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Enactment Date	



# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** March 11, 2025

**Subject** Francophone Charter School 2025-2026 Measure G1 Application

**Ask of the Commission** Approve the Francophone Charter School 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Francophone Charter School 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$4,145.00**. Resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2025-2026  
Measure G1 Application**

**Due: March 1, 2025**

## School Information & Student Data

<b>School</b>	Francophone Charter School	<b>School Address</b>	9736 Lawlor Street Oakland, CA 94605
<b>Contact</b>	Claudia Lee	<b>Contact Email</b>	claudia@francophoneschool.org
<b>Principal</b>	Claudia Lee	<b>Principal Email</b>	claudia@francophoneschool.org
<b>School Phone</b>	510-746-0700	<b>Total Number of Students</b>	330
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$4,145</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	22
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	8

Student Demographics (%)				Measure G1 Team	
English Learners	15%	Asian/Pacific Islander	11%	Name	Position
LCFF	35%	Latinx	24%	Claudia Lee	Executive Director
SPED	9%	Black or African-American	19%	Kailly Chai	Director of Operations
		White	25%	Erika Cardona	Director of the After School Program
		Non categorized	5%		

<sup>1</sup> Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	16%		
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**Chronic Absence**  
(Include raw number and percent)

	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	343 (30.3%)	331 (21.5%)	324	360
Asian/Pacific Islander	N/A	N/A	N/A	0%
Latinx	N/A	74 (29.7%)	N/A	25%
Black or African-American	64 (37.5%)	58 (12.1%)	N/A	10%
White	N/A	89 (19.1%)	N/A	15%
2+ Races	71 (26.8%)	N/A	N/A	N/A
English Learners	N/A	25%	N/A	20%
Students w/ IEPs	N/A	N/A	N/A	N/A
Free/ Reduced Lunch Students	N/A	122(32%)	N/A	30%

## Metrics

(all data points are required)

**Electives**  
(Include raw number and percent)

Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	41	40	34	34
	Language	41	40	34	34
	Music	N/A	N/A	N/A	N/A
Number of students participating in non-course experiences (e.g. after-school program)	Art	N/A	N/A	202	250
	Language	N/A	N/A	30	60
	Music	N/A	N/A	56	80

**Positive & Safe Culture**

(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 2/27/25</b>				
Asian/Pacific Islander	92.3%, 28.5 ADA for 32 Asian students (out of 344 enrolled YTD)	No group	N/A	N/A
Latinx	88.4% 61.7 ADA for 71 Latinx students	90.7% 63.3 ADA for 70 Latinx students (out of 337 YTD)	N/A	92%
Black or African-American	91.4% 55.8 ADA for 64 black students	94.1% 54.5 ADA for 62 black students	N/A	95%
White	92.8% 90.1 ADA for 100 white students	93.3% 82.95 ADA for 91 white students	N/A	95%
Indigenous or Native American	No group	No group	N/A	N/A
English Learners	87.6% 38.8 ADA for 48 ELs	92.6% 53.2 ADA for 59 ELs	N/A	95%
Students w/ IEPs	No group	No group	N/A	N/A
Free/ Reduced Lunch	89.9% 87.5 ADA for 101 FRPM students	90.9% 99.02 ADA for 109 FRPM students	N/A	92%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Suspended Students</b> <b>Date of Figure: 2/27/25</b>				
Asian/Pacific Islander	0%	32 (1.5%)	N/A	0%
Latinx	0%	71 (2.8%)	N/A	0%
Black or African-American	0%	32 (1.5%)	N/A	0%

White	0%	0%	N/A	0%
Indigenous or Native American	N/A	N/A	N/A	0%
English Learners	0%	75 (1.3%)	N/A	0%
Students w/ IEPs	0%	0%	N/A	0%
Free/ Reduced Lunch	94 (1.1%)	113 (2.7%)	N/A	0%

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	23	10	12	15

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
State of School Trimester Meeting with Families and Staff Members	02/27/2025

Staff Engagement Meeting(s)	
Staff Group	Date
Francophone PD Day	02/14/2025
State of School Trimester Meeting with Families and Staff Members	02/27/2025

<u>Music (Rubric)</u>	2023-24	2024-25
<b>Access and Equitable Opportunity</b>	N/A	Quality
<b>Instructional Program</b>	N/A	Quality
<b>Staffing</b>	N/A	Quality
<b>Facilities</b>	N/A	Basic

<i>Equipment and Materials</i>	N/A	Quality
<i>Teacher Professional Learning</i>	N/A	Quality
<a href="#"><u>World Language (Rubric)</u></a>	<b>2023-24</b>	<b>2024-25</b>
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A
<a href="#"><u>Art (Visual Arts, Theater, and Dance)</u></a>	<b>2023-24</b>	<b>2024-25</b>
<i>Access and Equitable Opportunity</i>	Quality	Quality
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Basic	Quality
<i>Equipment and Materials</i>	Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Quality

## Proposed Expenditures

### **Guidelines**

1. In the following sections, please discuss your team’s plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2024-25 Approved Expenditures

<b>All Actual Expenditures</b>	<b>Budget Amount</b>
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Electives (Art, Music, World Language)		
1	Visual Arts Teacher	\$6,068
<b>Budget Total</b>		<b>\$6,068.00</b>

## Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Music Instructor	\$1,800
2	Music instruments	\$300
3	Art Instructor	\$1,800
4	Art Supplies	\$245
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$4,145</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
Increase access and opportunity by paying a Music Instructor and buying a few instruments: Students will have instrumental lessons in drumming, ukulele, guitar. A different instrument/quarter. The Grant will sponsor the instrumental class for 3 months for 75 students who qualify for free and reduced meals, and the school will pay the professional instructor and buy a few instruments. This class is offered to students in all grades on a rotation basis.		250 students/once/week/3 months	\$2,100
Art Instructor and art supplies. Students will learn some drawing and painting techniques that include color theory and perspective depending on their age. This class is offered to students in all grades on a rotating basis. This grant will help		60 students/once/week/3 months	\$2,045

us pay the professional artist and some art supplies for 3 months for 30 students who qualify for free and reduced meals. Increase artistic interest and skills for students.			
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Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Mindfulness	Suspensions and ADA	Sponsored by the school
Yoga	Suspensions and ADA	Sponsored by the school
Basketball	Suspensions and ADA	Sponsored by the school
Pickleball	Suspensions and ADA	Sponsored by the school
Ping Pong	Suspensions and ADA	Sponsored by the school

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Summer program	Sponsored by the school
Basketball Club open to all Middle Schoolers	Sponsored by the School
Web Page Design/Basic Python open to all Middle Schoolers	Sponsored by the School

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**



**State of School  
Families and Staff  
Meeting  
February 27, 2025**

**5:00 PM hybrid**

**Welcome!**



# Goals for The Meeting

1

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## Academic Excellence

-Assessment Data

LCAP Update - Expenditures

2

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## Positive and Inclusive Culture

- Attendance update
- Surveys
- Upcoming events

3

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## Financial and Operational

### Sustainability

- Enrollment update
- LCAP Expenditures
- School Budget Update

# ACADEMIC EXCELLENCE



# NWEA MAP Participation Rate: Students Pre- and Post-Tested Francophone Charter

Test participation rate based on students pre- and post-tested divided by count of students continuously enrolled since census day

- Renewal requirement: 95% or greater

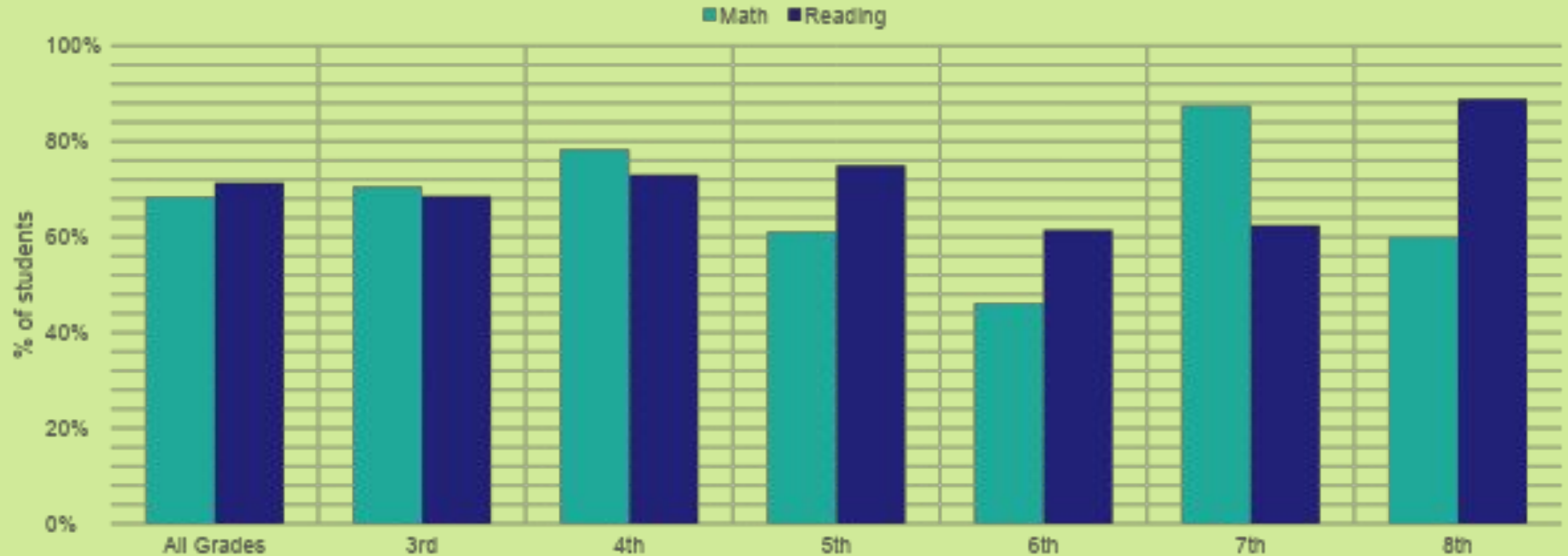
Student Group	# Continuously Enrolled	Math	Reading
All Students	157	99%	98%
Socioeconomically Disadvantaged	57	98%	98%
English Learners	24	100%	100%
Students with Disabilities	21	100%	100%
Asian	14	100%	100%
Black/African Am	32	100%	100%
Hisp/Latino	43	98%	95%





# Students Performing At or Above Grade Level Expectations Winter 2024-25 – Francophone Charter

Winter 2024-25: Students Above 40th Percentile by Grade Level



**7<sup>th</sup> Grade had the highest percentage of students above the 40<sup>th</sup> percentile for Math, and 8<sup>th</sup> Grade had the highest percentage for Reading**



# LCAP Goals: Progress and Implementation

# Budget Overview for Parents

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget as of 10/31/24	Difference
Total LCFF funds	\$3,781,133	\$3,624,014	-\$157,119
LCFF supplemental and concentration grants	\$290,168	\$277,862	-\$12,306
All other state funds	\$1,089,794	\$1,055,830	-\$33,964
All local funds	\$530,156	\$553,462	\$23,306
All federal funds	\$87,132	\$90,442	\$3,310
<b>Total projected revenue</b>	<b>\$5,488,215</b>	<b>\$5,323,748</b>	<b>-\$164,467</b>
Total budgeted general fund expenditures	\$5,484,941	\$5,483,350	-\$1,591



# Goal 1

Francophone students achieve outstanding academic outcomes, develop bilingual & biliterate proficiency, global perspectives, and acquire the essential knowledge, skills, and mindsets necessary to thrive in high school, college, careers and life.

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
1.1	Curriculum & Assessments	Fully Implemented	\$88,733	\$21,888
1.2	Educator Support	Fully Implemented	\$107,150	\$49,485
1.3	MTSS	Fully Implemented	\$223,335	\$80,718
1.4	English Language Development	Fully Implemented	\$263,732	\$89,170
1.5	Special Education	Fully Implemented	\$450,492	\$109,886
1.6	Technology Integration	Fully Implemented	\$18,061	\$2,377
1.7	High-quality French/English Bilingual Instruction	Fully Implemented	\$215,959	\$49,155

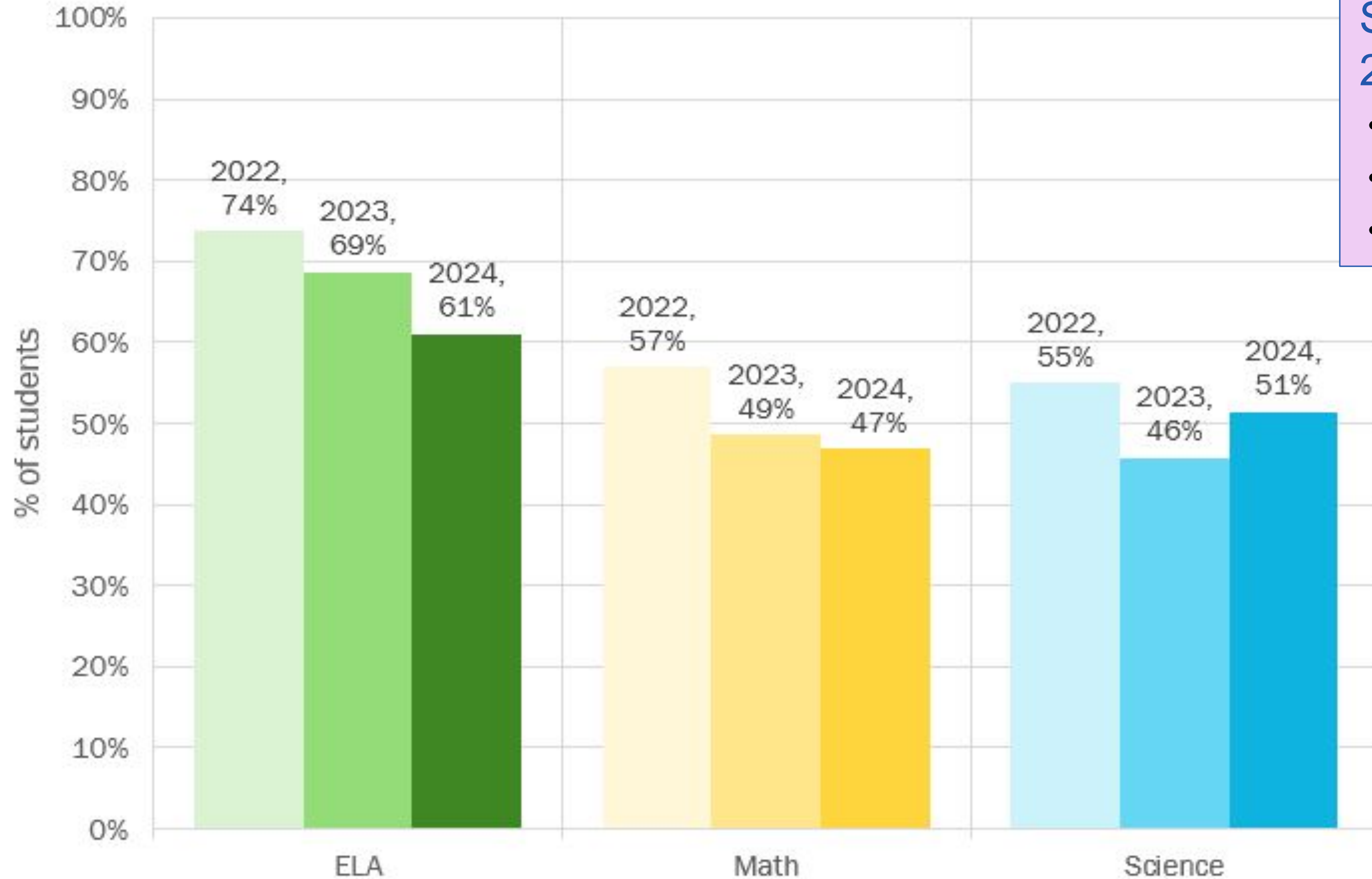


# Goal 1 Outcomes

Metric	Baseline	Year 1 Outcome	Year 3 Target	Current Difference from Baseline
DELFL French literacy assessments: % meeting expectations	2024 A1.1 95%	Not Yet Available	95%	N/A
NWEA MAP Reading and Math % of students meeting Fall to Winter growth targets	2023- 2024 Reading: 39% Math: 48%	2024- 2025 Reading: 51% Math: 62%	50%	Reading: +12 Math: +14
% of students with access to standards-aligned instructional materials	100%	100%	100%	0%
% of teachers properly credentialed and assigned, including EL teachers	2021-22 71%	2022-23 54.3%	75%	0%
Implementation Level of CCSS and ELD standards	2023-24 Initial Implementation: Next Generation Science Standards Full Implementation: ELA, ELD, Mathematics, History-Social Science	Data Not Yet Available	Full Implementation and Sustainability for all CCSS and ELD standards	N/A

# Goal 1 Outcomes

## Meeting or Exceeding the Standard Across Years

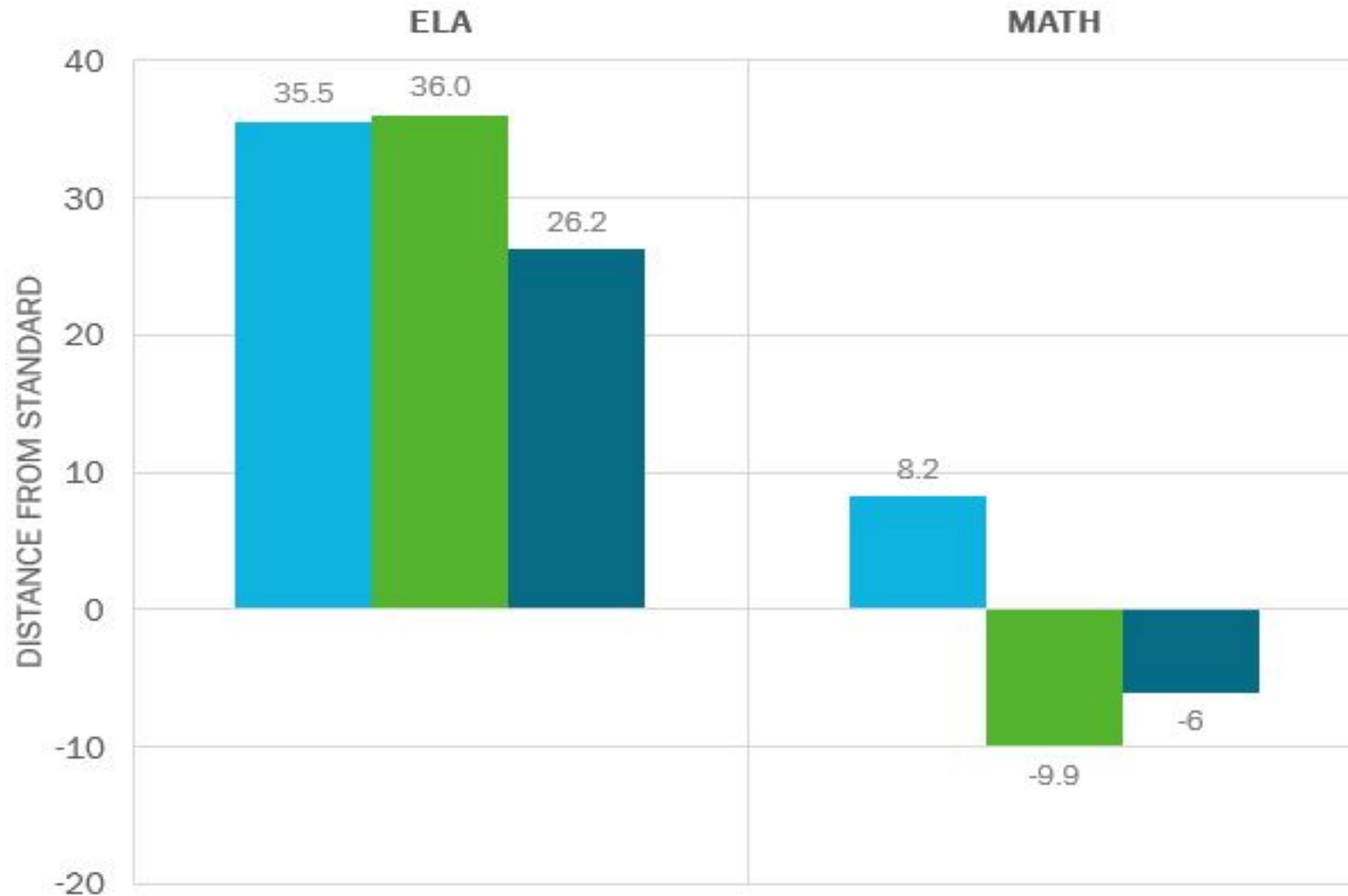


State Averages for 2024:

- ELA: 47%
- Math: 35.5%
- Science: 30.7%

# Goal 1 Outcomes

## AVERAGE DISTANCE FROM STANDARD ACROSS YEARS



State Average DFS  
on 2024 Dashboard:

- ELA: 13.2 pts  
below standard
- Math: 47.6 pts  
below standard

■ 2022  
■ 2023  
■ 2024

# FCSO Plan: 2024-25 and 2025-26 Focus on Math

**Current Mathematics Instructional Practices at FCSO :** In the current language immersion model, Mathematics is taught in French in Grades TK-8. However, all instructional materials adopted by the school are in English. Students therefore engage in Math thinking and work output in English. In the 2023-2024 school year, according to CAASPP results, all student subgroups underperformed in Math as compared to English Language Arts.

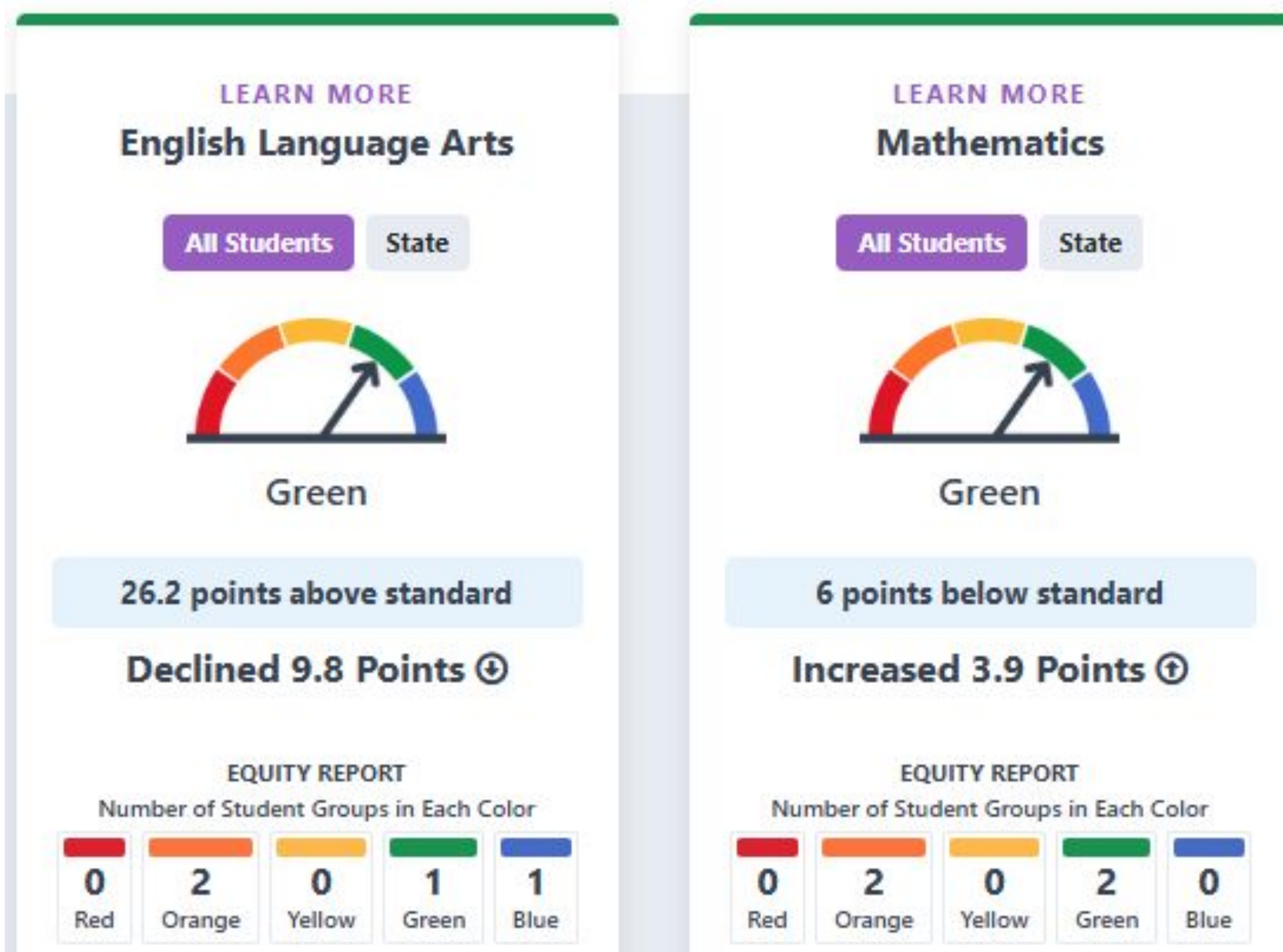
**2024-2025 Instructional Improvements:** In August 2024, we conducted a survey of Math teachers to better understand their needs related to improving Math instruction. Survey results indicated that teachers largely required more support in differentiating Math instruction and accommodating the needs of language learners. Qualitative and quantitative data gathered during teacher observations in December 2024 indicated a need for professional development around lesson planning. We subsequently organized and led professional development around differentiating instruction and lesson planning. Training topics included [aligning lessons to Common Core State Standards](#), [planning vocabulary instruction](#), [the basics of lesson planning](#), [Universal Design for Learning](#), [developing Tier II interventions](#), The next logical step in improving Mathematics instruction is to create French-language translations of key Eureka Math curricular materials. This would allow teachers and students to engage with Math content, and produce Math work, more exclusively in French.

**Proposed Improvements:** The next logical step in improving Mathematics instruction is to create French-language translations of key Eureka Math curricular materials. This would allow teachers and students to engage with Math content, and produce Math work, more exclusively in French. The translation project would involve creating a French-language version of each Eureka Math exit ticket in grades 2-8. Exit tickets in grades TK-K are not language-heavy, and those in Grade 1 have already been translated.



# Goal 1 Outcomes

## Academic Performance on the 2024 CA Dashboard



# Goal 1 Outcomes

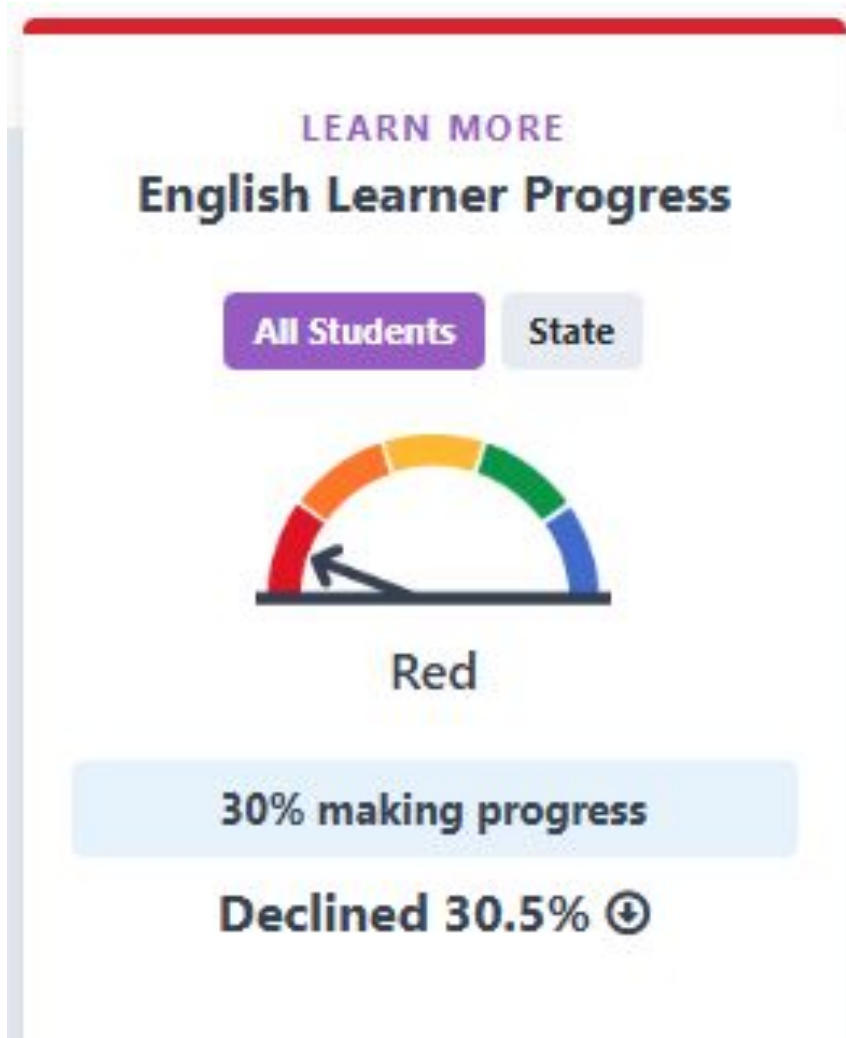
## 2024 SCIENCE ACHIEVEMENT BY GRADE LEVEL

■ Not Met ■ Nearly Met ■ Met Standard ■ Exceeded



# Goal 1 Outcomes

## English Learner Progress on the 2024 CA Dashboard



English Learner Progress Cut Points	
Progress Level	% making progress
Very High	65% or higher
High	55% to less than 65%
Medium	45% to less than 55%
Low	35% to less than 45%
Very Low	Less than 35%

## Percentage of English Learners scoring at Levels 3 & 4 on the ELPAC

2023	2024	Change
69%	58%	-11%

# G-1 GRANT

## Summary of the 2025-2026 Proposal Expenditures

<b>All Proposed Expenditures (from sections below)</b>		<b>Budget Amount</b>
1	Music Instructor	\$1,800
2	Music instruments	\$300
3	Art Instructor	\$1,800
4	Art Supplies	\$245
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$4,145</b>



# INCLUSIVE AND EQUITABLE CULTURE





## Goal 2

Francophone is a flourishing, inclusive community anchored in loving relationships where all students and staff feel belonging for all of their identities and students are empowered to play critical roles in their education and in their communities.

Action #	Action Title (* increased service for high need students)	Status	Budgeted Amount	Expenditures as of 10/31/24
2.1	Broad Course of Study	Fully Implemented	\$135,693	\$39,850
2.2	Social & Cultural Competence	Fully Implemented	\$15,914	\$1,485
2.3	School Culture Practices	Fully Implemented	\$75,323	\$20,537
2.4	Attendance	Fully Implemented	\$28,632	\$7,032
2.5	Family Engagement	Fully Implemented	\$136,107	\$35,000
2.6	Facilities	Fully Implemented	\$619,751	\$229,254

# Goal 2 Outcomes

Metric	Baseline	Year 1 Outcome	Year 3 Target
Student/parent school survey: % who feel school is safe	Students 85% Parents: 91%	Data Not Yet Available	100%
Students/Parents: % who feel connected to school community	Students: 100% Parents: 97%		100%
# of families responding to annual family survey	34 families		73 families
% of families attending Parent Teacher Conferences	91%		95%

# Goal 2 Outcomes

Metric	Baseline	Year 1 Outcome	Year 3 Target
% of students with access to art and music, physical education, and health instruction	100%	100%	100%
Attendance Rate	2023-24: 93%	2024-25 P1 94.67%	95%
Chronic Absence Rate	2022-23 30.3%	2023-24: 21.5%	20%
Suspension Rate	2022-23 1.4%	2023-24 0%	<1%
Middle School Dropout Rate	2022-23 0%	2023-24 6.67%	0%
Facilities Condition	Good Repair	Good Repair	Good Repair



LEARN MORE

## Chronic Absenteeism

All Students

State



Yellow

21.5% chronically absent

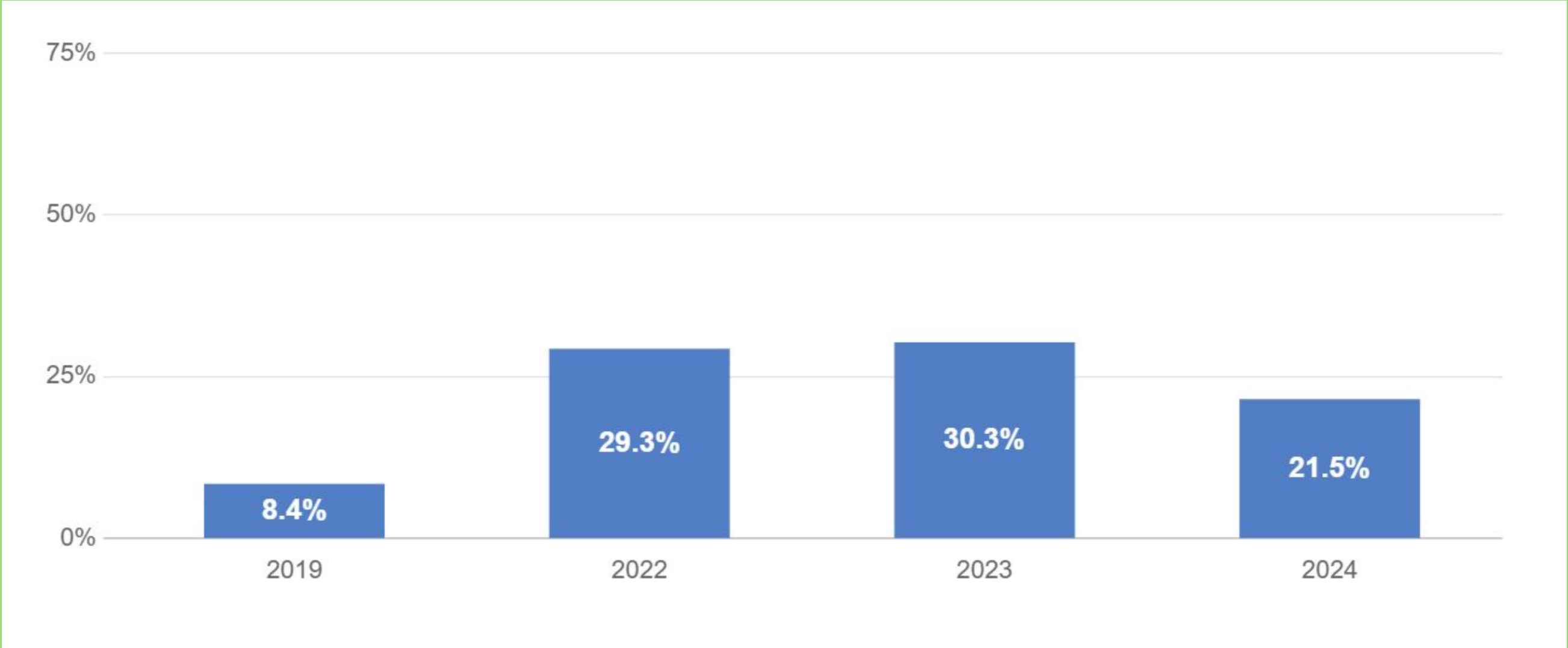
Declined 8.9% ↓

### EQUITY REPORT

Number of Student Groups in Each Color

<b>1</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>
Red	Orange	Yellow	Green	Blue

View More Details →



# Attendance Update



AUGUST/SEPTEMBER 95,54%

SEPTEMBER/OCTOBER 95.66%

OCTOBER/NOVEMBER 93.88%

NOVEMBER/DECEMBER 91.8%

DECEMBER/JANUARY 91.13%

JANUARY/FEBRUARY

## 25-26 Calendar

### **We would like to follow OUSD Calendar**

First Day of School: August 13

Fall break: Nov. 24-28

Holidays Break: Dec. 22-Jan. 2

Winter Break: Feb. 13-17, 5 days (16-20?, 9 days)

Spring Break: April 6-10

Last Week of School: June 5 (June 10?)



# FINANCIAL AND OPERATIONAL SUSTAINABILITY

# Enrollment

and

# Attendance

24-25 Enrollment 324, -13 of projected enrollment

25-26 confirmed enrollment 368 according to available spaces, 2 more TK classes, families who conformed returning students and new students who passed the French proficiency test applying for the upper grades.

Facilities: Considering applying for Prop 2 or Prop 39

Exploring available spaces in Oakland.

Thank you for working together  
to accomplish school goals and  
for reviewing our progress  
towards meeting them!



# Coming Up!

March 3, 4:00 PM Lottery for the 25-26 Academic Year

March 4: School Culture Survey!

March 4-7: Teachers-Families Conferences, Minimum Days

March 6: Coffee with Parents, 8:45 LS, 9:00 US

March 7: Tea with Parents, 5:00 PM

March 8: Gala Fundraiser! 6:00-10:00 PM All invited!

March 22: Beautification of the school, 10:00 AM-12:00 PM

# Your Input

**Thank You!**

Name (original name)	Email	Join time	Leave time	Duration (minutes)	Guest	In waiting room
Jennifer Pardini	jpardini@lashica	2/27/2025 17:05	2/27/2025 17:09	4	No	No
Ashley Dale		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Jason E. SMITH		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Francophone Charter School		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
ER		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Erika Pon		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Nathan Edelman		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Gretchen Peterson-Fisher		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Heather Munoz		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Alexia Germaine		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Liz Abundis		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Gussie		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Lee Kulesher		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Rebecca Peterson-Fisher		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Anne and Ray		2/27/2025 17:06	2/27/2025 17:06	1	Yes	Yes
Heather Munoz		2/27/2025 17:06	2/27/2025 17:57	51	Yes	No
Anne and Ray		2/27/2025 17:06	2/27/2025 18:03	58	Yes	No
Gretchen Peterson-Fisher		2/27/2025 17:06	2/27/2025 19:22	137	Yes	No
Liz Abundis		2/27/2025 17:06	2/27/2025 19:22	137	Yes	No
Gussie		2/27/2025 17:06	2/27/2025 18:34	88	Yes	No
Nathan Edelman		2/27/2025 17:06	2/27/2025 17:07	2	Yes	No
Alexia Germaine		2/27/2025 17:06	2/27/2025 19:01	115	Yes	No
Erika Pon		2/27/2025 17:06	2/27/2025 19:08	123	Yes	No
ER		2/27/2025 17:06	2/27/2025 19:22	137	Yes	No
Rebecca Peterson-Fisher		2/27/2025 17:06	2/27/2025 17:12	7	Yes	No
Jason E. SMITH		2/27/2025 17:06	2/27/2025 18:14	69	Yes	No
Lee Kulesher		2/27/2025 17:06	2/27/2025 17:14	9	Yes	No
Ashley Dale		2/27/2025 17:06	2/27/2025 19:03	118	Yes	No
Jessica Miot		2/27/2025 17:07	2/27/2025 17:07	1	Yes	Yes
Claudia Lee		2/27/2025 17:07	2/27/2025 17:07	1	Yes	Yes
Nathan Edelman		2/27/2025 17:07	2/27/2025 17:07	1	Yes	Yes

Francophone Charter School	2/27/2025 17:07	2/27/2025 17:08	1	Yes	Yes
Nathan Edelman	2/27/2025 17:07	2/27/2025 18:04	57	Yes	No
Jessica Miot	2/27/2025 17:07	2/27/2025 19:22	135	Yes	No
Claudia Lee	2/27/2025 17:07	2/27/2025 18:03	56	Yes	No
Francophone Charter School	2/27/2025 17:08	2/27/2025 19:22	135	Yes	No
Christina Kim	2/27/2025 17:08	2/27/2025 17:08	1	Yes	Yes
Christina Kim	2/27/2025 17:08	2/27/2025 18:11	63	Yes	No
Ike O	2/27/2025 17:09	2/27/2025 17:09	1	Yes	Yes
Ike O	2/27/2025 17:09	2/27/2025 19:13	125	Yes	No
Maxime DABILLY	2/27/2025 17:10	2/27/2025 17:11	1	Yes	Yes
Maxime DABILLY	2/27/2025 17:11	2/27/2025 18:02	52	Yes	No
Chris Perrius Milele	2/27/2025 17:12	2/27/2025 17:12	1	Yes	Yes
Chris Perrius Milele	2/27/2025 17:12	2/27/2025 17:57	45	Yes	No
Shannon Tesseyre	2/27/2025 17:13	2/27/2025 17:13	1	Yes	Yes
Shannon Tesseyre	2/27/2025 17:13	2/27/2025 19:22	130	Yes	No
Laura	2/27/2025 17:14	2/27/2025 17:14	1	Yes	Yes
Laura	2/27/2025 17:14	2/27/2025 18:32	78	Yes	No
Erin Frey	2/27/2025 17:15	2/27/2025 17:19	4	Yes	Yes
Annette Onwurah	2/27/2025 17:15	2/27/2025 17:18	4	Yes	Yes
Erin Frey	2/27/2025 17:19	2/27/2025 19:08	110	Yes	No
Lee Kulesher	2/27/2025 17:19	2/27/2025 17:19	1	Yes	Yes
Lee Kulesher	2/27/2025 17:19	2/27/2025 17:34	16	Yes	No
Estelle fabre	2/27/2025 17:20	2/27/2025 17:20	1	Yes	Yes
Estelle fabre	2/27/2025 17:20	2/27/2025 19:22	123	Yes	No
iPhone	2/27/2025 17:24	2/27/2025 17:24	1	Yes	Yes
iPhone	2/27/2025 17:24	2/27/2025 18:04	41	Yes	No
iana tran	2/27/2025 17:27	2/27/2025 17:27	1	Yes	Yes
iana tran	2/27/2025 17:27	2/27/2025 19:22	115	Yes	No
Marina Ezoe	2/27/2025 17:28	2/27/2025 17:28	1	Yes	Yes
Marina Ezoe	2/27/2025 17:29	2/27/2025 18:56	88	Yes	No
Pike - Logitech Solutions Engineer	2/27/2025 17:32	2/27/2025 17:32	1	Yes	Yes








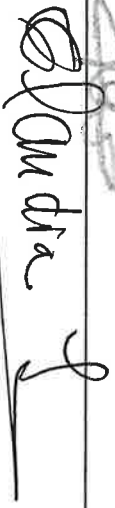
Pike - Logitech Solutions Engineer		2/27/2025 17:32	2/27/2025 17:33	2	Yes	No
REBECCA SCHEEL		2/27/2025 17:34	2/27/2025 17:34	1	Yes	Yes
REBECCA SCHEEL		2/27/2025 17:34	2/27/2025 18:23	50	Yes	No
Star Tiffany (she/her)		2/27/2025 17:36	2/27/2025 17:36	1	Yes	Yes
Star Tiffany (she/her)		2/27/2025 17:36	2/27/2025 19:22	106	Yes	No
Pike - Logitech Solutions Engineer		2/27/2025 17:42	2/27/2025 17:42	1	Yes	Yes
Pike - Logitech Solutions Engineer		2/27/2025 17:42	2/27/2025 19:22	100	Yes	No
eduardo m		2/27/2025 17:43	2/27/2025 17:43	1	Yes	Yes
eduardo m		2/27/2025 17:43	2/27/2025 18:25	42	Yes	No
Morten		2/27/2025 17:44	2/27/2025 17:44	1	Yes	Yes
Morten		2/27/2025 17:44	2/27/2025 18:49	65	Yes	No
Jennifer Pardini	jpardini@lashica	2/27/2025 17:53	2/27/2025 19:22	89	No	No
Annette Onwurah		2/27/2025 17:55	2/27/2025 17:56	1	Yes	Yes
Annette Onwurah		2/27/2025 17:56	2/27/2025 19:20	85	Yes	No
Maria Alvarado		2/27/2025 18:02	2/27/2025 18:02	1	Yes	Yes
Maria Alvarado		2/27/2025 18:02	2/27/2025 19:11	70	Yes	No
Emma		2/27/2025 18:03	2/27/2025 18:03	1	Yes	Yes
Emma		2/27/2025 18:03	2/27/2025 19:22	79	Yes	No
Elena Eberhard		2/27/2025 18:03	2/27/2025 18:04	1	Yes	Yes
EP iPhone		2/27/2025 18:04	2/27/2025 18:04	1	Yes	Yes
EP iPhone		2/27/2025 18:04	2/27/2025 19:20	76	Yes	No
Maxime DABILLY		2/27/2025 18:04	2/27/2025 18:04	1	Yes	Yes
Fifi		2/27/2025 18:04	2/27/2025 18:04	1	Yes	Yes
Maxime DABILLY		2/27/2025 18:04	2/27/2025 18:11	7	Yes	No
Fifi		2/27/2025 18:04	2/27/2025 19:22	78	Yes	No
Antoine Echavidre SUPPORT FRA		2/27/2025 18:05	2/27/2025 18:05	1	Yes	Yes
Antoine Echavidre SUPPORT FRA		2/27/2025 18:05	2/27/2025 18:36	31	Yes	No
iPhone		2/27/2025 18:07	2/27/2025 18:07	1	Yes	Yes
iPhone		2/27/2025 18:07	2/27/2025 18:34	28	Yes	No
Mendocino		2/27/2025 18:07	2/27/2025 18:08	1	Yes	Yes
Mendocino		2/27/2025 18:08	2/27/2025 18:52	45	Yes	No

Maxime DABILLY	2/27/2025 18:11	2/27/2025 19:22	72	Yes	No
Salon Mer	2/27/2025 18:11	2/27/2025 18:11	1	Yes	Yes
Salon Mer	2/27/2025 18:11	2/27/2025 19:22	71	Yes	No
Elena Eberhard	2/27/2025 18:12	2/27/2025 18:12	1	Yes	Yes
Elena Eberhard	2/27/2025 18:12	2/27/2025 18:34	22	Yes	No
eduardo m	2/27/2025 18:25	2/27/2025 18:25	1	Yes	Yes
eduardo m	2/27/2025 18:25	2/27/2025 19:15	50	Yes	No
fmjacket	2/27/2025 18:29	2/27/2025 18:29	1	Yes	Yes
fmjacket	2/27/2025 18:29	2/27/2025 19:22	53	Yes	No
iPhone	2/27/2025 18:35	2/27/2025 18:35	1	Yes	Yes
iPhone	2/27/2025 18:35	2/27/2025 19:22	48	Yes	No
Emily	2/27/2025 18:44	2/27/2025 18:44	1	Yes	Yes
Emily	2/27/2025 18:44	2/27/2025 19:00	17	Yes	No
Noah Johnson	2/27/2025 18:45	2/27/2025 18:45	1	Yes	Yes
Noah Johnson	2/27/2025 18:45	2/27/2025 19:22	38	Yes	No
Maafu	2/27/2025 18:45	2/27/2025 18:45	1	Yes	Yes
Maafu	2/27/2025 18:45	2/27/2025 19:22	37	Yes	No
Morten	2/27/2025 18:49	2/27/2025 18:52	3	Yes	No
Morten	2/27/2025 18:52	2/27/2025 19:10	19	Yes	No
Sergio	2/27/2025 18:56	2/27/2025 18:56	1	Yes	Yes
Sergio	2/27/2025 18:56	2/27/2025 19:22	27	Yes	No
Alexia Germaine	2/27/2025 19:02	2/27/2025 19:02	1	Yes	Yes
Alexia Germaine	2/27/2025 19:02	2/27/2025 19:21	19	Yes	No



Professional Development Day

February 14 8:30 AM

Staff Member	Signature
Flora Rosillette	
Charlette Patie	
Suzanne Bann	
Eric Kezoh	
Sara LeBeur	
Claudia La	



Professional Development Day



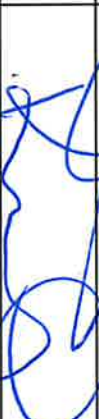





February 14 8:30 AM

Staff Member	Signature
Pauline Hiraault	
Claire HANARD	
NANSA Renahour	
Angela Abanda	
Ninda Glyn	
Nagada Rowland	
Ella Knox	
Hannah Creasman	



Professional Development Day

February 14 8:30 AM

Staff Member	Signature
Alex Webster	
G Dekon	
Kenisha Patterson	
Reinel Campa	
Danielle Pappas	
Michelle Chau	
Amanda Tine	
Alexis Powell	

## Professional Development Day Agenda (Upper Campus)

February 14th, 2025

Time	Location	Activity or Process	Facilitator(s)	Participants
8:00 - 8:30	Portable 4	Breakfast: Make-your-own parfait bar	Kenisha	All Staff
8:30 - 9:30	Portable 4	<a href="#">Embodied Learning: Empathy and Perspective</a> <a href="#">L'apprentissage incarné : empathie et perspective</a>	Claudia	All Staff
9:30 - 9:45	Portable 4	Signing every morning <a href="#">Who Does What at Francophone?</a> Lines of Communication Discussion of Measure G-1 Plans for the 2025-2026	Claudia	All Staff
9:45 - 12:45	Room 3	TK Amplify Overview	JoAnna Chocooj	Alexis Powell
9:45 - 10:35	Portable 4	SPED 101	Minda	All Staff
10:35 - 11:30	Portable 4	<a href="#">Introduction to Morning Meeting (SEL Circles)</a>	Daniela & Minda	All Staff
11:30 - 12:00	Room 1	<a href="#">Incoming Students' French Assessment</a>	Christophe	Charlotte, Suzanne, Daouda, Angèle, and Pauline
11:30 - 12:30	Lunch on your own			
12:30 - 3:00	Portable 5	Summative ELPAC Training Work Time	Alex	Omar, Coach Dre, Jose
12:30 - 1:00	Room 1	<a href="#">French Writing Assessments</a>	Christophe	French teachers and assistants
1:00 - 3:00	UC: Portable 6 LC: Portable 4	Grade Level SST Meetings: 1:00 - 1:30: Grade 2 / Grade 3 1:30 - 2:00: TK / Grade 4 2:00 - 2:30: K / Grade 5	Ella (UC) Minda & Christophe (LC)	All classroom teachers



		2:30 - 3:00: Grade 1 / Grades 6-8		
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