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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sonali Murarka, Director-Office of Charter Schools

Board Meeting Date December 2, 2019

Subject Charter Renewal Request – Francophone Charter School of Oakland

Action Vote

Background Charter schools in California come up for renewal every 5 years. This school is up for renewal consideration in 2019-20, for a 5-year term that would begin in the 2020-21 school year. The school submitted its renewal petition at a Board meeting on October 23, 2019, and had a public hearing at a Board meeting on November 6, 2019.

Discussion The Office of Charter Schools staff and Superintendent recommend **approval** of the Francophone renewal petition.

Strengths:

- Strong upward trajectory of performance in both ELA and Math.
- Francophone has outperformed a majority of its comparison schools in both ELA and Math for the past three years.
- Socioeconomically disadvantaged students and Latinx students strongly outperformed the OUSD average last year.
- Strong commitment to and implementation of the dual language model.

Additionally, the following challenges were noted, which will be areas for staff to continue monitoring over the next charter term if the school is approved:

- Student body does not mirror OUSD, including for socioeconomically disadvantaged students, English Learners, and students with disabilities
 - Note: recently added a lottery priority for students eligible for free/reduced-price lunch
- Little evidence of data-driven instruction.

Fiscal Impact

The school is proposing to increase its maximum enrollment over the next charter term by about 25 students. Currently, about 30% of the students at Francophone come from outside Oakland, and it is unclear how many of these students would otherwise have attended OUSD schools. Furthermore, Francophone's current enrollment is more than 200 students below their maximum authorized enrollment. Thus, the negative fiscal impact on OUSD is difficult to estimate but is likely small.

Attachment

Renewal Recommendation Staff Report
Renewal Recommendation Presentation



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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By:	

TO: Board of Education
FROM: Kyla Johnson-Trammell, Ed.D., Superintendent
Sonali Murarka, Director-Office of Charter Schools
DATE: December 2, 2019
SUBJECT: Francophone Charter School of Oakland Renewal Request

School Overview

Francophone Charter School of Oakland (“Francophone” or “charter school”) was founded in 2015. The school is currently split across two campuses located in East Oakland in the Oak Knoll and Toler Heights neighborhoods (District 7, Castlemont High School Attendance Area) and currently enrolls 288 students in grades TK-7.

Recommendation

Staff recommends that the Francophone renewal request for a five-year term (2020-2025) be **approved**.

Standard for Renewal

The Charter Schools Act of 1992 establishes the criteria by which charter renewal applications must be evaluated. In order to recommend renewal, the Office of Charter Schools must determine that the charter school has met the requirements set forth in Education Code §47607(b) and 47605(b). For clarity, the Office of Charter Schools has organized the renewal standards into three areas that summarize the criteria established in Education Code. All standards must be met in order to recommend renewal. The three standards for renewal are as follows:

- I. The school is academically sound
- II. The school is demonstrably likely to be able to implement the proposed program
- III. The school’s plans for a future charter term are “reasonably comprehensive”

Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code §476067(a)(3)(A).)

Procedure

- 1) The charter school submitted a performance report to the Office of Charter Schools for review.
- 2) The Office of Charter Schools conducted a site visit on September 26 and October 1, 2019. This site visit involved focus group interviews with stakeholders (including students, families, teachers, school leadership, and board members), classroom observations, and a review of the school’s documents, policies, financials and petition.
- 3) The charter school submitted a renewal request to the OUSD Board of Education at a regularly scheduled meeting on October 23, 2019.
- 4) A public hearing was held on November 6, 2019.
- 5) A decision hearing is being held on December 2, 2019.

Summary of Major Findings

Below is a staff summary of the school's major strengths and challenges.

Strengths

- Strong upward trajectory of performance in both ELA and Math. Francophone has outperformed a majority of its comparison schools in both ELA and Math for the past three years. In the most recent year, Francophone outperformed all of its comparison schools.
- Socioeconomically disadvantaged students and Latinx students (data available for ELA only) at the school outperformed the OUSD averages for these student groups by over 50 percentage points in 2018-19, the one year with available data.
- The School Quality Review revealed a strong commitment to and implementation of the dual language model. Furthermore, all stakeholder groups expressed a commitment to Francophone's mission of developing "global citizens".

Challenges

In order to be demonstrably likely to successfully implement a sound educational program for all students who may enroll in the school, the Office of Charter Schools would like to see evidence of improvement plans and growth in the following areas over the next charter term:

- Changes to the school's student body to more closely reflect the demographics of OUSD. The school has consistently under-enrolled socioeconomically disadvantaged students, students with disabilities, and English learners relative to the district average for these student groups. Note that the school already has and is proposing to maintain a lottery priority for students who are eligible for free or reduced-price meals.
- Focus on data-driven instruction and capacity-building for staff members to be able to collect and analyze relevant student data.

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I. Renewal Standard I: The School is Academically Sound

A. Background Information

Definition

Renewal Standard I corresponds to Education Code §47607(b)(4)(A) which states:

The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Renewal Standard I also corresponds to Education Code §47605(b)(1), which states a renewal petition may be denied if “The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.”

Comparison Schools Analysis as a Requirement for Charter Renewal

Education Code §47607(b) establishes the importance of the school’s academic performance when evaluating a school’s request for renewal. Specifically, charter schools which have been in operation for four years must meet at least one of the follow criteria¹ in order to receive approval for the renewal of its charter:

- ~~(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.~~
- ~~(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.~~
- ~~(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.~~
- (4) *(A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*
- [...]
- (5) *Qualified for an alternative accountability system pursuant to subdivision (b) of Section 52052.*

B. Evidence of Standard I: Comparison Schools Analysis

Comparison of Academic Performance to District-Run Schools Serving Similar Student Populations

The comparison schools shown below were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students along three factors: percent of students that qualify for free and reduced price meals (Socioeconomically Disadvantaged students), percent of students who are English Learners, and percent of students who receive Special Education services (Special Education students).²

¹ With the suspension of STAR testing in 2014 under AB 484 and AB 97, schools no longer have API scores available. Therefore, Education Code §47607(b)(1) through (3) are moot and sections (4) and (5) (for schools that qualify for an alternative accountability system) remain the only thresholds to meet for renewal. The charter school’s academic performance on state assessments and outcomes on other indicators found on the California School Dashboard will serve as the primary data drivers for the renewal process.

² A more detailed explanation of the methodology used to identify comparison schools can be found in the appendix under the section *Description of Methodology for Identifying Comparison Schools*.

State test proficiency rates (i.e. the percent of students meeting or exceeding standards) for comparable grade spans at each of these schools were then compared to the charter school's proficiency rate. Finally, the OUSD student group average proficiency rate for comparable grade spans was compared to the proficiency rate for numerically significant student groups at the charter school.

Elementary School Comparison

- Francophone's ELA proficiency rate has increased consistently and substantially over the course of the charter term, from 56% in 2015-16 to 86% in 2018-19. Note that the school was adding one grade level per year during that time period. Francophone has outperformed the majority of its comparison schools in ELA in each of the past three years, including all 6 of its comparison elementary schools in 2018-19.
- Francophone's Math proficiency rate has increased 21 percentage-points over the course of the charter term to 74% in 2018-19. Francophone has outperformed the majority of its elementary comparison schools in Math in each of the past three years, including all 6 of its comparison elementary schools in both 2016-17 and 2018-19.

2018-19 Comparison <u>Elementary Schools</u> Group Enrollment			
School	% Socioeconomically Disadvantaged (schoolwide)	% English Learners (grades 3-5 only)	% Special Education (schoolwide)
Cleveland Elementary	46%	20%	8%
Glenview Elementary	27%	9%	10%
Kaiser Elementary	32%	6%	7%
Montclair Elementary	22%	5%	6%
Redwood Heights Elementary	19%	9%	10%
Thornhill Elementary	13%	4%	8%
<i>Comparison Elementary Schools Median</i>	<i>25%</i>	<i>8%</i>	<i>8%</i>
Francophone Charter School of Oakland	27%	19%	8%

Figure 1. Source: SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report; ENGLISH LEARNERS – CDE Downloadable Data Files (English Learners by Grade & Language)

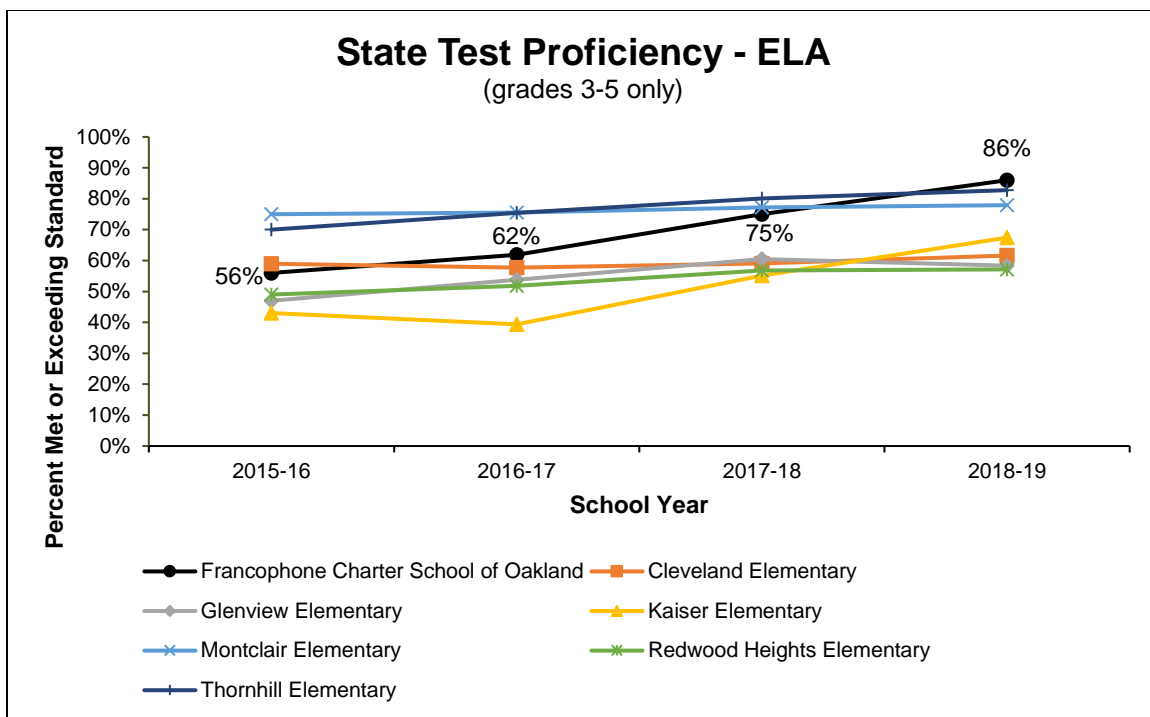


Figure 2. Source: CAASPP Research Files

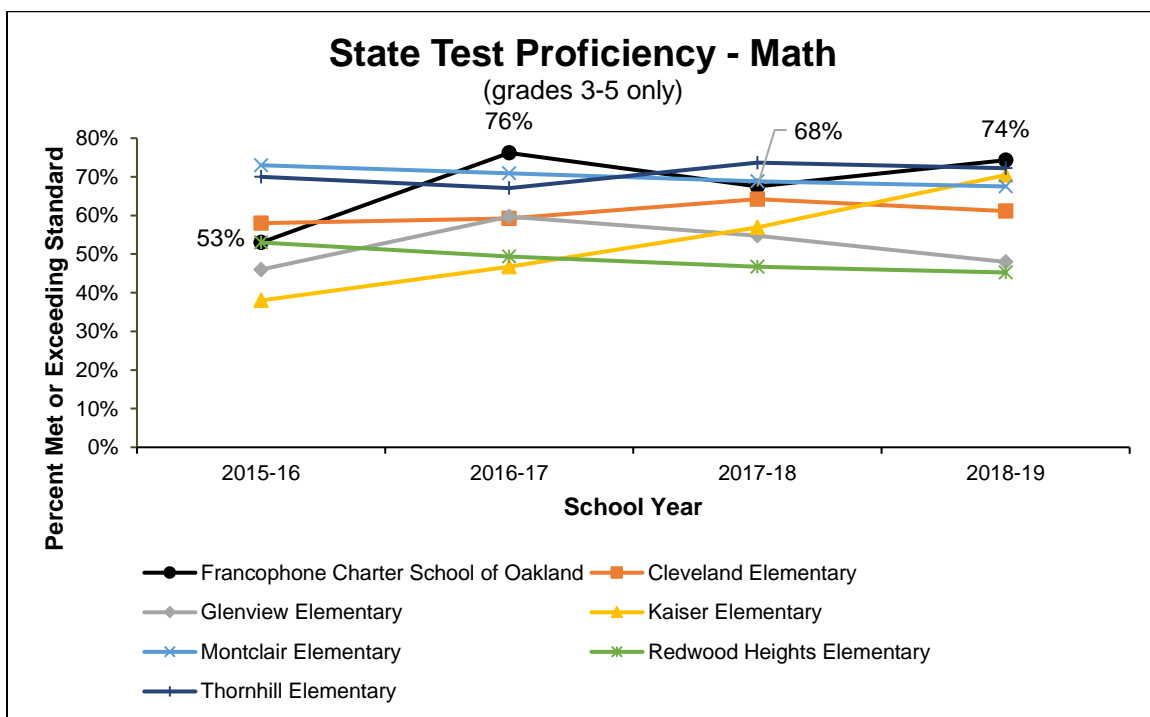


Figure 3. Source: CAASPP Research Files

Middle School Comparison

Due to Francophone's low number of middle school students during the charter term, the school did not have publicly available scores for these students. Therefore, a middle school comparison is not included in this report.

Comparison of Academic Performance to District Average for Key Student Groups

Typically, the charter school's performance (average of ELA and Math) is compared to the district average for the following five student groups: Black/African American students, Hispanic/Latinx students, socioeconomically disadvantaged students, Special Education students, and English Learners. However, due to Francophone's relatively low overall enrollment, its demographics, and the fact that it has been growing a grade level each year, it did not have enough students with scores in any year for any of the student groups, except for Hispanic/Latinx students (for ELA only) in 2018-19 and for socioeconomically disadvantaged students in 2018-19.

The district average is calculated using a similar grade span to the charter school. As shown in the figure below:

- In 2018-19, 100% of Hispanic/Latinx students at Francophone met or exceeded standards in ELA, outperforming the district average for similar students in ELA by 76 percentage points. Francophone's Math outcomes for this student group were not publicly available, due to too few students with scores.
- In 2018-19, socioeconomically disadvantaged students at Francophone outperformed the district average for similar students by 57 percentage points.

Hispanic/Latinx

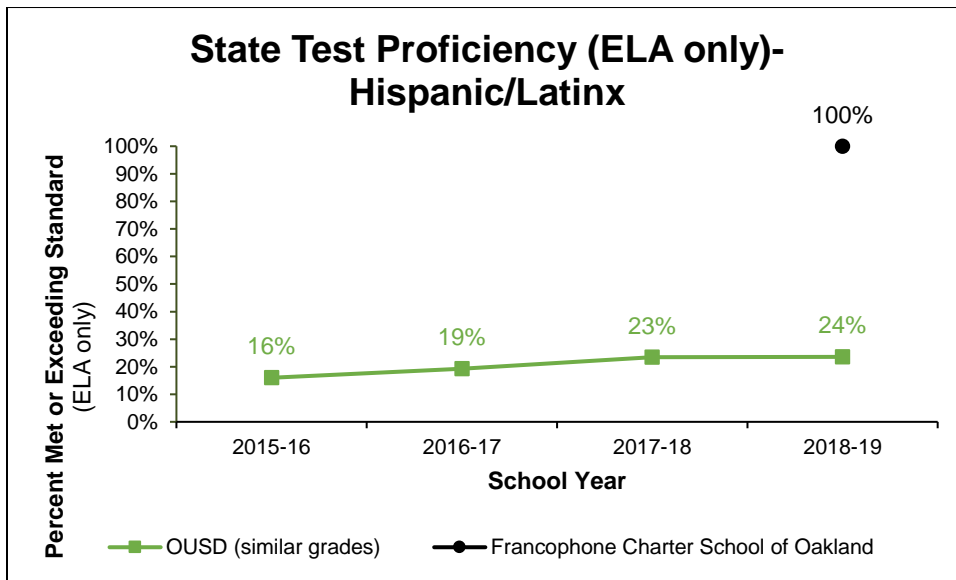


Figure 4. Source: CAASPP Research Files

Socioeconomically Disadvantaged

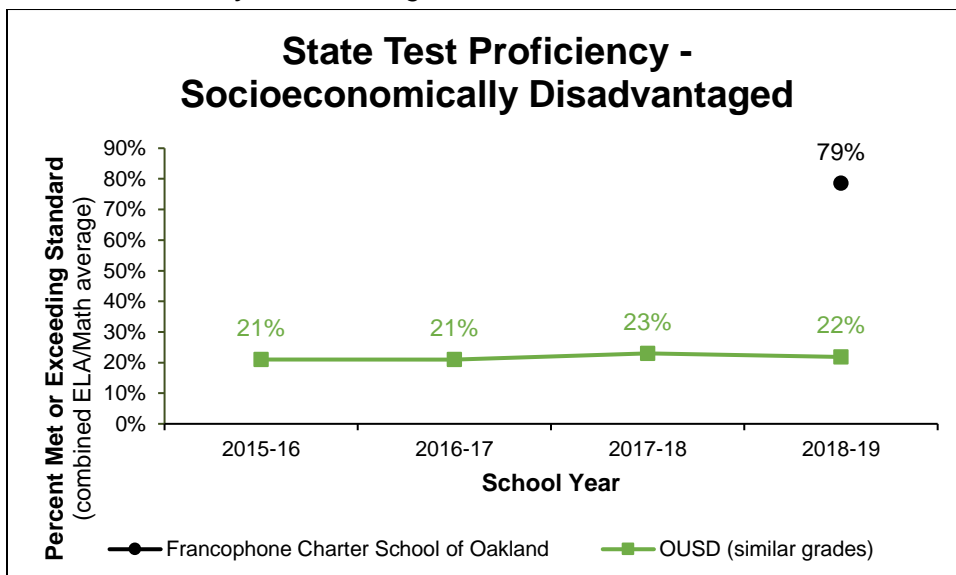


Figure 5. Source: CAASPP Research Files

C. Evidence for Standard I: School Performance Analysis

The School Performance Analysis (SPA) was developed and is being piloted to serve as a tool for determining whether the school met a minimum performance threshold on a variety of indicators based on State Dashboard and CORE growth metrics. For each indicator, a determination is made whether the school met the threshold schoolwide and for an “equity” category, consisting of a combination of historically underserved student groups. Schools meeting more than 50% of indicators/categories for which data is available are generally considered to be meeting the minimum performance level for purposes of renewal. Since the State Dashboard is generally not updated until early December for the prior year, the Office of Charter Schools used similar data provided by schools to CORE as a substitute for 2018-19 State Dashboard data.

Francophone has been growing a grade level each year and due to its small size and the relatively few number of students with State test scores, data is/has been unavailable for many indicators. However, based on data available at the time of this report, Francophone met the minimum performance threshold for each of the past three years.

Indicator	2016-17 (prior year)		2017-18		2018-19	
	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY	SCHOOLWIDE	EQUITY
English Language Arts	-	-	-	-	Met	-
Mathematics	-	-	-	-	Met	-
Suspension	Met	Met	Met	Met	-	-
Chronic Absenteeism	-	-	Met	Not Met	Met	Met
Total <i>To meet, school must meet >50% of schoolwide/equity indicators for each year.</i>	Met (Met 100%; 2 of 2)		Met (Met 75%; 3 of 4)		Met (Met 100%; 4 of 4)	

Figure 6. Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files

SCHOOLWIDE			
ACADEMIC INDICATORS			
<i>To meet, school must have either California School Dashboard Color Orange or higher or CORE Growth Level Medium or higher (i.e. > 30th percentile).</i>			
English Language Arts	Dashboard Color	Blue <i>DFS³ = +56; increased 18 points</i>	Met

³ Distance from Standard (DFS) is calculated by the CDE by (1) comparing each student’s score with the “Standard Met” threshold for their respective grade and then (2) averaging the resulting differences. If the result is a negative number, it indicates the amount by which the average student must improve in order to meet the standard. If the result is positive, it indicates the amount by which the average student exceeded the standard. According to the CDE, “Using scale scores, rather than reporting on the percent of students who performed at or above the “Standard Met”, provides a more comprehensive picture of how all students at the school are performing on the Smarter Balanced assessments.” (<https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>)

State Test	CORE Growth Level	Medium <i>70th percentile</i>	
Mathematics State Test	Dashboard Color	Green <i>DFS = +31; increased 11 points</i>	Met
	CORE Growth Level	Medium <i>58th percentile</i>	
CULTURE/CLIMATE INDICATORS <i>To meet, school must have California School Dashboard Color Orange or higher.</i>			
Suspension	Dashboard Color	(data not yet available)	-
Chronic Absenteeism	Dashboard Color	Green <i>8.4% chronically absent; declined 0.5%</i>	Met

Figure 7. Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files

EQUITY											
To meet, school must meet thresholds (identified above) for greater than 50% of available student groups. For ELA and Math Indicators, school can meet by meeting threshold on <u>either</u> Dashboard Color <u>or</u> CORE Growth Level metric.											
Indicator	Data Source	Student Group								Met/Not Met	
		Black/African American	Hispanic/Latinx	Pacific Islander	Socioeconomically Disadvantaged	English Learner	Special Education	Homeless	Foster Youth		
English Language Arts State Test	Dashboard Color	(data not available due to the low number of students with scores)								-	-
	CORE Growth Level	(data not available due to the low number of students with scores)								-	
Mathematics State Test	Dashboard Color	(data not available due to the low number of students with scores)								-	-
	CORE Growth Level	(data not available due to the low number of students with scores)								-	
Suspension	Dashboard Color	(data not yet available)								-	
Chronic Absenteeism	Dashboard Color (% chronically absent; change)	Green 8.1%; ↓0.5%	Yellow 17.3%; ↓4.3%	-	Green 7.8%; ↓17.7%	-	-	-	-	Met (3 of 3)	

Figure 8. Source: California School Dashboard; CORE Index Dashboard; CAASPP Research Files

D. Evidence for Standard I: School Quality Review Rubric

The School Quality Review (SQR) includes a site-based review of the domains listed in the table below. The SQR for each charter school was completed by a review team in Fall 2019, and includes classroom observations, a school leader interview, and focus groups of students, families, staff, and Board members. The team also reviewed

information from the charter school's performance report. The rating for each sub-domain was determined collaboratively by members of the review team using the SQR Rubric⁴. Ratings range from 1 (low) to 4 (high): 1=Emerging, 2=Developing, 3=Implementing, and 4=Sustaining.

Domain	Sub-Domain	Rating
1: Leadership & School Site Governance	1A: Vision, Values & Goals	2.8
	1B: Leadership & Governance	3.0
2: Building Conditions for Student Learning	2A: Learning Partnerships	3.3
	2B: Multi-Tiered Systems of Support	2.7
3: Cultivating Conditions for Adult Learning	3A: Continuous Professional Growth	2.7
	3B: Evidence-Based Professional Collaboration	2.3
4: Providing Equitable Access to Standards-Based Instruction	4A: Instructional Planning & Delivery	2.7
	4B: Data-Driven Instruction	2.3
5: Developing Language & Literacy Across the Curriculum	5A: Rigorous & Relevant Tasks	2.3

Figure 9. Source: Assessment by the SQR review team after site visit conducted on September 26 and October 1, 2019.

⁴ The full SQR Rubric used for this evaluation can be found at www.ousdcharters.net/renewing-charter-schools.html.

II. Renewal Standard II: The School is Demonstrably Likely to Be Able to Implement the Proposed Program

Renewal Standard II corresponds to Education Code §47605(b)(2) which states a petition can be denied if “*The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*” Renewal Standard II includes a broad review of school practices and data related to the school’s sustainability including financial practices, enrollment data, compliance with regulatory elements, governance/board health and effectiveness, pursuit of its Measurable Pupil Outcomes, and standing with families and community members (as reflected in the School Quality Review rubric).

A. Evidence for Standard II: Financial Practices

Financial Reporting Data

The charter school is in good financial standing with a healthy ending fund balance. Throughout the charter term, the school has not had any deficit spending, the debt ratio has been less than 1, there have been no major audit findings, and the school has maintained a 3% reserve.

Financial Indicator	2015-16	2016-17	2017-18	2018-19 [Unaudited]
Deficit Spending	\$0	\$0	\$0	\$0
Ratio: Deficit to Ending Fund Balance	0.00%	0.00%	0.00%	0.00%
Debt Ratio	0.44	0.66	0.28	N/A
Ending Fund Balance	\$63,952	\$144,333	\$468,989	\$482,270
Major Audit Finding	None	None	None	N/A
3% Reserve	Yes	Yes	Yes	Yes

Figure 10. Source: Audit, Attendance, and State P2 Reports

B. Evidence for Standard II: Enrollment

Student Enrollment

Total Enrollment by Year

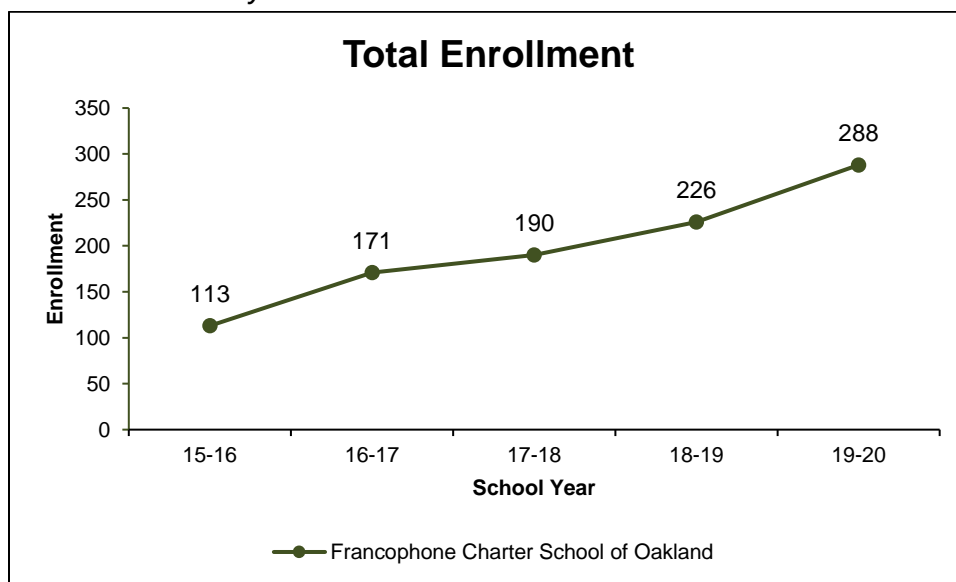


Figure 11. Source: 2015-16 thru 2019-20 – CDE Downloadable School Enrollment Data Files; 2019-20 – first end-of-month enrollment report submitted to OUSD (as of 8/23/19)

Enrollment by Grade Level

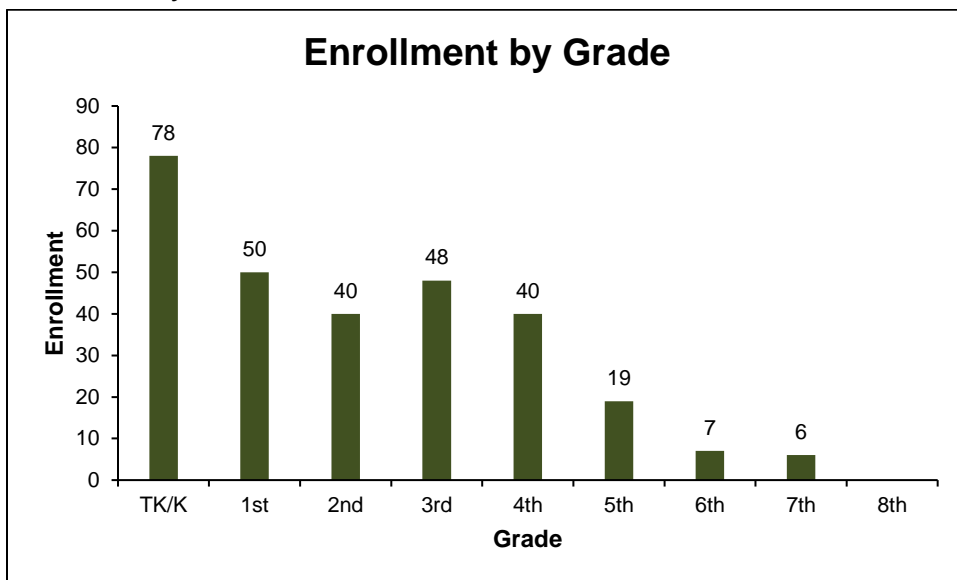


Figure 12. Source: First end-of-month enrollment report submitted to OUSD (as of 8/23/19)

Enrollment Demographics

2018-19 Charter School vs. OUSD Student Group Enrollment Comparison			
Student Group Type	Student Group	Charter School	OUSD (including charter schools)
Ethnicity	Hispanic/Latinx	23%	46%
	Black/African American	16%	24%
	Asian	4%	12%
	White	38%	10%
	Two or More Races	18%	4%
	Other Race/Ethnicity	1%	2%
	Not Reported	0%	2%
Other Student Groups	Socioeconomically Disadvantaged	27%	74%
	English Learners	18%	31% (K-8 only: 35%)
	Special Education	8%	13% (excluding charter schools: 14%)

Figure 13. Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

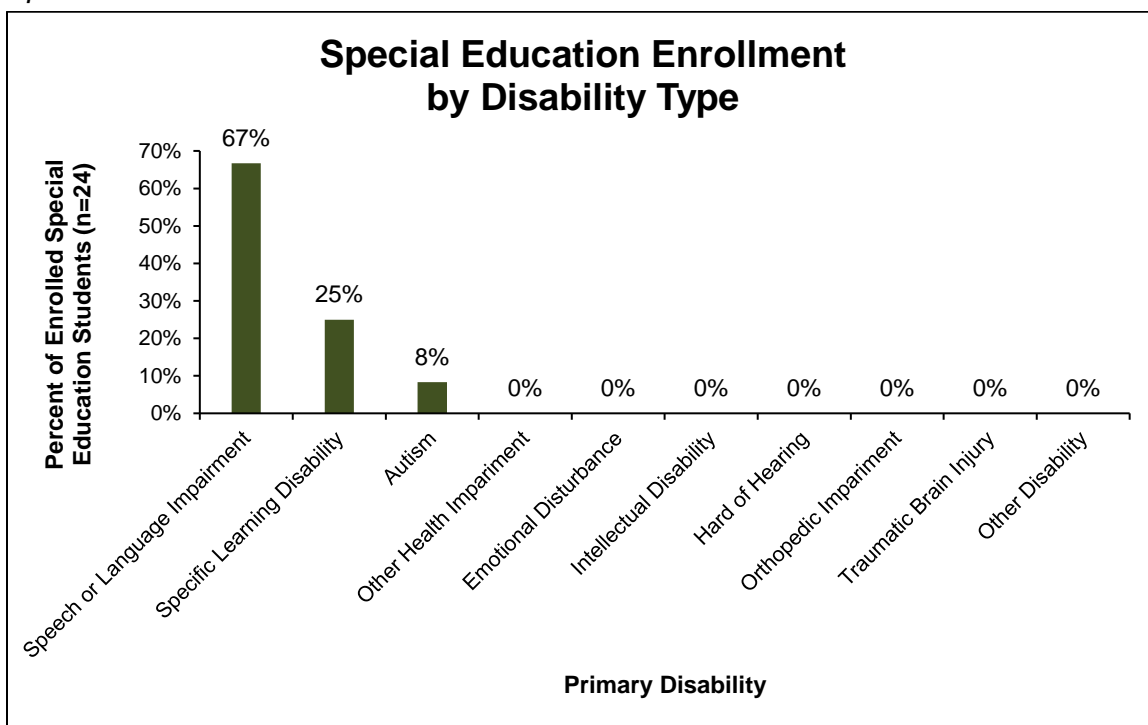


Figure 14. Source: December 2018 CASEMIS Count Report

C. Evidence for Standard II: Compliance

Notices of Concern

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.⁵ Francophone has received 12 Notices of Concern over the course of the current charter term. Of those, 10 were issued in 2016-17 for using foreign teachers who were not appropriately credentialed in California.

School Year	Notices of Concern	Area(s) of Concern
2015-16	0	--
2016-17	10	Non-compliant Credentials
2017-18	0	--
2018-19	2	Brown Act Violation, Failure to respond to District directives
2019-20	0	--

Figure 15. Source: OUSD Office of Charter Schools Notice of Concern documentation

Website Audit

According to the audit below, Francophone is in compliance as all required documentation is posted on their website.

Report/Item	Posted?	Note
SARC Report (E.C. 35258)	Yes	-

⁵ If, after sending a Notice of Concern, the Office of Charter Schools determines that the violation listed in the notice did not occur, the notice may be rescinded. In such instances, the notice is removed from the school's record.

Board Agenda & Meeting Date (E.C. 54950)	Yes	-
Gender Equity / Title IX (E.C. 221.61)	Yes	-
LCAP Report (E.C. 47606.5 (h))	Yes	-
Employee Code of Conduct (E.C. 44050)	Yes	-
Education Protection Account (E.C. CA CONST Art 13, Section 36 (e)(23)(B)(6))	Yes	-

Figure 16. Source: OUSD Office of Charter Schools charter school website audit conducted on 11/22/19.

Teacher Credentialing

The table below shows teacher credential terms for all core subject and special education teachers at the Charter School and for all District school teachers.

Credential Term	Number of Teachers (%)	
	Charter School	OUSD ⁶
Clear	2 (14%)	1,473 (66%)
Preliminary	12 (86%)	450 (20%)
Intern	0	120 (5%)
Emergency	0	168 (8%)
Missing Data	0	30 (1%)
In Process ⁷	0	N/A
Total	14 (100%)	2,241 (100%)

Figure 17. Source: CHARTER SCHOOL – Teacher Credentialing Information reported by the charter school to OUSD as of 09/06/19; OUSD – 2018-19 Teacher Credentials Report available at www.ousddata.org

D. Evidence for Standard II: Board Health and Effectiveness

A charter school governing board's decisions have significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school or CMO is serving the best interest of students.

The Office of Charter Schools evaluates the governing board's overall health and effectiveness during the renewal process. This evaluation uses the charter school's performance report, the interviews conducted at the renewal site visit, and Element 4 of the charter renewal petition (along with any supporting documentation) to establish whether the minimum standard of the following core competencies are met:

- The governing board acts as an effective decision making body which meets its governance obligations.
- The governing board is active, knowledgeable, and invested in academic achievement of all student groups.
- The governing board works to foster a school environment which is viable and effective.
- The governing board abides by appropriate policies, systems, and processes in its oversight.

Board Effectiveness Ratings

Indicator	Met/Not Met
The governing board is an effective decision making body which is active and meets its governance obligations.	Met

⁶ OUSD data as of Sept. 1, 2018. There is approximately a 3-month lag in processing credential and waiver applications by the Commission on Teacher Credentialing (CTC). Therefore, districtwide data for the 2019-20 school year will not be available until early 2020.

⁷ Credential and/or waiver application submitted, but currently still being processed by the CTC.

The governing board is knowledgeable, and invested in academic achievement of all student groups.	Met
The governing board works to foster a school environment which is viable and effective.	Met
The governing board abides by appropriate policies, systems, and processes in its oversight.	Met

Figure 18. Source: Staff evaluation of charter school performance report, renewal site visit focus group, and Element 4 of the charter renewal petition.

E. Evidence for Standard II: Pursuit of Measurable Pupil Outcomes

The following is a summary of the extent to which the school has met its adopted Measurable Pupil Outcomes (MPOs). The charter school voluntarily adopted the District's Collective MPOs in 2015-16 via a material revision in which set its own targets in each MPO area. A detailed table of the charter school's MPO targets and annual updates is provided in the appendix.

#	Collective MPO Area	Target	Status ⁸
1	Proficiency on ELA state test – schoolwide	Increase 5% or achieve 45%	Met
2	Proficiency on ELA state test –student groups	see appendix	Met
3	Proficiency on Math state test – schoolwide	Increase 5% or achieve 50%	Met
4	Proficiency on Math state test –student groups	see appendix	Met
5	Proficiency on school's selected ELA/reading assessment – schoolwide	50%	Met
6	Proficiency on school's selected ELA/reading assessment – student groups	see appendix	Incomplete Data
7	Proficiency on English language state test – English Learners	50%	N/A*
8	Chronic absenteeism rate – schoolwide	20%	Met
9	Chronic absenteeism rate – student groups	see appendix	Met
10	Student and family survey results – school safety	60%	Incomplete Data
11	Student and family survey results – academic instruction	60%	Incomplete Data
12	Student and family survey results – voice in decision-making/opportunity for feedback	60%	Incomplete Data
Summary			
Met		Substantial Progress	Not Met
5 (41.7%)		0 (0%)	7 (58.3%)

Figure 19. Source: Staff analysis of CDE data and annual MPO updates provided by the charter school over the course of the current charter term

* Data unavailable due to transition from CELDT to ELPAC

⁸ In determining whether to designate an MPO as “not met” or “substantial progress”, Office of Charter Schools staff considered the number of years the MPO was met, how close the school was to meeting the MPO each year, the trend over the charter term, and the MPO target's rigor.

III. Renewal Standard III: The School’s Plans for a Future Charter Term are “Reasonably Comprehensive”

Renewal Standard III is based on Education Code §47605(b)(4), (5) and (6). This section of Education Code established the minimum requirements of a petition. Specifically, it states a petition can be denied when:

- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of [the 15 required elements].*
- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

During evaluation of the petition, the Office of Charter Schools also confirms that the petition includes additional language required by the District or new regulations.

A. Evidence for Standard III: The Required Fifteen Elements

The following table summarizes staff findings related to whether the petition presents a “reasonably comprehensive” description of the required 15 elements related to a school’s operation.

Element (Education Code §47605(b)(5))	Reasonably Comprehensive?
1. Description of the educational program of the school, including what it means to be an “educated person” in the 21 st century and how learning best occurs.	Yes
2. Measurable pupil outcomes	Yes
3. Method by which pupil progress is to be measured	Yes
4. Governance structure	Yes
5. Qualifications to be met by individuals employed at the school	Yes
6. Procedures for ensuring health & safety of students	Yes
7. Means for achieving a racial and ethnic balance	Yes
8. Admission policies and procedures	Yes
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes
10. Suspension and expulsion procedures	Yes
11. Manner for covering STRS, PERS, or Social Security	Yes
12. Attendance alternatives for pupils residing within the district	Yes
13. Employee rights of return, if any	Yes
14. Dispute resolution procedure for school-authorizer issues	Yes
15. Procedures for school closure	Yes

Figure 20. Source: Education Code §47605(b)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

B. Evidence for Standard III: OUSD-Specified Requirements

OUSD-Specified Requirement	Included/Reflected in Petition?
District Required Language	Yes

Figure 21. Source: Staff analysis of the charter renewal petition

IV. Renewal Recommendation Summary

To determine if the charter school has adequately fulfilled each renewal standard, Office of Charter School staff considered evidence gathered from the school's petition and supporting documentation, the two-day site visit, and the school's performance during its previous charter term. The following section outlines the charter school's identified strengths and challenges related to each renewal standard, as well as a determination of whether the charter school adequately fulfilled the standard.

A. Renewal Standard I: The School is Academically Sound

Strengths

- Strong upward trajectory in both Math and ELA proficiency on the State test over the course of the charter term.
- Francophone performed above all comparison schools last year on the ELA and Math State test and has outperformed a majority of its comparison schools in both ELA and Math for the past three years.
- Extremely high State test proficiency rate for socioeconomically disadvantaged students and Latinx students last year (the only year with sufficient data).
- Robust vision for school in which all stakeholders are deeply invested; strong execution of the dual-language school model.

Challenges

- Inconsistent level of rigor across academic classes.
- Minimal data collection/interpretation to inform teaching practices.

Determination

Based on this analysis, Francophone is deemed **academically sound** for the purposes of charter renewal.

B. Renewal Standard II: The School is Demonstrably Likely to Be Able to Implement the Proposed Program

Strengths

- Board has met the minimum standard for all four Board effectiveness indicators.
- Website is in compliance with posting of all required documentation.
- Sound financial practices over duration of charter term.

Challenges

- Enrollment demographics and key student groups do not reflect the diversity of OUSD as a whole. Serves an extremely low percentage of socioeconomically disadvantaged students, and lower percentages of students with disabilities and English learners than OUSD-run schools.
- Notices of Concern regarding credentialing foreign teachers in 2016-17.

Determination

Based on this analysis, Francophone is **demonstrably likely to be able to implement the proposed program** for the purposes of charter renewal.

C. Renewal Standard III: The School's Plans for the Future Charter Term are "Reasonably Comprehensive"

Strengths

- Charter petition contains reasonably comprehensive descriptions of the required 15 elements.
- OUSD-specified requirements are included in petition.

Challenges

- N/A

Determination

Based on this analysis, Francophone's petition contains **reasonably comprehensive descriptions** of all required elements set forth in charter law.

D. Recommendation

Based on its analysis of the charter school's performance, staff recommends to **approve** the charter renewal petition for Francophone Charter School of Oakland. The charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria established in the California Charter Schools Act⁹, which governs charter school renewals.

This approval recommendation is for the charter program and operation in its entirety as proposed, for a term of five years, as required by law¹⁰. The charter renewal term would begin on July 1, 2020 and expire on June 30, 2025. Any subsequent material revision of the provision of this charter may only be made with the approval of the District as charter authorizer¹¹. Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605¹².

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter¹³. The Board of Education's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter

⁹ Education Code §47605

¹⁰ Education Code §47605 d(1)

¹¹ Education Code §47607(a)(1)

¹² Education Code §47607(a)(2)

¹³ Education Code §47607(c)(1)

V. Appendix

A. Description of Methodology for Identifying Comparison Schools

As an open enrollment district, students in the District are not required to attend schools based on geographic boundaries. In 2019-20, less than half of students in OUSD schools attend their neighborhood school. As such, there is no single way to identify “the public schools that the charter school pupils would otherwise have been required to attend.”¹⁴ The comparison schools were selected by considering district-run schools in Oakland that serve similar grade level spans with comparable populations of students using the following three factors:

- Schoolwide percent of Special Education students (SPED)
- Grade span (i.e. K-5, 6-8, 9-12) percent of students who are English Learners (EL)
- Schoolwide percent of students who qualify for free or reduced price meals (FRPM)

Specifically, the following steps were taken (summarized in the formula further below) to identify a comparison school group for each grade span served by the charter school.

1. Identified all District-run schools serving students in a similar grade span in 2018-19, excluding alternative education and continuation schools.
2. Excluded schools where the difference between the two school’s percentages (rounded to the nearest whole number percentage) was greater than or equal to 25 percentage-points (ppt) on FRPM, 20 ppt on EL, or 10 ppt on SPED.
3. Using 2018-19 CBEDS census data for each of the three abovementioned student groups, calculated the difference between the charter school’s and District school’s percentage of total enrollment, and then divided by the districtwide percentage (which includes OUSD-authorized charter schools).
4. Summed the absolute value of the three resulting values.
5. Selected up to 6 schools with the lowest resulting values (or all remaining schools if fewer than 6 schools remained after step 3 above.)

$$\left| \frac{\% SPED_{charter} - \% SPED_{ds}}{\% SPED_{district}} \right| + \left| \frac{\% EL_{charter} - \% EL_{ds}}{\% EL_{district}} \right| + \left| \frac{\% FRPM_{charter} - \% FRPM_{ds}}{\% FRPM_{district}} \right|$$

Note: charter = charter school, ds = district school, and district = districtwide (including OUSD-authorized charter schools)

B. State Test Performance Over Time Versus District-Run Comparison Schools

Comparison Elementary Schools

Percent Met or Exceeding on State Tests – Elementary Schools (includes only grade 3-5 results for schools serving other grade spans)								
School	ELA				Math			
	15-16	16-17	17-18	18-19	15-16	16-17	17-18	18-19
Cleveland Elementary	59%	58%	59%	62%	58%	59%	64%	61%
Glenview Elementary	47%	54%	60%	58%	46%	60%	55%	48%
Kaiser Elementary	43%	39%	55%	67%	38%	47%	57%	70%
Montclair Elementary	75%	75%	77%	78%	73%	71%	69%	68%
Redwood Heights Elementary	49%	52%	57%	57%	53%	49%	47%	45%
Thornhill Elementary	70%	75%	80%	83%	70%	67%	74%	72%

¹⁴ Education Code §47607(b)(4)(A)

Comparison Elementary Schools Median	54%	56%	60%	65%	56%	59%	61%	64%
Francophone Charter School of Oakland	56%	62%	75%	86%	53%	76%	68%	74%

Figure 22. Source: CAASPP Research Files

C. Comparison of Academic Performance to Comparison Charter Schools

The comparison charters schools shown below were selected using the same methodology used to select district-run comparison schools. Due to Francophone's unique demographics, Urban Montessori was the only elementary charter school to meet the comparison school criteria for Francophone.

2018-19 Comparison Charter Elementary Schools State Test Outcomes					
School	State Test Percent Met or Exceeding Standard (grades 3-5 only)		Student Group Enrollment		
	ELA	Math	Socioeconomically Disadvantaged (schoolwide)	English Learner (grades 3-5 only)	Special Education (schoolwide)
Urban Montessori Charter	42%	31%	31%	17%	8%
Francophone Charter School of Oakland	86%	74%	27%	19%	8%

Figure 23. Source: SBAC RESULTS – CAASPP Research Files; ENGLISH LEARNER – CDE Downloadable Data Files (English Learners by Grade & Language; SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE DataQuest School Enrollment by Subgroup Report

D. Charter School Enrollment Demographics by Year¹⁵

Enrollment by Year (percent of total enrollment for student groups)						
Student Group Type	Student Group	15-16	16-17	17-18	18-19	19-20
Ethnicity	Hispanic/Latinx	9%	19%	20%	23%	21%
	Black/African American	24%	20%	18%	16%	17%
	Asian	6%	5%	6%	4%	3%

¹⁵ Francophone provided the following narrative regarding their race and ethnicity enrollment data:

"Please know that we are aware that a number of the data sources such as LCAP, CALPADS and our previous presentation sometimes have different data due to different data input systems, different understanding of immigrant parents to self-select or decline to state their race, and different times of collection. In addition, as we explained at the last hearing, many of the American categories of race are new and foreign to our international staff and study body; they are more applicable to other kinds of schools and are hard for us to have them answered consistently due to our student population's cultural diversity and differences. In fact, our atypical international US immigrant Francophone school community doesn't easily fit into American notions of race. Is a medium-dark skinned Tunisian from Africa "Black"? Or multiracial? They don't identify as white or black or multiracial, but as Tunisian, and would feel very uncomfortable filling out a form to the contrary. Same thing in France. In France, it is considered rude and inappropriate for an individual or the government to ask one's race. A French person would just say, "I am a citizen." I think it is important for the board to understand we are an incredibly diverse school with over 50% students of color from both the neighborhood and all over the world, particularly North African, and their experience and selfhood does not always easily fit into American understanding of race. That being said, we applaud the OUSD School Board's attention to race, ethnicity and equity. With Mark Kushner, an experienced education leader, as the new Interim Executive Director of our school, we will endeavor this year to do look closely at our systems and data collection, and do better to make them more consistent. This includes educating our international parent body and staff on the importance of stating their race and ethnicity and understanding the American idiosyncratic Federal definitions of race. This includes educating parents as part of enrollment process as well."

	White	41%	36%	36%	38%	31%
	Two or More Races	18%	18%	18%	18%	25%
	Other Race/Ethnicity	3%	2%	1%	1%	0%
	Not Reported	0%	0%	1%	0%	3%
Other Student Groups	Socioeconomically Disadvantaged	26%	28%	26%	27%	*
	English Learners	17%	12%	13%	18%	*
	Special Education	3%	1%	3%	8%	12%
Total Enrollment		113	171	190	226	290

Figure 24. Source: *ETHNICITY/ENGLISH LEARNERS – CDE Downloadable Data Files (School Enrollment, English Learners); SOCIOECONOMICALLY DISADVANTAGED/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report); ALL 2019-20 DATA – Self-Reported by Charter School as of November 21, 2019*

* Data still being finalized/not yet available

E. Teacher Retention

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Total classroom teachers in current year	7	10	12	14	19
Number of classroom teachers retained from prior year	N/A	3	1	3	11
Percent of classroom teachers retained from prior year	N/A	42.8%	10.0%	25.0%	78.6%

Figure 25. Source: *Teacher Retention Information Self-Reported by Charter School in its Charter Renewal Performance Report*

F. Complaints

The Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations meet specific criteria,¹⁶ the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current five-year charter term, the Office of Charter Schools received five complaints regarding Francophone.

¹⁶ Complaints where Office of Charter School staff will become involved include those alleging a severe or imminent threat to student health or safety, employee discrimination per Title 5 of the California Code of Regulations, or violations outlined in Education Code §47607(c).

School Year	Complaints	Areas of Concern
2015-16	0	-
2016-17	0	-
2017-18	2	Admissions practices
2018-19	3	Discrimination by school leader, Bullying, Student Health/Safety
2019-20	0	-

Figure 26. Source: OUSD Office of Charter Schools Complaint Records

G. Collective MPO Targets and Annual Outcomes

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
1	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	5	45	56	61.9	75	86	Met
2	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	Met
	Black/African American	5	45	(too few students with scores to be considered numerically significant)				
	White	5	45	(no data provided)	(no data provided)	82.35	88	
3	By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	5	50	53	76.19	67.5	74	Met
4	By the end of the charter term, for each numerically significant student subgroup,* increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least <u>(1)</u> percent or achieve a level of <u>(2)</u> percent.	-	-	-	-	-	-	Met
	Black/African American	5	50	(too few students with scores to be considered numerically significant)				
	White	5	50	(no data provided)	(no data provided)	82.35	76	
5	Each year, <u>(1)</u> percent of students will increase <u>(2)</u> on	50		64	71	63.80	(no data provided)	

Measurable Pupil Outcome		Amount		2015-16 (baseline)	2016-17	2017-18	2018-19	Status
		(1)	(2)					
	the <i>(ELA/Reading Assessment)</i> or achieve proficiency.		One grade level					Met [incomplete data]
	<i>ELA/Reading Assessment: Fountas and Pinnell Benchmark Assessment</i>							
6	Each year, for each numerically significant student group,* <u>(1)</u> percent of students will increase <u>(2)</u> on the <i>(same assessment as #5)</i> or achieve proficiency.	-	-	-	-	-	-	Incomplete Data
	Black/African American	50	One grade level	58	50	(no data provided)	(no data provided)	
	White	50	One grade level	65	40	(no data provided)	(no data provided)	
7	Each year, _____ percent of ELs will improve one overall proficiency level on CELDT (for 2015-16)/ELPAC (for 2018-19).	50		(no data provided)	83	(no data provided)	(no data provided)	N/A**
8	Each year, have less than _____ percent of students absent more than 10% of the school days (chronic absence).	20		3	13.8	9	8.4	Met
9	Each year, for each numerically significant student group,* have less than _____ percent of students absent more than 10% of the school days (chronic absence).	-		-	-	-	-	Met
	Black/African American	25		7	2.7	9	8.1	
	White	25		2	4.4	5.80	7.1	
10	Each year, at least _____ percent of students and families positively rate school safety.	60		(no data provided)	Students: 60 Parents: 65	Students: no data Parents: 94	(no data provided)	Incomplete Data
11	Each year, at least _____ percent of students and families positively rate academic instruction.	60		(no data provided)	Students: 60 Parents: 65	Students: no data Parents: 97	(no data provided)	Incomplete Data
12	Each year, at least _____ percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	60		(no data provided)	Students: 87.7 Parents: 65	Students: no data Parents: 80	(no data provided)	Incomplete Data

Figure 27. Source: Annual MPO Updates provided by charter school to OUSD; CDE Downloadable Data Files; CAASPP Research Files

* The table below shows the number of students needed for a student group to be deemed numerically significant.

** Data unavailable due to transition from CELDT to ELPAC

Criteria for Determining Numerical Significance of Student Subgroups

Applicable MPO(s)	Criteria for a Subgroup to be Considered Numerically Significant
2	11 or more students with scores on the ELA SBAC
4	11 or more students with scores on the Math SBAC
6 & 9	30 or more students enrolled at school as of the CBEDS census date (or 15 or more students enrolled for Students in Foster Care subgroup)

Figure 28. *Source: OUSD Collective MPOs*