

**MID-CYCLE VISIT
VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

FOR

EDUCATION FRANCAISE BAY AREA

640 Davis St Suite 26 - Administration Office

San Francisco, CA 94111

Supplementary Program

Date of Original Self-Study Visit February 4, 2014

May 3, 2017

Visiting Committee Members

Dr. Ginger Hovenic
ACS WASC Director

I. Introduction

Education Francaise Bay Area (EFBA) is a nonprofit organization promoting bilingualism and biliteracy, specifically by teaching French to 285 K-8 students in the San Francisco Bay Area. and is in its eighth year of operation as an afterschool program. The teacher/students ratio is 1/4 with 3% special needs students.

Mission: To offer a bilingual, multicultural French-language education, opening children' minds to the world.

The school combined three components as a part time year round school model to teach French to native speakers and non-native speakers.

1. **An afterschool program**
2. **A French immersion summer camp**, with one hour of formal French teaching per day and 6 to 9 daily hours of French immersion through games and crafts.
3. **A series of cultural activities** during the school year twice a month during the weekend reinforcing the impact and content of the afterschool program.

Schoolwide Learner Outcomes:

Critical thinking and problem solving
Creativity and innovation
Collaboration
Communication skills

Global awareness
Question formulation
Technology skills

The following are the sites where the afterschool programs are housed. The administration office is located on 640 Davis Street Suite 26, San Francisco, CA 94111

| | | | | |
|----------------------------|----------------------------------|--|---------|----|
| Belmont | Nesbit Elem School | 500 Biddulp Way, Belmont, CA 94002 | K-5th | 15 |
| San Carlos | Heather Elem School | 2757 Melendy Dr. San Carlos, CA 94070 | K-5th | 9 |
| Kensington | Kensington Hilltop | 90 Highland Blvd, Kensington, CA 94708 | K-5th | 27 |
| El Cerrito | Korematsu Middle School | 7125 Donal Ave, El Cerrito, CA 94530 | 6th-8th | 5 |
| Burlingame | Lincoln Elementary | 1801 Devereaux Dr, Burlingame, CA 94010 | K-5th | 13 |
| Corte Madera | Neil Cummins | 58 Mohawk Ave, Corte Madera, CA 94925 | K-5th | 25 |
| Menlo Park | Encinal Elem | 195 Encinal Ave, Atherton, CA 94027 | K-5th | 11 |
| Mountain View | Bubb Elementary | 525 Hans Ave, Mountain View, CA 94040 | K-5th | 32 |
| Mountain View | Graham Middle | 1175 Castro St, Mountain View, CA 94040 | 6th-8th | 10 |
| Mountain View | Gabriela Mistral Elem School | 505 Escuela Ave, Mountain View, CA 94041 | K-5th | 5 |
| Oakland | Hillcrest Elem | 30 Marguerite Dr, Oakland, CA 94618 | K-5th | 26 |
| Palo Alto | Juana Briones Elem | 4100 Orme St, Palo Alto, CA 94306 | K-5th | 25 |
| Pleasanton / Tri-Valley | Harvest Middle | 4900 Valley Ave, Pleasanton, CA 94566 | K-5th | 21 |
| San Francisco - Noe Valley | Saint Philip, the Apostle Church | 725 Diamond St, San Francisco, CA 94114 | K-5th | 22 |
| San Jose | Steindorf K-8 STEAM School | 3001 Ross Ave, San Jose, CA 95124 | K-5th | 14 |

Education Francaise Bay Area ACS WASC Mid-cycle Visiting Committee Report

| | | | | |
|--------------|--------------------------------|--|-------|---|
| Santa Clara | Washington Open ElemSchool | 270 Washington St, Santa Clara, CA 95050 | K-5th | 5 |
| Sunnyvale | Cherry Chase Elem School | 1138 Heatherstone Way, Sunnyvale, CA 94087 | K-5th | 9 |
| Sunnyvale | Cumberland ElemSchool | 824 Cumberland Dr, Sunnyvale, CA 94087 | K-5th | 6 |
| Walnut Creek | Walnut Ave Community Preschool | 260 Walnut Ave, Walnut Creek, CA 94598 | K-5th | 5 |

285

The following are a list of the cultural outings held or will be held this school year.

| 2016-2017 CULTURAL OUTINGS (3,5 hours on the week-ends) | | | |
|--|---------------|--------------|--------------------------------------|
| MUSEUM | CITY | LEVEL | DATES |
| Cantor Museum at Stanford | Palo Alto | K-5th | Sun. Jan 29, 2017 |
| De Young Museum | San Francisco | K-5th | Sun. Oct 30 2016 & Sun. Feb12, 2017 |
| Child Discovery Museum | San Jose | K-5th | Sat. Nov 19 2016 & Sat. March 4 2017 |
| Oakland Museum of California | Oakland | K-5th | Sun. 4 Dec 2016 |
| Maritime National Historical Park (Balcultha Ship) | San Francisco | K-5th | Sun. Jan 22 2017 & Sun. 9 April 2017 |
| Hiller Aviation Museum | San Carlos | K-5th | Sun. 23 April 2017 |
| Matisse + Diebenkorn, SF Moma | San Francisco | K-5th | Sun. 14 May 2017 |

The following chart shows the location of the Summer Camps for last summer and the grade levels attending.

| FRENCH IMMERSION SUMMER CAMPS (8:30 am-3:00pm + after care in French) | | | | |
|--|---|---------------------------------------|-----------------|--------------------------------|
| CITY | SCHOOL | ADDRESS | LEVEL | DATES |
| Mountain View | German International School of the Silicon Valley | 310 Easy St., Mountain View CA 94043 | K-5th & 6th-8th | June 20th 2016- Aug 5th 2016 |
| San Francisco | La Scuola Italian International School | 735 Fell St, San Francisco, CA 94117 | K-5th & 6th-8th | June 20th 2016- Aug 12th 2016 |
| Oakland | Yu Ming Chinese Charter School | 1086 Alcatraz Ave, Oakland, CA 94608 | K-5th | June 20th 2016- Aug 5th 2016 |
| Larkspur (Marin) | Hall Middle School | 200 Doherty Dr., Larkspur, CA 94239 | K-5th | June 20th 2016- July 15th 2016 |
| Santa Rosa | Santa Rosa French American Charter School | 1350 Sonoma Ave. Santa Rosa, CA 95405 | K-6th | June 20th 2016- Aug 5th 2016 |

The following chart shows the number of classes by grade level and native French speakers and non-native French speakers, retention rate and average number of students per class.

| | | School Year | | |
|--------------------------------------|----------------------------|-------------|-----------|-----------|
| | | 2014/2015 | 2015/2016 | 2016/2017 |
| Number of Classes | | 53 | 43 | 37 |
| Kindergarten & 1st Grade | Native French Speakers | 106 | 93 | 57 |
| | Non-Native French Speakers | 94 | 62 | 59 |
| 2nd, 3rd, 4th & 5th Grade | Native French Speakers | 137 | 99 | 83 |
| | Non-Native French Speakers | 107 | 74 | 65 |
| 6th, 7th, 8th & 9th Grade | Native French Speakers | 5 | 15 | 4 |
| | Non-Native French Speakers | 10 | 7 | 7 |
| Total Students | | 459 | 350 | 275 |
| Average number of students per class | | 8.7 | 8.1 | 7.4 |
| Retention rate (%) | | 46 | 32 | 31 |

Student achievement is measured through the results of official exams, (*DELF prim* for elementary school children and *DELF Jr* for teenagers). These are internationally recognized exams delivered by the French Ministry of Education granting access to a French university education in the European Union. 100% of the students that have taken the exam have passed.

Significant Changes

Since the last WASC visit in May 2014, two Deans from the French National Education system were replaced within one year. The administration stated this instability has had a detrimental impact on teachers' morale and work. As a result, administration decided to rethink the leadership structure.

Therefore, leadership of the afterschool program is now divided among three people. Two 28-hour/week positions of Academic Program Coordinator; one for the native speakers' track and a second one for the non-native curriculum. Both Coordinators are veteran teachers from the Education Francaise organization and have requested and retained one class in addition to their duties as administrators. The coordinators stated this is a great blend of teaching and managing the program enhancing the learning opportunities for students. A third position of Senior Academic Program Director was created to ensure that both Academic Directors would receive enough support and expertise from an in-house, very experienced, former teacher, manager and mentor. All three members of the afterschool leadership team have remained the same and have provided stability to the program.

Another change was because of these new positions, tuition has increased and there has been a decline in enrollment. The Action Plan is addressing ways to encourage participation and increase enrollment.

The midcycle report was written by the group of administrators with input from staff, students and parents and reviewed by the Board.

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

1. Develop assessment tools (common), assess and use assessment data to improve instruction

Since the last visit, compliance of programs with the CECRL (Cadre Européen Commun de Référence pour les Langues - Common European Framework of Reference for Languages in

France) was reviewed. These programs are used in Europe for the design of educational programs, diplomas, and certificates sanctioning language learning.

Based on the CECRL, the DELF diploma (Diplôme d'Etude en Langue Française) is an official assessment, valid for life. The **DELF Prim** is a diploma intended for elementary students from 7 to 11 years old. The **DELF Junior** is a diploma intended for middle school and high school students from 12 to 17 years old. Unlike the Prim, the Junior ranges from A1 (beginners) to B2 (independent users). The diplomas received at the Prim and Junior levels are equivalent in level to the DELF Tout Public in France.

The curriculum to obtain the French Diplomas allows educational professionals to measure the progress of the French language learners and to evaluate various skills by level:

- language skills: listening, speaking, reading, and writing
- linguistic skills: spelling, phonology, grammar, vocabulary, conjugation
- pragmatic skills: social and cultural, contextual, and discursive skills

Since the last visit, administration has provided professional development to all teachers in creating opportunities for students to gain the knowledge needed to pass these rigorous exams and receive the French diplomas.

January 2016 and January 2017 - two teacher trainings for certification to be examiners for official DELF exams.

February 2017 - Program director trained to be certified trainer to train more teachers to become certified examiners for the DELF exam.

November 2016 and March 2017 - Inclusion of the CECRL requirements in curriculum was implemented and lesson plans were developed using the DELF exam as an assessment tool.

October 2016 - became an official exam center for the DELF.

December 2016 - worked on adapting programs to include all skills (language, linguistic, and pragmatic) assessed by each level of DELF.

December 2016 - worked on adapting report cards to include new goals.

January 2017 to July 2018, working on rewriting French native speaker workbooks to ensure compliance with requirements of the CECRL.

The program is currently working on modifying placement tests and end-of-year tests inside the same level and pre and post assessments to ensure student progress. Teachers and staff are also reworking teacher evaluation processes to assess the compliancy of teacher's lesson plans and progression toward the DELF exam. Each level has three or four tests as assessment tools. Each test is graded on 100 points, and includes four categories of assessment: Oral Comprehension, Reading Comprehension, Writing Production, and Oral Production, modeled on the DELF exam. The teacher, parents, and student is able to note progress and areas for improvement. This provides quantitative data to decide if the student is ready to take the official DELF exam. This is a work in progress by the school but by including the CECRL requirements and offering DELF based placement tests and end-of-year tests, students' performances will improve and allow even more students to take and pass the DELF exam.

The mission of the program consists in helping children to become bilingual effortlessly and willingly; **academics and motivation**. Starting last September, each middle school student parent received a one-question survey asking about the child's motivation to go to French class

and if the student was satisfied with the teacher. The goal is for students to develop intrinsic motivation to remain in the program, achieve bilingualism and to evaluate teacher's performance to ensure appropriate resources have been used to encourage students to stay in the program. Then, the same survey will be sent at the end of the year to see what data can be used throughout the program to motivate participation and achievement towards the DELF exams and to remediate teachers if necessary.

2. Develop educational technology and provide access to this technology

The use of new technologies contributes to the mission by both assisting and enhancing language learning. For a child to become bilingual/multilingual and bicultural/multicultural, it is essential to provide ways to be engaged and active and empower them so they develop intrinsic motivations. Administration stated since the last visit the curriculum has been revised and the integration of new technologies as an efficient tool has been given deep thought and reflection. Challenges were identified as; 1. Classes are very heterogeneous and students' ages range from 5 to 14 years old. Consequently, the degree of tech' proficiency varies greatly. 2. Some students don't have access to a tablet or a smartphone in class and these are not provided by the program. 3. Some schools where classes are held don't provide a Wi-Fi connection.

Therefore the following has been put into the action plan:

| Technologies to enhance teaching and learning - in class | Technologies to maximize the language exposure - outside of the classroom |
|---|--|
| <p>What we already do: - Songs/videos used in classes with an educational goal to pair auditory learning with visual learning.</p> <p>What we want to implement: <u>Educational activities:</u> Didactic: One activity per unit. Phonetic: Use student created videos to provide feedback on pronunciation. Intercultural: Use educational videos to learn more about traditions and cultures. Games: memory games, quizzes, other online related games, competition games the students can play in teams <u>Projects:</u> - Class/team Video contest, for instance, the contest "Anime ta Francophonie", challenging students to use French to gain new skills (filmmaking, producing) which are not specifically language skills. - Project Twit Dictée (spelling contest) - "Je suis un Youtuber" (I am a Youtuber"): create tutorials (voice or drawing) with students to share with other students in the world.</p> | <p>What we already do: - Use of a website to review vocabulary at home (Quizlet)</p> <p>What we want to implement: <u>Projects:</u> - Connect students with classes in other Francophone countries. Voice digital pen pal experiences creating authentic communications. Once the connections have been established, the students can write to each other independently from home. - Create an account on a social network website that students give input in digital communication platform (EDMODO) - Research information on the internet, make a digital presentation (prezi) and present in class.</p> |

To meet students' needs, administration stated teachers need to be involved and trained using technology as one tool to help language learners use language in ways that are culturally appropriate to accomplish authentic tasks.

To provide professional development, the following has been conducted and others are planned:

Two day training program - April 2017

In April, an experienced trainer from the CIEP1, who has specialized in French as a Second Language and in the use of technology in educational programs conducted the in-service.

Teachers' back to school meeting - September 2017

Annual meeting, organize workshops to raise awareness regarding the use of technology, provide each teacher with a tablet and start brainstorming around these questions: What type of collaborative projects will best meet student needs? For which learning purposes? When and how to implement them in their curriculum? How to assess the impact?

Trainings have a dual goal: inform/explain, exchange/assess and address the importance of using technology to accommodate pace and learning styles of students and ways technology increases language exposure.

3. Partnership with local school districts to offer credit toward high school graduation.

This is an ongoing conversation with school districts, however at this time the program is only K-8. Administration stated that as the program grows to include high school students, formal MOU's will be established with each district to allow the completion of coursework to be counted as credit in the receiving school district.

4. Develop and implement a student behavior policy.

A student behavior policy was established in the year of the last visiting committee report and is being implemented. District rules and regulations regarding appropriate behavior is key to the schools ability to retain the sites to instruct the classes.

5. Continue and expand community outreach toward underprivileged minorities.

This recommendation continues to be a work in progress. The program has undergone several leadership changes and the focus continues on building a solid foundation of student assessment, aligned curriculum, use of technology in language learning and professional development toward DELF academic achievement. Outreach programs are in place and will be a target for future growth. Community events include Christmas and End of Year performances, plays, games, songs, and poems in a variety of settings to provide opportunities for students to highlight the programs and enhance their French language skills.

The Action Plan below highlights the targeted areas for improvement over the next three years.

| Activities | Timeline | Responsibility | Monitoring/ evaluation |
|--------------------------|-------------------|--|---------------------------|
| Designing testing system | January-June 2017 | Academic Program Director and program Coordinators | Executive Director |

| | | | |
|--|------------------------|---|---|
| Collecting learning data (Placement tests and end of the year tests) | Sept 2017 and May 2018 | Teachers and Program Coordinators | Academic Programs Director |
| Collecting motivation data (2 surveys sent twice a year) | Sept 2017 and May 2018 | Teachers and Program Coordinators | Academic Programs Director |
| Professional Development targeted at technology use, curriculum development, community outreach and assessment tools | Sept 2016-2018 | Academic Programs Director | Executive Director |
| Analyzing data | June- July 2018 | Academic Programs Director and Development Director | Executive Director |
| Sharing data | Aug- Sept 2019 | Communication Director and Development Director | Executive Director and Board of Directors |

III. Commendations and Recommendations

A. Commendations:

The program has worked hard to address the recommendations left by the last Visiting Committee and will continue to grow academically and enrich the lives of many students with learning the French language.

1. The entire staff is dedicated, hardworking, creative and innovative as they deliver a quality educational experience to students.
2. Students are empowered to be actively involved in all aspects of their educational experience and are able to articulate their progress.
3. The Administration and Staff are dedicated to all students at the school. They set realistic and challenging intellectual and social goals for each student and model the expected behavior of each student.

B. Recommendations:

The following recommendations need to continue to be fully addressed in the next three years as the school progresses in the school improvement process. It is noted that progress has been made in all areas, however, continued focus and priority on academic achievement using these recommendations would provide structure and assistance to students, parents, teachers and the community. The recommendation regarding partnerships with local districts can continue to be a work in progress if the school wishes to add a high school program. The student behavior policy has been created and is monitored and adjusted at each site.

Administration and Staff:

1. Continue to review and adjust assessment tools to monitor student academic achievement in all areas of French language acquisition. Create a systemwide structure to share data with all stakeholders in the program. By identifying, collecting and analyzing formative, summative and authentic assessments on a program wide basis the program will be able to target needed academic focus areas. Also, an institutionalized venue for all staff to review data as a whole provides the setting for program wide attention to student academic progress, decision making, student success and dialogue for best practices.
2. Continue to implement action plan items that focus on technology use in language acquisition and teaching with technology. By being sensitive to the barriers of implementation of using technology at individual sites additional creative ways to provide access will be accomplished.
3. Continue to expand community outreach not only toward underprivileged minorities but to all students especially those in need of scholarships. Expanding community events to showcase the program will provide the community opportunities to engage and learn more about the benefits of learning French.

In Addition the Visiting Committee recommends:

4. Review and clarify the current Student Learning Outcomes to make them measureable as they implement a formalized connection to the curriculum, instruction, assessment, and school culture. With the revision of the measureable Learning Outcomes additional opportunities for growth in the areas of instructional strategies, curriculum development, and the use of assessments to inform instruction will be created.

The administration and staff commented that they are committed to reviewing the Action Plan and driving decisions by data collected on student achievement. They will provide an updated Action Plan addressing recommendations left by this Visiting Committee and feel this is essential to creating a strong academic environment.

In summary, the school has begun the innovations and is still in the process of defining all the components of their school improvement. Formative and summative data collection is a priority to address the academic needs of the students. As the school begins to institutionalize and monitor these programs additional successes will be evident. Education Francaise's commitment to its mission and the caring attention given to students and parents by all staff is apparent. The school needs to continue to focus on high student achievement and ways to engage and motivate students in the learning process.