

# Santa Rosa French American Charter School

Evelyn Anderson, Principal  
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## SRCS LCAP Goals

**Goal 1:** Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

**Goal 2:** Increase student and family wellness and engagement through the full service community school model.

# SRCS Theory of Action

**If** we improve the quality of practice **through the** continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

**Then,** we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home.

# SRFACS LCAP Goals

## Goal 1: Conditions for Success

- Team teacher collaboration and support to analyze student assessment data and curriculum development.
- Continue funding of full-time TOSA to assist the implementation of the harmonization of the French and Common Core standards.
- Student will learn using materials from France as well as district-approved materials.
- Students will master French and Common Core standards in both English and French.

# SRFACS LCAP Goals

## Goal 2: Student Performance

- Increase reclassification and overall academic success of English Language Learners.
- Provide a three-week summer school program for Primary and Upper Elementary English Language Learners.
- More students receive the DELF diploma, demonstrating bilingualism.
- Improve SBAC scores, especially in math.
- Formative/in-class assessments by grade-level spans.

# SRFACS LCAP Goals

## Goal 3: School Climate

- Provide a school climate that supports whole-child wellness.
- Enhance avenues of communication with all stakeholders to ensure equitable access to information and opportunities to provide feedback (Students, ELAC, PAF, SAB, staff).
- School community involvement through various events aimed at student integration, Parent Education and communication, including opportunities for new student/family orientation to explain the bilingual immersion program.

# SRFACS School Site Group Members & Roles

## **SAB, School Advisory Board**

**Pascale Bon, TOSA**

**Corinne Naro, Teacher Representative**

**Jackie Elward, Classified Staff**

**Najine Shariat, Founding Member**

**Jennifer Frengel, Parent Representative**

**Michelle Gervais, Parent Representative**

**Allison Budlong, Parent Representative**

**Evelyn Anderson, Interim Principal, President**

# ELAC Officers & DAC & DELAC

**Xochitl Valencia**, DELAC Representative

**Tracey Klein**, DAC Representative,  
Parent Association Foundation, President

**Maria Patricia Arango**, DAC Representative,  
ELAC President



# Inquiry Cycle

›Instructional Leadership

## Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process and new learning



## Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus



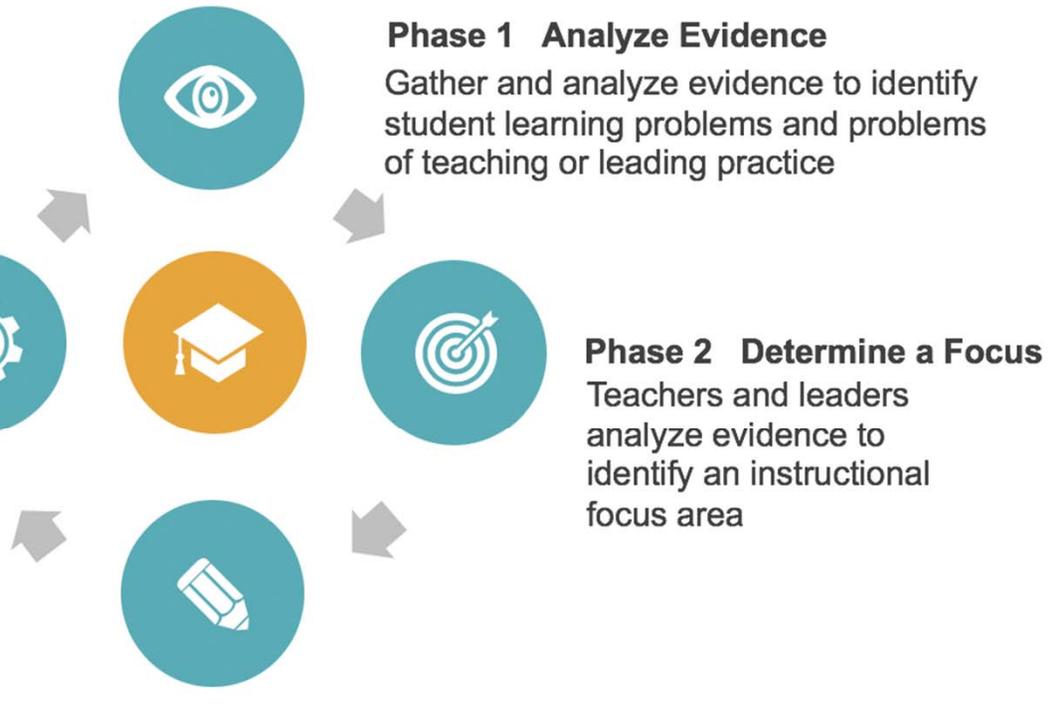
## Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice



## Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area



# SRFACS Cycle of Inquiry

## **Phase 1 - Analyze Evidence**

Review assessments

Analyze reclassification data

Monitor academic and behavioral development

## **Phase 2 - Determine a Focus**

Analyze student success in achieving French and Common Core standards

Monitor whole child including behavior and attendance

Develop a school-wide inquiry question from the analysis of evidence

# SRFACS Cycle of Inquiry

## **Phase 3 - Implement and Support**

Teachers noticed some students were not at grade level in some subjects in French nor English. Teachers saw a need for increased collaboration between English and French teachers.

Pursued additional professional development in French immersion instruction and co-teaching, allowing increasing collaboration.

Increasing ELD, FSL and tutoring.

# Data Used to Identify Inquiry Cycle



# Santa Rosa French American Charter Indicators & Metrics for Growth



# Theory of Action in Action for SRFACS

Multi-cultural environment where students are fully-immersed in French and English languages through French curriculum and Common Core. Students are first generation from over 34 countries. We celebrate global diversity everyday.

Teachers bring native language and culture to learning. More than bilingual; teachers have specialized training and experience in dual-immersion instruction.

On May 15th ELAC will celebrate reclassification of 15 students (35%).

Augment ELD, FSL, math and science academic language supports.

Class of 2019 is first to complete program from kindergarten through 6th grade.

# Coherence

**LCAP Goal 1:** Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

**SRFACS LCAP GOAL:** Create a structured and clearly defined teaching program for all grades that adheres to the model for K-6 French immersion and aligns with California Common Core State Standards as well as the French Ministry of Education Standards.

**Inquiry questions:** How can SRFACS improve French language mastery and grade-level standards for all students.

**Central TOA:** Recognize and implement best practices in French immersion instruction; Augment all language, academic and whole-child supports; Build collaborative time; Utilize data to inform the inquiry cycle for growth.

**Data:** School-wide assessment of grade-level standards; Success on French language achievement test.

**Evidence of Impact (Action)** Student success on DELF (French oral and written) exam; Increased rate of EL reclassification.

# Challenges

- Our native French speaking teachers are struggling to pass the CBEST.
- Our lunch program is an important part of our educational program and needs attention.
- Our school climate representing the professionalism, compassion and talent of our staff.



MERCI!