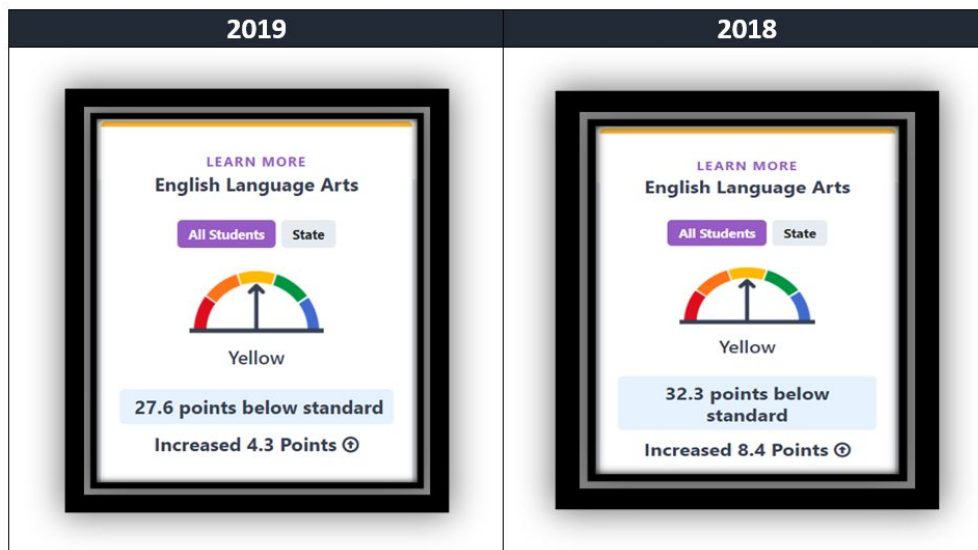


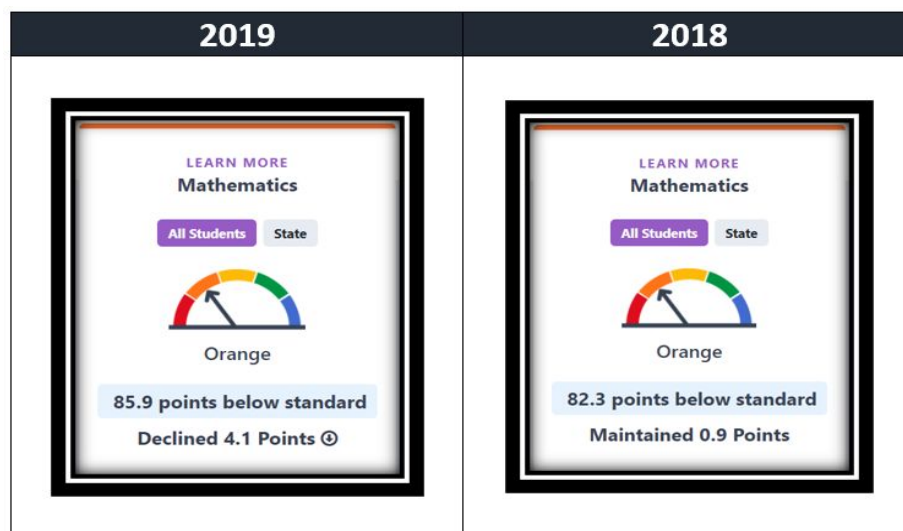
“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

A. DASHBOARD PERFORMANCE

2019 Dashboard results demonstrate that for CAASPP ELA assessments, we improved in all four achievement levels. In particular, we improved our DFS score by 4.7 points from 2018 to 2019 and increased our overall ELA score by 12.7 points over the course of the two dashboard years. Our overall performance color for ELA is maintained at yellow. See charts below.



In math, our overall performance color is maintained as orange. See charts below.



Please note that the overall number of students who participated in the ELA CAASPP increased by 2% and 3% for math.

English Language Arts Participation Rate Report for 2019

[View/Download Data Files and Layouts](#)

Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	1,414	1,269	92%	907	810	90%

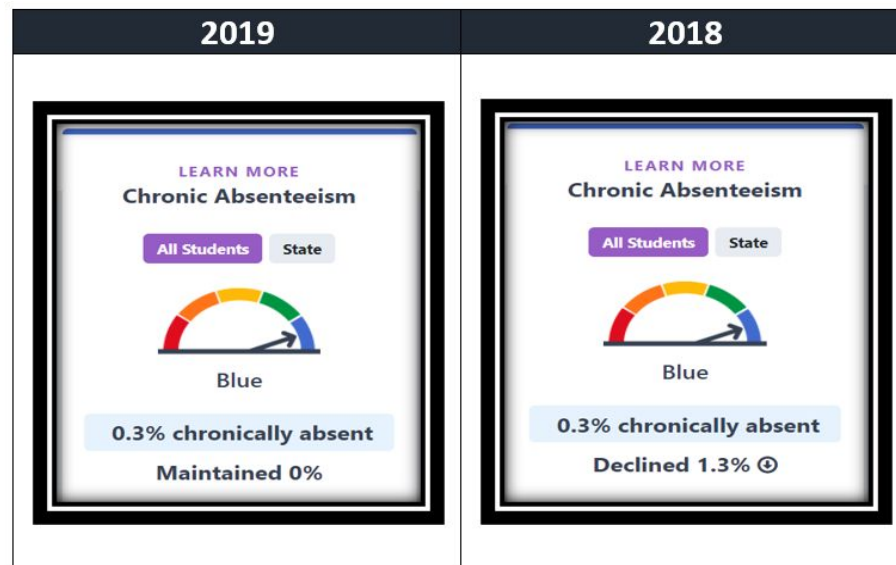
Mathematics Participation Rate Report for 2019

Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	1,415	1,296	92%	908	808	89%

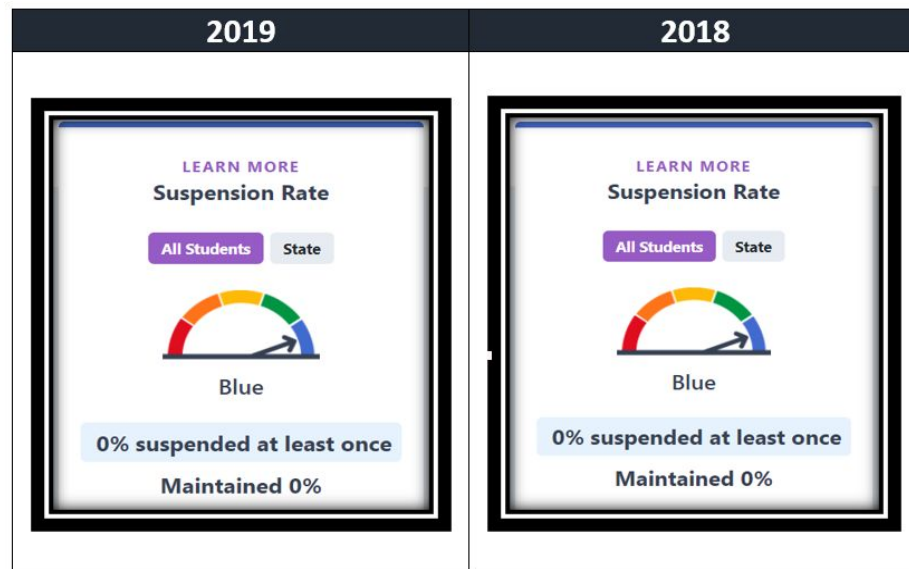
Suspension Rate and Chronic Absenteeism Indicators (Dashboard)

As reported in the 2019 California School Dashboard, our student engagement and school climate data are positive. We maintained the highest performance score at the blue achievement level for both the chronic absenteeism and suspension rate indicators on the 2019 and 2018 dashboard.

Chronic Absenteeism Charts

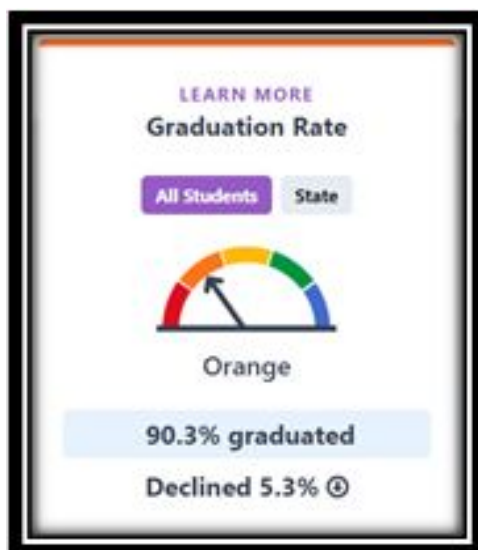


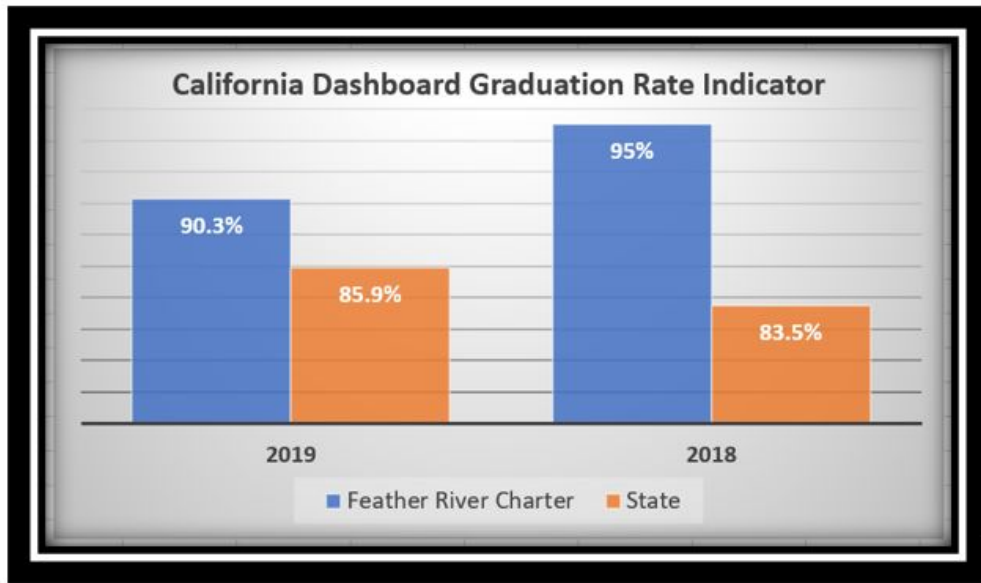
Suspension Rate Charts



Graduation Rate Indicator (Dashboard)

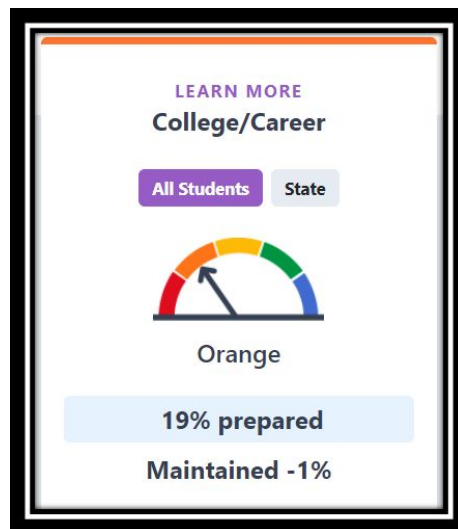
We opened the 2016-17 school year and started with a cohort of 40 students, with 38 of which completed graduation on time with a grade rate of 95%. Our graduation rate for the 2019 dashboard is 90.3%, which is a slight decline of 5.3% from 2018. Since the initial years, our graduation rate has been steadily maintained above 90%, higher than the state average for the corresponding years. FRCS was awarded full accreditation by Western Association of Schools and Colleges (WASC) for six (6) years in 2019-20.





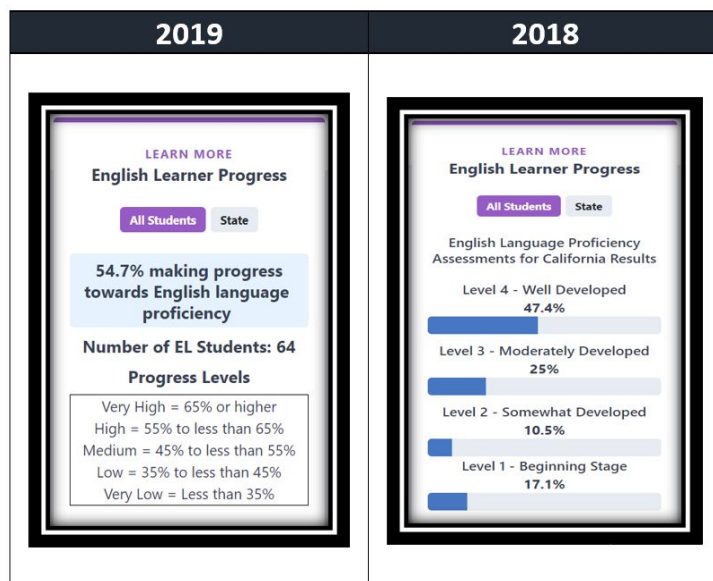
College Career Indicator (Dashboard)

The 2019 College Career Indicator reflects that we maintained our Status score, 19% if our students scored at the Prepared level, while 22% of our students scored at approaching prepared.



English Learner Progress Indicator (Dashboard)

As reported on the 2019 California Dashboard, our ELPI showed that 54.7% of our EL students were making progress towards English language proficiency. Overall we have scored at a Medium progress level range for this state indicator. We have maintained positive student growth on this indicator for both the 2018 and 2019 Dashboard, in 2018 almost nearly half of our EL's students scored the highest achievement level on the ELPAC.



Local Indicators (Dashboard)

In addition to our performance on state indicators, we continued to score at Standard Met for all of our local indicators including the Implementation of Academic Standards, Parent and Family Engagement, Access to a Broad Course of Study, and Basics: Teachers, Instructional Materials, Facilities.

Local Indicator	2019	2018
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

B. MEASURABLE INCREASES IN ACADEMIC PERFORMANCE

Charter Schools in the middle track must also meet the following requirement:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and

completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data