

**Francophone Charter School of Oakland**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	9736 Lawlor St. Oakland, CA , 94605-4735	<b>Principal:</b>	Kennedy Hilario, Executive Director
<b>Phone:</b>	(510) 746-0700	<b>Grade Span:</b>	K-8

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/fg/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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### Kennedy Hilario, Executive Director

Principal, Francophone Charter School of Oakland

### About Our School



### Contact

Francophone Charter School of Oakland  
9736 Lawlor St.  
Oakland, CA 94605-4735

Phone: (510) 746-0700

Email: [kennedy@francophoneschool.org](mailto:kennedy@francophoneschool.org)

## Contact Information (School Year 2021–2022)

### District Contact Information (School Year 2021–2022)

<b>District Name</b>	Oakland Unified
<b>Phone Number</b>	(510) 879-2551
<b>Superintendent</b>	Johnson-Trammell, Kyla
<b>Email Address</b>	<a href="mailto:kyla.johnson@ousd.org">kyla.johnson@ousd.org</a>
<b>Website</b>	<a href="http://www.ousd.org">www.ousd.org</a>

### School Contact Information (School Year 2021–2022)

<b>School Name</b>	Francophone Charter School of Oakland
<b>Street</b>	9736 Lawlor St.
<b>City, State, Zip</b>	Oakland, CA , 94605-4735
<b>Phone Number</b>	(510) 746-0700
<b>Principal</b>	Kennedy Hilario, Executive Director
<b>Email Address</b>	<a href="mailto:kennedy@francophoneschool.org">kennedy@francophoneschool.org</a>
<b>Website</b>	<a href="http://www.francophoneschool.wordpress.com">http://www.francophoneschool.wordpress.com</a>
<b>County-District-School (CDS) Code</b>	01612590132514

Last updated: 1/27/22

**School Description and Mission Statement (School Year 2021—2022)**

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

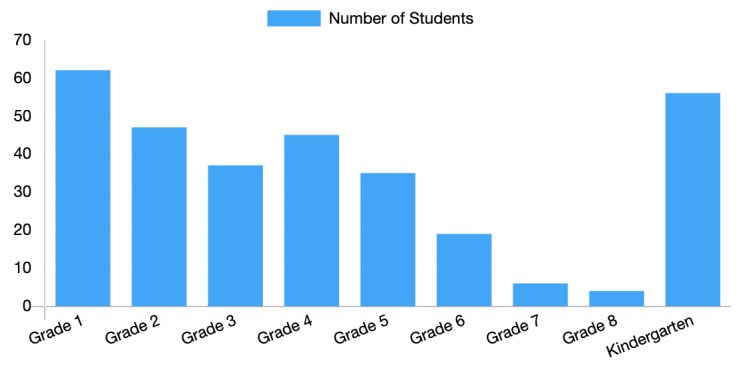
We will achieve our mission by:

- Providing an academically rigorous curriculum that teaches students to excel in French and English;
- Preparing students for the 21st century by offering a well rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Recruiting and maintaining a diverse student body and staff;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision making process;
- Fostering values of accountability and responsibility.

*Last updated: 1/27/22*

**Student Enrollment by Grade Level (School Year 2020–2021)**

Grade Level	Number of Students
Grade 1	62
Grade 2	47
Grade 3	37
Grade 4	45
Grade 5	35
Grade 6	19
Grade 7	6
Grade 8	4
Kindergarten	56
<b>Total Enrollment</b>	<b>311</b>



Last updated: 1/27/22

**Student Enrollment by Student Group (School Year 2020–2021)**

Student Group	Percent of Total Enrollment
Female	53.10%
Male	46.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.70%
Black or African American	18.00%
Filipino	0.60%
Hispanic or Latino	21.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	17.40%
White	33.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	20.60%
Students with Disabilities	11.60%

## 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 Preparation and Placement (School Year 2020—2021)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	46.2	1471.7	56.6	228366.1	83.1
Intern Credential Holders Properly Assigned	1	7.7	95.6	3.7	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4	30.8	725.4	27.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	7.7	64.8	2.5	12115.8	4.4
Unknown	1	7.7	240.6	9.3	18854.3	6.9
Total Teaching Positions	13	100	2598.4	100	274759.1	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated:

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	4
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	4

Last updated:

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	0
Total Out-of-Field Teachers	1

*Last updated:*

**Class Assignments (School Year 2020—2021)**

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	33.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: November 2021

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 &amp; 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 the 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%
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". This approach involves the acquisition and application of mathematics concepts and skills in a wide range of situations, 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.</p> <p>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.</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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> <ul style="list-style-type: none"> <li>• Asking questions (for science) and defining problems (for engineering) Developing and using models</li> <li>• Planning and carrying out investigations</li> <li>• Analyzing and interpreting data</li> <li>• Using mathematics and computational thinking</li> <li>• Constructing explanations (for science) and designing solutions (for engineering) Engaging in argument from evidence</li> <li>• Obtaining, evaluating, and communicating information</li> </ul>	Yes	0%
History-Social Science	<p>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.                      Through local review and evaluation, FCSO adopted Social Studies Alive!/History Alive! California Series</p>	Yes	0%
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 the 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>	Yes	0%



Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	<p>As FCSO has grown to serve upper-level elementary grades, we have implemented age-appropriate health and puberty curriculum. Beginning in 5th grade students receive information on puberty through Puberty Talk by Health Connected. The Puberty Talk curriculum is a comprehensive sexuality education curriculum designed to educate 5th and 6th grade students about sexuality, sexual health, and the changes this age group faces during puberty. The sequential, 5-session curriculum is delivered over the course of one week in April of each school year. In addition to puberty fundamentals, Puberty Talk for 5th grade students incorporates:</p> <ul style="list-style-type: none"> <li>- Trauma-informed and healing-centered instructional practices</li> <li>- Identity mapping and discussion of intersectionality and discrimination</li> <li>- Re-imagined spectrum of puberty changes to acknowledge body/gender identity diversity</li> <li>- Background information for instructors to help facilitate sensitive conversations (glossary of terms, answers to common questions, sample scripts)</li> <li>- A foundation and common language for communicating about sexual health with parents/trusted adults, peers, and future partners</li> <li>- Help for students to identify resources (e.g., parents/trusted adults, school personnel, health care providers)</li> <li>- Parent/Trusted adult interview homework assignment on puberty topics</li> <li>- Gender inclusive language</li> <li>- A variety of pedagogical approaches to maximize engagement for different learners</li> </ul> <p>Health Connected's Teen Talk Middle School curriculum is delivered to FCSO 7th graders in April of each school year. This sequential, 12-session curriculum is delivered over the course of one week.</p> <p>Core components of the Teen Talk Middle School curriculum include:</p> <ul style="list-style-type: none"> <li>- Supports clarification of values about gender roles, relationships, and sexuality</li> <li>- Provides information about where to obtain reproductive health care</li> <li>- Encourages parent and trusted adult communication</li> <li>- Incorporates multi-day parent/trusted adult interview homework assignment for students</li> <li>- Gender inclusive language</li> </ul> <p>Puberty Talk and Teen Talk meets the stringent requirements of the California Healthy Youth Act (CA Education Code sections 51930-51939) and is aligned with the California Health Content Standards and California Health Framework.</p>	Yes	0%
Visual and Performing Arts	<p>In keeping with the mission and values of our founders, FCSO prioritizes the arts, including visual arts, theater, music, and dance. Classroom and school-wide experiences integrate the arts into students' learning, providing opportunities to develop intellectually, to perform, to understand different perspectives and cultures, and to express their shared traits and their individuality across media.</p> <p>In grades K-3, music experiences are provided by volunteer docents trained by Music for Minors, in partnership with classroom teachers. The mission of Music for Minors is to nurture the love and literacy of music in children's classrooms. Instruction includes singing and signing songs, rhythmic movement and dance, playing instruments and musical appreciation through listening and discussion.</p> <p>In grades K-8, art experiences include singing, dramatic performance, visual arts integrated in literacy and social studies, and participation in school-wide events, which include La grande lessive and the creation of art galleries around the theme of the month.</p>	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/27/22

**School Facility Conditions and Planned Improvements**

Both facilities (Toler Heights and St. Jarlath) were thoroughly inspected by a Safety Team in November of 2020 and all repairs and maintenance were performed including painting, decluttering, repair of broken equipment, and all relevant ground upkeep. Both facilities meet the criteria for GOOD rating.

*Last updated: 1/27/22*

**School Facility Good Repair Status**

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate**

Year and month of the most recent FIT report: November 2020

Overall Rating	Good
----------------	------

*Last updated: 1/27/22*

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

    - Aligned with CA CCSS for ELA and mathematics;
    - Available to students in grades 3 through 8, and grade 11; and
    - Uniformly administered across a grade, grade span, school, or district to all eligible students.
  - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
    - Smarter Balanced ELA and mathematics summative assessments;
    - Other assessments meeting the SBE criteria; or
    - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
  - **College and Career Ready:** 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 by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	140	134	95.71	4.29	44.03
Female	78	73	93.59	6.41	50.68
Male	62	61	98.39	1.61	36.07
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	24	92.31	7.69	29.17
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	46.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	50.00
White	51	47	92.16	7.84	42.55
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	20	95.24	4.76	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	22.22

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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.

Last updated: 1/27/22

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven  
(School Year 2020—2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	140	134	95.71	4.29	41.04
Female	78	73	93.59	6.41	38.36
Male	62	61	98.39	1.61	44.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	26	24	92.31	7.69	29.17
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	35.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	50.00
White	51	47	92.16	7.84	38.30
English Learners	13	13	100.00	0.00	15.38
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	21	20	95.24	4.76	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	33.33

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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.

Last updated: 1/27/22

**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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	NT	N/A	NT	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/27/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	NT	NT	NT	NT
Female	25	NT	NT	NT	NT
Male	11	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	19	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Last updated: 1/20/22

### 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

#### California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

Last updated: 1/27/22



## 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 2021-2022)

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](mailto:contact@francophoneschool.org).

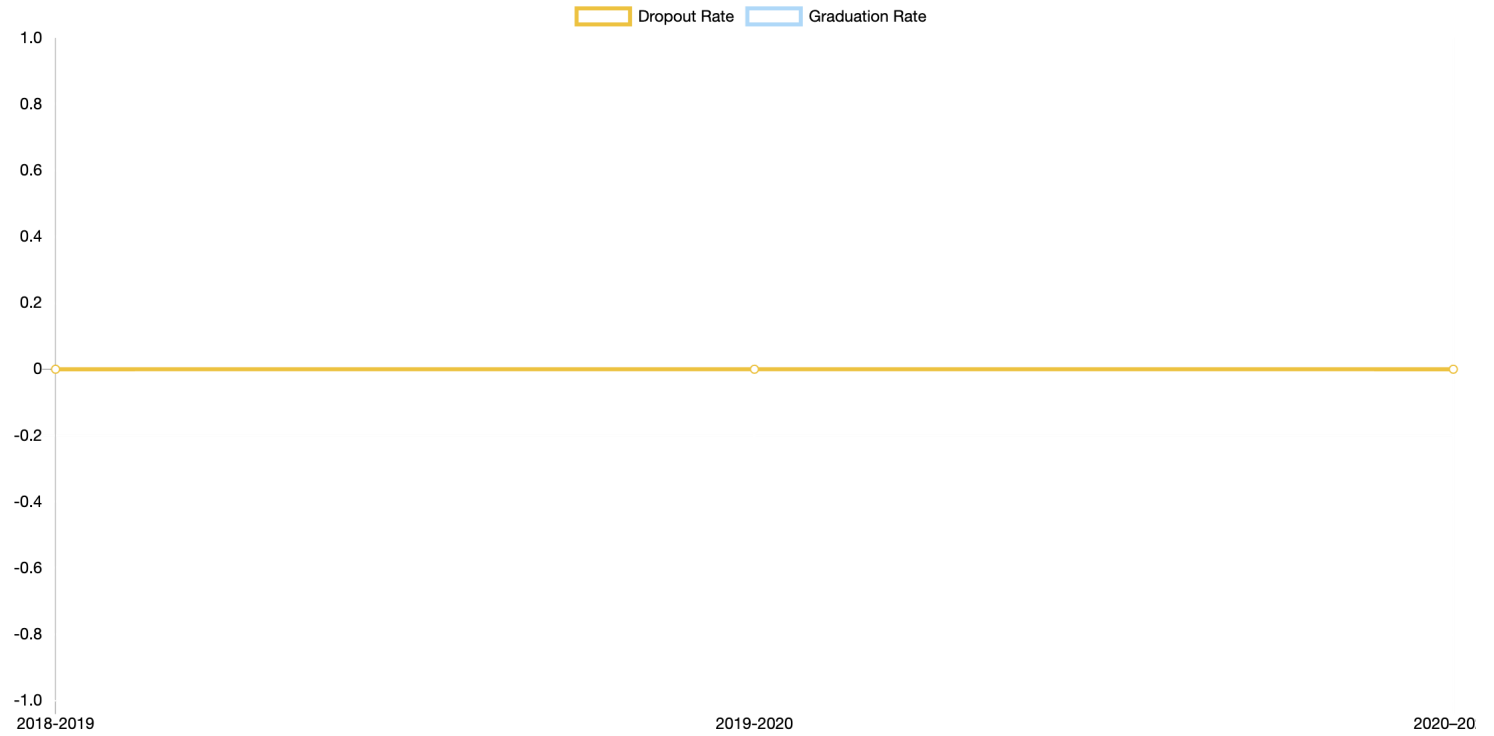
**State Priority: Pupil Engagement**

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

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

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	0.00%	0.00%	0.00%	12.60%	11.20%	11.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	76.50%	76.50%	77.10%	84.50%	84.20%	83.60%



**Chronic Absenteeism by Student Group  
(School Year 2020–2021)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	327	313	22	7.0
Female	171	165	7	4.2
Male	156	148	15	10.1
American Indian or Alaska Native	24	24	1	10.1
Asian	0	0	0	0.0
Black or African American	59	57	6	10.5
Filipino	2	2	0	0.0
Hispanic or Latino	70	69	12	17.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	57	54	0	0.0
White	112	104	3	2.9
English Learners	46	46	7	15.2
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	72	71	9	12.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	37	36	5	13.9

*Last updated:*

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.00%	0.00%	4.40%	0.03%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.09%	0.00%	0.08%	0.00%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.00%	3.64%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Last updated: 1/20/22

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

The Francophone Board of Directors approved the 2021-2022 Comprehensive Safety Plan on February 22, 2021. This plan is reviewed, updated as needed, and approved annually in consultation with stakeholders and local emergency services contacts. The Plan is available to all stakeholders.

The Comprehensive Safety Plan includes the following information:

- School Profile
- Safe School Mission
- School Safety Committee
- School Crime Status (Office Referrals, Attendance Rates, Suspension/Expulsion Data)
- Compliance Safety Policies
  - A. Child Abuse Reporting
  - B. Disaster Procedures
  - C. Suspension/Expulsion Policy and Procedures
  - D. Procedures to Notify Teachers of Dangerous Pupils
  - E. Discrimination and Harassment Policy
  - F. School Wide Dress Code
  - G. Procedures for Safe Ingress/Egress
  - H. Safe and Orderly Environment
  - I. Procedures for Tactical Responses to Criminal Incidents

*Last updated: 1/27/22*

## 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 2018—2019

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**				0

\* 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 2019—2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	3	1	
1	25.00		2	
2	20.00	2		
3	24.00		2	
4	20.00	1	1	
5	19.00	1		
6	7.00	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.

## Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	28.00		4	
1	31.00		4	
2	23.00		4	
3	19.00	2		
4	27.00		1	
5	26.00		1	
6	19.00	1		
Other**	27.00		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.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	1.0

Last updated: 12/31/99

\* 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.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.50
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	1.50
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 12/31/99

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12559.00	\$1160.00	\$11400.00	\$65556.00
District	N/A	N/A	--	\$68321.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	\$84665.00
Percent Difference – School Site and State	N/A	N/A	29.80%	25.40%

Last updated: 1/20/22

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



**Types of Services Funded (Fiscal Year 2020–2021)**

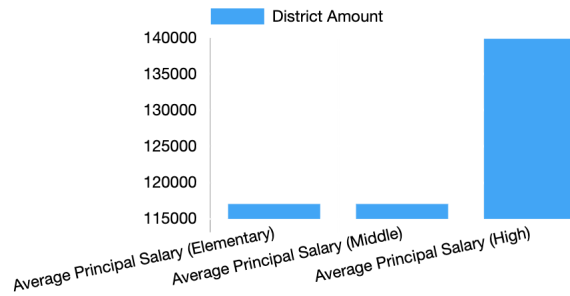
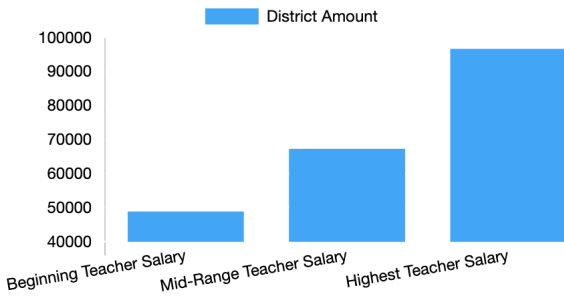
Students are supported and assisted by the Charter's two-way immersion education program as well as the after-school program. Specifically, all students benefited from the school's universal dual language immersion and academic programs, supported through staff salaries, as well as instructional materials 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: 1/20/22*

**Teacher and Administrative Salaries (Fiscal Year 2019–2020)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48926.00	\$50897.00
Mid-Range Teacher Salary	\$67368.00	\$78461.00
Highest Teacher Salary	\$96755.00	\$104322.00
Average Principal Salary (Elementary)	\$111968.00	\$131863.00
Average Principal Salary (Middle)	\$117064.00	\$137086.00
Average Principal Salary (High)	\$139888.00	--
Superintendent Salary	\$336169.00	\$297037.00
Percent of Budget for Teacher Salaries	29.00%	32.00%
Percent of Budget for Administrative Salaries	8.00%	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:*

**Professional Development**

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	45	40	45