230; 3) the rights set forth in Section 221.8; and 4) a link to the Title IX information included on the department's internet website pursuant to Section 221.6.

RISK OF READING DIFFICULTIES

SRFACS will comply with Education Code Section 53008 regarding assessing students in kindergarten and grades 1 and 2 for risk of reading difficulties using the screening instrument(s) adopted by the SRCS Board of Education.

CYBERATTACK REPORTING

The Charter School shall report any cyberattack impacting 500 or more pupils or personnel to the California Cybersecurity Integration Center.

FIREARM STORAGE AND SAFETY NOTIFICATION

SRFACS will notify parents and guardians annually at the beginning of the first semester of the regular school term of California's child access prevention laws relating to safe storage of firearms, which shall be based upon the most updated CDE model language pursuant to Education Code Sections 48986(c) and 49392(a).

THREAT OF HOMICIDAL ACT

If an official at SRFACS observes any threat or perceived threat, as defined in Education Code Section 49390(e), that creates a reasonable suspicion that a student is preparing to commit a homicidal act related to school or a school activity, the official shall immediately report the threat or perceived threat to law enforcement and provide copies of any documentary or other evidence.

EXTREME WEATHER POLICY

The Charter School will follow and implement the District's weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

PROTECTIONS RELATING TO IMMIGRATION AND CITIZENSHIP STATUS

The Charter School shall comply with the requirements of Education Code Section 234.7 including, but not limited to, the adoption and implementation of policies and procedures governing responses to immigration enforcement actions on or near school grounds.

NOTIFICATION OF DANGERS ASSOCIATED WITH SYNTHETIC DRUGS

The Charter School shall notify parents/guardians of the dangers associated with synthetic drugs that are not prescribed by a physician, including the risk that counterfeit pills may contain dangerous substances such as fentanyl, and the role and use of social media platforms in marketing and selling synthetic drugs.

ELEMENT G – MEANS TO ACHIEVE BALANCE OF STUDENT GROUPS

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

The Santa Rosa French-American Charter School program has an open enrollment policy and strives to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, that is reflective of the general population within Santa Rosa City Schools.

The means by which this 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 SRFACSs' admission to these public institutions.

The annual report submitted to the Board of Education will report on the progress toward the balance of student groups. The following tables demonstrate changes in ethnicity, with a positive trend toward a balanced demographic of students.

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%

ELEMENT H – ADMISSION REQUIREMENTS

SRFACS seeks to increase the socio-economic, racial, and ethnic diversity of its 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 produced in English, Spanish and French and is widely distributed on-line and to preschools and childcare establishments.

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. Enrollment will be limited only by the capacity of the Charter School in any given year.

ASSURANCES RELATED TO ADMISSIONS AND ENROLLMENT

SRFACS shall comply with the requirements of Education Code section 48204.7 with respect to the residency of migratory students who may no longer satisfy any residency requirements that might apply to SRFACS's admissions requirements.

SRFACS shall comply with the requirements of Education Code section 47605(e)(2)(B)(i)-(iv), requiring that:

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- (iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.
- (iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code section 47605(e)(4)(A)-(E), SRFACS will comply with the following:

- (A) SRFACS shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).
- (B) SRFACS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- (C) SRFACS shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (c).
- (D) SRFACS shall develop a notice of the requirements of this paragraph. This notice shall be posted on SRFACS's internet website. SRFACS shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, with a copy of this notice at all of the following times:

    - (i) When a parent, guardian, or pupil inquires about enrollment.
    - (ii) Before conducting an enrollment lottery.
    - (iii) Before disenrollment of a pupil.

- (E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

- (ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

Admissions and Lottery Process

Each year, SRFACS shall set its maximum student admission cap and maximum grade level student caps. This will determine the number of seats that will be available for the coming year. Students who are enrolled in the Charter School on the last day of school of the current school year and will enter kindergarten through 8th grade during the subsequent school year will be automatically eligible for re-enrollment.

SRFACS employs a specific dual language immersion model that research shows is most effective when the composition of each class is 50% speakers of the language other than English ("LOTE") and 50% English speakers. According to the California Department of Education, this language split sets the stage for maximum program effectiveness. As such, SRFACS strives to have a diverse range of proficiency in English and French in each grade level. To that end, enrollment applications will be sorted into two language groups: applicants with French spoken in the home and applicants without French spoken in the home. Available seats will initially be equally distributed between these two groups.
SRFACS shall use the following admissions procedures to determine enrollment:

1. Application Timelines

    a. Applications will be accepted during a publicly advertised open application period each year for enrollment in SRFACS the following school year. This period will align with District timelines, generally October 1 through November 15.

        i. Following the open application period, applications will be counted to determine whether any grade level has received more applications than seats available.

        ii. In the event that any grade level has received more applications than seats available, SRFACS will hold a random public lottery to determine enrollment.

    b. In the event that the maximum cap(s) is *not* reached before the admissions deadline, SRFACS shall only accept applications after the admissions deadline until the maximum cap is reached. After SRFACS receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist in the order the applications were received.

    c. In the event that the maximum cap(s) *is* reached upon the admissions deadline, SRFACS will not accept late applications for consideration for initial admissions or the lottery.

i. Applications received after the close of the enrollment window shall be considered late applications.

ii. Late applications shall be placed on a waitlist in the order received. This waitlist shall be secondary to the waitlist of students who applied during the enrollment window but were not selected for admission during the lottery.

2. Application:

a. The application form shall include the parent/guardian name, parent/guardian email, student full name, student birthdate, student's gender, address, mailing address, main phone number, whether the student is a twin, whether a sibling enrolled at SRFACS, whether the parent/guardian is an employee of an SRCS charter school, grade level for year of enrollment, income eligibility for free and reduced lunch, and whether French is the primary language spoken in the pupil's household.

To effectively apply the instructional model of SRFACS, the application will require identification of whether the student speaks French or lives in a primarily French-speaking household ("Group 1") or have no exposure to French ("Group 2"). The application will not inquire whether the student would qualify as an English Learner.

3. Lottery Procedure: SRFACS 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 seats at any grade level:

a. The lottery shall be conducted by SRFACS personnel. SRFACS shall provide all applicants with 72 hours' written notice of the date, time, and location of the lottery and also post this information on the SRFACS and the SRCS administrative office bulletin boards and website. The lottery shall take place at a public facility at the SRCS administrative office or SRFACS and shall be made open to the public. SRFACS will choose a date and time for the drawing so that most interested persons will be able to attend.

b. Preferences**:** SRFACS shall apply the following preferences for enrollment during the lottery:

i. Siblings of students enrolled in and attending SRFACS at the time of the lottery

ii. Children of SRCS employees

iii. Applicants who are eligible for Free and Reduced Price Lunch

iv. Residents of SRCS

v. Applicants who do not reside within the boundaries of SRCS

In the event that an applicant falls under more than one of the above-identified preferences, the applicant shall be designated only in the first preference in the order in which they appear above.

c. Parallel Lottery Pools: Lottery procedures will run in parallel for the two language groups.

i. Group 1 will consist of students who indicated that French is the primary language spoken in the student's home. The lottery preferences described above will be applied to Group 1 until the available seats allocated to Group 1 have been filled.

ii. Group 2 will consist of students who did not indicate that either the student speaks French or French is spoken in the student's home. The lottery preferences described above will be applied to Group 2 until the available seats allocated to Group 2 have been filled.

iii. If there are fewer applicants in a group than seats available, the remaining seats may be filled by members of the other group following the lottery preferences described above.

d. SRFACS personnel shall 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. SRFACS personnel shall then provide the list of the admitted students, in order of admission, to SRCS, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.

e. SRFACS shall take the following steps to protect the confidentiality of all pupil information: 1) during the lottery, student names shall not be announced at any time but, upon selection, shall be immediately recorded on the written log; 2) the list of students in order of admission created during the lottery shall be retained.

4. **Waitlist Procedures**: Waiting lists are kept for each academic year, open to public inspection, and are valid through the school year for which admission was sought.

a. If there are applicants remaining after the lottery is conducted in Step 3, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn.

b. Waitlists for the two language groups shall be maintained separately with admission offered to maintain the linguistic balance of each grade level. Should the waitlist of one group become exhausted, admission will be offered from the second group.

c. SRFACS personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to SRCS, with a signature certifying that the waitlist is accurate to the best of their knowledge.

d. As stated in Step 1, late applicants shall be placed on a separate waitlist in the order in which their applications were received. This waitlist shall be utilized for admission during the school year only after the waitlist for the remaining applicants identified in Steps 4(a) and 4(b) are exhausted.

e. To the extent that openings occur at SRFACS 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 identified in Step 4(a), Step 4(b), and 4(d), in that order. Families will be notified by writing of the offer of admission as well as the deadline by which to indicate their response.

The Charter School will maintain auditable records of the above activities. SRFACS may revise and further define this process from time to time by the adoption of admissions policies and without the need to amend the charter so long as such amendments comply with the law.

The Charter School shall not discourage a student from enrolling or seeking to enroll in SRFACS for any reason, including, but not limited to, academic performance of the student because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving pupils, ELs, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, sexual orientation, or any other protected category.

SRFACS shall post a notice developed by CDE on its website, which outlines the requirements of Education Code Section 47605(e)(4), and shall make this notice available to parents/guardians pursuant to Education Code Section 47605(e)(4)(D).

The Charter School agrees to adhere to the requirements of Education Code Section 47605(e)(2)(B)(i)-(iv) related to admissions preferences, including the prohibition against requiring mandatory parent volunteer hours as a criterion for admission or continued enrollment in SRFACS.

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 youth.

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. SRFACS 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 – SUSPENSION AND EXPULSION PROCEDURES

This suspension and expulsion policy has been established in order to promote learning and protect the safety and well-being of all students at SRFACS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SRFACS's policy and procedures for student suspension and expulsion. In creating this policy, SRFACS has reviewed Education Code Sections 48900 et seq., which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. SRFACS's proposed list of offenses is that for non-charter public schools included in Education Code Sections 48900 et seq., and the SRFACS believes such list provides adequate safety for students, staff, and visitors at the school and serves the best interests of the Charter school's students and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. SRFACS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

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

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. SRFACS staff may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. SRFACS staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

SRFACS staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places his or her body weight against the student's torso or back.
- Uses a behavioral restraint technique that restricts breathing, including, but not limited to to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.
- Place a student in a facedown position with the student's hands held or restrained behind the student's back.
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom SRFACS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and

expulsion and is accorded the same due process procedures applicable to general education students, except when federal and state law mandates additional or different procedures. SRFACS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom SRFACS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

SRFACS shall not involuntarily remove any student for disciplinary reasons that could otherwise result in suspension and/or expulsion based on the list of offenses enumerated in Education Code Sections 48900 et seq. Rather, involuntary removal of a student would only occur in limited circumstances in which (1) the student is enrolled in SRFACS, (2) the student fails to attend school after several attempts by SRFACS to compel such attendance, and (3) SRFACS has followed all procedures required by law before the involuntary removal occurs. SRFACS remains steadfast in its commitment to address the underlying cause(s) of a student's lack of attendance to ensure the student has the appropriate supports and resources in place to avoid the need to initiate involuntary removal procedures.

No student shall be involuntarily removed by SRFACS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) above before the effective date of the action.

If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii) above, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below. In addition, SRFACS shall ensure that a foster child's educational rights holder, attorney, county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension

notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at SRFACS or at any other school, or a SRFACS-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

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

This list is subject to later revision by action of the SRCS Board of Education to amend it from time to time in order to ensure the list of offenses and procedures provides adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians. Such revision may be made by action of the SRCS Board of Education, without requiring a material revision to the charter.

If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or non-certificated employee may refer a student to SRFACS administration and timely in-school interventions or supports. The SRFACS administrator shall, within five business days, document the actions taken and place that documentation in the student's record to be available for access by the parents/guardians. The SRFACS administrator shall also, by the end of the fifth business day, inform the referring certificated or non-certificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

ENUMERATED OFFENSES

SRFACS's list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Principal's designee with the student and his or her parent/guardian and, whenever

practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” is one that involves a situation determined by the Principal or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, 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. The conference shall then be held as soon as the student is physically able to return to school for the conference.

No penalties may be imposed on a student for failure of the student’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian or, if applicable, the foster child’s educational rights holder, attorney, and county social worker, or, if applicable, the Indian child’s tribal social worker and, if applicable, county social worker by email, by telephone or in person. Whenever a student is suspended, the parent/guardian or, if applicable, the foster child’s educational rights holder, attorney, and county social worker, or, if applicable, the Indian child’s tribal social worker and, if applicable, county social worker shall be notified in writing of the suspension, the number of days suspended, the total number of days suspended to date, and the date and time when the student may return following the suspension. This notice shall state the specific education code violation committed by the student. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Principal, or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending 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 student or the student’s parent/guardian, unless the student or parent/guardian fails to

attend the conference. This determination will be made by the SRCS Superintendent, SRFACS Principal, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student, either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term; that assignment shall not be included in the calculation of the student's overall grade in the class.

AUTHORITY TO EXPEL

A student may be expelled either by the SRCS Board of Education following a hearing before it or by the SRCS Board of Education upon the recommendation of an Administrative Panel to be assigned by the SRCS Board of Education as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student or a Board member of the SRCS Board of Education. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty school days after the SRCS Superintendent, Principal, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the SRCS Board of Education for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing at least five days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of the SRFACS's disciplinary rules, which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at SRFACS to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

SRFACS may, upon a finding that good cause exists, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the SRCS Board of Education, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons of their choosing to be present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. SRCS/SRFACS must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit the time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, SRFACS must present evidence that the witness's presence is both desired by the witness and will be helpful to SRFACS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness, and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent,

legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Santa Rosa City School Board of Trustees, Administrative Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the SRCS Board of Education within three school days of the hearing. The SRCS Board of Education will make a final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

WRITTEN NOTICE TO EXPEL

The Superintendent or designee, following a decision of the SRCS Board of Education to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.

- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter school.
- Notice of the educational alternatives to be provided to the student during the time of expulsion.
- Notice of the right to appeal the expulsion to the Sonoma County Board of Education.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:
• The student's name.
• The specific expellable offense committed by the student.

DISCIPLINARY RECORDS

SRFACS shall maintain records of all student suspensions and expulsions. Such records shall be made available to Sonoma County Office of Education upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

RIGHT TO APPEAL

The student shall have a right to appeal the SRCS Board of Education's decision to expel to the Sonoma County Board of Education in accordance with Education Code Sections 48919-48924.

EXPELLED STUDENTS/ALTERNATIVE EDUCATION

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available, including, but not limited to, programs within Sonoma County or their school district of residence.

REHABILITATION PLANS

Students who are expelled from SRFACS shall be given a rehabilitation plan upon expulsion as developed by the SRCS Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to SRFACS for readmission.

SUSPENDED ENFORCEMENT OF EXPULSION ORDERS

The SRCS Board of Education may suspend the enforcement of an expulsion order for a period of not more than one calendar year. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must

complete the terms of a Rehabilitation Plan in order to be eligible for readmission following expulsion. In order to ensure consideration of a student's readmission to SRFACS, the student must submit an application for readmission, with information showing he or she has completed all conditions of the Rehabilitation Plan, on or before the date provided in the student's Rehabilitation Plan.

The SRCS Board of Education or the Superintendent may revoke the suspension of an expulsion order if either determines that a student has committed any act specified as a ground for suspension or expulsion in Education Code sections 48900 et seq., violated any charter rules or policies, violated any state or federal laws, or has otherwise violated the terms of a suspended enforcement agreement entered into between the student and SRCS. If the SRCS Board of Education or the Superintendent revokes the suspension of an expulsion order, the student's expulsion will be reinstated immediately, without the right of an expulsion hearing or appeal. If the Superintendent revokes the suspension of an expulsion order, the revocation will take effect immediately but must be later ratified by the SRCS Board of Education. If the SRCS Board of Education or Superintendent revokes the suspension of an expulsion order, the student may be expelled for the same duration as provided in the terms of the original expulsion order.

READMISSION

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the SRCS Board of Education following a meeting with the Superintendent or their designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the SRCS Board of Education following the meeting regarding his or her determination. The SRCS readmission process shall be followed.

SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

SRFACS shall immediately notify SRCS and the SELPA, as appropriate, and coordinate the procedures in this discipline policy with SRCS for the discipline of any student with a disability or student who SRFACS would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change) and to

progress toward meeting the goals set out in the student's IEP; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of SRFACS's discipline policies, SRFACS, the parent/guardian, and relevant members of the IEP team/Section 504 team shall review all relevant information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 plan.

If SRFACS, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the student's disability. If SRFACS, the parent/guardian, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team shall:

i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such students, provided that SRFACS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

iii. Return the student to the placement from which the student was removed, unless the parent/guardian and SRFACS agree to a change of placement as part of the modification of the behavioral intervention plan.

If SRFACS, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 plan, then SRFACS may apply the relevant disciplinary procedures to

students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

If the student is a foster youth, as defined in Education Code Section 48853.5, and SRFACS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal, the student's attorney and an appropriate representative of the county child welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the student is a homeless youth, as defined in 42 USC Section 11434a (2), and SRFACS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal, the designated homeless liaison for SRFACS shall be invited to participate in the IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

Due Process Appeals

If the parent/guardian of a student with a disability disagrees with any decision regarding placement or the manifestation determination, or if SRFACS believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, either may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the SRCS Section 504 Policy and Procedures.

Special Circumstances and Interim Alternative Educational Setting

SRFACS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates SRFACS's discipline policies.

The principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

A. Carries or possesses a weapon, as defined in 18 U.S.C Section 930, to or at school, on school premises, or to or at a school function.
B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

C. Has inflicted serious bodily injury, as defined by 20 U.S.C Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student 's interim alternative educational setting shall be determined by the student 's IEP team.

In the case where a student has been placed in an interim alternative educational setting pursuant to the above special circumstances, and parent/guardian have appealed the placement of the student or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and SRFACS agree otherwise.

In such an appeal before OAH, the hearing officer may: (1) return a student with a disability to the placement from which the student was removed; or (2) order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or to others.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA and who has violated SRFACS's disciplinary policies may assert the procedural safeguards granted under this discipline policy only if SRFACS had knowledge that the student was disabled before the behavior occurred.

SRFACS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

(1) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SRFACS supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
(2) The parent/guardian has requested an evaluation of the student.
(3) The student's teacher, or school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education case manager or to other school supervisory personnel.

If SRFACS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay put.

If SRFACS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SRFACS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the educational placement determined by SRFACS pending the results of the evaluation.

SRFACS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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.

ELEMENT J – EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." (EC § 47605(c)(5)(J).)

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 K – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (EC § 47605(c)(5)(K).)

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. Each enrolled student's parent/guardian will be informed that enrollment in the charter school does not create a right to admission to any particular District school or program, except where the District extends such a right

ELEMENT L – 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)(L)

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-SRFACS employees 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 M – 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)(M)

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 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.

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, Principal
500 E Street
Santa Rosa, CA 95404

To SRCS: Assistant Superintendent of Teaching and Learning
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 Charter School receives the Written Response. 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 N – CHARTER SCHOOL CLOSURE PROCEDURES

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (EC § 47605(c)(5)(N).)

CLOSURE ACTION

In order to close SRFACS, the SRCS 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 SRCS Board of Education revokes or denies renewal of the Charter; the SRCS 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 SRCS 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 SRCS Board action directs otherwise, SRFACS shall revert to a District traditional school.

REVOCATION OF THE CHARTER

The SRCS Board may revoke the Charter if SRFACS commits a breach of any provision set forth in a policy related to charter schools adopted by the SRCS Board and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of SRFACS if SRCS 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.

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 SRCS Board will notify SRFACS in writing of the specific violation and give SRFACS a reasonable opportunity to cure the violation, unless the SRCS Board 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 SRCS 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 SRCS Board. To the extent that they are not already SRCS property or rights, all assets of Charter School shall be automatically transferred to SRCS. SRCS 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 SRCS.

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 SRCS.

This Element 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 students 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.

FACILITY LOCATION

The Charter School intends to operate at 500 E Street, 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 satellite 7th and 8th grade classes will be co-located with Montgomery High School at 1250 Hahman Drive, 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.

ORGANIZATIONAL MANAGEMENT OF SATELLITE PROGRAM ON ANOTHER CAMPUS

SRFACS Administration would serve as the administrator for the Satellite campus responsible for all programming, curriculum, teacher credentialing, hiring, evaluating, parent communication, parent committees/meetings, work with French ministry, etc. Montgomery Administration would provide on-site supervision and would work collaboratively with SRFACS administrator regarding scheduling of students into the non-French courses.

Montgomery services, such as counseling, health tech, restorative etc. would be available to the SRFACS students. Shared funding could/should be considered. SRFACS ESOM/Office Tech would maintain student records including attendance as students will be enrolled in SRFACS despite physically attending on Montgomery campus.

Mild/Moderate services are currently provided to the Charter based on an allocation each year. Additional students at the 7th and 8th-grade level will fit in with the current allocation requiring the Educational Specialist to split both schools.

The allocation of other management roles and functions would need to be determined through collaborative planning. Communication systems between site personnel will be extremely important.

PATHWAY TO HIGH SCHOOL PROGRAM

The ultimate vision is to provide a continuum of French immersion education from transitional kindergarten through 12th grade. Many have expressed interest in an educational pathway that is French immersion along with the International Baccalaureate program. With SRFACS middle school students attending on location with Montgomery High School, a natural progression is presented. SRFACS students may matriculate to the IB program at Montgomery. This pathway would be strengthened with higher level French classes at Montgomery. French high school programs prepare students for the French Baccalaureate exam. The French Bac diploma enables students to pursue higher education in France, the United States, in Canada, and in many other countries. A combination of French immersion and the International Baccalaureate program would provide an international, rigorous education that is highly attractive to families and would provide an exceptional preparation for students wishing to pursue an international career.

FINANCIAL MANAGEMENT AND AUDITS

District will supervise the fiscal operations of SRFACS. The Santa Rosa French-American Charter School will not have a separate audit but will be a part of the annual audit for District with sampling as appropriate under audit guide regulations. 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, interest funds, payment approval for goods and services, and follow guidance from the District Staff.