



Education for Change Public Schools

Office of Charter Schools
Oakland Unified School District
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

***Re: Letter of Intent to Apply for Proposition 39 Conversion School Facilities
In Accordance With Education Code Section 47614 and Title V Code of
Regulations Section 11969.1-11969.11***

To the Office of Charter Schools:

This letter serves as Achieve Academy's ("Charter School") notice to the Oakland Unified School District ("District") that the Charter School has submitted a complete Proposition 39 request by November 1, 2019 for facilities during the 2020/2021 school year, in accordance with the above referenced legal authority.

As a conversion school established in accordance with Education Code Section 47605(a)(2), pursuant to 5 CCR Section 11969.3 the Charter School is entitled to occupy its converted school site in its first year of operation, and thereafter upon annual request, unless and until a mutual amendment of the charter occurs.

As a result, and given its desire to remain on the Hawthorne campus for the foreseeable future, the Charter School would like to negotiate a long-term facility use agreement with the District for the term of the Charter School's current charter. The Charter School believes that a long-term facility use agreement with the District would have many benefits. First, a long-term agreement would eliminate the need to expend staff time and attorney's fees on the part of both the District and the Charter School in going through the Proposition 39 process on a yearly basis, especially given that the District is legally obligated to allocate the Hawthorne site to the Charter School absent a waiver from the State Board of Education. In addition, a long-term agreement would facilitate the planning process for any improvements that the Charter School may wish to make to the site, as well as enable us to explore funding options for additional improvements to the site, to the benefit of the District as the site's owner. As the Charter School has developed a positive relationship with the neighborhoods surrounding the school site, as well, a long-term agreement will enable the Charter School to continue building this positive relationship.

We look forward to discussing this option with you at your earliest convenience.

Sincerely,

Hae-Sin Thomas, Chief Executive Officer

Oakland Unified School District

Office of Charter Schools



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Proposition 39 Facilities Request Form & Instructions 2020-21 School Year

Key Deadlines

November 1, 2019 or earlier	Charter School submits Prop 39 Facilities Request Form to OUSD Office of Charter Schools
December 1, 2019	District submits objections to Charter School's ADA projections ("Projection Objection Letter"), if applicable
January 2, 2020	Charter School responds to District's Projection Objection Letter, if applicable
February 1, 2020	District makes preliminary facilities offer to Charter School
March 1, 2020	Charter School responds to preliminary facilities offer
April 1, 2020	District makes final facilities offer to Charter School
May 1, 2020 (or 30 days from receipt of final offer)	Charter School notifies District to accept or decline the final facilities offer

Office of Charter Schools
1000 Broadway, 3rd Floor, Suite 398
Oakland, CA 94607
Phone: (510) 879-1677
www.ousdcharters.net



OFFICE OF CHARTER SCHOOLS

PROP 39 FACILITIES REQUEST FORM INSTRUCTIONS

Education Code §47614 (Proposition 39)

Complete the Prop 39 Facilities Request Form (next page) by responding to questions 1-4 and providing the appropriate documentation, as determined by school type, indicated below. Submit all applicable documents to charteroffice@ousd.org no later than **5:00 pm on Friday, November 1, 2019**. Emailed verification will be provided upon submission of a complete application. Please **do not** submit documents in person.

		Additional Documents Required			
		ADA projections spreadsheet (appendix I)	Student application documentation (appendix II)	Meaningfully interested student signature forms (appendix III)	Meaningfully interested students spreadsheet (appendix IV)
Existing School	(a) Existing charter school				
	(b) Projected enrollment of either TK, kindergarden, 6 th grade, and/or 9 th grade <u>does not</u> increase by more than 15% between the 2019-20 and 2020-21 school years	Required	<i>Do not submit</i>	<i>Do not submit</i>	<i>Do not submit</i>
Expanding School	(a) Existing charter school				
	(b) Projected enrollment of either TK, kindergarten, 6 th grade, and/or 9 th grade <u>does</u> increase by more than 15%* between the 2019-20 and 2020-21 school years	Required	Required	<i>Do not submit</i>	<i>Do not submit</i>
New School	(a) Charter school opening in 2020-21	Required	<i>Do not submit</i>	Required	Required

*Student application documentation is not required if an enrollment increase of 15%+ results in an increase of 5 or fewer students per grade.

Notes on required documentation:

- Prop 39 facilities are allocated based on in-district (Oakland resident) average daily classroom attendance (ADA).
- Expanding Schools are required to submit documentation demonstrating “meaningfully interested students” for appendix II. Unlike in past years, this requirement must be fulfilled by providing student application documentation from the 2018-2019 and 2019-2020 school years. Further instructions are included in Appendix II.
- Charter schools experiencing enrollment growth due to the addition of previously authorized grade levels are considered Existing Schools. As such, these schools should **not** submit student application documentation or meaningfully interested student forms.
- Include only information requested. OCS may request additional documentation as necessary.



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PROP 39 FACILITIES REQUEST FORM

Education Code §47614 (Proposition 39)

- The Facilities Request Form and all accompanying documentation must be submitted to charteroffice@ousd.org by **5:00 pm on Friday, November 1, 2019**.
- A facilities request will only be accepted if submitted on this form with all required attachments (please see Prop 39 Facilities Request Form Instructions on prior page for details on required attachments).
- A new or proposed charter school may make a facilities request for 2020-21 only if its charter petition was submitted on or before the October 23, 2019 OUSD Board meeting. A school's charter petition must be approved before March 15, 2020 in order to receive a Final Notification of Facilities.

Charter School Name: Achieve Academy

Primary Contact Person Name: Sandra F. Barrios **Phone:** 510-904-6404

Email: sbarrios@efcps.net **Fax:** 510-904-9104

Mailing Address: 333 Hegenberger Road, Suite 600, Oakland, CA 94621

1. Provide a description of the methodology used to create the average daily classroom attendance (ADA) projections included in Appendix I.

For Table One:

I downloaded the student list as of CBEDS date for each year requested. For the "Oakland Resident Classroom Based Enrollment", I excluded every student who lived outside of Oakland. I also downloaded our ADA report as of CBEDS date for every year requested and excluded any student who was on independent study. For "Total Enrollment" I listed every student enrolled as of CBEDS date.

For the Projected Columns I used the cohort survival method, where each grade level's enrollment is moved up one grade. For lower grades TK-1, I assumed an enrollment of 220 (212 in-District students), which assumes an additional enrollment of 4 students (including 1 in-District students) above cohort survival method. For 2nd and 3rd grade I assumed cohort survival of 102 and 107 students respectively. For 4th Grade, I assumed an enrollment of 105 (104 in-District students), which assumes an additional enrollment of 6 students (including 5 in-District students) above cohort survival method. It is reasonable for us to project these slightly higher totals and in-District enrollments as EFC will be engaging in a stronger recruitment effort, including, but not limited to, canvassing the neighborhood as well as setting up recruiting booths at city-wide events.

For Table Two:

I exported the "Daily ADA Report" for the requested years as of CBEDS date. That report excluded early TK students that are not receiving ADA until their 5th birthday. We also excluded any student who was enrolled in independent study for CBEDS date. For the "projected" column I took an average of the requested two years.



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For Table 3:

I took the projected Oakland-resident, classroom-based enrollment from Table one and multiplied it by the projected attendance rate in Table 3.

2. Please indicate all campuses on which the Charter School is currently located, if any.

Achieve Academy is located on the Hawthorne Campus at 1700 28th Avenue, Oakland, CA 94601.

3. Provide a description of the general geographic area or the district school site in which the charter school wishes to locate. *(Please note that while the District will make a reasonable effort to offer space in the general geographic area requested, Proposition 39 does not require the district to grant the charter school's geographic or site-specific requests.)*

Achieve Academy is located on the Hawthorne Campus at 1700 28th Avenue, Oakland, CA 94601.

4. Please note if the charter school has any unique facilities-related requests based on the school's educational programming.

Achieve Academy, a TK-5th grade elementary school, is located on the former Hawthorne Elementary school campus in Oakland's Fruitvale district. Achieve is committed to continuing to serve the Fruitvale community, and wishes to remain on the Hawthorne campus. Please also note that Achieve Academy is entitled to remain on the Hawthorne campus as a conversion charter school (5CCR Section 11969.3) and pursuant to its Letter of Agreement with the District, and is submitting this request solely at the request of the District, and not because Achieve Academy has any obligation to do so in order to remain on its site (please see cover letter for more information). Currently, Achieve Academy partners with East Bay Agency for Children (EBAC), La Clinica de la Raza, Seneca, and the Alameda County Food Bank. La Clinica provides health services directly to families on campus. Seneca provides special education services and mental health for students with IEPs. EBAC also runs several critical programs in collaboration with Education for Change including the Parent Center, after school program, parenting classes, counseling services for students and families, health, physical fitness and nutrition classes. Alameda County Food Bank provides food for our families in need.

No school succeeds without focus, especially one with educationally-underserved students. EFC implements a core curriculum using Engage New York Mathematics, the Center for Collaborative Classroom Early Literacy Suite, and Engage NY Expeditionary Learning Units of Instruction in ELA. Science and social studies are addressed both as part of the integrated components of the Engage NY EL curriculum. Science is also taught as a released prep period, in a two specifically designated Science classrooms. In addition, all students receive art instruction in two specifically designated art classrooms. Students who read below grade level receive targeted intervention during the school day. The English Language Arts Tier 2

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intervention utilizes the SIPPS explicit phonics program as well as a suite of computer-adaptive blended learning programs.

Community Engagement

Another critical link in the educational program for our students are the services and training provided to our parents. Community engagement is vital to our program. Through EFC's program and with partners, such as EBAC and La Clinica, EFC schools are able to provide parent curriculum meetings that teach parents about the grade level content and approaches for the upcoming month, English classes, technology classes, parenting classes, a 0-5 program, health, nutrition and fitness classes, a clinic and counseling services to our community.

The facilities implications include the traditional need for a classroom for each teacher, as well as a need for classrooms for Special Education, science and art, a community health clinic, mental health services and a Parent Center.

Below is a grid detailing the facilities needs, based on the educational program:

Space Needed	Educational Program	Comments
25 Classrooms	1 Self contained TK Classroom 4 self-contained Kindergarten Classrooms 4 Self contained 1 st grade classrooms 4 Self contained 2 nd grade classrooms 4 Self contained 3 rd grade classrooms 4 Self contained 4 th grade classrooms 4 Self contained 5 th grade classrooms	Also used for Summer Program
1 classroom	Restorative space for students in crisis PE team workspace New comer support	Also used for Summer Program
1 portable	Mental health service providers --offices for 4 clinicians --office for 2 speech therapists	
3 portables	1 mod/severe SpEd Classroom 1 mild/ mod classroom 1 intervention classroom	Also used for Summer Program
4 classrooms	2 Science Classrooms 2 art classrooms	Also used for Summer Program



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1 portable	Literacy and Math Instructional Coach Office; Small group reading intervention	Also used for Summer Program
1 library	Staff professional development, conferences with parents, Sped assessment	Also used for Summer Program
1 textbook room	Storage of instructional materials	
1 portable	Clinica de la Raza- provides health programs for families year-round	
4 small classrooms	EBAC- 2 early childhood education/ after school classrooms 1 food bank/ storage/ small group meeting space 1 Parent Resource Center: parenting classes, counseling services health, nutrition and physical fitness classes year-round	Also used for Summer Program
Cafeteria/multipurpose room	Breakfast, lunch for all students and snack for ASES program	Also used for Summer Program
Classrooms, cafeteria/stage, staff lounge, art office, library	Afterschool intervention and enrichment activities	Also used for Summer Program
1 office	Office and Attendance Staff	Also used for Summer Program
2 offices	Principal and Assistant Principals	Also used for Summer Program

If the comparison schools have any other regular teaching station space, specialized classroom space, or non-teaching station space not identified here, the Charter School expects that the District will provide it with a reasonably equivalent allocation of each kind of available space, consistent with the requirements of Proposition 39.

Appendix I: Enrollment, Attendance Rates, and ADA Projections

Instructions: Fill out the tables below for all grade levels served at the school. "Oakland-Resident, Classroom-Based" columns should only include information for students who reside in Oakland, excluding any students in non-classroom based programs (e.g. independent study). ADA Projections in Table 3 should be the result of multiplying corresponding projected enrollment in Table 1 by corresponding projected attendance rates in Table 2.

Table 1: Enrollment

Grade Level	Oakland-Resident, Classroom-Based Enrollment			Total Enrollment		
	2018-19 (as of CBEDS Census Day)	2019-20 (as of CBEDS Census Day)	2020-21 (projected)	2018-19 (as of CBEDS Census Day)	2019-20 (as of CBEDS Census Day)	2020-21 (projected)
TK	18	19	19	19	19	20
K	94	90	96	97	95	100
1	103	99	97	104	102	100
2	81	105	99	85	107	102
3	112	95	105	112	99	107
4	102	116	100	105	116	105
5	114	110	116	116	112	116
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
TOTAL	624	634	632	638	650	650

Table 2: Attendance Rates

Grade Level	2018-19 Attendance Rate	2019-20 Attendance Rate	Projected 2020-21 Attendance Rate
TK	93.07%	94.65%	93.86%
K	94.60%	95.22%	94.91%
1	93.92%	96.44%	95.18%
2	95.29%	96.54%	95.92%
3	96.08%	96.66%	96.37%
4	95.52%	96.62%	96.07%
5	96.61%	96.37%	96.49%
6			
7			
8			
9			
10			
11			
12			

Table 3: Average Daily Attendance (ADA) Projections

Grade Level	Projected 2020-21 ADA	
	Oakland Resident, Classroom Based	Total
TK	17.83	18.77
K	91.11	94.91
1	92.32	95.18
2	94.96	97.83
3	101.19	103.12
4	96.07	100.87
5	111.93	111.93
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
TOTAL	605.41435	622.61

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TK	18	19	19	19	19	20
K	94	90	96	97	95	100
1	103	99	97	104	102	100
2	81	105	99	85	107	102
3	112	95	105	112	99	107
4	102	116	100	105	116	105
5	114	110	116	116	112	116
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
TOTAL	624	634	632	638	650	650

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7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
TOTAL	605.41435	622.61

Excludes early TK & Ind. Studies

Funding Category	Grade	Days	Carry First In Day Entry	Begin	Gain	Max	Loss	End	Last Day Out Exit	Carry Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA		
Regular Education	TK	176	0	13	13	17	25	8	22	22	0	1109	228	140	88	0	3063	3291	17.403	93.072%	
Regular Education	K	176	0	94	94	26	99	24	96	96	0	734	901	591	310	0	15789	16690	89.710	94.602%	
Regular Education	1	176	0	104	104	29	107	28	105	105	0	648	1105	624	481	0	17079	18184	97.040	93.923%	
Regular Education	2	176	0	81	81	30	100	18	93	93	0	1859	740	461	279	0	15001	15741	85.233	95.299%	
Regular Education	3	176	0	108	108	23	114	20	111	111	0	777	755	467	288	0	18532	19287	105.295	96.085%	
Regular Education	4	176	0	105	105	25	113	23	107	107	0	1276	833	499	334	0	17779	18612	101.017	95.524%	
Regular Education	5	176	0	115	115	19	120	17	117	117	0	779	689	443	246	0	19652	20341	111.659	96.613%	
Regular Education	TK-K	176	0	107	107	43	124	32	118	118	0	1843	1129	731	398	0	18852	19981	107.114	94.350%	
Regular Education	1-3	176	0	293	293	82	321	66	309	309	0	3284	2600	1552	1048	0	50612	53212	287.568	95.114%	
Regular Education	4-6	176	0	220	220	44	233	40	224	224	0	2055	1522	942	580	0	37431	38953	212.676	96.093%	
Regular Education	All	176	0	620	620	169	678	138	651	651	0	7182	5251	3225	2026	0	106895	112146	607.358	95.318%	
	All TK-K	176	0	107	107	43	124	32	118	118	0	1843	1129	731	398	0	18852	19981	107.114	94.350%	
	All 1-3	176	0	293	293	82	321	66	309	309	0	3284	2600	1552	1048	0	50612	53212	287.568	95.114%	
	All 4-6	176	0	220	220	44	233	40	224	224	0	2055	1522	942	580	0	37431	38953	212.676	96.093%	
	All	All	176	0	620	620	169	678	138	651	651	0	7182	5251	3225	2026	0	106895	112146	607.358	95.318%

Signature _____

Title _____

Date _____

Funding Category	Grade	Days	Carry In	First Day Entry	Begin	Gain	Max	Loss	End	Las	Carry Day Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
Regular Education	TK	176	0	13	13	17	25	8	22	22	0	1109	228	140	88	0	3063	3291	17.403	93.072%
Regular Education	K	176	0	94	94	26	99	24	96	96	0	734	901	591	310	0	15789	16690	89.710	94.602%
Regular Education	1	176	0	104	104	29	107	28	105	105	0	648	1105	624	481	0	17079	18184	97.040	93.923%
Regular Education	2	176	0	81	81	30	100	18	93	93	0	1859	740	461	279	0	15001	15741	85.233	95.299%
Regular Education	3	176	0	108	108	23	114	20	111	111	0	777	755	467	288	0	18532	19287	105.295	96.085%
Regular Education	4	176	0	105	105	25	113	23	107	107	0	1276	833	499	334	0	17779	18612	101.017	95.524%
Regular Education	5	176	0	115	115	19	120	17	117	117	0	779	689	443	246	0	19652	20341	111.659	96.613%
Regular Education	TK-K	176	0	107	107	43	124	32	118	118	0	1843	1129	731	398	0	18852	19981	107.114	94.350%
Regular Education	1-3	176	0	293	293	82	321	66	309	309	0	3284	2600	1552	1048	0	50612	53212	287.568	95.114%
Regular Education	4-6	176	0	220	220	44	233	40	224	224	0	2055	1522	942	580	0	37431	38953	212.676	96.093%
Regular Education	All	176	0	620	620	169	678	138	651	651	0	7182	5251	3225	2026	0	106895	112146	607.358	95.318%
Non-ADA	TK	176	0	2	2	2	4	4	0	0	0	434	13	12	1	0	257	270	1.460	95.185%
Non-ADA	TK-K	176	0	2	2	2	4	4	0	0	0	434	13	12	1	0	257	270	1.460	95.185%
Non-ADA	All	176	0	2	2	2	4	4	0	0	0	434	13	12	1	0	257	270	1.460	95.185%
Short Term Independent Study	TK	176	0	0	0	5	5	5	0	0	0	830	0	0	0	0	50	50	0.284	100.000%
Short Term Independent Study	K	176	0	0	0	21	21	21	0	0	0	3568	3	0	3	0	125	128	0.710	97.656%
Short Term Independent Study	1	176	0	1	1	26	25	27	0	0	0	4173	16	0	16	0	211	227	1.199	92.952%
Short Term Independent Study	2	176	0	1	1	11	12	12	0	0	0	2031	0	0	0	0	81	81	0.460	100.000%
Short Term Independent Study	3	176	0	2	2	17	18	19	0	0	0	3015	0	0	0	0	153	153	0.869	100.000%
Short Term Independent Study	4	176	0	0	0	16	16	16	0	0	0	2685	3	0	3	0	128	131	0.727	97.710%
Short Term Independent Study	5	176	0	1	1	14	12	15	0	0	0	2023	10	0	10	0	79	89	0.449	88.764%
Short Term Independent Study	TK-K	176	0	0	0	26	26	26	0	0	0	4398	3	0	3	0	175	178	0.994	98.315%
Short Term Independent Study	1-3	176	0	4	4	54	55	58	0	0	0	9219	16	0	16	0	445	461	2.528	96.529%
Short Term Independent Study	4-6	176	0	1	1	30	28	31	0	0	0	4708	13	0	13	0	207	220	1.176	94.091%
Short Term Independent Study	All	176	0	5	5	110	109	115	0	0	0	18325	32	0	32	0	827	859	4.699	96.275%
All	TK-K	176	0	109	109	71	154	62	118	118	0	6675	1145	743	402	0	19284	20429	109.568	94.395%
All	1-3	176	0	297	297	136	376	124	309	309	0	12503	2616	1552	1064	0	51057	53673	290.097	95.126%
All	4-6	176	0	221	221	74	261	71	224	224	0	6763	1535	942	593	0	37638	39173	213.852	96.081%
All	All	176	0	627	627	281	791	257	651	651	0	25941	5296	3237	2059	0	107979	113275	613.517	95.325%

Excludes early TK

Early TK

Ind. Studies

Total includes Early TK & Ind. Studies

Funding Category	Grade	Days	Carry First	Begin	Gain	Max	Loss	End	Las	Carry	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
			In Day Entry						Day Out Exit										
Regular Education	TK	54	0	18	18	0	18	0	18	0	18	52	39	13	0	920	972	17.037	94.650%
Regular Education	K	54	0	94	94	6	98	5	95	0	95	162	245	171	74	4885	5130	90.463	95.224%
Regular Education	1	54	0	98	98	6	103	1	103	0	103	84	195	112	83	5283	5478	97.833	96.440%
Regular Education	2	54	0	106	106	8	112	7	107	0	107	260	200	123	77	5588	5788	103.481	96.545%
Regular Education	3	54	0	95	95	5	99	2	98	0	98	71	176	100	76	5099	5275	94.426	96.664%
Regular Education	4	54	0	112	112	5	117	2	115	0	115	105	210	105	105	6003	6213	111.167	96.620%
Regular Education	5	54	0	107	107	10	115	8	109	0	109	196	218	127	91	5796	6014	107.333	96.375%
Regular Education TK-K	54	0	112	112	6	116	5	113	0	113	162	297	210	87	0	5805	6102	107.500	95.133%
Regular Education	1-3	54	0	299	299	19	314	10	308	0	308	415	571	335	236	15970	16541	295.741	96.548%
Regular Education	4-6	54	0	219	219	15	232	10	224	0	224	301	428	232	196	11799	12227	218.500	96.500%
Regular Education	All	54	0	630	630	40	662	25	645	0	645	878	1296	777	519	33574	34870	621.741	96.283%
All TK-K	54	0	112	112	6	116	5	113	0	113	162	297	210	87	0	5805	6102	107.500	95.133%
All 1-3	54	0	299	299	19	314	10	308	0	308	415	571	335	236	0	15970	16541	295.741	96.548%
All 4-6	54	0	219	219	15	232	10	224	0	224	301	428	232	196	0	11799	12227	218.500	96.500%
All All	54	0	630	630	40	662	25	645	0	645	878	1296	777	519	0	33574	34870	621.741	96.283%

Signature _____

Title _____

Date _____

Funding Category	Grade	Days	Carry	First	Begin	Gain	Max	Loss	End	Las	Carry	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
				In Day	Entry					Day	Out									
				Entry						Exit										
Regular Education	TK	54	0	18	18	0	18	0	18	0	18	0	52	39	13	0	920	972	17.037	94.650%
Regular Education	K	54	0	94	94	6	98	5	95	0	95	162	245	171	74	0	4885	5130	90.463	95.224%
Regular Education	1	54	0	98	98	6	103	1	103	0	103	84	195	112	83	0	5283	5478	97.833	96.440%
Regular Education	2	54	0	106	106	8	112	7	107	0	107	260	200	123	77	0	5588	5788	103.481	96.545%
Regular Education	3	54	0	95	95	5	99	2	98	0	98	71	176	100	76	0	5099	5275	94.426	96.664%
Regular Education	4	54	0	112	112	5	117	2	115	0	115	105	210	105	105	0	6003	6213	111.167	96.620%
Regular Education	5	54	0	107	107	10	115	8	109	0	109	196	218	127	91	0	5796	6014	107.333	96.375%
Regular Education	TK-K	54	0	112	112	6	116	5	113	0	113	162	297	210	87	0	5805	6102	107.500	95.133%
Regular Education	1-3	54	0	299	299	19	314	10	308	0	308	415	571	335	236	0	15970	16541	295.741	96.548%
Regular Education	4-6	54	0	219	219	15	232	10	224	0	224	301	428	232	196	0	11799	12227	218.500	96.500%
Regular Education	All	54	0	630	630	40	662	25	645	0	645	878	1296	777	519	0	33574	34870	621.741	96.283%
Non-ADA	TK	54	0	1	1	0	1	0	1	0	1	0	3	3	0	0	51	54	0.944	94.444%
Non-ADA	TK-K	54	0	1	1	0	1	0	1	0	1	0	3	3	0	0	51	54	0.944	94.444%
Non-ADA	All	54	0	1	1	0	1	0	1	0	1	0	3	3	0	0	51	54	0.944	94.444%
Short Term Independent Study	K	54	0	0	0	2	2	2	0	0	0	100	0	0	0	0	8	8	0.148	100.000%
Short Term Independent Study	1	54	0	0	0	1	1	1	0	0	0	50	0	0	0	0	4	4	0.074	100.000%
Short Term Independent Study	2	54	0	0	0	3	3	3	0	0	0	129	0	0	0	0	33	33	0.611	100.000%
Short Term Independent Study	3	54	0	0	0	1	1	1	0	0	0	48	0	0	0	0	6	6	0.111	100.000%
Short Term Independent Study	4	54	0	0	0	1	1	1	0	0	0	39	0	0	0	0	15	15	0.278	100.000%
Short Term Independent Study	5	54	0	0	0	2	2	2	0	0	0	102	0	0	0	0	6	6	0.111	100.000%
Short Term Independent Study	TK-K	54	0	0	0	2	2	2	0	0	0	100	0	0	0	0	8	8	0.148	100.000%
Short Term Independent Study	1-3	54	0	0	0	5	5	5	0	0	0	227	0	0	0	0	43	43	0.796	100.000%
Short Term Independent Study	4-6	54	0	0	0	3	3	3	0	0	0	141	0	0	0	0	21	21	0.389	100.000%
Short Term Independent Study	All	54	0	0	0	10	10	10	0	0	0	468	0	0	0	0	72	72	1.333	100.000%
All	TK-K	54	0	113	113	8	119	7	114	0	114	262	300	213	87	0	5864	6164	108.593	95.133%
All	1-3	54	0	299	299	24	319	15	308	0	308	642	571	335	236	0	16013	16584	296.537	96.557%
All	4-6	54	0	219	219	18	235	13	224	0	224	442	428	232	196	0	11820	12248	218.889	96.506%
All	All	54	0	631	631	50	673	35	646	0	646	1346	1299	780	519	0	33697	34996	624.019	96.288%

Signature _____



Updated 10/31/19

Recruitment Plan: Implementation

The goals and strategies in the following recruitment plan apply across all seven EFC Charter Schools. This section represents the goals and strategies that EFC Charter Schools will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school's sending district(s). The table below also provides additional narrative on the implementation status and any proposed changes to the recruitment plan, as well as further detail relating to individual schools in the network where necessary and/or appropriate.

Group	Goals & Strategies	Implementation Status & Proposed Changes
A. Limited English-proficient students	<ul style="list-style-type: none"> • We produce applications and promotional materials in Spanish. • We are working on placing advertisements in languages other than English and Spanish or in community newsletters. Applications are available in 12 languages in the common charter application website www.enrolloak.org • We send representatives from the organization and schools who speak Spanish to community organizations and to well-travelled areas within communities with high rates of non-native English speakers to distribute materials in multiple languages. We will also canvass neighborhoods in East Oakland and Elmhurst and participate in the Charter School Fair. 	<ul style="list-style-type: none"> • Enrolloak provides application support in other languages. EFC continues to produce English and Spanish documents. • Our Student Recruitment Specialist (SRS) is fully bilingual as well as our team of interns. Presentations are conducted in both languages. • We participate in charter school fairs across the city. • We will continue to distribute translated application materials at adult ESL programs in Oakland and Alameda. • EFC Schools will conduct tours in Spanish and English and other languages upon request.

	<ul style="list-style-type: none"> • School leaders and teachers and Spanish-speaking recruiters visit neighborhoods in East Oakland and Elmhurst to recruit new families. • We post advertisements in public transit facilities and vehicles in targeted neighborhoods in both neighborhoods. 	<p>Proposed Changes in 2020-2021</p> <ul style="list-style-type: none"> • We will emphasize the growth of ELL students and reclassification rates in our materials and presentation.
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<p>B. Students eligible for free lunch or reduced priced lunch</p>	<ul style="list-style-type: none"> ● We disseminate application materials to local Head Start facilities, YMCAs, and Boys & Girls Clubs. ● In order to recruit more reduced price-lunch qualifying families, we visit Head Start programs and form relationships with those centers so that we can distribute applications to the parents with limited financial means. ● Staff members visit WIC centers so that we post promotional materials and distribute applications at those centers. ● We visit 10 city Head Starts and 3 private centers. ● We have built strong relationships with Head Starts for the last 8 years. ● We visit laundromats/churches/libraries and rec centers/private day cares in low income areas. ● In the last year we have dedicated more time to locating churches in our neighborhoods. ● This past year we visited two WIC centers, one in the ● We now include visits to two WIC centers in order to reach applicants. Eastmont Mall and International and Fruitvale. 	
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<p>C. Students who are sub-proficient</p>	<ul style="list-style-type: none"> • We communicate to potential and new families that our schools are open to all students regardless of previous academic performance. EFC does not have an entry test. 	
<p>D. Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • We communicate to potential and new families that our schools are open for all students regardless of being at risk of dropping out of school and discipline issues 	<p>Proposed Changes in 2020-2021</p> <ul style="list-style-type: none"> ★ Create a one pager about EFC org-wide culture in key languages

<p>E. Other subgroups of students who should be targeted to eliminate the achievement gap -African-American Students</p>	<ul style="list-style-type: none"> ● We contact African-American churches and community centers to develop relationships that will enable us to build relationships ● Cox Staff canvasses the neighborhood once a year ● Cox Staff hosts "National Night Out" the first week of August and provides information about our school 	
<p>F. Special education students</p>	<ul style="list-style-type: none"> ● We communicate to all new and potential families that we are free public schools and that we serve all students, including students with IEP's and 504's. ● We recruit at Head Start programs that serve students with special needs. We discuss our program with Head Start staff and ensure that they are aware of our capacity to serve special education students. 	<p>Proposed Changes in 2020-2021</p> <ul style="list-style-type: none"> ● We will collaborate with our Special Education Department to create materials that explain how EFC serves these students including strategies, teams and interventions. (team experience, flexibility, scrappy) ● We will invite our Director of Special Education and CEO to student recruitment events to speak directly to families about our programs.

G. City-wide enrollment	<ul style="list-style-type: none"> • EFC participates in city-wide events to promote our organization • SRS invites school leaders and key staff to participate at these events in order to promote each school and build relationships with each community • We have participated in 20 events across the city 	<p>Proposed Changes in 2020-2021</p> <p>GET FEEDBACK FROM FLC AND SOM's</p> <ul style="list-style-type: none"> • Schools must select 2 school recruiters per year (staff or parents, paid or volunteers)
H. HS Students for our new school: Latitude	<ul style="list-style-type: none"> • Latitude is now enrolled in Enrolloak.org • Principal is available to meet with all potential families 	<p>Proposed Changes in 2020-2021</p> <ul style="list-style-type: none"> • Interview students and staff and create brochures with their experiences
I. LWL Neighborhood Families	<ul style="list-style-type: none"> • EFC recognizes the LWL Neighborhood as the most changing of all of our communities (gentrification) • New home owners are not aware of LWL and its programs • During 2020's fall, we have launched a pilot at LWL where the campus is open as a "park" every Saturday so families can come and play. We will include enrichment classes during the Spring. 	<p>Proposed Changes in 2020-2021</p> <ul style="list-style-type: none"> • Marketing LWL in the neighborhood by including information about: <ul style="list-style-type: none"> • Performance Events • Door Hangers • Enrichment Programs • Academic newsletters • Hiring Process • Differentiated learning • Reading night

Retention Plan: General Activities

During the 2019-2020 school year, Education For Change Charter Schools retained 86% of students across all seven campuses.

The goals and strategies in the following retention plan apply across all seven EFC Charter Schools. This section represents the goals and strategies that EFC Charter Schools will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The table below also provides additional narrative on the implementation status and any proposed changes to the retention plan, as well as further detail relating to individual schools in the network where necessary and/or appropriate

Student Retention Plan – Goals and Strategies	
Annual goal for student retention (percentage):	Implementation Status & Proposed Changes
We aim to retain 90% of our students who remain in the Oakland Fruitvale and Elmhurst areas.	Will continue with the goal of an attrition rate of 10% or less (combined across all EFC Charter Schools).

The following goals and strategies apply across each demographic group (Special education students, Limited English-proficient students, Students eligible for free or reduced lunch, Students who are sub-proficient, Students at risk of dropping out of school, and African-American students (as a specific subgroup of students who should be targeted to eliminate the achievement gap)).

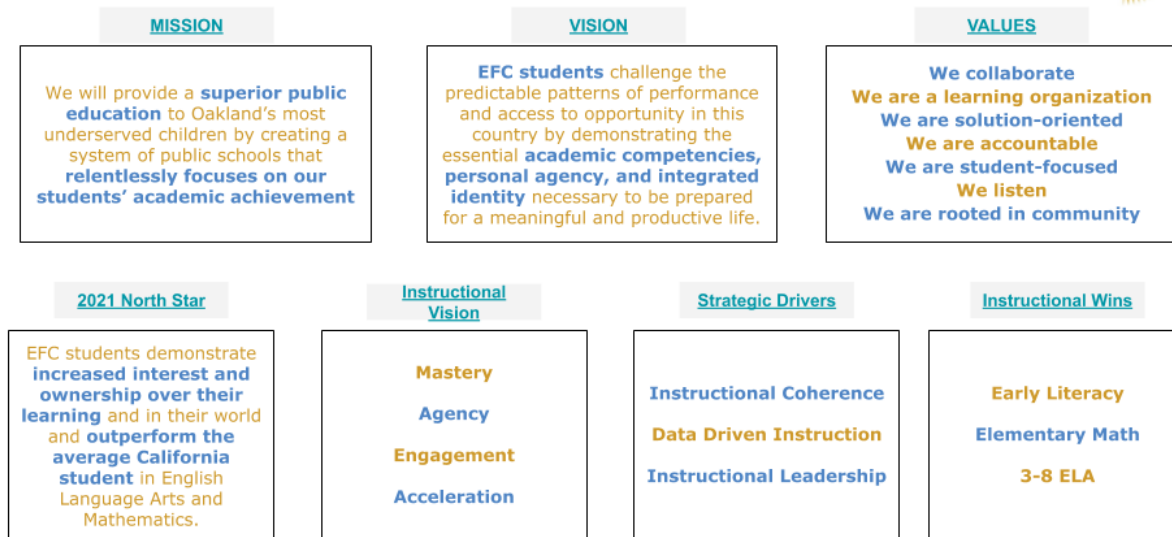
Retention Plan: Implementation

Goals & Strategies	Description	Implementation Status & Proposed Changes
Retention Activity 1 (Information to Parents)	Provide clear information to incoming and current EFC parents through conducting multiple orientation sessions and written documentation of our policies and philosophies. We believe that this will help ensure that parents who enroll in our school are clear about our school program and aligned with our mission.	Completed/Ongoing <ul style="list-style-type: none"> In collaboration with Community Engagement Specialist, SRS will present at the Family Leadership Council meetings about the importance of student recruitment in our 7 communities as well as training on how to enroll at our schools
Retention Activity 2 (Improved Academic Outcomes)	Continue to improve our educational program in upper grades. We have historically lost students to other schools (district and charter), and we believe that we have and will continue to address this quality concern by providing an educational program that enables our students to outperform exam schools.	Proposed Changes 2020-2021 <ul style="list-style-type: none"> EFC adopted 3 WINS (see appendix A) create one-pager about results Headlines to be used as marketing tools (materials and at sites)
Retention Activity 3 (Data for Leaders)	Home Team will provide school leaders with useful data to analyze the student mobility trends. School leaders can target specific areas.	Ongoing <ul style="list-style-type: none"> Home team will provide quarterly data to school leaders about exiting students. This data will provide information and trends about why our children leave our schools and proactively strategize around them.
Retention Activity 4 (Customer Service)	Everyone in our organization understands the importance of impeccable customer service every day, everyone, everywhere no matter the situation. Each interaction makes a long lasting impression on each of our families. Many of our recruits come from recommendations from our existing parents.	Ongoing <ul style="list-style-type: none"> Two staff surveys are conducted every year (one in December, one in the Spring) to check temperature at our sites. One area that is included

		<p>is the level of satisfaction with the main office. The Director of Site Operations who co-oversees Site Operations Managers works with them monthly on the importance of maintaining a pleasant environment at all times.</p> <p>Proposed Changes 2020-2021</p> <ul style="list-style-type: none"> • Home Team will conduct 3 trainings per year that are intentionally dedicated to student recruitment, retention and customer service.
Retention Activity 5 (Diversity, Acceptance)		<p>Proposed Changes 2020-2021</p> <p>Include in org-wide brochures</p>
Retention Activity 6 Limited English Proficient Students (Data for Leaders and Community)	<p>Ensure that students are learning English fast enough to move out of LEP designation within 2-3 years and are subsequently able to succeed academically.</p> <p>Ensure that in addition to LEP requirements, students are receiving adequate academic support from classroom teachers such that they can succeed in the classroom.</p>	
A. Students at risk of dropping out	<p>Increase communication with parents of struggling students so they are receiving at least monthly progress updates for the second two trimesters in person or on the phone. Some of the students who leave our program are students who have been retained in a grade level, and we believe we could get more parental support for keeping the student at EFC if we increased the frequency of oral communication with the parent.</p>	<p>Proposed Changes 2020-2021</p> <ul style="list-style-type: none"> • Calls/Letters to parents regarding improvements or concerns in academic performance

B. African-American Students	We monitor achievement rates of African-American students and ensure that they are at least commensurate with achievement rates of other demographic groups in all seven EFC schools.	
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Overview: EFC Strategic Plan 2021



Climbing the Mountain



VISION

- EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

2021 North Star

- EFC students demonstrate increased interest and ownership over their learning and in their world and outperform the average California student in English Language Arts and Mathematics.

CURRENT STATE

- EFC students outperform similar schools in Oakland. Engagement and ownership in students varies across sites and grades.