

Charter Schools and Alternative Programs School Board Committee Meeting

February 1, 2023

Agenda

- Welcome and Agenda Review
- Charter School Facilities Update
- Charter School Renewal Process
- Le Monde Charter School Renewal Application Review
- Public Comment





Multiple Pathways To Graduation:

**...Where EVERY student is
welcome, wanted and worthy**

We Are on Native Land



Charter School Facilities Update

Charter School Facilities Update

- Portland Village School's current lease was due to expire on June 30, 2023; a new agreement has been reached for an option to stay through June 30, 2024.
- After a multi-year search for a long-term facility, PVS has had an offer accepted to purchase a facility in the SW Waterfront area.
- Expected occupancy of the new facility is sometime in the 2024 calendar year.

Charter School Renewal Application

Charter School Renewal Application

Renewal Process Summary

- Board Memo “Charter School Renewals”

Charter School Renewal Process Summary, cont.

The renewal application review is completed using statutory criteria defined by ORS 338.065(8)(a):

- The sponsor shall base the charter renewal decision on a good faith evaluation of whether the public charter school:
 - Is in compliance with charter law and all other applicable state and federal laws;
 - Is in compliance with the charter contract;
 - Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;
 - Is fiscally stable and has used a sound financial management system; and
 - Is in compliance with any renewal criteria specified in the charter of the school

Timeline for Charter School Renewal

Oregon Charter Law (ORS 338 and OAR 581) sets the statutory timelines and process for charter school renewals, and districts set specific due dates and formats:

- By Jan 2 of the renewal year (180 days before current charter expires), the Renewal Application is due to PPS Charter Schools Office (ORS 338.065(5)(b))
- Within 45 days after receiving written renewal request, a public hearing must be held (ORS 338.065(5)(c))
 - Public Hearing with Board Committee is scheduled for February 15, 5pm
- Within 30 days after the public hearing, the board must vote on the renewal (ORS 338.065(5)(d))

Timeline for Charter School Renewal (cont.)

The full board vote on Le Monde Charter School's renewal request is scheduled for the **March 7, 2023** regular PPS Board of Education meeting.

- IF the sponsoring School Board Votes to Approve renewal, THEN renewal contract negotiations begin and the new charter contract would be effective July 1, 2023;
- IF the sponsoring School Board Votes to Deny renewal THEN the renewal applicant is given the reason(s) for denial and a reasonable time to address the concerns;
- IF the sponsoring School Board Votes to Deny the renewal again, THEN there is a robust appeal process through the State Board of Education that the charter school may choose to follow.

Le Monde Charter School Renewal Application

Introduction to Le Monde French Immersion Charter School

- Board Memo “Le Monde French Immersion Charter School Renewal Request”

Le Monde Charter School Renewal Application, cont.

- Highlights of current renewal term:
 - Recognition as IB Primary Years Program
 - Record of students earning pre-9th grade credit in Algebra and French
 - Student achievement as measured by state assessments
 - School consolidated in one building, advantages of economies of scale
- Considerations for future renewal term:
 - Student demographics reflect lower historically underserved populations than district averages
 - Smaller student groups make data analysis comparisons difficult

Le Monde Charter School Renewal Application, Compliance Review

- Per review of applicable data for Le Monde, including the Oregon Report Card, Annual Performance Framework and Site Visit, Municipal Audit, and PPS Dashboard data, the Charter School Office reports:
 - No compliance concerns with the charter contract, charter law, or applicable state or federal laws
 - Le Monde regularly meets or exceeds both District and State student performance targets
 - Le Monde's annual Municipal Audits consistently returns a "clean" audit report with no material weaknesses
 - Organizational standards regarding governance and school accountability are consistently met

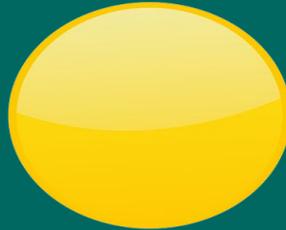
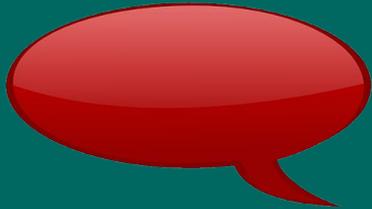
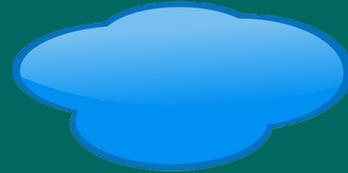
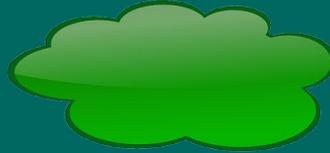
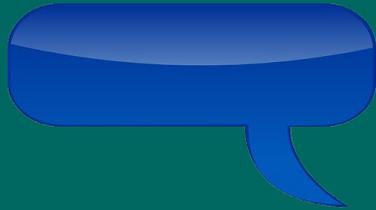
Next steps in process

- The public hearing for Le Monde is scheduled for February 15, 2023
 - Short school presentation
 - Public comment in support
 - Public comment in opposition (if any)
 - Questions from Board Committee Members
- Based on the information from this Work Session and the Public Hearing, the Board Committee may request further information, and/or will make a recommendation to full Board
- Full Board vote is scheduled for the regular meeting on March 7, 2023

Questions



Public Comment



Board Timeline: Charter School Contract Renewals 2022-23

5-10 year Contract Renewal: Le Monde French Immersion Charter School

Charter Schools and Alternative Programs Committee Key Dates and Meetings:

- **Prior to January 1, 2023** – PPS Board Committee meeting to review annual charter authorizing requirements and set calendar
 - Initial calendar planning meeting held 11/07/22
- **January 2, 2023** – Le Monde’s written request and Application for 5-10 year renewal received by PPS Charter Schools Office
 - **Received. 01/02/2023**
- **Between January 31 and February 8, 2023** - PPS Board Committee Work Session to review relevant school data and request any further information
 - **Scheduled for Wed. 2/01/23, 1:00-2:30pm (Windows conf rm)**
- **Between February 8-15, 2023 (no later than February 15, 2023)** – Renewal Public Hearing for Le Monde (ORS 338.065(5)(c), within 45 days after receiving written renewal request)
 - **Scheduled for Wed. 2/15/23 5:00-6:00pm (Windows conf rm)**
- **Between February 15-22, 2023** – (If needed/wanted - meeting is not statutory) Work Session, follow up to Renewal Public Hearing, review staff recommendation, recommend resolution for full Board meeting
 - **Scheduled a hold if needed, Thur. 02/16/23, 1:00-2:30pm (Windows conf rm)**

Full Board Meetings:

- **Between March 7 - 17, 2023 (date dependent on when public hearing was held)** – Agenda item for charter school renewals (Board Committee to determine if further presentation from schools is desired). (ORS 338.065(5)(d), within 30 days after public hearing) **Board may vote at this meeting**, if so, public comment must be offered, or--
- **Next March Board meeting, 2023** – (only if Board vote not held at previous March meeting) Board vote (business agenda, no presentations) (ORS 338.065(5)(d), within 30 days after public hearing*)
 - **Scheduled for Full Board vote 3/07/23, 6:00pm meeting**

*if this date falls after 30-days from public hearing, it can be scheduled by agreement with school



Board of Education Informational Report

MEMORANDUM

Date: February 1, 2023

To: Members of the Board of Education, Charter Schools and Alternative Programs Committee

From: Korinna Wolfe, Area Senior Director, Multiple Pathways to Graduation
Tara O'Neil, Program Director, Charter Schools

Subject: Charter School Renewals

This memorandum provides a brief explanation of the charter school renewal purpose and criteria.

Sponsors of charter schools in Oregon are responsible for evaluating charter school performance and determining whether or not to renew the contract of the charter school based on its compliance with the law and the contract, and its performance in three domains: academic, financial, and organizational.

The National Association of Charter School Authorizers (NACSA) recommends in its *Principles & Standards for Quality Charter School Authorizing* that a formal renewal application be used as part of a fair and transparent process. This renewal application ensures that all charter schools entering the renewal process have an equal opportunity to present data and information relevant to their request for contract renewal. It also ensures that the renewal decision is based on the renewal criteria specified in ORS 338.065 and OAR 581-026-0400.

Charter school renewal evaluation includes a review of annual performance reports, annual financial audits, annual site visit, and any other information mutually agreed upon by the sponsor and the charter school. The annual Performance Framework and Report is the tool used to formalize this review.

ORS 338.065: Charter Schools Renewal Criteria

(8)(a) The sponsor shall base the charter renewal decision on a good faith evaluation of whether the public charter school:

- (A) Is in compliance with this chapter and all other applicable state and federal laws;
- (B) Is in compliance with the charter of the public charter school;
- (C) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the sponsor and the public charter school governing body;
- (D) Is fiscally stable and has used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under this section; and
- (E) Is in compliance with any renewal criteria specified in the charter of the public charter school.

(b) The sponsor shall base the renewal evaluation described in paragraph (a) of this subsection primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school governing body and the sponsor. [1999 c.200 §8; 2005 c.522 §1; 2009 c.691 §10; 2011 c.695 §4; 2013 c.136 §1; 2013 c.265 §8]



Board of Education Informational Report

MEMORANDUM

Date: February 1, 2023

To: Members of the Board of Education, Charter Schools and Alternative Programs Committee

From: Korinna Wolfe, Area Senior Director, Multiple Pathways to Graduation
Tara O’Neil, Program Director, Charter Schools

Subject: Le Monde French Immersion Charter School Renewal Request

Le Monde French Immersion Charter School is a k-8 charter school located in Portland’s close-in Eastside serving about 375 students. Le Monde is a full French immersion program, using educational practices and curriculum from around the world. As much as possible, Le Monde employs native French speakers as teachers.

Le Monde’s mission is to educate children in a French immersion environment that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring. Some unique features of Le Monde’s program beyond language immersion include an extended school year with at least 180 days of instruction, and a school day of 30 minutes longer than the average district school day. In addition to instruction in French and English Language, the school offers additional language instruction in Spanish beginning in third grade, as well as a rich Arts and PE program.

Le Monde opened in 2012, and is in its 11th year of operation. It successfully applied for charter renewals in 2015 and 2018. The school is currently operating under a five-year charter agreement which will terminate on June 30, 2023.

Le Monde French Immersion Charter School has formally submitted the Application for Renewal of its charter with the District. Per ORS 338.065(4)(c), this renewal term “shall be for a minimum of five years but may not exceed 10 years.” Le Monde has requested a ten-year renewal of its charter, consistent with the third renewal terms of other established charter schools sponsored by PPS.

Highlights of the latest renewal term include:

- Plans at last renewal to implement the IB program were successful as Le Monde has been recognized as an IB World School in the Primary Years Programme.
- Since graduating its first 8th grade class in 2020, Le Monde has awarded pre-9th grade HS French credit to 100% of its graduating students: 50% of 8th grade students earned 4 years’ credit, 43% earned 3 years’ credit, and 7% earned 2 years’ credit. Additionally, 93% of 8th grade students earned pre-9th grade HS Algebra credit.
- Le Monde’s assessment averages at all grades regularly meet or exceed District averages and State targets on state assessments.

- Le Monde consolidated from two locations to a single location where there is room for all grades with a dedicated middle school building, allowing for advantages of economies of scale.
- The school navigated the unexpected move to online learning as well as sudden changes in availability of international travel for native French-speaking staff during the pandemic without experiencing significant enrollment declines.

Considerations:

- Student population at Le Monde reflects lower representation of students of historically underserved students and economically disadvantaged students than the District as a whole.
- Due to small student numbers, it is difficult to disaggregate achievement data for all student groups with statistical significance.

Requests from Le Monde for consideration in Renewal Contract:

- Le Monde has requested continued agreement to award pre-9th grade high school credit for French and Spanish, based on results of STAMP tests (assessment used by PPS), as well as for Algebra.

Charter schools, as schools of choice, continue to work to attract a student population that is reflective of the District's population. Le Monde's enrollment reflects significantly less racial diversity than District averages. About 2% of its students are English Learners (compared to 10.7% District k-8), 4.5% are Economically Disadvantaged (compared to 23.7% District k-8), 13.6% are Historically Underserved Races/Ethnicities (compared to 33.2% District k-8), and 79.5% are White (compared to 55.8% District k-8). Le Monde has posted translated enrollment information as well as made hard copy brochures available in all District supported languages to broaden its outreach to English Language Learners. One positive result of Le Monde's outreach is that the incoming kindergarten class for the 2022-23 school year showed an increase in ELL students at 12% of the kindergarten class. Le Monde's continued work is to broaden its outreach to historically underserved communities resulting in a more diverse student population.

In academic, financial, and organizational performance, the Charter Schools Office found no areas of concern regarding statutory compliance. Le Monde's leadership is timely and responsive with deliverables and any additional requests from the District.

The PPS Charter Schools Office submits the attached 2021-22 Oregon School Profile and 2021-22 Performance Framework and Report for Le Monde in review of its academic performance, fiscal management, organizational stability, adherence with all applicable state and federal laws, and compliance with all terms of the charter contract. In addition, Le Monde's Charter Renewal Application is attached.

Attachments:

- 2021-22 Oregon School Profile
- Le Monde 2021-22 Performance Framework and Report
- Le Monde Charter Renewal Application

Validation Notes for the At-A-Glance Profiles

This is an updated preview of the At-A-Glance School and District Profiles. **Please do not duplicate or distribute.**

Individual Student Progress data are not available for the 2021-22 reporting year.

The prior year comparison arrows were removed for all dials on the front page.

Students in Foster Care were added to the list of student group disaggregations.

Schools that offered Free or Reduced Price Lunch to all students under the USDA's expanded COVID-19 waiver appear as ">95".



OREGON AT-A-GLANCE SCHOOL PROFILE

Le Monde French Immersion Public Charter School

PRINCIPAL: Shouka Rezvani | GRADES: K-8 | 2044 E Burnside St, Portland 97214 | 503-467-7529

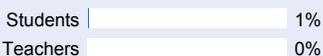


Students We Serve

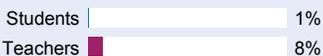


DEMOGRAPHICS

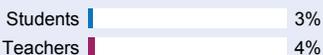
American Indian/Alaska Native



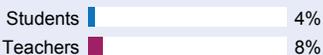
Asian



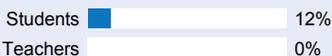
Black/African American



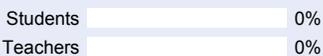
Hispanic/Latino



Multiracial



Native Hawaiian/Pacific Islander



White



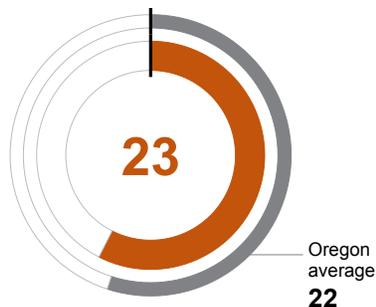
*		7
Ever English Learners		Languages Spoken
12%	88%	>95%
Students with Disabilities	Required Childhood Vaccinations	Free/Reduced Price Lunch

*<10 students or data unavailable

School Environment

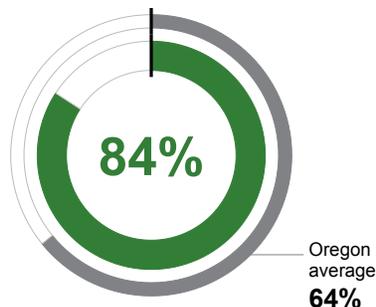
CLASS SIZE

Median class size.



REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



Academic Progress

INDIVIDUAL STUDENT PROGRESS

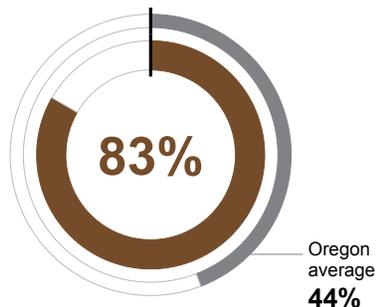
Year-to-year progress in English language arts and mathematics.

Data not available in 2021-22

Academic Success

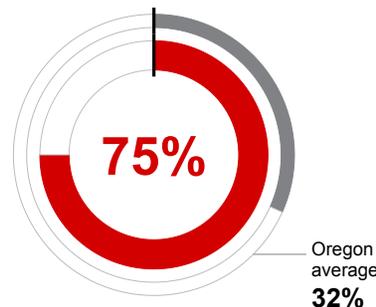
ENGLISH LANGUAGE ARTS

Students meeting state grade-level expectations.



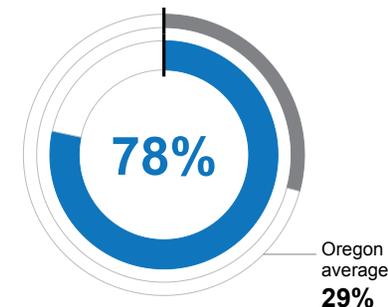
MATHEMATICS

Students meeting state grade-level expectations.



SCIENCE

Students meeting state grade-level expectations.



School Goals

Our focus is on literacy and math fluency, with the aim of refining our instructional strategies and providing all students with the skills they need to be ready to succeed in college and careers. We strive to provide a welcoming environment and equitable opportunities for students of all races, genders, and home languages. We encourage you to contact us with any questions, concerns, or information that will help us ensure success for your students.

State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

Safe & Welcoming Environment

We work hard to make our school a place where all students and families feel welcome and included. We celebrate our community's diversity and we honor this diversity in our learning activities. We understand how important it is to keep our students feeling safe, both physically and emotionally, when they are with us.



Outcomes

Our Staff (rounded FTE)



25

Teachers



9

Educational assistants



0

Counselors/
Psychologists



83%

Average teacher retention rate



80%

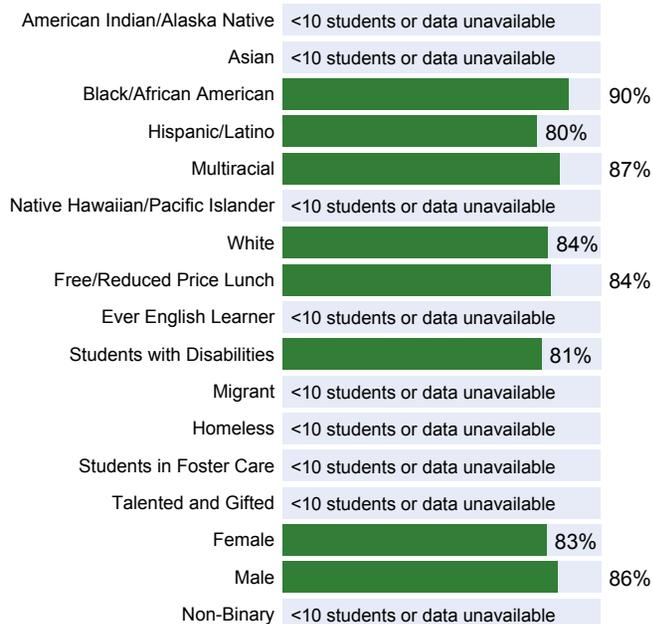
% of licensed teachers with more than 3 years of experience



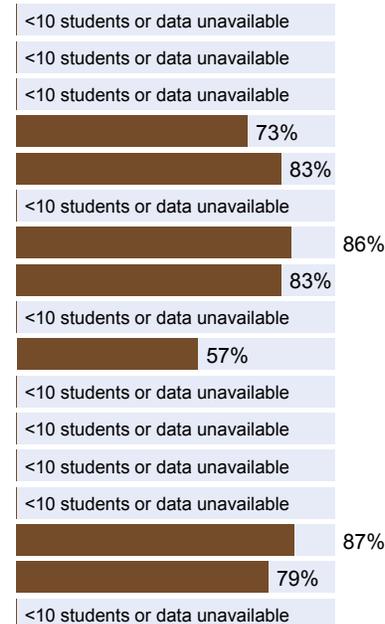
Yes

Same principal in the last 3 years

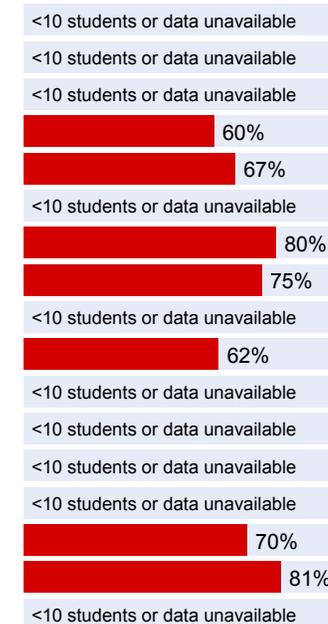
REGULAR ATTENDERS



ENGLISH LANGUAGE ARTS



MATHEMATICS



About Our School

BULLYING, HARASSMENT, AND SAFETY POLICIES

Portland Public Schools has created policies to help our schools provide safe environments for every student. This includes teaching students and staff about bullying and harassment, and providing methods to report and respond to any of these incidents. We have a PPS threat assessment team to help address reports of safety concerns. We also support the district-wide implementation of Positive Behavioral Interventions and Supports (PBIS), and Restorative Justice practices through our Multi-tiered System of Supports (MTSS) department.

EXTRACURRICULAR ACTIVITIES

Our school offers a variety of extracurricular activities. Check our website for details about specific activities.

PARENT ENGAGEMENT

Our school offers several meetings each year where we invite families to attend. The meetings are to discover what your children are learning at school, to see examples of their good work, and to learn ways that you can help them succeed at school. We will inform you of these school events and celebrations through our newsletters and other media. Please check our website for details about these events.

COMMUNITY ENGAGEMENT

We appreciate our community neighbors and want them to feel welcome to join us in supporting the success of our students. Please contact us if you and your community organization are interested in providing support, and we will be happy to talk with you about options.

Portland Public Schools
Annual Performance Framework and Report

Le Monde French Immersion
Charter School
2021-22 School Year

Submitted by:

Tara O'Neil
Program Director, Charter Schools



Introduction

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.” (ORS 338.015)

The charter schools sponsored by Portland Public Schools provide educational options for students and families as well as diversity of professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring, policies, and the development and implementation of its educational program.

Portland Public Schools is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, that their academic programs are successful, they are financially viable, and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

In so doing, PPS has established the following performance framework, which is informed by best practice from the Core Performance Framework and Guidance developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial, and organizational performance, and to “...guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”¹

Because each charter school’s story and perspective on its own performance is critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that PPS and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the PPS Charter Schools Office.

Tara O’Neil
Program Director, Charter Schools
Portland Public Schools

¹ From NACSA’s Core Performance Framework and Guidance.

Academic performance: data elements and sources

The purpose of the Academic Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance", while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

Note: Since the 2017-18 school year, the Oregon Department of Education (ODE) has not assigned summative, overall ratings to schools on the Oregon Report Card. Instead schools are rated on up to 6 (for k-8) or 9 (for HS) separate indicators.

The following data elements and sources are used to complete the Academic Performance analysis:

- The charter school's Oregon Report Card
- The charter school's State Assessment results
- The charter school's contract
- The district's Oregon Report Card
- The district's State Assessment results
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The Administrator's Dashboard

Additionally for high schools only:

- The school's graduation rate
- The district's graduation rate
- The school's completion rate
- The district's completion rate
- The school's freshmen on track rate
- The district's freshmen on track rate
- The graduation, completion, and dropout rates of comparison schools, if applicable, as defined by ODE

Additionally for grades 6-12 only:

- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc.

Note on Statewide Report Cards for 2021-22: *The ODE At-A-Glance and Detail School and District reports returned to full data reporting after missing two years of Oregon state assessment data due to the COVID-19 pandemic. Of note, the Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. For this reason, data regarding Economically Disadvantaged groups will not be compared to prior years' data in summary data at the end of this report.*

*For all schools in Oregon, the 2021-22 focus was on care, connection and the creation of safe, inclusive and supportive learning environments after extended periods of remote learning due to the COVID-19 pandemic. All Oregon schools, including charter schools, were required to submit an **Operational Blueprint for Re-entry** prior to returning to full time in-person instruction.*

The 3-year Trend Performance Summary chart at the end of this document will not include summary data from 2019-20 or 2020-21 in the Academic section, and instead will report the ratings from the most recent 3 years of available academic performance data (2017-18, 2018-19, and 2021-22). The Financial and Organizational sections will include summary data from the three most recent school years.

Academic Performance

1. Oregon School Rating System

Measure 1a Is the school meeting acceptable standards according to the Oregon State school rating system?
Exceeds standard: <input type="checkbox"/> School received the highest rating from the state accountability system
Meets standard: <input type="checkbox"/> School received a passing rating according to the state accountability system
Does not meet standard: <input type="checkbox"/> School did not receive passing rating according to the state accountability system
Falls far below standard: <input type="checkbox"/> School identified for intervention or considered failing by the state accountability system
District comments/recommendations: N/A, the current version of the Oregon Report Card no longer gives single ratings to schools.
School comments:

Measure 1b Is the school meeting state designation expectations as set forth by the state and federal accountability system?
Exceeds standard: <input type="checkbox"/> School was identified as meeting long term academic accountability indicators as defined by Oregon's ESEA Plan
Meets standard: <input checked="" type="checkbox"/> School was identified as meeting interim targets of academic accountability indicators as defined by Oregon's ESEA Plan
Does not meet standard: <input type="checkbox"/> School was identified as falling below the interim target but not in the lowest 10% of schools as defined by Oregon's ESEA Plan
Falls far below standard: <input type="checkbox"/> School was identified as in the lowest 10% of schools as defined by Oregon's ESEA Plan
District comments/recommendations: The school has not been identified for Targeted (TSI) or Comprehensive (CSI) Supports.
School comments:

Measure 1c

How are **All Students Total (K-5, 6-8)** and by **Grade Level** achieving on state assessments in English Language Arts (ELA) compared to students in the district?

E=Exceeds standard: School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

M=Meets standard: School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

F=Falls far below standard: School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

English Language Arts	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	81.4	129	57.8	+23.6	71	E
% participation	99.6		95.1		94.5	
Gr 3 %	79.5	44	55.2			
Gr 4 %	77.5	40	57.5			
Gr 5 %	86.7	45	58.4			
All Students 6-8						
% meets/exceeds	85.7	105	55.6	+30.1	71	E
% participation	99.6		92.7		94.5	
Gr 6 %	76.2	42	50.2			
Gr 7 %	94.3	35	55.6			
Gr 8 %	89.3	28	53.8			

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District comments/recommendations:

The school exceeded District average in all grades and met Oregon Report Card Level 5 and MIP long-term goal of average 80% or higher in grades 3-5 and grades 6-8 ELA.

School comments:

Measure 1d

How are **All Students Total (K-5, 6-8)** and by **Grade Level** achieving on state assessments in MATHEMATICS compared to students in the district?

E=Exceeds standard: School's average achievement rate exceeds the average district performance of students in the same grades by at least 10%

M=Meets standard: School's average achievement rate meets or exceeds the average district performance of students in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average achievement rate is less than the average district performance of students in the same grades by 1-10%

F=Falls far below standard: School's average achievement rate is less than the average district performance of students in the same grades by more than 10%

Data:

Mathematics	School Valid Test Data	School N	District Valid Test Data	% +/-	MIP*	Rating
All Students 3-5						
% meets/exceeds	77.5	129	50.0	+27.5	68	E
% participation	99.3		94.6		94.5	
Gr 3 %	77.3	44	55.4			
Gr 4 %	70.0	40	51.6			
Gr 5 %	84.4	45	43.1			
All Students 6-8						
% meets/exceeds	71.8	103	39.3	+32.5	68	E
% participation	99.3		91.4		94.5	
Gr 6 %	59.5	42	38.5			
Gr 7 %	79.4	34	42.4			
Gr 8 %	81.5	27	37.2			

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

District Comments/Recommendations:

The school exceeded District average and met Oregon Report Card Level 4 goal of 62% or higher, and exceeded MIP long-term goal of average 68% in Math in grades 3-5 and grades 6-8.

School comments:

Measure 1e

How are **Students of Special Populations** achieving on state assessments in English Language Arts (ELA) compared to the **Students of Special Populations** in the district?

E=Exceeds standard: School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

M=Meets standard: School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

F=Falls far below standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

ELA	School	N	District	% +/-	MIP*	Rating
All Students 3-5	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	81.4	129	57.1	+24.3	67	E
English Learners						
% meets/exceeds	--	--	10.6	--	61	--
Students with Disabilities						
% meets/exceeds	65.0	20	35.6	+29.4	61	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	58.3**	36	28.7**	+29.6	65	E
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	85.7	105	53.2	+32.5	67	E
English Learners						
% meets/exceeds	--	--	4.2	--	61	--
Students with Disabilities						
% meets/exceeds	--	--	23.7	--	61	--
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	58.3**	36	26.6**	+31.7	65	E

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

**Metric is based on 2-year combined average

--Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District ELA achievement averages as well as met or exceeded the Oregon Report Card Level 3 target of 54 or higher in grades 3-5 and grades 6-8.

School comments:

Measure 1f

How are **Students of Special Populations** achieving on state assessments in MATHEMATICS compared to the **Students of Special Populations** in the district?

E=Exceeds standard: School's average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%

M=Meets standard: School's average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10% (or within variance of one student)

D=Does not meet standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%

F=Falls far below standard: School's average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by more than 10%

Data:

MATH	School	N	District	% +/-	MIP*	Rating
All Students	3-5		3-5			
Economically Disadvantaged						
% meets/exceeds	77.5	129	50.0	+27.5	64	E
English Learners						
% meets/exceeds	--	--	11.3	--	59	--
Students with Disabilities						
% meets/exceeds	70.0	20	31.7	+38.3	59	E
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	57.1**	35	20.9**	+36.2	62	E
All Students 6-8	6-8		6-8			
Economically Disadvantaged						
% meets/exceeds	71.8	103	20.8	+51.0	64	E
English Learners						
% meets/exceeds	--	--	17.1	--	59	--
Students with Disabilities						
% meets/exceeds	--	--	19.2	--	59	--
Historically Underserved Races/Ethnicities	(OR Report Card)		(OR Report Card)			
% meets/exceeds	57.1**	35	19.2**	+37.9	62	E

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

**Metric is based on 2-year combined average

---Does not meet minimum numbers to report

District Comments/Recommendations:

Le Monde's Students of Special Populations have exceeded District Math achievement averages as well as met or exceeded the Oregon Report Card Level 4 target of 62 for Students with Disabilities in grades 3-5, and met or exceeded the Level 3 target of 43 for Students of Historically Underserved Races/Ethnicities in grades 3-8.

School comments:

2. Student Academic Growth

Measure 2a

Are students making expected annual academic growth in English Language Arts (ELA) compared to their peers? (For 2021-22 this is measured by Average Gap Score Change)

E=Exceeds standard:

- ✓ Average gap score change of 5 or more

M=Meets standard:

Average gap score change of between -19 and 5

D=Does not meet standard:

Average gap score change of between -42 and -19

F= Falls far below standard:

Average gap score change of less than -42

Data:

ELA Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	6	234				E
PPS Grade 3-5			-1	+7		
PPS Grade 6-8			-9	+15		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

District comments/recommendations:

Le Monde students in grades 3-8 met the academic ODE Level 5 target Average Gap Score Change of 5 or higher.

School comments:

Measure 2b

Are students making expected annual academic growth in MATH compared to their peers? (For 2021-22 this is measured by Average Gap Score Change)

E=Exceeds standard: Average gap score change of 5 or more

M=Meets standard: Average gap score change of between -19 and 5

D=Does not meet standard: Average gap score change of between -42 and -19

F=Falls far below standard: Average gap score change of less than -42

Data:

MATH Growth	School	N	District	% +/-	MIP*	Rating
All Students 3-8					NA	
Gap Score Change						
Le Monde Grade 3-8	-29	230				D
PPS Grade 3-5			1	-30		
PPS Grade 6-8			-16	-13		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change

District comments/recommendations:

Le Monde students in grades 3-8 showed an average gap score change of -29, and a negative gap score change compared to District students. Overall achievement scores exceeded standard, but by less than when last reported (Le Monde 2018-29 grades 3-8 Math, 87.6% met standard; 2021-22 75% met standards). Average gap score change is a new growth measure because standard growth measures are not available due to lack of state assessment data from previous two years due to effects of the COVID-19 pandemic. At this time the District does not have any recommendations based on this data.

School comments:

As discussed in our renewal materials, the school is aware of this dip in math growth (though our achievement remains high) that we attribute in large part to the pandemic and distance learning, when our manipulative-heavy math curriculum was harder to implement. The school has actively worked to increase math growth through hiring a math interventionist and other support measures.

3. Subgroup Growth

Measure 3a

Is the school increasing academic performance over time in English Language Arts for **Students of Special Populations?** (For 2021-22 this is measured by Average Gap Score Change)

E=Exceeds standard: Average gap score change of 5 or more

M=Meets standard: Average gap score change of between -19 and 5

D=Does not meet standard: Average gap score change of between -42 and -19

F=Falls far below standard: Average gap score change of less than -42

Data:

ELA Special Populations Avg Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	NA	--	NA	NA		--
English Learners	--	--				--
Students with Disabilities	-8	28	7	-15		M
Historically Underserved Races/Ethnicities	--	--	-4	--		--
All Students 6-8			6-8			
Economically Disadvantaged			NA	NA		
English Learners			--	--		
Students with Disabilities			1	-9		
Historically Underserved Races/Ethnicities			-13	+11		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – no MIP applies to Average Gap Score Change
 --Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

Le Monde's Students with Disabilities met the Level 3 standard for Average Gap Score Change. The school did not meet the minimum n-size to receive a rating in other student groups for ELA in the 2021-22 school year.

School comments:

Measure 3b

Is the school increasing academic performance over time in MATH for **Students of Special Populations?** (Combined Median Growth Percentile)

E=Exceeds standard: Average gap score change of 5 or more

M=Meets standard: Average gap score change of between -19 and 5

D=Does not meet standard: Average gap score change of between -42 and -19

F=Falls far below standard: Average gap score change of less than -42

Data:

MATH Special Populations Gap Score Change	School	N	District	% +/-	MIP*	Rating
All Students 3-8	3-8		3-5		NA	
Economically Disadvantaged	NA	--	NA	--		--
English Learners	--	--		--		--
Students with Disabilities	5	26	9	-4		E
Historically Underserved Races/Ethnicities	--	--	-4	--		--
All Students 6-8			6-8			
Economically Disadvantaged			NA	--		
English Learners				--		--
Students with Disabilities			-1	+6		
Historically Underserved Races/Ethnicities			-15	--		

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan – No MIP applies to Average Gap Score Change

--Does not meet minimum numbers to report, or data hidden by Oregon Report Card to protect confidentiality

District comments/recommendations:

Le Monde's Students with Disabilities exceeded ODE Level 5 target for average gap score change. The school did not meet the minimum n-size to receive a rating for growth in other subgroups for Math in the 2021-22 school year.

School comments:

4. Local Performance Assessments

Measure 4 Describe your school's Local Performance Assessments in the fields below.			
What Local Performance Assessment are you using?	To what grades are you administering the Local Performance Assessment?	What subjects are you assessing through the Local Performance Assessment?	How are you documenting your administration of the Local Performance Assessment?
School Response:			
DIBELS	1 st grade	ELA	Local Retention
IDAPEL	K, 1 and 2 grades	French	Local Retention
MAP Math	1 to 3 data points, K-8 grades	Math	NWEA Platform/Provision to Parents with Report Cards
MAP Reading	2 or 3 data points, 1-8 grades	ELA	NWEA Platform/Provision to Parents with Report Card
MAP Science	5 grade	Science	NWEA Platform/Provision to Parents with Report Card
District comments/recommendations:			

5. Student Attendance

Measure 5

What percentage of students at the charter school are identified as Regular Attenders (attending more than 90% of their enrolled days)?

E=Exceeds standard:

School's percentage of Regular Attenders meets or exceeds the long term goal of 93% as set by the Oregon Department of Education

M=Meets standard:

School's percentage of Regular Attenders meets or exceeds the Level 3 indicator by grade level as set by the Oregon Department of Education (K-5, 85%; 6-8, 83%; 9-10, 78%)

D=Does not meet standard:

School's percentage of Regular Attenders does not meet the Level 3 indicator by grade level but is not below the 10th percentile of performance for the grade level group

F= Falls far below standard:

School's percentage of Regular Attenders is below the 10th percentile of performance for the grade level group

Data:

Regular Attenders	School	N	District	% +/-	MIP*	Rating
All Students K-5						
%	85.8	268	72.6	+13.2	85	M
All Students 6-8						
%	**		68.9		83	

*MIP (Measures of Interim Progress) are statewide targets for school accountability indicators determined by the Oregon ESSA Plan

**Data not available, Oregon Report Card for this school only includes attendance data for grades k-5

District comments/recommendations:

The school meets the Level 3 indicator of 85% for grades k-5. Oregon Report Card does not report Regular Attenders for grades 6-8 for this school.

School comments:

6. Alignment of Core Classes to Standards (Middle Schools and High Schools only)

<p>Measure 6 Is the school aligning all classes in core subjects to Common Core State Standards?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
<p>Does not meet standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards, and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments, or other methods.
<p>Falls far below standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards, and has not provided evidence through detailed syllabi, course descriptions, curriculum alignments, or other methods.
<p>District comments/recommendations:</p> <p>The school has aligned all classes in MS core subjects to Common Core State Standards and submitted syllabi and course descriptions as evidence.</p>
<p>School comments:</p>

(Measure 7 omitted, applies to high schools only)

8. School goals and recommendations (academic)

Measure 8a

Did the school meet the academic goals it set forth in its 2021-22 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
Related to IB program: After interdisciplinary instruction, each elementary grade student will create one interdisciplinary project during the academic year.	Yes	The school has transitioned to a full time Director of IB, who has taken additional coursework to fulfill this role. All elementary grades have incorporated more project-based learning.

Measure 8b

In school year 2021-22, did the school implement the academic recommendations from the district in the 2020-21 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	How or why not? (School response) Include any professional development implemented to support this goal.
No academic recommendations were made by the district in the 2020-21 Performance Report.	N/A	N/A

Measure 8c

Based on the 2021-22 school year data presented in this report, will the school add any academic goals to its 2022-23 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Le Monde will not add any academic goals based on this report.

Instructional Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
n/a				

Financial Performance: data elements and sources

The purpose of the Financial Performance section of the Annual Performance Framework and Report is to evaluate whether or not the charter school is financially viable.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Financial Performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss, balance sheet

Financial Performance

9. Near-Term Measures

Measure 9a Current ratio: Current assets divided by current liabilities
Meets standard: <input checked="" type="checkbox"/> Current ratio is greater than or equal to 1.1
Does not meet standard: <input type="checkbox"/> Current ratio is between .9 and 1.0 or equals 1.0
Falls far below standard: <input type="checkbox"/> Current ratio is less than or equal to .9
District comments/recommendations: Current ratio is 1.91, meets standard.
School comments:

Measure 9b Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)
Meets standard: 60 days cash –OR- <input checked="" type="checkbox"/> Between 30 and 60 days cash and one-year trend is positive
Does not meet standard: <input type="checkbox"/> Between 15 and 30 days cash -OR- <input type="checkbox"/> Between 30 and 60 days cash and one-year trend is negative
Falls far below standard: <input type="checkbox"/> Fewer than 15 days cash
District comments/recommendations: The school has 61.7 unrestricted days' cash, which shows improvement from previous year of 49.5 days. The school is still growing to full 450 student capacity, with about 375 students in 2021-22, and has not yet reached full economy of scale. As the school builds enrollment to full capacity without adding further infrastructural cost, the cash balance is expected to continue to strengthen. District recommends Le Monde's Board continue to closely monitor budget and cash flow for sustainability.
School comments: The Le Monde ED, bookkeeper and office manager closely monitor cash flow, and the board provides oversight to budget and financials.

Measure 9c

Enrollment variance: actual enrollment divided by enrollment projection in most recent charter school board-approved budget

Meets standard:

- Enrollment variance equals or exceeds 95% in the most recent year

Does not meet standard:

- Enrollment variance is between 85-95% in the most recent year

Falls far below standard:

- Enrollment variance is less than 85% in the most recent year

District comments/recommendations:

Enrollment variance is 96%, meets standard.

School comments: Demand for enrollment has remained stable throughout the pandemic.

Measure 9d

Default

Meets standard:

- School is not in default of loan covenant(s) and/or is not delinquent with debt service payments

Falls far below standard:

- School is in default of loan covenant(s) and/or is delinquent with debt service payments

District comments/recommendations:

The school is not in default, meets standard.

School comments:

10. Sustainability Measures

<p>Measure 10a Total Margin: Net income divided by total revenue Aggregated total margin: Total 3-year net income divided by total 3-year revenues</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated 3-year total margin is positive and the most recent year total margin is positive -OR- <input type="checkbox"/> Aggregated 3-year total margin is greater than -1.5%, the trend is positive for the last 2 years, and the most recent year total margin is positive
<p>Does not meet standard:</p> <ul style="list-style-type: none"> ✓ Aggregated 3-year total margin is greater than -1.5%, but trend does not “meet standard” (above)
<p>Falls far below standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Aggregated three-year total margin is less than or equal to -1.5% -OR- <input type="checkbox"/> The most recent year total margin is less than -10%
<p>District comments/recommendations:</p> <p>Aggregated 3-yr total margin is positive at 2.15%, but most recent year total margin is -3.13%, does not meet NACSA standard. This may have been impacted by a pandemic-related PPP loan that was income for a previous year and expended over a period of more than one fiscal year. Cash reserves are adequate.</p>
<p>School comments: The school was able to move into a single location with a trajectory of improving margin through economies of scale right before the pandemic. With the pandemic the school prioritized the purchase of safety materials, special sanitation and other safety-related measures for the health and safety of our students and staff, while keeping an eye on cash flow to ensure its ability to meet its obligations.</p>

<p>Measure 10b Debt to asset ratio: Total liabilities divided by total assets</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ Debt-to-asset ratio is less than 0.9
<p>Does not meet standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debt-to-asset ratio is between 0.9 and 1.0
<p>Falls far below standard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debt-to-asset ratio is greater than 1.0
<p>District comments/recommendations:</p> <p>Debt to asset ratio is 0.52, meets standard.</p>
<p>School comments:</p>

Measure 10c

Cash flow:

Multi-year cash flow = Year 3 total cash - Year 1 total cash

One-year cash flow = Year 2 total cash - Year 1 total cash

Meets standard:

- Multi-year cumulative cash flow is positive and cash flow is positive each year
-OR-
- Multi-year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive

Does not meet standard:

- ✓ Multi-year cumulative cash flow is positive, but trend does not “meet standard” (above)

Falls far below standard:

- Multi-year cumulative cash flow is negative

District comments/recommendations:

Multi-year cash flow is negative (\$162,861); one-year cash flow is positive \$114,976; does not meet NACSA standard. This may be impacted by influx and expenditure of PPP loan income. Cash has decreased from 2019-20, but increased from 2020-21. Cash reserves are adequate, at this time District has no recommendations.

School comments: Post-pandemic the school is focused on ensuring positive cash flow.

Measure 10d

Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest, and lease payments)

Meets standard:

- Debt service coverage ratio is equal to or exceeds 1.1

Does not meet standard:

- ✓ Debt service coverage ratio is less than 1.1

District comments/recommendations:

Debt service coverage ratio is 0.84, does not meet NACSA recommended standard. Not meeting this standard isn't necessarily of concern, but could be an indicator of the school having difficulty covering its debt obligations in the current year.

District recommends Le Monde's Board continue to review detailed monthly financial reports and forecasts through fiscal year to ensure lease/debt obligations can be met in the current year, and into future budgeted years. The school operates a very tight budget and monthly fluctuations could be problematic without a large cash reserve. Current cash reserves appear to be adequate.

School comments: The school moved locations immediately pre-pandemic and is only now having “normal” years in one location. The school is closely monitoring income and expenses and anticipates being able to cover all debt obligations.

11. School goals and recommendations (financial)

Measure 11a

Did the school meet the financial goals it set forth in its 2021-22 Performance Plan?

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
Operate within budget during financial uncertainties of returning to in-person instruction during the pandemic.	Yes.	The school closely monitored expenses and operated conservatively.

Measure 11b

In school year 2021-22, did the school implement the financial recommendations from the district in the 2020-21 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
Due to low Debt Service Coverage, District recommended Board review detailed monthly financial reports and forecasts through fiscal year to ensure lease/debt obligations can be met. The school operates a very tight budget and monthly fluctuations could be problematic without a large cash reserve.	Yes.	During the fiscal year at issue the board received monthly reports. Currently, the ED provides monthly financials to the board at quarterly meetings, and occasionally in between especially to the President and/or Treasurer. The organization met all financial obligations.

Measure 11c

Based on the 2021-22 school year data presented in this report, will the school add any financial goals to its 2022-23 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan: Due to continued low Debt Service Coverage Ratio (recommended 1.1 or higher, Le Monde's was 0.84), the District recommended Le Monde's Board continue to review detailed monthly financial reports and forecasts through fiscal year and into budgeted years to ensure lease/debt obligations can be met.

Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
N/A				

Organizational Performance: data elements and sources

The purpose of the Organizational Performance section of the Annual Report is to evaluate whether or not the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets, and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance".

The following data elements and sources are used to complete the Organizational Performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverable and reporting due dates
- Feedback from parents, students, charter school staff, and other community stakeholders
- Synergy or other student information system
- The Administrators Dashboard
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

Organizational Performance

12. Education Program

Measure 12a Is the school implementing the material terms of the education program as defined in the current charter contract?
Meets standard: <input checked="" type="checkbox"/> The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.
Does not meet standard: <input type="checkbox"/> The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.
District comments/recommendations: The school materially meets this standard.
School comments:

Measure 12b Is the school complying with applicable education requirements?
Meets standard: <input checked="" type="checkbox"/> The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to: <ul style="list-style-type: none">● Instructional days and/or minutes requirements● Graduation and promotion requirements● Content standards, including Common Core State Standards● The administration of state assessments● Implementation of mandated programming as a result of state or federal funding
Does not meet standard: <input type="checkbox"/> The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to education requirements, including, but not limited to: <ul style="list-style-type: none">● Instructional days and/or minutes requirements● Graduation and promotion requirements● Content standards, including Common Core State Standards● The administration of state assessments● Implementation of mandated programming as a result of state or federal funding
District comments/recommendations: The school materially meets this standard.
School comments:

Measure 12c

Is the school protecting the rights of students with disabilities?

Meets standard:

- ✓ Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
 - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

Does not meet standard:

- Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Identification and referral
 - Appropriate involvement with development and implementation of Individualized Education Plans, and appropriate development of Section 504 plans
 - Operational compliance, including appropriate inclusion in the school’s academic program, assessments, and extracurricular activities.
 - Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
 - Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans

District comments/recommendations: The school materially meets this standard.

School comments:

Measure 12d

Is the school protecting the rights of English Language Learner students?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

Does not meet standard:

- The school failed to comply with one or more applicable laws, rules, regulations, and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act, and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:
 - Equitable access and opportunity to enroll
 - Development and implementation of required plans related to the service of ELL students
 - Proper steps for identification of students in need of ELL services
 - Appropriate and equitable delivery of services to identified students
 - Appropriate accommodations on assessments
 - Exiting of students from ELL services
 - Ongoing monitoring of exited students

District comments/recommendations: The school materially meets this standard.

School comments:

13. Governance and Reporting

<p>Measure 13a Is the school meeting financial reporting and compliance requirements?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including, but not limited to: <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit • All other reporting requirements related to the use of public funds
<p>Does not meet standard:</p> <ul style="list-style-type: none"> □ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to: <ul style="list-style-type: none"> • Complete and timely submission of financial reports, including: annual budget, revised budgets (when applicable), quarterly financial reports, and annual municipal audit • All other reporting requirements related to the use of public funds
<p>District comments/recommendations: The school materially complies with this standard.</p>
<p>School comments:</p>

<p>Measure 13b Is the school following Generally Accepted Accounting Principles (GAAP)?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to: <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses • An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report
<p>Does not meet standard:</p> <ul style="list-style-type: none"> □ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to: <ul style="list-style-type: none"> • An qualified audit opinion • An audit containing significant findings or conditions, material weaknesses, or significant internal control weaknesses • An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report
<p>District comments/recommendations: The school materially complies with this standard. The school submitted an audit devoid of significant or material findings.</p>
<p>School comments:</p>

Measure 13c

Is the school complying with applicable governance requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

Does not meet standard:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to governance by its board, including, but not limited to:
 - Board policies
 - Board bylaws
 - State open meetings law
 - Code of ethics
 - Conflicts of interest
 - Board composition and/or membership rules

District comments/recommendations:

The school materially complies with this standard.

School comments:

Measure 13d

Is the school holding its administration accountable?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
 - The board conducting an annual evaluation of the administrator's performance

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract, and its own internal policies and practices relating to oversight of school administration, including but not limited to:
 - Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement
 - The board conducting an annual evaluation of the administrator's performance

District comments/recommendations: The school materially complies with this standard.

School comments:

Measure 13e

Is the school complying with reporting requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including but not limited to:
 - Accountability reporting
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the district

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to relevant reporting requirements to the district, and the Oregon Department of Education, including, but not limited to:
 - Accountability reporting
 - Attendance and enrollment reporting
 - Compliance with the charter contract and all applicable laws
 - Timely submission of all deliverables
 - Additional information as requested by the district

District comments/recommendations: The school materially complies with this standard.

School comments:

14. Students and Employees

Measure 14a

Is the school protecting the rights of all students?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

Does not meet standard:

- The school was materially out of compliance with applicable laws, rules, regulations, and/or provisions of the charter contract relating to the rights of students, including, but not limited to:
 - Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
 - The collection and protection of student information
 - Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
 - Conduct of discipline (discipline hearings, and suspensions and expulsion policies and practices)

District comments/recommendations: The district has no reason to believe the standard has not been met.

School comments:

Measure 14b

Is the school meeting teacher and other staff credentialing requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and background check and fingerprinting requirements for all staff and volunteers.

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to state certification requirements, including any teacher credentialing requirements provided in the Every Student Succeeds Act (ESSA), charter school licensure and registry requirements, and/or background check and fingerprinting requirements for all staff and volunteers.

District comments/recommendations:

The school materially complies with this standard for 2021-22 as evidenced through required staff reporting deliverables to the district. It should be noted that as a language immersion program, the school has unique challenges in finding native French speakers who meet the teacher credentialing requirements of charter school statute, and as a result is often very close to the 50% teacher licensure threshold. The school continues to look for opportunities to create reciprocity of licensure for its teachers who are licensed to teach in French-speaking countries but who do not count as licensed for the purposes of the State of Oregon.

School comments:

Measure 14c

Is the school complying with laws regarding employee rights?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts (if applicable).

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

15. School Environment

Measure 15a

Is the school complying with facilities and transportation requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including, but not limited to:
 - Americans with Disabilities Act
 - Fire inspections and related records
 - Viable certificate of occupancy or other required building use authorization
 - Documentation of requisite insurance coverage
 - Student transportation

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

Measure 15b

Is the school complying with health and safety requirements?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements
 - Healthy and Safe Schools Plan (ORS 581-022-2233)
 - Communicable Disease Plan including COVID-19

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services,, including, but not limited to:
 - Appropriate nursing services and dispensing of pharmaceuticals
 - Food service requirements
 - Healthy and Safe Schools Plan (ORS 581-022-2233)
 - Communicable Disease Plan including COVID-19

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

Measure 15c

Is the school handling information appropriately?

Meets standard:

- ✓ The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

Does not meet standard:

- ☐ The school was materially out of compliance with applicable laws, rules, regulations, and provisions of the charter contract relating to the handling of information, including, but not limited to:
 - Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities
 - Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities
 - Transferring of student records
 - Proper and secure maintenance of testing materials

District comments/recommendations: The district has no reason to believe the school has not met this standard.

School comments:

16. Additional Obligations

<p>Measure 16 Is the school complying with all other obligations?</p>
<p>Meets standard:</p> <ul style="list-style-type: none"> ✓ The school materially complies with all other applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources: <ul style="list-style-type: none"> ● Revisions to state charter law ● Intervention requirements by the district ● Action items assigned by the district ● Requirements by other entities to which the charter school is accountable (e.g. ODE)
<p>Does not meet standard:</p> <ul style="list-style-type: none"> □ The school was materially out of compliance with applicable legal, statutory, regulatory, or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources: <ul style="list-style-type: none"> ● Revisions to state charter law ● Intervention requirements by the district ● Action items assigned by the district ● Requirements by other entities to which the charter school is accountable (e.g. ODE)
<p>District comments/recommendations: The school is responsive and timely with all other requirements from the district.</p>
<p>School comments:</p>

17. School goals and recommendations (organizational)

<p>Measure 17a Did the school meet the organizational goals it set forth in its 2021-22 Performance Plan?</p>
--

Goal set in Plan	Goal achieved? (School response)	Why or why not? (School response)
<p>Adopt and implement an anti-bullying curriculum elementary-school wide.</p>	<p>Yes.</p>	<p>The school adopted and implemented the Second Step curriculum.</p>

Measure 17b

In school year 2021-22, did the school implement the organizational recommendations from the district in the 2020-21 annual performance report (if any)?

Recommendation from the district	Recommendation implemented? (School response)	Why or why not? (School response)
No district Organizational recommendations were made in the 2021-22 report.		

Measure 17c

Based on the 2021-22 school year data presented in this report, will the school add any organizational goals to its 2022-23 Performance Plan? (Copy and paste as needed for additional goals.)

Goal added to Plan:				
Practical Strategies	Rationale	Professional Development	Assess Progress	Use of Resources
n/a				

Le Monde Charter School 3-year Trend Performance Summary

Performance Framework Summary Rubric

E=Exceeds standard M=Meets standard D=Does not meet standard F=Falls far below standard

		2021-22	2018-19	2017-18
ACADEMIC				
1a	School meets Oregon School Rating System standards			
1b	School meets Oregon indicators of academic accountability			
1c	Student achievement in READING as compared to district Grades 3-8	E	E	E
1d	Student achievement in MATH as compared to district Grades 3-8	E	E	E
1e	Special populations achievement in READING as compared to district Gr 3-8	E	E	E
1f	Special populations achievement in MATH as compared to district Gr 3-8	E	E	E
2a	Annual academic growth in READING as compared to district Grades 3-8**	E	E	E
2b	Annual academic growth in MATH as compared to district Grades 3-8**	D	E	E
3a	Special populations growth in READING as compared to district Grades 3-8**	M	M/F	*
3b	Special populations growth in MATH as compared to district Grades 3-8**	E	E / D	*
5	Students who are Regular Attenders as compared to Level 3 indicator	M	M	M
6	School aligns all core subjects to Common Core State Standards (grades 6-12)	M	M	M
7	NA, for HIGH SCHOOLS ONLY			
<p>*not reported due to n-size too small **Academic growth in 2021-22 measured by Average Gap Score Change, a different measure than in previous years</p> <p>ACADEMIC COMMENTS: The school met or exceeded all academic achievement measures in 2021-22 except for growth in Math as measured by Average Gap Score Change. This metric is a new measurement due to lack of prior year's assessment data, and does not have a trend from previous years. While the District makes no recommendations at this time, academic growth warrants watching in subsequent years as growth data becomes more robust.</p> <p><i>(Due to impacts of the COVID-19 pandemic, the academic summary is provided for most recent 3 years of state assessment data.)</i></p>				
FINANCIALS				
9a	Current ratio	M	M	M
9b	Unrestricted days cash	M	D	M
9c	Enrollment variance	M	M	M
9d	Default	M	M	M
10a	Total margin	D	M	M
10b	Debt to asset ratio	M	M	M
10c	Cash flow	D	D	M
10d	Debt service coverage ratio	D	D	D



2044 E. Burnside Street Portland, OR 97214 Telephone: 503-467-7529 Facsimile: 503-548-2190

January 2, 2023

Dear Tara:

Enclosed is the Charter Renewal Application for Le Monde French Immersion Public Charter School. Please be advised that we would like to apply for an additional ten-year term.

We have indicated any changes we would like to incorporate in the contract in the application.

Please advise us of next steps.

Best,

Shouka Rezvani
Executive Director
Le Monde Immersion
shouka@lemondeimmersion.org

**Portland Public Schools
Charter School Renewal
Application
for**

**Le Monde French Immersion
Public Charter School**

2022-2023

Table of Contents

General Information.....	Page 1
Executive Summary.....	Page 2
Record of Performance.....	Page 4
A. Academic Performance.....	Page 5
B. Financial Performance.....	Page 7
C. Organizational Performance.....	Page 9
Plans for the next charter term.....	Page 11
A. Academic Plans.....	Page 11
B. Financial Plans.....	Page 13
C. Organizational Plans.....	Page 13
Exhibit A - Academic Achievement Data Tables	
Exhibit B - Financial Data	
Exhibit C - Excerpted SOAR Plan	

General Information

Name of School: Le Monde French Immersion Public Charter School

Name of Board Chair/President: Jarod Hobbs

Phone Number of Board Chair/President: (503) 317-7036

Email of Board Chair/President: jarod.hobbs@gmail.com

Name and Title of Contact Person: Shouka Rezvani

Mailing Address of Contact Person: 2044 E. Burnside Street, Portland, Oregon 97214

Phone Number of Contact Person: 503-467-7529

Email of Contact Person: Shouka@lemondeimmersion.org

School's Initial Opening Date: September 2012

Current Grades Enrolled: Kindergarten through 8th Grades

Grade Levels to be Served at Full Enrollment¹: Kindergarten through 8th Grades

Maximum Projected Enrollment (at full capacity)²: 450



Signature of School Director/Principal 12/8/22
Date



Signature of Board Chair/President 12/8/22
Date

¹ This refers to the grade structure that has been approved by the district, rather than as an anticipated or desired future grade structure.

² This refers to the maximum student enrollment that has been approved by the district, rather than an anticipated or desired future student enrollment.

Executive Summary

1. Provide the enrollment and demographic information for the current school year in the table below. Fill in only the white fields. Report percentages where indicated.

Current Year Enrollment and Demographic Information															
Total Enrollment by Grade															
K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
50	50	48	43	41	37	39	40	33					381		
Number of Students on Waiting List by Grade															
K	1	2	3	4	5	6	7	8	9	10	11	12	Total		
100	19	11**													
Gender by Percentage									Female		46		Male		53*
Ethnicity/Race by Percentage															
Asian		Black/ African American		Hispanic/ Latino		American Indian/ Alaskan Native		Pacific Islander		White		Multi- Racial			
1.31%		2.89%		4.46%		0.52%		<1%		79.53%		11.29%			
Special Populations by Percentage															
Students with Disabilities			English Language Learners			Homeless Students			Eligible for Free and Reduced Meals (by Direct Certification)			TAG			
14.96%			1.84%			0%			4.2%			***			

*Some of our students identify as nonbinary.

**Le Monde does not admit students after 2nd grade as an immersion school.

***Historically Le Monde has not identified TAG students.

2. Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and leadership and governance. (No more than one page.)

Le Monde French Immersion Public Charter School (Le Monde) opened in the fall of 2012. It currently provides instruction for students in kindergarten through eighth grades, two classes per grade.

Le Monde educates students in a full French immersion environment using curricula that incorporate successful and innovative educational practices from around the world. It has been recognized as an International Baccalaureate World School in the Primary Years Programme. While teaching to satisfy Common Core State Standards and Next General Science Standards, Le Monde uses curriculum components from the United States, Canada, France, and Singapore, among other countries. Its governing board and staff consistently seek opportunities to incorporate research-supported international best practices into its curriculum. Consistently, Le Monde students are scoring on average among the highest in the district on the Smarter Balanced assessments in Reading and in Math, and perform above national and state means on the nationally-standardized MAP assessments in both of those subjects, as well as in science. By the time they graduate from middle school, all of our eighth graders to date have earned one to four years of French language credits, and most have earned one year of Algebra credits (Algebra I and II).

In addition to strong core instruction, Le Monde offers students weekly instruction in art, music and physical education. Students also start instruction in a third language, Spanish, starting in the third grade. Students also receive social-emotional learning, racial literacy, and anti-bullying instruction.

Le Monde offers the only public French immersion option in the Portland Metro area, and is one of a limited number of public language immersion options available in the district. Because Le Monde has been advised by the district that it may not assess French language proficiency as a condition of enrollment, to date as a full immersion school Le Monde has only accepted students through the second grade.

Le Monde is governed by a diverse board of directors composed of parents, educators and community leaders who have volunteered to act as such and who bring varied skill sets to the table. While maintaining core stability, new board members have been welcomed to and left the board since its inception, infusing the organization with new ideas. The current board is composed of a retired former PPS public school administrator and teacher, two French immersion educators, a nonprofit finance expert, a banking and community finance expert, a parent with an art education and a strong history of volunteering at the school and a person involved with public higher education in their professional life. Le Monde's Executive Director serves as a nonvoting member of the board.

Le Monde has continued to forge relationships with organizations in the community, such as Young Audiences of Oregon and SW Washington, as well as the French embassy in the United States. It has partnered in doing service projects with the Oregon Food Bank, Portland Refugee Support Group, the Oregon Humane Society, and other local organizations.

Record of Performance

This section provides charter schools with an opportunity to supplement or augment the performance record. Schools do not need to include Oregon Report Card data, as it is already on file. Schools should use the sources of data specified on pages 5-6 in this application as a guide for their responses and submit only evidence of performance related to the renewal criteria in ORS 338.065.

Responses may include, but are not limited to:

- Information about interim assessments or progress reports
- Evidence of performance on school- or mission-specific goals
- Evidence of implementation of district recommendations or plans of action
- Improvements undertaken at the school along with evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard

Responses should not include anecdotal information or evidence that is not relevant to the school's academic, financial, and organizational performance and the school's performance expectations as defined by Oregon charter law and the charter contract.

Responses in this section should total no more than 20 pages.

Renewal recommendations will be based on all evidence of school performance in the record.

A. Academic Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its academic performance expectations over the term of the contract.

Yes, the school has consistently shown that it meets or exceeds performance expectations. Please see attached academic performance indicators in Exhibit A. The school has met or exceeded all academic standards on its Annual Performance Frameworks and Reports from the district.

2. Using data from the "Sources of Data" section of this application, describe the trends in performance³ over the term of the contract in the following categories:
 - a. Student performance in Reading by grade
 - b. Student performance in Reading by race/ethnicity
 - c. Student performance in Reading by special population (ESL, SpEd, FRL, TAG)
 - d. Student performance in Math by grade
 - e. Student performance in Math by race/ethnicity
 - f. Student performance in Math by special population (ESL, SpEd, FRL, TAG)

If applicable:

G. Percentage of students graduating within four years of entering high school by race and special population **(Not applicable)**

H. Percentage of students graduating within five years of entering high school by race and special population **(Not applicable)**

See attached Exhibit A, which shows positive growth in reading and math across all grades and monitored populations. For the most part the school's most recent scores on the MAP test in Reading and in Math reflected the same results as the Oregon State Assessments in the same subjects. Achievement in Reading in English is lower for Students with Disabilities as compared to those not in that population (Level 3 vs Level 5), while we do not note a racial achievement gap in Nonwhite vs. White students in terms of Reading achievement. Our internal assessments generally show that literacy and achievement is very parallel between French and English as evidenced by report card grades, though we are only now starting benchmarked assessments in French across grades using the STAMP test and do not yet have that data. (We also use the IDAPEL benchmarked French assessment in our lowest grades, but that has not been useful to us in measuring achievement beyond our very lowest grades, so we do not conduct it after 2nd grade.)

Achievement is lower in Math (Level 4 as compared to Level 5) for economically disadvantaged students and Students with Disabilities as compared to those not in those populations, and for Multi-Racial students as compared to White students (other racial classifications represent too small of populations to report upon without identifying students). All of

³ Trends in performance include growth and negative growth.

our students experienced a reduction in Math achievement during the pandemic, with a larger reduction for Multi-Racial students as compared to White students. Our Singapore Math program is very manipulative-heavy, and as such was much more difficult to implement during distance learning. With a return to in person instruction, we have hired a Math Support Specialist to do specific interventions especially with struggling learners in historically underserved populations, and we are providing increased intervention support in the form of additional small group instruction to all struggling learners and learners with lower achievement as compared to peers.

3. Describe the major academic goals of the school over the term of the contract. Explain how these have been met/not met.

Le Monde aspired to have its mean test results on nationally-standardized tests in English and in Math (and in Science in applicable grades) exceed mean scores at the district level, state-wide and nationally, and it has done so, as evidenced by the attachments. It has also aspired to provide academic growth for all students, primarily in English, Math and Science, that meet or exceed district and national growth benchmarks, in a French immersion environment. Le Monde has been successful in that, as evidenced by the attachment Exhibit A. We are seeing French proficiency (reading, writing, listening and speaking) in our students as well, with all of our graduating 8th grade students to date receiving 2 to 4 years of high school French credit on the STAMP French assessment, even in this contract term impacted by the pandemic.

4. Describe the major academic recommendations from the district over the term of the contract. Explain how these have/have not been implemented.

The district has not provided any academic recommendations over the term of this contract (the bulk of which has been during the pandemic).

5. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract or in the school's own performance plan.

Please see Exhibit A, and the answers to the above academic questions.

6. Provide any other academic performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

No additional information.

B. Financial Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its financial performance expectations over the term of the contract.

Le Monde has met its own financial performance expectations, which have primarily been to have sufficient annual revenue to meet its fundamental program expenses, given that it has had to move three times since its inception before finding its current long-term home, and had to be founded and grow to full size without the benefit of federal start up grants. Now that the school is finally in a long-term location and has reached its full k-8th grade size, it is finally achieving an economy of scale and has started to be able to build its cash balances, though progress in this regard was impacted by the pandemic and associated safety-related expenses.

2. Using the data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:
 - a. Near-term measures (assets to liabilities, unrestricted days cash, default)
 - b. Sustainability measures (total margin, debts to assets, cash flow, financial reporting and compliance, municipal audits)
 - c. Long-term measures (financial planning, budgeting, fundraising, grants)

See Exhibit B, attached.

3. Describe the major financial goals of the charter school over the term of the contract. Explain how these have been met/not met.

The school has always been timely and responsible in its financial accountability. The primary goal of the school was to remain stable pending growth into being a K-8th grade school in one location, which occurred just as the pandemic started. During the pandemic, its goal was again to remain stable and operate within budget, and it was again successful with respect to such goal. Now, as the pandemic is resolving, the school is focused on increasing its cash balance to meet recommended benchmarks.

4. Describe the major financial recommendations by the district over the term of the contract. Describe how these have/have not been implemented.

Please see the response to the immediately preceding question.

5. Provide any other financial performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided

in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

No additional information.

C. Organizational Performance

Use this form to provide a narrative response to all questions below. If providing evidence in an appendix, clearly reference the appendix name/number in your response.

1. In brief, describe whether or not the school has met its organizational performance expectations over the term of the contract.

Yes, the school has met all of its organizational goals each year as outlined in its Annual Performance Plans.

2. Using data from the "Sources of Data" section of this application, describe the trends in performance over the term of the contract in the following categories:
 - a. Implementation of the terms of the educational program as defined in the charter contract
 - b. Compliance with applicable education requirements
 - c. Protecting the rights of all students, including students with disabilities and English Language Learners
 - d. Compliance with applicable governance requirements
 - e. Holding the administration accountable
 - f. Compliance with reporting requirements
 - g. Compliance with teacher and other staff credentialing requirements
 - h. Compliance with facilities and transportation requirements
 - i. Compliance with health and safety requirements
 - j. Handling information appropriately
 - k. Compliance with all other obligations

As per the school's Annual Performance Plans and Framework Reports, the school has met each of the standards. It has provided all accountability data when requested, and is not aware of any way in which it does not comply with all of the listed accountability standards, applicable laws and the charter contract.

3. Describe the major organizational goals of the organization during the term of the contract. Describe how these have been met/not met.

During the last three years Le Monde successfully identified, adopted and implemented a suicide prevention curriculum, and it has adopted a suicide prevention policy and plan. Le Monde also successfully identified and adopted an anti-bullying curriculum that it has also implemented. Le Monde is pleased with the work of the parent-driven Families for Diversity, Equity and Inclusivity at Le Monde, which among many other things has conducted promotional outreach in primarily underserved communities in hopes of increasing the diversity of the school's applicant pool. The school continues to try to expand its reach and appeal to diverse populations by enhancing its program and promoting enrollment primarily to under-represented populations, in keeping with its Strategic Outreach Appreciation and Retention Plan (SOAR), excerpts of which are attached as Exhibit C.

4. Describe the major organizational recommendations from the district over the term of the contract. Describe how these have/have not been implemented.

Since Le Monde's last charter renewal, the district has not had any specific recommendations with respect to organizational targets, and has always acknowledged the timely and responsive nature of the school to its accountability targets.

5. Provide any other organizational performance-related evidence, supplemental data, or contextual information that may not be captured in the district's records or in other information provided in this application. All information should be aligned to the renewal criteria stated in ORS 338.065. Any appendices should be clearly referenced. Do not restate information that has already been provided.

None provided.

Plans for the next charter term

This section provides the charter school with an opportunity to discuss plans for the next charter term. Charter schools should use this section to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Charter schools should also use this section as an opportunity to identify all material modifications, changes or additions that the school may be seeking during the next charter term. Examples of this include, but are not limited to: adding or removing grades, raising the enrollment cap, substantively changing the instructional model or the mission, operating in more than one location, etc. In the case of such requests, the district reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if the proposed changes would occur several years into the next charter term, the charter school should outline them here, as any substantial change will be part of the next contract. Any proposed substantive modifications must be stated in this section and are subject to approval by the district consistent with policy and state law.

Note: Responses to this section will not be the basis for the district's decision for renewal or non-renewal. Consistent with NACSA's *Principles and Standards for Quality Charter School Authorizing*, the district will make its decision based on the school's record of performance, as opposed to the promise of future performance or improvement. All renewal decisions will be aligned with the criteria for renewal stated in ORS 338. If the school's renewal application is approved, the plans presented below will inform relevant sections of the charter contract for the new term.

Instructions: Use this section to describe the charter school's academic, financial, and organizational plans for the next charter term. As stated above, describe any proposed material modifications that the charter school will seek in the next term. This section should not exceed 10 pages.

Requested additions to new contract:

Le Monde requests the following in its new contract:

- Renewal for a 10-year term
- That Le Monde may continue offering pre-9th grade credit for French 1-4 and Spanish 1-4, depending on results of the STAMP test for the applicable language

Academic Plans

Despite the pandemic, Le Monde grew to its final size of being a K-8th grade school and successfully achieved its status as an International Baccalaureate World School for the Primary Years Programme. We have made significant progress against many of the primary goals in our last charter renewal, but many of those goals will be ones we will continue to work toward over time.

These include but are not limited to:

1. **Enhancing Transdisciplinary Learning.** Part of maintaining IB status involves continuing to fine-tune our academic programming to ensure cohesive thematic learning across the grades, consistent with our mission and educational philosophy of international-mindedness, to support learners who strive to be inquisitive, communicative, reflective and caring. Le Monde has hired a dedicated Director of IB, to support teachers in honing our Program of Inquiry in elementary and to support teachers in cross-disciplinary collaboration. During the next charter term we hope to document more IB reflections to capture and refine our IB program.

2. **Enhance Learning for Students at Each End of the Learning Spectrum.** Part of our goal during the last charter term was to enhance learning supports especially for our most struggling learners. We implemented instructional supports in the form of additional push in support in math and reading supported by an Early Literacy Specialist and this year a Math Support Specialist. We have also obtained additional professional development for different teachers to support different types of learners, including those with dyslexia, anxiety, ADHD and other learning challenges. We have enhanced some of our learning opportunities by ensuring that we have a native third language teacher on staff to teach Spanish. We will continue to work toward enhanced supports, especially for struggling learners.

3. **Exploring Ways to Enhance STEM Learning as well as Project-Based and Hands On Learning Opportunities.** An additional goal was to enhance STEM learning and increase hands on and project-based learning opportunities. We have done so by hiring a new middle school science teacher, introducing a more engineering/design focused class in middle school, allocating more preparation time for elementary science teachers in upper grades, as well as increased IB-related project based and inquiry-based learning across all grades, supported by a new Director of IB. Last year our 5th graders did their first "Exposition", a more in depth exploration and presentation of projects they chose to explore themselves. We will continue expanding these learning opportunities through implementation of the IB program, in after school electives for middle school students, and in ensuring staffing with educational experience in STEM learning.

4. **Providing Additional Opportunities to Explore the World Outside of the Classroom.** Post-pandemic we have returned to incorporating many opportunities for students to participate in field trips that enhance their curricular explorations, including but not limited to visiting local farms, factories, museums, arts and cultural events, charitable organizations and civic destinations. Our 6th Graders have participated in outdoor school at the Oregon coast, and our parent group has started to organize 8th grade graduation trips separate from school to explore France and other Francophone countries. We hope to continue to expand the opportunities for these real-life explorations to enhance classroom learning.

5. **Continue to Expand Racial Literacy.** The school has been continuing to expand instruction in racial literacy, from adoption of the Pollyanna curriculum to deeper explorations of culturally-relevant history in middle school. As part of its IB approach, the school continues to explore the works of racially, ethnically, and otherwise underrepresented scientists, writers, artists,

and innovators throughout the year, not just during certain months of the year.

Financial Plans

The school achieved most of its financial goals for this last contract term, including moving to a single facility under a long term lease, continuing to explore new grant opportunities, and establishing more cash stability. Unfortunately, due to the pandemic its French teaching intern program was halted, but the school plans to return to that program in collaboration with the French government.

In the coming charter term, the school intends to enhance its cash position in keeping with recommended district best practice recommendations. This will also help the school position itself to be ready to consider future facility options, including expansion of its existing facility or even a capital acquisition at the termination of the existing lease.

Organizational Plans

In the last charter term, the board's plans included right-sizing staffing to support our programmatic model, reducing more policies and procedures to writing, and continuing to facilitate communication among constituencies. While great strides were made in each of these areas, given the pandemic and only being in a single location for one non-pandemic year, we are still working on all of those goals (which will likely always remain as areas for continuous improvement).

One additional area that the school hopes to continue to refine is its emergency preparedness. The school has worked on emergency protocols, installed a hard-wired intercom system, and has continued to increase its emergency storage of supplies. The school hopes to implement a better emergency information dissemination system in the coming charter term.

EXHIBIT A: Charter School Renewal Application

for Le Monde French Immersion Public Charter School

Le Monde does not accept students after 2nd grade, so students graduating from our 8th grade in middle school have been with the school at least six years, if not longer. During their tenure we assess them using NWEA's grade-appropriate MAP Growth Math and Reading tests one to three times per year. (Math 2-5 CCSS 2010 v2; Math 6+ CCSS 2010 v2; Reading 2-5 CCSS 2010 v2; Reading 6+ CCSS 2010 v3.)

The NWEA MAP test provides a RIT score. This score represents student achievement. Students will earn a RIT score for each subject test, and each subject test does not have comparable scores.

The following table shows the Fall Mean RIT scores in MAP Math and in Reading for most of the same students (accepting attrition) over time, as compared with national RIT scores. It evidences that in Math and in Reading Le Monde's achievement (RIT) scores exceed national pre-pandemic norms, as generally does Le Monde's growth. It also shows that year over year we are seeing increased growth during students' tenure at Le Monde.

Current Le Monde 8th Graders

Grade	Year of Assessment	Le Monde Grade Mean RIT Math	National Mean RIT Math (prepandemic norms)	Le Monde Grade Mean RIT Reading	National mean RIT Reading	
2	Fall 2016/17	182.6	175	193.4	172	
3	Fall 2017/18	201.6	188	199.5	187	
4	Fall 2018/19	211.5	200	209.7	197	
5	Fall 2019/20	225.2	209	218.9	204	
6	Fall 2020/21	222.7	215	X	210	Pandemic (distance learning)
7	Fall 2021/22	230.2	220	226.6	214	
8	Fall 2022/23	239.6	225	232.7	218	
7 year growth:		57	50	39.3	46	

Current Le Monde 7th Graders

Grade	Year of Assessment	Le Monde Grade Mean RIT Math	National Mean RIT Math (prepandemic norms)	Le Monde Grade Mean RIT Reading	National mean RIT Reading	
2	Fall 2017/18	182.9	175	183	172	
3	Fall 2018/19	199.6	188	198.5	187	
4	Fall 2019/20	210.1	200	208.4	197	
5	Fall 2020/21	X	209	X	204	Pandemic (distance learning)
6	Fall 2021/22	222.7	215	224.5	210	
7	Fall 2022/23	232.2	220	230.4	214	
6 year growth:		49.3	45	47.4	42	

Current Le Monde 6th Graders

Grade	Year of Assessment	Le Monde Grade Mean RIT Math	National Mean RIT Math (prepandemic norms)	Le Monde Grade Mean RIT Reading	National mean RIT Reading	
2	Fall 2018/19	184.7	175	182.4	172	
3	Fall 2019/20	203.5	188	203	187	
4	Fall 2020/21	X	200	X	197	Pandemic (distance learning)
5	Fall 2021/22	221.2	209	217.5	204	
6	Fall 2022/23	233	215	228.35	210	
5 year growth:		48.3	40	45.95	38	

NWEA MAP Math Test Results

NWEA MAP Reading Test Results

Fall 2021-22 Fall 2022-23

Fall 2021-2022 Fall 2022-23

Grade	% of grade performing in 61st percentile or above nationally	% of grade performing in 61st percentile or above nationally		% of grade performing in 61st percentile or above nationally	% of grade performing in 61st percentile or above nationally
Grade 1	63%	74%			
Grade 2	81%	82%		61%	55%
Grade 3	80%	91%		84%	79%
Grade 4	64%	80%		79%	73%
Grade 5	75%	83%		71%	83%
Grade 6	65%	89%		81%	91%
Grade 7	70%	70%		74%	83%
Grade 8	93%	84%		93%	91%

The same color represents the grade band progression year over year.

Other Academic Statistics:

Graduating Class 2020

11 students

STAMP French credit: # of Students (Years of Credit): 6 (4 years), 4 (3 years), 1(2 years)

Awarded Algebra 1 and 2 Credit: 11 students

DELF B1 Certification: 11 students

DELF B2 Certification: 10 students

All earned silver and/or gold Global Seal of Biliteracy

Graduating Class 2021

28 students

STAMP French Credit: # of Students (Years of Credit): 12 (4 years), 14 (3 years), 2 (2 years)

Awarded Algebra 1 and 2 Credit: 26 students

DELF B1 Certification: 27 students

DELF B2 Certification: 16 students

All earned silver and/or gold Global Seal of Biliteracy

Graduating Class 2022

28 students

STAMP French Credit: # of Students(Years of Credit): 15 (4 years), 11 (3 years), 2 (2 years)

Awarded Algebra 1 and 2 Credit: 25 students

DELF B1 Certification: 28 students

DELF B2 Certification: 18 students

All earned silver and/or gold Global Seal of Biliteracy

DELF (Diplôme d'Etudes en Langue Française) and its sister test the DALF (Diplôme Appofondi de Langue Française) are the only French as a foreign language diplomas issued by the French Ministry of Education. They are valid for life and are recognized worldwide. They assist one in officially validating their French learning, constitute a recognition of school, university and/or professional background in French language, and allow one to study, work and immigrate to a French-speaking country.

EXHIBIT B

<u>Topic</u>	<u>Period</u>	<u>Narrative</u>
Assets to Liabilities	FY2020	1.42 The school continues to maintain a positive ratio of assets to liabilities.
	FY2021	2.50
	FY2022	2.04
	Average	1.99
Unrestricted Days Cash	FY2020	94.63 In FY 2020, as a result of the pandemic, the school was primarily operating in distance learning, so the financial results are uncharacteristic. Generally, in regular years, year over year the school is increasing its unrestricted days cash average, with a goal of meeting district recommendations of 60 days.
	FY2021	49.57
	FY2022	55.90
	Average	66.70
Default	FY2020	0.00
	FY2021	0.00 The school moved to having a third party provide after school programming and eliminated its before school programming, so it no longer has defaults as it is not collecting payments from individuals.
	FY2022	0.00
	Average	0.00
Total Margin	FY2020	1.02 Margins have suffered severe fluctuations due to the various COVID requirements the school had to implement for student and staff health and safety, and to achieve state and local standards. The school anticipates a return to steady growth.
	FY2021	1.08
	FY2022	0.99
	Average	1.03
Debts to Assets	FY2020	0.71 The school is able to continue to support obligations despite unusual demands of the recent pandemic.
	FY2021	0.40
	FY2022	0.49
	Average	0.53
Cash Flow	FY2020	\$ 475,364.15 The school's cash flow situation also follows the other criteria showing the effects of the pandemic years, whereby in 2020 expenses were sufficiently less as school was primarily in distance learning, following by increased expenses to meet the safety challenges created by the pandemic with a return to in person instruction during the pandemic. These fluctuations have normalized with a continued return to in person instruction.
	FY2021	\$ (276,238.91)
	FY2022	\$ 114,341.59
	Average	\$ 104,488.94
Financial Reporting & Compliance		
Municipal Audits		
The school furnishes timely quarterly financial reports to the Portland Public School District along with audited financials to all required entities. The school's audits have been "clean", with no required changes.		
The school reached its full growth and moved from two locations into a single location right before the pandemic started. Combined with the inherent fluctuations of the pandemic, budgeting has involved constant review and revision during the planning process.		
Financial Planning and Budgeting		

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

DRAFT 8/10/22*



Le Monde French Immersion Public Charter School

Strategic Outreach, Appreciation and Retention Plan (S.O.A.R. Plan)

(Original adoption: 10/18/11)

Mission Statement:

Le Monde's mission is to educate children in a French immersion environment that honors the best international academic traditions and develops students who are inquisitive, reflective, communicative, and caring.

Le Monde French Immersion Public Charter School (Le Monde) was founded to provide students from all areas of Portland's public school district and the metro area the opportunity to attend a public school focused on the highest levels of academic achievement in a French language immersion environment.

Its objectives are to offer:

- An attentive and safe environment with smaller classes sizes than may be typical for public schools
- Expert teachers who are dedicated, innovative and caring
- A culture that encourages strong family involvement in their student's development at home
- An emphasis for students on intellectual curiosity, personal integrity and civic-mindedness
- An atmosphere of respect and celebration of diverse backgrounds, opinions and perspectives
- An ethos that values public service and community partnership

"Le Monde" means "The World"—We aspire to teach our students about the world, its people, and their place within our global community.

*SOAR will always be a work in progress, an inspirational and aspirational document for Le Monde. Accordingly, it shall be labeled as a "draft"—indicating that it is a constantly evolving work, as ideas are embraced and rejected.

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

S.O.A.R. Objectives:

SOAR's key objectives are:

- **Outreach and Recruitment:** To grow the diversity of our school's applicant base year-to-year, attract a highly-qualified teaching pool that is reflective of the world's diversity, and build our internal support community (board, committees, volunteers) in a manner that represents our district's growing population of diverse races, ethnicities, socioeconomic backgrounds, and distinct neighborhoods. SOAR will conduct all of its outreach activities with an eye toward this recruitment.
- **Appreciation:** To demonstrate an appreciation, understanding, and celebration of the diversity of our constituencies and the attributes they offer to our community.
- **Retention/Belonging:** To create an environment in which people from diverse backgrounds choose to stay and feel that they belong. Le Monde's goal is the existence of diversity at all levels of its constituencies, to be measured on institutional basis.

Key Constituencies: Students/Student Families, Staff, Volunteers, Board Members

Outreach

Modes of Outreach:

Le Monde's outreach efforts related to enrollment will be primarily to historically-underserved populations of all types, but especially historically under-represented nonwhite students. Outreach efforts:

- **Tables at Local Community Events:** informational tables at community events and gatherings, chaired by one or more of volunteers/staff/board. Representative events include Say Hey, Tet Festival, local neighborhood events.
- **Informational Presentations In person and Online:** publicized on Le Monde's website and through district alternative programs page.
- **Advertisements in Publications Geared to Underrepresented Populations:** in small to large newsletters, newspapers and online (e.g., Asian Reporter, Hey Neighbor PDX, the Skanner, the Portland Observer, neighborhood papers, social media).
- **Providing Information About Enrollment at Le Monde to Organizations:** Providing information about Le Monde and enrollment at Le Monde to organizations that support under-represented populations (e.g., Native American Youth and Family Center, Partners in Diversity, IRCO, Latino Network, Portland Refugee Support Group, the Coalition of Communities of Color).

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

- **Community Postings:** sharing information about Le Monde by pamphleting neighborhoods, posting about Le Monde on listserves, posting at local libraries, neighborhood organizations, etc. Pamphlet was translated into multiple languages by district Multiple Pathways department.
- **Family-Driven Families for Diversity, Equity and Inclusion at Le Monde:** Le Monde has learned from other schools that have successfully increased their diversity that often the most successful enrollment outreach approach is asking for existing families at the school from historically-underrepresented populations to share their perspectives about the school with others. In addition to community-building and educational events like recitals, book groups, resource sharing, etc., our parent/guardian-driven DEI group has assisted by sharing information about Le Monde and enrollment in the community.

In the United States, French is spoken by hundreds of thousands of people, mostly coming from Haiti, North and West Africa, Canada, and Europe. For many, especially new immigrants and low socio-economic families, retaining access to some instruction in French is a challenge. Giving all underserved communities of Francophone background the chance to maintain or give their children a good working knowledge of the French language helps them to keep strong bonds with their respective cultures and cultural identities. The bonds will build confidence, thus increasing opportunities for success in their new environment, both academically and professionally.

Attached as Exhibit A is a list of some of the target organizations with which we have established or have done outreach relationships to further outreach. Contact may be in the form of mailed information for postings or meetings.

In hiring staff and in selecting new board members, the diversity of applicants will be considered a specifically positive trait to enhance our program. The school will consider posting jobs on nationally popular sites like indeed.com, as well as locally on free platforms like craigslist, facebook groups like radjobspdx, and in regions with more diverse educators.

Appreciation/Belonging

Le Monde believes that central to any diversity plan is appreciating and celebrating the various constituencies and their diversity. Le Monde will focus on ensuring that diverse cultures and perspectives are celebrated at all times and interwoven throughout the curriculum, not just on specific months of the year. A list of some of the things done at Le Monde to demonstrate an appreciation of diversity and to cultivate a sense of belonging for all is attached as Exhibit B.

Retention/Belonging

A key component of SOAR is measuring the diversity of our primary constituencies: students, staff and board. Measuring these diversity characteristics of these constituencies on an institutionalized basis over time will help the organization to gauge SOAR's success. Attached as Exhibit C are various racial/ethnic diversity measures. Of note is that obtaining visas/licensure quotas remains an ongoing

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

constraint on retaining diverse staff. Le Monde has addressed this by paying for immigration attorney assistance to obtain visas and supporting diverse staff who are interested in pursuing licensure.

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit A: Outreach Relationships

- Neighborhood Associations
- Boys and Girls Clubs
- Neighborhood House Parenting Program/Head Start (Head Start can't accept brochures of non-district schools when we have approached them)
- Libraries/Store bulletin boards
- Impact NW
- IRCO (immigrant and Refugee Community Organization)/Africa House
- Vietnamese Tet Festival
- The African Film Festival Organization
- Latino Network
- Coalition of Communities of Color
- Portland Refugee Support Group
- Immigrant and Refugee Program Coordinator for Port. (Mariya.Klimenko@portlandoregon.gov)
- Alliance Francaise
- Native American Youth and Family Center (NAYA)
- Partners in Diversity

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit B: Appreciation

Implemented:

- Have teachers send introductory letters and surveys to families before school year starts
- Conduct opportunities for new families to meet the teacher and see the classroom at different times of day (to address needs of working families)
- Include diverse authors, figures, and primary source materials in classrooms
- Institute racial literacy curriculum (Pollyanna)
- Maintain a library of racial literacy and diversity materials for educators
- Maintain an IB library to support learner profile traits
- Professional Development for staff regarding meeting the needs of diverse learners (e.g.):
 - PPS: Working with Students with ADHD/ADD/Anxiety
 - Transactive: Establishing affirming, inclusive and equitable school environments for gender diverse, nonbinary and transgender students and staff
 - ODE: Understanding Equity (Oregon’s Racial History, Implicit Bias, Micro-aggressions, Culturally-Responsive Teaching, Exclusionary Practices)
 - Oregon State Literacy Association Conference: Literacy, Equity and Empowerment
 - Restorative Practices: Alternatives to Suspension
 - Jean Berg: MindUp Social and Emotional Learning Curriculum Professional Development
 - IBO: International Baccalaureate for the PYP Classroom
- Student requested electives for middle school students after school, to create extra cross-grade opportunity for socialization.
- Provide financial support to certain school-related after school activities (e.g., purchasing books for Oregon Battle of the Books, sponsoring after school dances so they are free, etc.)
- Diverse guest speakers/artists/events (examples below):
 - Parfait Bassale, West African artist and educator presented “Bridges” presentation regarding empathy and inclusion
 - Multnomah County Youth Health Equity Team Inclusive Sexual Health Presentation (Upper Grades)
 - “Cassius Clay: The Making of Muhammad Ali” (Oregon Children’s Theater)
 - “The Journal of Ben Uchida” (Oregon Children’s Theater)
 - “George Washington Carver and Friends” (Bright Star Touring Theater Co.)
 - “Struggle for Freedom: The Life of Dr. Martin Luther King, Jr.” (Bright Star Touring Theater Co.)
 - Shue Hawkins: Exploring Mask Making
 - “Pescador” (Silencio Blanco)
 - “School Girls; The African Mean Girls” (Portland Center Stage)

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Schoolwide Celebrations:

- **International Day—exploring the cultural heritage of students, staff and families**
- **Lots of Socks Day—socks serve as a metaphor for the ways we can all be different but still have a lot that is the same**
- **Loving Day—celebrating the anniversary of the Supreme Court decision that struck down anti-miscegenation laws in the US that banned interracial marriage**
- **Juneteenth-- Also known as Freedom Day, Jubilee Day and Cel-Liberation Day, is an American holiday celebrated on June 19. On June 19, 1865, the Emancipation Proclamation— which had been issued on January 1, 1863— was read to enslaved African Americans in Texas by Gordon Granger.**

Parent-led Diversity, Equity and Inclusivity at Le Monde group has created social support groups, student recitals, book groups and events.

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit C: Diversity Metrics (Race/Ethnicity)

Goal: Have Le Monde’s racial diversity metrics reflect the district’s diversity

Le Monde Enrollment by Ethnicity/Race

PPS Enrollment by Ethnicity/Race

Enrollment by Ethnicity/Race	2011	2017	2018	2020	2021	2022		2022
Asian/Pacific Islander	9.1%	1%	1%	1%	1%	1%		6%
Black/African American	12%	4%	4%	3%	3%	3%		9%
Hispanic	15.5%	5%	4%	4%	4%	4%		18%
American Indian/Alaska Native	1.2%	<1%	<1%	1%	1%	1%		1%
White	56.2%	79%	80%	80%	80%	80%		55%
Multiple Ethnicities Specified	6%	11%	11%	10%	12%	11%		12%
Total Students	100	305	333	381	373	381		

Le Monde Immersion Board 2020-2022:

Ethnicity/Race	2022
Asian/Pacific Islander	0—0
Black/African American	1—14%
Hispanic	0—0%
American Indian/Alaska Native	1—14%
White	5—72%
Multiple Ethnicities Specified	0
Total Board	7

Le Monde Staff 2022:

Ethnicity/Race	2022
Asian/Pacific Islander	
Black/African American	1—2%
Hispanic	2—5%
American Indian/Alaska Native	
White	32—78%
Multiple Ethnicities Specified	6—15%
Total Staff	41

**EXHIBIT C—Charter Renewal Application
for Le Monde French Immersion Public Charter School**

Exhibit D: The Advantages of Language Immersion for Disadvantaged Populations (Articles)

Children of color, children from economically disadvantaged backgrounds, and English Language Learners make the greatest proportionate achievement gains from foreign language study. Early foreign language study is less dependent on previous verbal learning than most other elements of the elementary school curriculum and this allows some students to succeed who have otherwise experienced repeated failure in school. Curtain, Helena & Carol Ann Dahlberg (2004) *Languages and Children: Making the Match: New Languages for Young Learners K-8*. Third Edition. New York: Longman.

Foreign language study can help to alter the trajectory for children of average intelligence and narrow the achievement gap in reading. Garfinkel, A. & Tabor, K.E. (1991). "Elementary School Foreign Languages and English Reading Achievement: A New View of the Relationship." *Foreign Language Annals*, 24, No. 5, 375-382.

The authors examined English reading scores of students of varying levels of intelligence who had had one to two years of Spanish instruction in grades five and six. They found an especially significant relationship between high scores in reading and extended foreign language study in the cases of children of average intelligence. The data gathered indicate **those students of average intelligence, rather than above-average intelligence, may benefit the most from early instruction in a second language.**

Foreign language study is an area where children not accustomed to achievement in school are able to excel. The resulting benefit to self-image, self-esteem and satisfaction with school experience are enormous. Evidence from several studies show language students to have a significantly higher self-concept than do non-language students. Masciantonio, R. (1977). "Tangible benefits of the study of Latin: A review of research." *Foreign Language Annals*, 10: 375-382.