

Francophone Charter School of Oakland

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
Email Address	kyla.johnson@ousd.org
Website	http://www.ousd.org

School Contact Information (School Year 2019—20)	
School Name	Francophone Charter School of Oakland
Street	9736 Lawlor St.
City, State, Zip	Oakland, Ca, 94605-4735
Phone Number	510-746-0700
Principal	Kennedy Hilario, Executive Director
Email Address	contact@francophoneschool.org
Website	www.francophoneschool.org
County-District-School (CDS) Code	01612590132514

Last updated: 8/29/2020

School Description and Mission Statement (School Year 2019—20)

Our Mission: The mission of the Francophone Charter School of Oakland (FCSO) is to provide a dual-immersion curriculum to a diverse community of students. Our goal is to develop bilingual and biliterate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity.

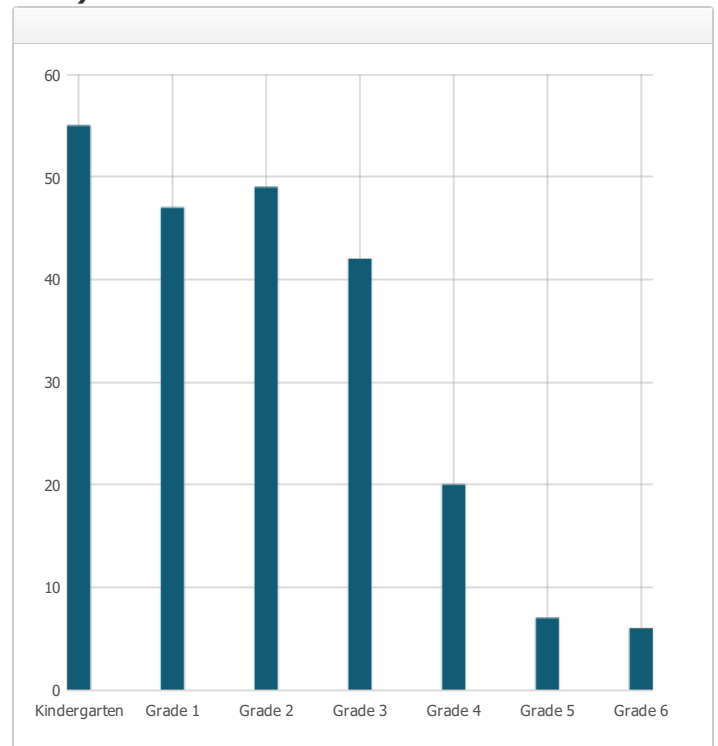
Our Dual Immersion Model: Sometimes called Dual Language Immersion (DLI) or Two-Way Immersion (TWI), our model prepares students to achieve academic standards in both French and English. Teachers and staff speak to students in one language at a time to provide the desired balance between the two languages. Francophone uses the 90-10 model of dual immersion. In transitional kindergarten, kindergarten, first grade, and second grade, students are immersed in French 90% of the school day; the remaining 10% is taught in English. In grades 3-5, French is used 70% of the time and English language time increases to 30%. In grades 6-8, time is divided evenly between instruction in French and English. As they learn French, the international language of diplomacy, spoken in over 29 countries around the globe by over 275 million people, our students learn about the diverse cultures and traditions in the Francophone world and have a unique opportunity to reflect on their own backgrounds, beliefs, and values.

Our Programs: Our students participate in a broad range of study, including reading, writing, speaking, and listening in French and English, history, mathematics, science, physical education, technology, and the arts. Thanks to the instructional innovation of our teachers and the support of our family community, Francophone students are prepared for the California Assessment of Student Performance and Progress (CAASPP), the Diplôme d'Études en Langue Française, Primary (DELFP-Prim), and for a rigorous course of study in high school. Most importantly, our staff and programs gradually build students' capacity to communicate with complexity, to think critically, to collaborate with diverse groups, and to navigate a changing world.

Last updated: 8/29/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	55
Grade 1	47
Grade 2	49
Grade 3	42
Grade 4	20
Grade 5	7
Grade 6	6
Total Enrollment	226



Last updated: 8/29/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	15.90 %
American Indian or Alaska Native	%
Asian	4.40 %
Filipino	0.90 %
Hispanic or Latino	23.00 %
Native Hawaiian or Pacific Islander	%
White	37.60 %
Two or More Races	18.10 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	27.40 %
English Learners	18.10 %
Students with Disabilities	8.00 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

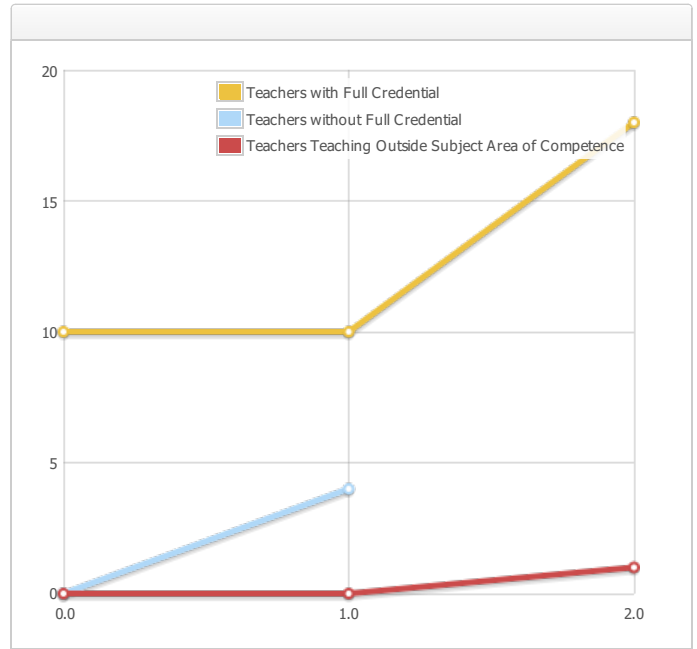
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

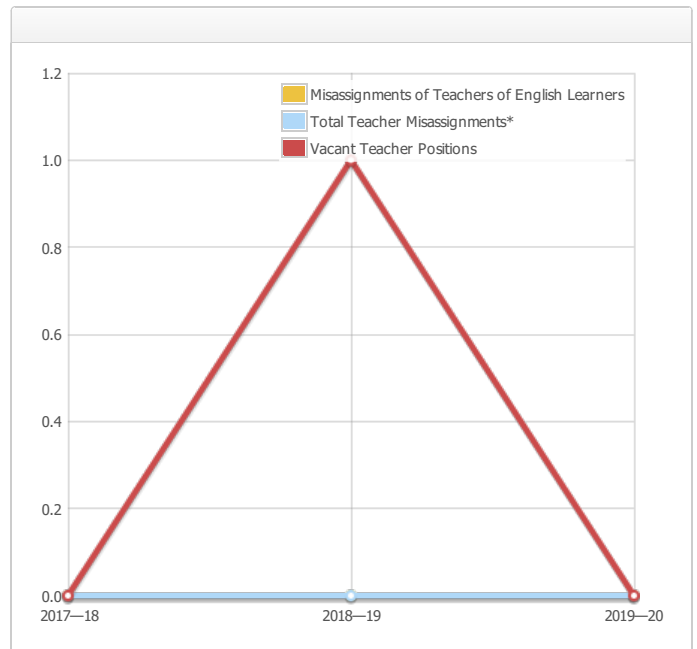
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	10	10	18	
Without Full Credential	0	4		
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 8/29/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 8/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Our Curriculum: This section, while not exhaustive, was designed to provide an overview of what students learn at our school. Thanks to the instructional innovation of our teachers and the support of our family community, Francophone students are prepared for the California Assessment of Student Performance and Progress (CAASPP), the Diplôme d'Études en Langue Française, Primary (DELFPrim), and for a rigorous course of study in high school.

To partner with families and share student progress toward academic and social-emotional learning objectives, FCSO teachers and staff use email, ParentSquare (an application for home-school communication), in person parent-teacher conferences, standards-based report cards, formative assessment results including Fountas & Pinnell reading in English and GB+ reading in French, and dual language continua reflecting year-long growth and development in English and French. In addition, families receive results on their children's performance on state-wide standardized assessments, including the English language development assessment (ELPAC) for students identified as English learners, English language arts and mathematics assessments CAASPP/SBAC) for students enrolled in grades 3 and above, and the Physical Fitness Test (PFT) for students enrolled in grade 5.

Attending to the needs of the whole child, FCSO aims to provide a safe environment for all students and to guide them to understand and manage their own emotional, social, and academic success. Students are encouraged to show respect, to collaborate, to persevere through challenges, and to be caring, concerned, global citizens. To bring forward a set of skills and practices that help students self-regulate and access their own inner resilience at home, at school, and at play, FCSO uses Toolbox by Dovetail Learning. FCSO uses the framework of Positive Behavior Intervention and Support to communicate our core values of safety, respect, and responsibility. Classroom teachers use restorative practices proactively to build relationships among students and responsively, to frame and address dilemmas when they arise.

Year and month in which the data were collected: December 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>ENGLISH LANGUAGE ARTS - FCSO uses Units of Study in Reading and Units of Study in Writing, curriculum published by Heinemann and developed by Lucy Calkins and the Teachers College Reading & Writing Project (TCRWP) at Columbia University. The Units of Study support students in mastering the Common Core State Standards and in navigating a range of texts to support the mission and goals of the Charter School, particularly those related to global citizenship, the Francophone world, and issues of diversity and inclusion. Francophone and English language teachers deliver a balanced literacy program including listening, speaking, foundational skills, word study, vocabulary development, reading, and writing. Teachers use a range of instructional strategies to foster students' dialogue, critical thinking, and ability to make meaning of diverse texts and media. In the younger grades, students are encouraged to practice oral language, especially in French, through poetry, rhyme, song, memorization, repetition, and dramatic play. Teachers introduce foundational skills, such as letter identification, and, as students progress, gradually increase instruction in reading, writing, and formal academic oral expression.</p> <p>FRENCH LANGUAGE ARTS - FCSO teachers curate songs, texts, and instructional materials from a collection of on site resources. These include unit and lesson plans from the readers and writers workshop curriculum developed by Yves Nadon, the Canadian Francophone equivalent of Lucy Calkins/TCRWP and a collection of GB+ leveled books and running records, used to assess students' reading proficiency and to differentiate instruction through text selection and formation of guided reading groups. Teachers also draw upon Alphajeunes: trousse d'évaluation de lecture ("Alphayouth: kit for reading evaluation"), Oralbums, Rue des Contes, and the Lectorino and Lectorinette books and curriculum.</p> <p>Francophone Charter School, with support from parents, teachers, and community partners, maintains a shared library of French language books. Teachers select texts to align with lesson objectives and the global citizenship mission and vision of the school. Through books and digital resources, students travel the world and explore the rich diversity of Francophone culture, without leaving Oakland.</p> <p>The Charter School also collaborates with other established French immersion programs to exchange instructional resources, practices, and innovative approaches to learning.</p>	Yes	0.00 %
Mathematics	<p>FCSO uses Eureka Math and Zearn to teach the Common Core State Standards for Mathematics. Mathematics is taught primarily in French using materials written in English. To bridge between languages, students are taught English terms for mathematical concepts so that they can navigate complex math problems and discuss various approaches in both French and English. Teachers supplement the main math program, Eureka, with digital platforms that differentiate, challenge, and support each student's individual growth.</p> <p>Francophone draws inspiration from Dr. Yeap Ban Har's words: "Instead of teaching math, we are teaching thinking through the medium of math".</p> <p>This approach involves the acquisition and application of mathematics concepts and skills in a wide range of situations,</p>	Yes	0.00 %

including non-routine,

open-ended and real-world problems. Students' problem solving abilities are dependent on five interrelated components: Concepts, Skills, Processes, Attitudes and Metacognition.

Our math curriculum, Eureka Math, makes abstract concepts accessible to all children; lessons are designed with a model called "CRA", in which students learn about the Concrete, then the Representational, then the Abstract. Teachers seek to engage students in the eight mathematical practices, with increasing sophistication over time.

Science	<p>Francophone teachers use the FOSS (Full Option Science System Next Generation K-8) program, published by Delta Education with Lawrence Hall of Science to teach the Next Generation Science Standards. The guiding principle is as follows: "Science is a discovery activity, a process for producing new knowledge. The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts, and develop the ability to think well is to actively participate in scientific practices through their own investigations and analyses." The program provides both science texts and science investigation kits, building students' content knowledge and their ability to think like scientists and engineers. As scientists, they observe phenomena, think about how they relate to what is known, test their ideas, and generate explanations. Teachers curate curriculum and experiences that foster student engagement with the eight science and engineering practices:</p> <p style="text-align: center;">Asking questions (for science) and defining problems (for engineering) Developing and using models Planning and carrying out investigations Analyzing and interpreting data Using mathematics and computational thinking Constructing explanations (for science) and designing solutions (for engineering) Engaging in argument from evidence Obtaining, evaluating, and communicating information</p> <p>In 2018-2019, a culminating event in the spring will give students an opportunity to share their scientific investigations and learning with students at other grade levels in a special event organized by school staff and parent volunteers on the STEM committee.</p>	Yes	0.00 %
History-Social Science	<p>In the 2018-2019 school year, in order to adopt curriculum aligned to the 2016 History-Social Science Framework, the Francophone faculty piloted three of the History-Social Science programs adopted by the California State Board of Education on November 9, 2017.</p> <p style="text-align: center;">These are</p> <p style="text-align: center;">Impact: California Social Studies published by McGraw-Hill School Education California Studies Weekly – Social Studies published by Studies Weekly Social Studies Alive! California Series grades K–5 / History Alive! California Series grades 6–8 published by Teachers' Curriculum Institute.</p> <p>Through local review and evaluation, FCSO adopted Social Studies Alive!/History Alive! California Series and provided professional development to be ready for full implementation fall 2019.</p>	Yes	0.00 %
Foreign Language	<p>Rather than offering foreign languages as electives, as do many American schools, we provide a dual language immersion curriculum at all grade levels, making multilingualism an essential part of the curriculum, the student experience, the teacher training, and the community at FCSO.</p> <p>We are most proud of our unique approach to assessing dual language development in French and English for each student over time. To recognize the diverse backgrounds of our learners and the various rates at which young people acquire new languages, we evaluate their growth using a continuum of language development for each of the three main domains of language: Speaking and Listening, Reading, and Writing. This places an emphasis on personalized goal-setting and growth, rather than competition among peers. Using each continuum, Francophone teachers observe a student's current abilities in French language throughout the year; they record current levels of performance on a quarterly basis. English-language teachers do the same based on each student's abilities in English.</p>	No	0.00 %
Health	<p>FCSO draws on the Health Education Content Standards (California Department of Education, March 2008) to provide students with the knowledge and skills they need to lead healthy lives. Instruction in this area includes Social-Emotional Learning (Toolbox curriculum), aligned readings, thematic units addressing health and social studies standards, physical education, and special programs for students, parents and the broader community. For example, past thematic units have taught students how to prepare food and make sound nutritional choices while</p>	Yes	0.00 %

learning about culinary traditions of the Francophone world (i.e. Vietnam, Morocco, France). Recent supplemental programs to support student health have included hearing, vision, and dental screenings on site, as well as on site immunization clinics.

FCSO's physical education program is based on the 2005 Physical Education Model Content Standards for California Public Schools. Through movement, games, and play, we seek to inspire each child to adopt a physically active lifestyle. We believe that every student, including those with disabilities or health issues, can be successful in physical education with inclusive instruction and diverse resources.

FCSO students learn the lifelong benefits of regular exercise and physical activity by participating in physical education courses for a minimum of 200 minutes per ten days of school (Education Code 51210(g)) in which teamwork, movement, personal progress, and group cooperation are emphasized.

FCSO anticipates health program review in May 2019, following the State Board of Education's scheduled adoption of the Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve.

Visual and Performing Arts	Development of student artistic expression and appreciation for art and music are integral to a wellrounded education, and a core part of a student's experience at Francophone Charter School. Students learn songs from around the world, particularly in French and English, which provide additional context and depth to their French language education. Teachers incorporate visual arts and music into daily instruction, integrating creativity into academic disciplines and aligning the curriculum with the creative mission and vision of the Charter School. In addition, formal music instruction is led by Music for Minors II, a program from the Bay Area, in which music objectives are taught by volunteer docents in close coordination with classroom teachers. Special events in 2018-2019, for which students develop performances including choreography, drama, and song, have included school-wide assemblies in October and December, in which an array of cultural traditions and musical inspirations were shared.	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 8/29/2020

School Facility Conditions and Planned Improvements

Facility was thoroughly inspected in August 2018 and January 2019. In August 2018, classrooms were emptied, all broken or outdated materials were donated or discarded, and supplies were gathered in a central location and subsequently distributed based on teacher needs and class sizes. A large campus clean up with a team of staff and volunteers also took place to prepare the communal and outdoor areas of campus for the first day of school. Subsequently, new boundary lines were painted and line up areas were painted, designating a spot for each class to go during dismissal, transitions to and from recess, or in case of evacuation. In addition, an exterior tent was removed and scheduled to be replaced.

In January 2019, another facility inspection using the FIT resulted in an overall score of good condition for the campus. The external grounds received a fair rating due to the cracked asphalt on the school yard. Electrical received a fair rating due to two light fixtures in need of repair or replacement. Requests for repair were placed, but not yet completed. All other areas were found to meet the criteria for GOOD rating.

Recent improvements include repurposing of the cafeteria to accommodate 7 new staff work stations.
Planned improvements include tent replacement, light repairs, a repair to a swinging pony door in the front office, and asphalt repair.
Needed maintenance will be determined by further assessment, including inspection of security procedures and campus entrances/exits, playground equipment and play structures, etc.

Last updated: 8/29/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Staff Room, Kitchen, Bathroom: Bathroom light requires repair.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Lower Playground: Some cracks in playground, some paint chipping on surfaces. Upper Playground: Playground is free of litter, graffiti, and fencing provides perimeter security. Some areas of pavement are damaged (outside of student boundaries).

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 8/29/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	75.0%	86.0%	36.0%	36.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	68.0%	74.0%	29.0%	29.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 8/29/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	71	94.67%	5.33%	85.92%
Male	28	26	92.86%	7.14%	84.62%
Female	47	45	95.74%	4.26%	86.67%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	11	11	100.00%	0.00%	100.00%
Native Hawaiian or Pacific Islander					
White	36	33	91.67%	8.33%	87.88%
Two or More Races	15	14	93.33%	6.67%	85.71%
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	84.21%
English Learners	11	10	90.91%	9.09%	80.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 8/29/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	70	93.33%	6.67%	74.29%
Male	28	25	89.29%	10.71%	84.00%
Female	47	45	95.74%	4.26%	68.89%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino					
Hispanic or Latino	11	10	90.91%	9.09%	70.00%
Native Hawaiian or Pacific Islander					
White	36	33	91.67%	8.33%	75.76%
Two or More Races	15	14	93.33%	6.67%	92.86%
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	73.68%
English Learners	11	10	90.91%	9.09%	70.00%
Students with Disabilities	--	--	--	--	
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 8/29/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 8/29/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

Francophone Charter School was founded by parent and community leaders, and, in keeping with our mission, continues to engage parents in the work of the school. Parents' involvement is encouraged during the school day, and beyond. Parents, guardians, and community partners support our school and students in many ways, including serving as trained volunteer docents in Music for Minors, preparing materials for teachers, office reception, event planning, photography, fundraising, lunch and recess supervision, and culturally themed literacy events, such as African-American History Month "Read In", in which parents and guardians coordinate with teachers to share a special text with a class.

The Francophone Charter School Community (FCSC) is the parent organization that organizes volunteer and service opportunities for families. Within this organization, we have a President and Vice President who work closely with parent-led committees and the Executive Director to mobilize parent energy and provide a forum for parents to plan, connect, and discuss issues of interest or concern. Meetings are held monthly. Parent-led committees include Science, Technology, Engineering & Math (STEM); Visual & Performing Arts; Facilities; Outreach and Community Engagement; Communications; Fundraising; Literacy; Health and Wellness; Gardening; and Library.

Parents, guardians, and community members seeking involvement with Francophone are encouraged to call our main office at 510.746.0700 or to email at contact@francophoneschool.org.

State Priority: Pupil Engagement

Last updated: 8/29/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	0.00%	4.10%	4.40%	4.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 8/29/2020

School Safety Plan (School Year 2019—20)

Francophone Charter School has a comprehensive safety plan that was approved by the Board in May 2018, revised, and approved in June 2018, effective for the 2018-2019 school year.

The plan's key elements are policies and procedures on campus safety and security, emergency preparedness, disaster plans, school dress code, student discipline, policy against harassment and sexual harassment, prevention of child abuse, and employee conduct with students. In the 2018-2019 school year, the safety focus has been on staff training and community partnerships with neighborhood groups and safety agencies. Staff have completed in person training and extensive, differentiated online training modules based on the role they inhabit and the types of safety most relevant to their daily work responsibilities, such as first aid, universal precautions, FERPA, blood borne pathogens, child abuse reporting, setting boundaries with students, etc. With respect to community partnerships, the focus has been to foster relationships between key staff members at Francophone and community agencies with a direct or indirect focus on safety, including Oakland Fire Department, the Toler Heights Neighborhood Association, and nearby schools including Bishop O'Dowd. A major project sustained this year is the FCSO parent valet program, in which volunteers assist children out of cars in the drop-off zone in front of our lower campus, which eases traffic and reduces students' exposure to streets and crosswalks where injuries and collisions may occur. Long-term, the relationships and open lines of communication will be a foundation for collaboration around safety, student wellness, and emergency preparedness. On an ongoing basis, the school provides teachers with emergency backpacks with emergency contact information for each child in the class, emergency flashlight, and emergency blankets for each child and the teacher. All children bring emergency clothing and food at the start of each semester. The school maintains a supply of emergency management equipment including a megaphone, walkie-talkies, first aid kits, batteries, and radios.

Last updated: 8/29/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00	1	5	
1	22.00		4	
2	23.00		2	
3	11.00	1		
4	13.00	2		
5				
6				
Other**	12.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	27.00		4	
1	25.00		4	
2	23.00	2	2	
3	20.00	2		
4	10.00	2		
5	11.00	2		
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	28.00		2	
1	23.00		2	
2	25.00		2	
3	21.00	1	1	
4	20.00	1		
5	7.00	1		
6	6.00	1		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 8/29/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	0.10
Other	0.60

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 8/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9771.00	\$775.00	\$8996.00	\$60884.00
District	N/A	N/A	--	\$63149.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 8/29/2020

Types of Services Funded (Fiscal Year 2018—19)

The students were supported and assisted by the Charter's two-way immersion education program as well as the after-school program.

Specifically, all students benefited from the school's universal dual language immersion and academic programs, supported through staff salaries, as well as instructional materials and student supplies. All students also benefited from arts and music integration, supported through volunteer service, staff salaries, as well instructional materials and supplies.

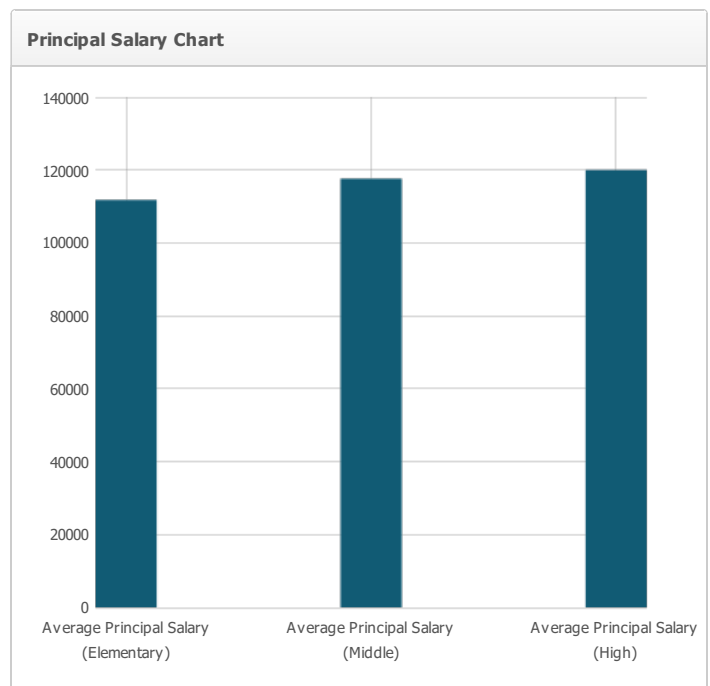
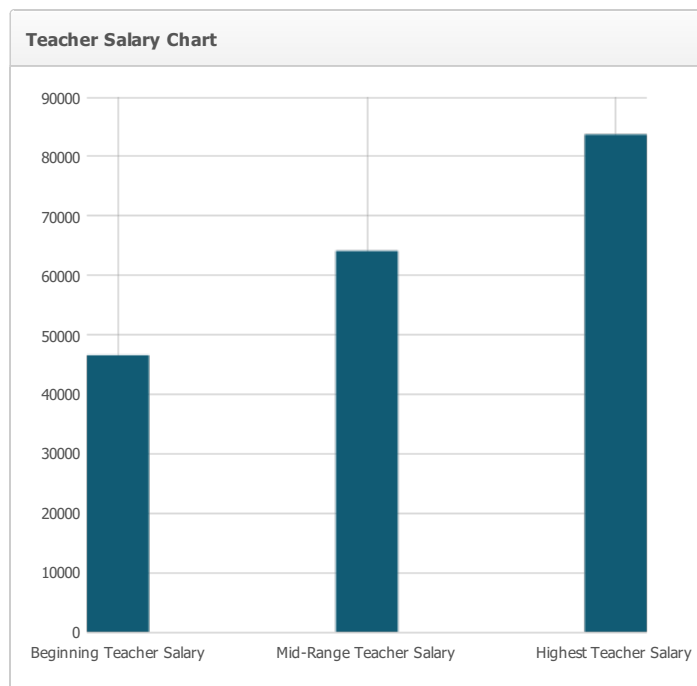
Some students benefited from the school's supplementary programs, supported through staff salaries, as well as expenditures on assessment tools, intervention services, and specialized training in the domains of health, social-emotional well-being, and learning.

Last updated: 8/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,570	\$48,612
Mid-Range Teacher Salary	\$64,124	\$74,676
Highest Teacher Salary	\$83,724	\$99,791
Average Principal Salary (Elementary)	\$111,786	\$125,830
Average Principal Salary (Middle)	\$117,636	\$131,167
Average Principal Salary (High)	\$120,003	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	30.00%	34.00%
Percent of Budget for Administrative Salaries	10.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 8/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	13