C.3 Personnel
The French American Academy of Arizona

A) Provide a clear and comprehensive staffing plan, including the minimum professional qualifications and/or experience for each position.

Staffing Plan Matrix, Years One through Three

Position	**Year One**	**Year Two**	**Year Three**
Chief Administrative Officer	1	1	1
Chief Education Officer	1	1	1
Director of Operations	1	1	1
Administrative Staff	0	.5	1
Lead Teacher, French	1	1	1
Lead Teacher, English	0	0	1
Teacher, French	2	3	5
Teacher, English	1	2	2
Specialty Teacher(s), Part-Time	1-2	2-3	2-3
Totals	**7 FTE, 1-2 PTE**	**9 FTE, 2-3 PTE**	**13 FTE, 2-3 PTE**

This matrix is consistent with the Org Charts included in section B Business Plan. The following staffing plan narrative describes the minimum qualifications and/or experience for each position.

Chief Administrative Officer

- Must be committed to the school's mission, vision, and educational philosophy of "Learning for Life"
- A minimum of seven years' experience in education, school finance, governance, management, and/or law or a combination of the above equaling at least seven years; a highly-qualified candidate will have a minimum of ten years' experience or the minimum experience in these fields in both French and English-speaking environments
- A minimum of five years' experience in leadership and management of both adults and children; a highly-qualified candidate will have a minimum of ten years' experience or the minimum experience in these fields in both French and English-speaking environments
- A minimum of seven years' experience in budgetary planning, accounting, and effective allocation of school resources; a highly-qualified candidate will have a minimum of ten years' experience or the minimum experience in these fields in both French and English-speaking environments
- Demonstrated ability to assess data, find trends, and use information to make strategic decisions
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on

performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation

- Demonstrated ability to read, write, speak, and understand French at a fluent or near-fluent level; a highly-qualified candidate will be a native French speaker with English fluency
- Strong organizational skills and ability to multi-task
- Valid fingerprint clearance card required

Director of Operations

- Must be committed to the school's mission, vision, and educational philosophy of "Learning for Life"
- A minimum of five years' experience in operations, business management, human resource management, marketing, development, finance, strategic planning, education, and/or law, or any combination of the above equaling at least five years; a highly-qualified candidate will have a minimum of seven years' experience in these fields or the minimum experience in both French and English-speaking environments
- A minimum of five years' experience in leadership, management, and coaching of high-performing teams or any combination of the above equaling at least five years; a highly-qualified candidate will have a minimum of seven years' experience in these fields or the minimum experience in both French and English-speaking environments
- A minimum of three years' experience in budgetary planning, accounting, and effective allocation of resources or any combination of the above equaling at least three years; a highly-qualified candidate will have a minimum of five years' experience in these fields or the minimum experience in both French and English-speaking environments
- Demonstrated ability to assess data, find trends, and use information to make strategic decisions
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Exceptional verbal and written communication skills
- Demonstrated ability to read, write, speak, and understand French at a fluent or near-fluent level strongly desired; a highly-qualified candidate will demonstrate ability to read, write, speak, and understand French at a fluent level
- Strong organizational skills and ability to multi-task
- Valid fingerprint clearance card required

Administrative Staff

- Must be committed to the school's mission, vision, and educational philosophy

of “Learning for Life”

- A minimum of three years of experience in operations, business administration, and/or finance or any combination of the above preferred; a highly-qualified candidate will have a minimum of five years’ experience in these fields or the minimum experience in both French and English-speaking environments
- Demonstrated proficiency in Microsoft Excel and Access, Quick Books, Numbers, and other financial management and human resources software required; a highly-qualified candidate will be able to demonstrate advanced knowledge in these tools
- Demonstrated proficiency in Microsoft Word, Pages, and other document creation software required; a highly-qualified candidate will be able to demonstrate advanced knowledge in these tools
- Demonstrated knowledge of generally accepted accounting principles (GAAP)
- Excellent data management and reporting abilities
- Demonstrated ability to multitask effectively and prioritize strategically
- Strong attention to detail and timely completion of tasks
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Demonstrated ability to read, write, speak, and understand French desired; a highly-qualified candidate will be able to read, write, speak, and understand French at a fluent or near-fluent level
- Valid fingerprint clearance card required

Chief Education Officer

- Must be committed to the school’s mission, vision, and educational philosophy of “Learning for Life”
- Must be fluent in French with exceptional verbal and written communication skills; a highly-qualified candidate will be a native French speaker
- A minimum of seven years’ experience working in French language education required; a highly-qualified candidate will have a minimum of ten years’ experience or the minimum experience gained via working in bilingual French-English language instruction
- A minimum of seven years’ experience with the French National Ministry of Education protocols, standards, and curriculum; a highly-qualified candidate will have a minimum of ten years’ experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of three years’ knowledge of Arizona Department of Education learning standards for all relevant subjects and grade levels; a highly-qualified candidate will have a minimum of five years’ experience in this field, or the

minimum experience gained via working in dual language French-English language instruction

- A minimum of seven years' experience in leadership and management of both instructional staff and elementary-aged students; a highly-qualified candidate will have a minimum of ten years' experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- Ability to assess data, find trends, and use information to make strategic decisions
- Strong organizational skills and ability to multi-task
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Valid fingerprint clearance card (required)

Lead Teacher, English or French

- Must be committed to the school's mission, vision, and educational philosophy of "Learning for Life"
- French Lead Teachers must be native speakers of French and demonstrate exceptional verbal and written communication skills in the French language; they must also be able to communicate verbally in English
- English Lead Teachers must native speakers of English demonstrate exceptional verbal and written communication skills in the English language; they must also be able to communicate verbally in French
- Experience leading and managing educators preferred; a highly-qualified candidate will have a minimum of three years' experience leading and managing educators in this field, have worked in dual language French-English language instruction
- A minimum of two years' experience in adopting, assessing, and/or modifying curriculum; a highly-qualified candidate will have a minimum of three years' experience in curriculum assessment and development, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of two years demonstrating knowledge of and proficiency in age and developmentally appropriate teaching methods, specifically instructor-led learning; a highly-qualified candidate will have a minimum of three years' experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of one year experience teaching in the assigned subject matter at related grade levels, in France or in the United States; a highly-qualified candidate will have a minimum of five years' experience in this field, or the

minimum experience gained via working in dual language French-English language instruction

- Experience teaching in a dual language immersion environment strongly desirable; a highly-qualified candidate will have a minimum of three years' experience working in dual language French-English language instruction
- Candidates should demonstrate flexibility in experience and teaching styles
- Must be computer literate and possess the ability to use education-related software and databases
- Demonstrated ability to multitask effectively and prioritize strategically
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Bachelor's degree or equivalent in education or related field; a highly-qualified candidate will have a Master's degree or equivalent
- Valid fingerprint clearance card required

Teacher, English or French

- Must be committed to the school's mission, vision, and educational philosophy of "Learning for Life"
- French Teachers must be native speakers of French and demonstrate exceptional verbal and written communication skills in the French language; they are not required to be bilingual
- English Teachers must be native speakers of English and demonstrate exceptional verbal and written communication skills in the English language; they are not required to be bilingual
- A minimum of one year experience in adopting, assessing, and/or modifying curriculum; a highly-qualified candidate will have a minimum of three years' experience in curriculum assessment and development, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of one year demonstrating knowledge of and proficiency in age and developmentally appropriate teaching methods, specifically instructor-led learning; a highly-qualified candidate will have a minimum of three years' experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of one year experience teaching in the assigned subject matter at related grade levels, in France or in the United States; a highly-qualified candidate will have a minimum of three years' experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- Experience teaching in a dual language immersion environment strongly desirable; a highly-qualified candidate will have a minimum of three years'

experience working in dual language French-English language instruction

- Candidates should demonstrate flexibility in experience and teaching styles
- Must be computer literate and possess the ability to use education-related software and databases
- Demonstrated ability to multitask effectively and prioritize strategically
- Ability to approach situations with optimism and perseverance, willingness to take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation
- Bachelor's degree or equivalent in education or related field; a highly-qualified candidate will have a Master's degree or equivalent
- Valid fingerprint clearance card required

Part-Time Specialty Teachers, English or French,

- Must be committed to the school's mission, vision, and educational philosophy of "Learning for Life"
- French Teachers must be native speakers of French and demonstrate exceptional verbal and written communication skills in the French language; they are not required to be bilingual
- English Teachers must be native speakers of English and demonstrate exceptional verbal and written communication skills in the English language; they are not required to be bilingual
- A minimum of one year experience in adopting, assessing, and/or modifying curriculum; a highly-qualified candidate will have a minimum of three years' experience in curriculum assessment and development, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of one year demonstrating knowledge of and proficiency in age and developmentally appropriate teaching methods, specifically instructor-led learning; a highly-qualified candidate will have a minimum of three years' experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- A minimum of one year experience teaching in the assigned subject matter at related grade levels, in France or in the United States; a highly-qualified candidate will have a minimum of three years' experience in this field, or the minimum experience gained via working in dual language French-English language instruction
- Experience teaching in a dual language immersion environment strongly desirable; a highly-qualified candidate will have a minimum of three years' experience working in dual language French-English language instruction
- Candidates should demonstrate flexibility in experience and teaching styles
- Demonstrated ability to multitask effectively and prioritize strategically
- Ability to approach situations with optimism and perseverance, willingness to

take personal responsibility, open to and interested in feedback on performance, eagerness to continue to improve in effectiveness, and steady determination to pursue excellence regardless of the situation

- Bachelor's degree or equivalent in education or related field; a highly-qualified candidate will have a Master's degree or equivalent
- Valid fingerprint clearance card required

B) Describe how the staffing plan is adequate for the effective implementation of the program of instruction and operation of the charter school as described, including:
   - the grades and number of students to be served in each of the first three years of operation, and
   - the number of each type of instructional and non-instructional personnel each year.

Teaching Staffing Plan by Class, Years One through Three

<table>
<tr><th>Class</th><th>Y1</th><th>French FTE</th><th>English FTE</th><th>Y2</th><th>French FTE</th><th>English FTE</th><th>Y3</th><th>French FTE</th><th>English FTE</th></tr>
<tr><td>Kindergarten (Adv French)</td><td>16</td><td>1</td><td>0</td><td>16</td><td>1</td><td>0</td><td>16</td><td>1</td><td>0</td></tr>
<tr><td>Kindergarten (Beg French)</td><td>16</td><td>1</td><td>0</td><td>16</td><td>1</td><td>0</td><td>16</td><td>1</td><td>0</td></tr>
<tr><td>Kindergarten (Level TBD)</td><td>0</td><td></td><td></td><td>0</td><td></td><td></td><td>16</td><td>1</td><td>0</td></tr>
<tr><td>Grade 1 A</td><td>15</td><td rowspan="2">.5</td><td rowspan="2">.5</td><td>16</td><td>.5</td><td>.5</td><td>16</td><td>.5</td><td>.5</td></tr>
<tr><td>Grade 1 B</td><td>0</td><td>16</td><td>.5</td><td>.5</td><td>16</td><td>.5</td><td>.5</td></tr>
<tr><td>Grade 2 A</td><td>8</td><td rowspan="2"></td><td rowspan="2"></td><td>15</td><td rowspan="2">.5</td><td rowspan="2">.5</td><td>16</td><td>.5</td><td>.5</td></tr>
<tr><td>Grade 2 B</td><td>0</td><td>0</td><td>16</td><td>.5</td><td>.5</td></tr>
<tr><td>Grade 3</td><td>5</td><td rowspan="3">.5</td><td rowspan="3">.5</td><td>8</td><td></td><td></td><td>15</td><td>.5</td><td>.5</td></tr>
<tr><td>Grade 4</td><td>5</td><td>5</td><td rowspan="2">.5</td><td rowspan="2">.5</td><td>8</td><td rowspan="2">.5</td><td rowspan="2">.5</td></tr>
<tr><td>Grade 5</td><td>5</td><td>5</td><td>5</td></tr>
<tr><td>Total FTE Teachers</td><td></td><td>3</td><td>1</td><td></td><td>4</td><td>2</td><td></td><td>6</td><td>3</td></tr>
<tr><td>Total PTE Specialty</td><td></td><td>.5</td><td>.5</td><td></td><td>1</td><td>1</td><td></td><td>1.5</td><td>1.5</td></tr>
</table>

This staffing plan allows the effective implementation of our Program of Instruction. As a result of our dual language immersion program, students spend 50% of their time, two days per week, with each of their language instructors. This enables us to have one instructor teach two classes per year. In addition, small class size allows us to cluster grades together and still maintain a high level of academic achievement. As the school grows, additional staff will be added to adjust accordingly while maintaining the small class size key to our Program of Instruction.

As explained in section B.1., Applicant Entity, the French American Academy of Arizona will employ one Administrative Officer, one Education Officer, one Director of Operations, one Lead French Teacher, two French Teachers, one English Teacher, and part-time Specialty Teachers as needed for a total of 7 FTE and 1-2 PTEs to serve 70 students in year one of operation. In year two, our student population will have increased to require 2 additional Teachers, one French and one English. We anticipate perhaps needing an additional Part-Time Administrative staff position dependent upon the prior year's administrative workload, for a total of 9 FTE and 2-3 PTE positions to serve 99 students. In year three, our student population will have increased to 142 students, requiring a Full-Time Administrative staff position, one Lead French Teacher, five French Teachers, one Lead English Teacher, two English Teachers, and Part-Time Specialty Teachers as necessary for a total of 13 FTE and 2-3 PTE positions.

This model has been in use for the past seven years at the French American School of Arizona with similar class size and number of instructors. Detailed descriptions of the work to be performed by each of the Educational and Administrative staff positions to support the Program of Instruction are found in section A.5, the Academic Systems Plan.

All positions have been accounted for and funding explained in section C.5 Three-Year Operational Budget.

C) Provide a detailed plan to recruit, hire, and train instructional staff consistent with the start-up of the school.

In year one, all educational staff at the French American Academy of Arizona will come from existing programs at the French American School of Arizona. The Headmistress, Corinne Arnout, will become the Chief Education Officer. The Lead French Teacher, two French Teachers, one English teacher, and one to two Specialty Teachers will move to the new FrenchAm Academy as the FrenchAm School ceases operation of its Kindergarten and Elementary programs.

Patrice Arnout, Headmaster of the French American School of Arizona, will become the FrenchAm Academy's Chief Administrative Officer. Amy Shaw will become the FrenchAm Academy's Director of Operations. There will be no other administrative staff in year one.

In January of 2019, the Academy will begin recruiting one additional French Teacher and one additional English Teacher to begin work in the second year of operation. Open positions will be posted with the Arizona Department of Education on the Arizona Education Job Board (http://www.arizonaeducationjobs.com), as well as private websites such as Indeed, (www.indeed.com), Jobs, (www.jobs.com), K12 Job spot (www.k12jobspot.com), and School Spring (www.schoolspring.com). Positions will also be posted on the school's website and via the school's social media, with a "parent-

push" campaign to share the announcement. An additional Part-Time Administrative staff position will be added at this time and will be advertised accordingly. Qualified applicants will be interviewed, vetted, hired, and onboarded in a timely manner to begin working just prior to the start of school in 2019.

French speaking staff may be recruited from the French American School of Arizona. Additional avenues for finding qualified French teachers include existing instructor referral, the Association of French Schools in North America (AFSA), contacts at the French Consulate, French cultural organizations in Arizona and California including the Alliance Francaise, and local companies and organizations that hire Francophone employees such as Intel and Arizona State University.

The Academy will recruit an additional English teacher and two additional French teachers in advance of year three, beginning in January 2020. The same process will be used to recruit, vet, hire, and onboard these personnel so they may begin working just prior to the start of school in 2020. The Academy also anticipates transitioning the Part-Time administrative position to a Full-Time position for the 2020 year and would offer the position to the personnel in position if performance during the 2019-2020 school year has been satisfactory. If it has not or the position is declined, the same process would be used to recruit, vet, hire, and onboard personnel to fill the resulting vacancy in time for the start of the 2020 school year.

D) Describe how the process for recruiting initial instructional staff and the identified salaries in the Three-Year Operational Budget result in a staff qualified to effectively implement the program of instruction.

This staffing plan and allotted salaries allows the effective implementation of our Program of Instruction as it is based on the successful model already in place at the French American School of Arizona. In addition, salaries described are base salaries and do not include any monies to be added as bonuses for teachers derived from Proposition 301 funding. As a result of our unique dual immersion program, students spend 50% of their time per week with each of their language instructors. This enables us to have one instructor teach two classes per year. In addition, small class size allows us to cluster grades together and still maintain a high level of academic achievement.

In the first three years of operation while the school is building its foundation, teachers will not teach classes beyond a maximum size of 16 students. This allows them to provide individualized attention to ensure a high level of academic achievement while at the same time not overburdening them with a typical class size of 30 or more students to instruct and manage. Our unique four instructional day weekly schedule allows teachers an entire day every week to prepare lessons, conduct instructional administrative tasks, meet with other teachers, and receive professional development. Feedback from the teachers who will be transitioning from the existing French American

School of Arizona to the FrenchAm Academy indicates that the existence of this day planned into every week offsets any concerns about salary considerations.

Small class size, coupled with a dedicated day each week for teachers to perform administrative duties and receive professional development, are incentives we anticipate attracting high-quality teachers who believe in the school's educational philosophy, mission, and vision. As the school grows, additional staff will be added to adjust accordingly and salaries and bonuses are expected to increase proportionately. Salary details are listed in C.5 Three-Year Operational Budget and Assumptions.

E) Ensure all salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.

All salaries and Employee Related Expenses (ERE) described in the narrative are accounted for in the Start-Up and Three-Year Operational Budgets and fully described in the Budget Assumptions.