



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 Cox 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 Cox 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 Cox 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

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

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 does not increase by more than 15% between the 2019-20 and 2020-21 school years	Required	Do not submit	Do not submit	Do not submit
Expanding School	(a) Existing charter school				
	(b) Projected enrollment of either TK, kindergarden, 6 th grade, and/or 9 th grade does increase by more than 15%* between the 2019-20 and 2020-21 school years	Required	Required	Do not submit	Do not submit
New School	(a) Charter school opening in 2020-21	Required	Do not submit	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.



OFFICE OF CHARTER SCHOOLS

- 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.

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: Cox 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 190 (185 in-District students), which assumes an additional enrollment of 11 students (including 7 in-District students) above cohort survival method. It is reasonable for us to project this slightly higher total and in-District enrollment 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.



OFFICE OF CHARTER SCHOOLS

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.

Cox Academy is located on the E. Morris Cox Campus at 9860 Sunnyside Street, Oakland, CA 94603

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.)*

Cox Academy, a TK-5th grade elementary school, is located on the former E. Morris Cox Elementary school campus in Oakland's Elmhurst District. Currently, it is co-located with the Reach campus and wishes to remain on the Cox campus. Please also note that Cox Academy is entitled to remain on the Cox campus as a conversion charter school (5 CCR 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 Cox Academy has any obligation to do so in order to remain on its site (please see cover letter for more information).

Cox Academy is housed in Buildings A, C, and D and the portables on the campus. Cox Academy is committed to continuing to serve the Elmhurst community in its current location. Cox Academy partners with Seneca Center, Reading Partners, Love Learn Success Expanded Learning Program, Creekside Church volunteers, Oakland Promise, and the Alameda County Food Bank. As part of the El Dorado SELPA, Cox Academy has partnered with Seneca Center to provide RTI and Special Education services. The Alameda County Food Bank provides food for our families.

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

No school succeeds without focus, especially one with educationally-underserved students. EFC implements a core curriculum using Eureka Mathematics, the Center for Collaborative Classroom Early Literacy Suite, and Engage NY Expeditionary Learning Units of Instruction in ELA. Inquiry is a core component of our English Language Arts program. Science and social studies are addressed both as part of the integrated components of the Engage NY EL curriculum and as supplemental FOSS Next Generation science curriculum, where themes traverse subject areas. Social Studies is also taught for 50 minutes weekly by the classroom teacher. Science is taught as a released prep period, in a specifically designated Science classroom. Every student who reads below grade level receives targeted intervention either during the school day or after school. The English Language Arts Tier 2 intervention utilizes guided Fountas and Pinnell's Leveled Library Instruction (LLI) and the SIPPS explicit phonics program. During the day interventions occur in the intervention classroom. Students who qualify for Special Education receive targeted services, which takes place in our Learning Lab (pull out services) and in classrooms (push in



OFFICE OF CHARTER SCHOOLS

services). At Cox Academy, we also have an intensive English intervention program for our growing newcomer population that takes place in our multipurpose room.

Community Engagement

Another critical link in the educational program for our students are the services and training provided to our families. Cox Academy facilitates parent workshops with the support of CCSA, the Seneca Center, and Cox Academy teachers.

The facilities implications include the traditional need for a classroom for each teacher, including the two Special Education teachers, as well as a need for classrooms for the Science program, Art Program, Dance program, Special Education/ MTSS program, Intervention classes (during and after school), space for the learning lab, library, multipurpose room in the Cafe, and Community Room/Family Resource Center, which is a location for parenting classes and family activities.

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

Space Needed	Educational Program	Comments
25 classrooms	Self-contained TK-5th grade classrooms	Also used for Summer Program
1 classroom/Library	During school, targeted Tier 2 literacy intervention program conducted by Reading Partners and the Cox Tier 2 Literacy Interventionist. The Library is also open Inquiry research, regular class visitations, parents & families after school.	
3 classrooms	Specials classes: Science program, Art Program, Dance Program	Also used for Summer Program
1 classroom	Special Education Program: 2 RS teacher	Also used for Summer Program
2 office spaces	Special Education: Speech Therapist	Also used for Summer Program
1 office space	Literacy and Math Instructional Coach Office	
1 office space	Clinical/Therapy room for students and families receiving services	



OFFICE OF CHARTER SCHOOLS

1 classroom	Family Resource center and community room	
1 textbook room	Storage of instructional materials	
Cafeteria space	Breakfast/Lunch Program, snack and pick up location for the afterschool (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/ storage space	Location for PE Coach to store equipment	Also used for Summer Program
1 office	Office/Attendance Staff	Also used for Summer Program
3 offices	Principal and Assistant Principals (3)	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	22	20	21	22	21	22
K	85	78	79	88	79	80
1	93	91	85	99	94	88
2	101	85	91	102	91	94
3	94	101	85	99	102	91
4	88	99	101	96	103	102
5	102	91	99	103	97	103
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	585	565	561	609	587	580

Table 2: Attendance Rates

Grade Level	2018-19 Attendance Rate	2019-20 Attendance Rate	Projected 2020-21 Attendance Rate
TK	92.42%	96.22%	94.32%
K	92.75%	95.61%	94.18%
1	94.79%	94.14%	94.47%
2	94.92%	96.14%	95.53%
3	94.79%	96.01%	95.40%
4	94.92%	96.00%	95.46%
5	95.71%	96.48%	96.10%
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	19.81	20.75
K	74.40	75.34
1	80.30	83.13
2	86.93	89.80
3	81.09	86.81
4	96.41	97.37
5	95.13	98.98
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
TOTAL	534.08	552.18

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	22	20	21	22	21	22
K	85	78	79	88	79	80
1	93	91	85	99	94	88
2	101	85	91	102	91	94
3	94	101	85	99	102	91
4	88	99	101	96	103	102
5	102	91	99	103	97	103
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	585	565	561	609	587	580

Table 2: Attendance Rates

Grade Level	2018-19 Attendance Rate	2019-20 Attendance Rate	Projected 2020-21 Attendance Rate
TK	92.42%	96.22%	94.32%
K	92.75%	95.61%	94.18%
1	94.79%	94.14%	94.47%
2	94.92%	96.14%	95.53%
3	94.79%	96.01%	95.40%
4	94.92%	96.00%	95.46%
5	95.71%	96.48%	96.10%
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	19.81	20.75
K	74.40	75.34
1	80.30	83.13
2	86.93	89.80
3	81.09	86.81
4	96.41	97.37
5	95.13	98.98
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
TOTAL	534.08	552.18

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	177	0	20	20	5	22	3	22	22	0	106	287	181	106	0	3501	3788	19.780	92.423%
Regular Education	K	177	0	78	78	54	104	38	94	94	0	2342	1164	593	571	0	14902	16066	84.192	92.755%
Regular Education	1	177	0	94	94	40	102	44	90	90	0	1274	873	428	445	0	15907	16780	89.870	94.797%
Regular Education	2	177	0	98	98	27	103	27	98	98	0	610	895	450	445	0	16726	17621	94.497	94.921%
Regular Education	3	177	0	100	100	27	109	25	102	102	0	1646	919	476	443	0	16728	17647	94.508	94.792%
Regular Education	4	177	0	96	96	23	103	23	96	96	0	1307	859	424	435	0	16065	16924	90.763	94.924%
Regular Education	5	177	0	101	101	31	107	34	98	98	0	1174	762	363	399	0	17003	17765	96.062	95.711%
Regular Education	TK-K	177	0	98	98	59	126	41	116	116	0	2448	1451	774	677	0	18403	19854	103.972	92.692%
Regular Education	1-3	177	0	292	292	94	314	96	290	290	0	3530	2687	1354	1333	0	49361	52048	278.876	94.837%
Regular Education	4-6	177	0	197	197	54	210	57	194	194	0	2481	1621	787	834	0	33068	34689	186.825	95.327%
Regular Education	All	177	0	587	587	207	650	194	600	600	0	8459	5759	2915	2844	0	100832	106591	569.672	94.597%
All	TK-K	177	0	98	98	59	126	41	116	116	0	2448	1451	774	677	0	18403	19854	103.972	92.692%
All	1-3	177	0	292	292	94	314	96	290	290	0	3530	2687	1354	1333	0	49361	52048	278.876	94.837%
All	4-6	177	0	197	197	54	210	57	194	194	0	2481	1621	787	834	0	33068	34689	186.825	95.327%
All	All	177	0	587	587	207	650	194	600	600	0	8459	5759	2915	2844	0	100832	106591	569.672	94.597%

Signature _____

Title _____

Date _____

Funding Category	Grade	Days	Carry	Firs	Begin	Gain	Max	Loss	End	Las	Carry	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
				In	Day					Day	Out									
				Entry						Exit										
Regular Education	TK	177	0	20	20	5	22	3	22	22	0	106	287	181	106	0	3501	3788	19.780	92.423%
Regular Education	K	177	0	78	78	54	104	38	94	94	0	2342	1164	593	571	0	14902	16066	84.192	92.755%
Regular Education	1	177	0	94	94	40	102	44	90	90	0	1274	873	428	445	0	15907	16780	89.870	94.797%
Regular Education	2	177	0	98	98	27	103	27	98	98	0	610	895	450	445	0	16726	17621	94.497	94.921%
Regular Education	3	177	0	100	100	27	109	25	102	102	0	1646	919	476	443	0	16728	17647	94.508	94.792%
Regular Education	4	177	0	96	96	23	103	23	96	96	0	1307	859	424	435	0	16065	16924	90.763	94.924%
Regular Education	5	177	0	101	101	31	107	34	98	98	0	1174	762	363	399	0	17003	17765	96.062	95.711%
Regular Education	TK-K	177	0	98	98	59	126	41	116	116	0	2448	1451	774	677	0	18403	19854	103.972	92.692%
Regular Education	1-3	177	0	292	292	94	314	96	290	290	0	3530	2687	1354	1333	0	49361	52048	278.876	94.837%
Regular Education	4-6	177	0	197	197	54	210	57	194	194	0	2481	1621	787	834	0	33068	34689	186.825	95.327%
Regular Education	All	177	0	587	587	207	650	194	600	600	0	8459	5759	2915	2844	0	100832	106591	569.672	94.597%
Non-ADA	TK	177	0	0	0	1	1	1	0	0	0	105	1	1	0	0	71	72	0.401	98.611%
Non-ADA	TK-K	177	0	0	0	1	1	1	0	0	0	105	1	1	0	0	71	72	0.401	98.611%
Non-ADA	All	177	0	0	0	1	1	1	0	0	0	105	1	1	0	0	71	72	0.401	98.611%
Short Term Independent Study	TK	177	0	1	1	3	4	4	0	0	0	684	0	0	0	0	24	24	0.136	100.000%
Short Term Independent Study	K	177	0	0	0	27	20	27	0	0	0	3416	3	0	3	0	121	124	0.684	97.581%
Short Term Independent Study	1	177	0	0	0	31	19	31	0	0	0	3223	0	0	0	0	140	140	0.791	100.000%
Short Term Independent Study	2	177	0	1	1	22	22	23	0	0	0	3790	10	0	10	0	94	104	0.531	90.385%
Short Term Independent Study	3	177	0	1	1	17	17	18	0	0	0	2844	9	0	9	0	156	165	0.881	94.545%
Short Term Independent Study	4	177	0	0	0	17	14	16	1	1	0	2393	3	0	3	0	82	85	0.463	96.471%
Short Term Independent Study	5	177	0	1	1	19	15	20	0	0	0	2562	2	0	2	0	91	93	0.514	97.849%
Short Term Independent Study	TK-K	177	0	1	1	30	24	31	0	0	0	4100	3	0	3	0	145	148	0.819	97.973%
Short Term Independent Study	1-3	177	0	2	2	70	58	72	0	0	0	9857	19	0	19	0	390	409	2.203	95.355%
Short Term Independent Study	4-6	177	0	1	1	36	29	36	1	1	0	4955	5	0	5	0	173	178	0.977	97.191%
Short Term Independent Study	All	177	0	4	4	136	111	139	1	1	0	18912	27	0	27	0	708	735	4.000	96.327%
All	TK-K	177	0	99	99	90	151	73	116	116	0	6653	1455	775	680	0	18619	20074	105.192	92.752%
All	1-3	177	0	294	294	164	372	168	290	290	0	13387	2706	1354	1352	0	49751	52457	281.079	94.841%
All	4-6	177	0	198	198	90	239	93	195	195	0	7436	1626	787	839	0	33241	34867	187.802	95.337%
All	All	177	0	591	591	344	762	334	601	601	0	27476	5787	2916	2871	0	101611	107398	574.073	94.612%

Excludes
early
TKEarly
TKInd.
StudiesIncludes
early TK
& Ind.
Studies

Excludes early Tk & Ind. Studies

Funding Category	Grade	Days	Carry	Firs	Begin	Gain	Max	Loss	End	Las	Carry	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
			In	Day						Day	Out									
			Entry							Exit										
Regular Education	TK	54	0	14	14	6	20	1	19	0	19	127	36	23	13	0	917	953	16.981	96.222%
Regular Education	K	54	0	78	78	8	84	5	81	0	81	248	188	89	99	0	4100	4288	75.926	95.616%
Regular Education	1	54	0	85	85	16	96	5	96	0	96	212	291	123	168	0	4681	4972	86.685	94.147%
Regular Education	2	54	0	89	89	10	97	4	95	0	95	281	191	93	98	0	4766	4957	88.259	96.147%
Regular Education	3	54	0	100	100	8	106	4	104	0	104	183	221	91	130	0	5320	5541	98.519	96.012%
Regular Education	4	54	0	94	94	17	108	7	104	0	104	402	217	96	121	0	5213	5430	96.537	96.004%
Regular Education	5	54	0	94	94	7	100	4	97	0	97	144	185	98	87	0	5071	5256	93.907	96.480%
Regular Education	TK-K	54	0	92	92	14	104	6	100	0	100	375	224	112	112	0	5017	5241	92.907	95.726%
Regular Education	1-3	54	0	274	274	34	299	13	295	0	295	676	703	307	396	0	14767	15470	273.463	95.456%
Regular Education	4-6	54	0	188	188	24	208	11	201	0	201	546	402	194	208	0	10284	10686	190.444	96.238%
Regular Education	All	54	0	554	554	72	611	30	596	0	596	1597	1329	613	716	0	30068	31397	556.815	95.767%
	All TK-K	54	0	92	92	14	104	6	100	0	100	375	224	112	112	0	5017	5241	92.907	95.726%
	All 1-3	54	0	274	274	34	299	13	295	0	295	676	703	307	396	0	14767	15470	273.463	95.456%
	All 4-6	54	0	188	188	24	208	11	201	0	201	546	402	194	208	0	10284	10686	190.444	96.238%
	All All	54	0	554	554	72	611	30	596	0	596	1597	1329	613	716	0	30068	31397	556.815	95.767%

Signature _____

Title _____

Date _____

Funding Category	Grade	Days	Carry In	First Day Entry	Begin	Gain	Max	Loss	End	Las Day Exit	Carry Out	N/E	Abs.	Exc.	Unex.	Other Non Apport.	Apport.	Sched.	ADA	% ADA
Regular Education	TK	54	0	14	14	6	20	1	19	0	19	127	36	23	13	0	917	953	16.981	96.222%
Regular Education	K	54	0	78	78	8	84	5	81	0	81	248	188	89	99	0	4100	4288	75.926	95.616%
Regular Education	1	54	0	85	85	16	96	5	96	0	96	212	291	123	168	0	4681	4972	86.685	94.147%
Regular Education	2	54	0	89	89	10	97	4	95	0	95	281	191	93	98	0	4766	4957	88.259	96.147%
Regular Education	3	54	0	100	100	8	106	4	104	0	104	183	221	91	130	0	5320	5541	98.519	96.012%
Regular Education	4	54	0	94	94	17	108	7	104	0	104	402	217	96	121	0	5213	5430	96.537	96.004%
Regular Education	5	54	0	94	94	7	100	4	97	0	97	144	185	98	87	0	5071	5256	93.907	96.480%
Regular Education	TK-K	54	0	92	92	14	104	6	100	0	100	375	224	112	112	0	5017	5241	92.907	95.726%
Regular Education	1-3	54	0	274	274	34	299	13	295	0	295	676	703	307	396	0	14767	15470	273.463	95.456%
Regular Education	4-6	54	0	188	188	24	208	11	201	0	201	546	402	194	208	0	10284	10686	190.444	96.238%
Regular Education	All	54	0	554	554	72	611	30	596	0	596	1597	1329	613	716	0	30068	31397	556.815	95.767%
Non-ADA	TK	54	0	2	2	0	2	0	2	0	2	0	7	3	4	0	101	108	1.870	93.519%
Non-ADA	TK-K	54	0	2	2	0	2	0	2	0	2	0	7	3	4	0	101	108	1.870	93.519%
Non-ADA	All	54	0	2	2	0	2	0	2	0	2	0	7	3	4	0	101	108	1.870	93.519%
Short Term Independent Study	K	54	0	0	0	2	2	2	0	0	0	91	0	0	0	0	17	17	0.315	100.000%
Short Term Independent Study	1	54	0	0	0	4	4	4	0	0	0	194	0	0	0	0	22	22	0.407	100.000%
Short Term Independent Study	2	54	0	0	0	2	2	2	0	0	0	103	0	0	0	0	5	5	0.093	100.000%
Short Term Independent Study	3	54	0	0	0	2	2	2	0	0	0	99	0	0	0	0	9	9	0.167	100.000%
Short Term Independent Study	4	54	0	2	2	3	5	5	0	0	0	233	13	0	13	0	24	37	0.444	64.865%
Short Term Independent Study	5	54	0	2	2	1	3	3	0	0	0	147	5	0	5	0	10	15	0.185	66.667%
Short Term Independent Study	TK-K	54	0	0	0	2	2	2	0	0	0	91	0	0	0	0	17	17	0.315	100.000%
Short Term Independent Study	1-3	54	0	0	0	8	8	8	0	0	0	396	0	0	0	0	36	36	0.667	100.000%
Short Term Independent Study	4-6	54	0	4	4	4	8	8	0	0	0	380	18	0	18	0	34	52	0.630	65.385%
Short Term Independent Study	All	54	0	4	4	14	18	18	0	0	0	867	18	0	18	0	87	105	1.611	82.857%
All	TK-K	54	0	94	94	16	108	8	102	0	102	466	231	115	116	0	5135	5366	95.093	95.695%
All	1-3	54	0	274	274	42	307	21	295	0	295	1072	703	307	396	0	14803	15506	274.130	95.466%
All	4-6	54	0	192	192	28	216	19	201	0	201	926	420	194	226	0	10318	10738	191.074	96.089%
All	All	54	0	560	560	86	631	48	598	0	598	2464	1354	616	738	0	30256	31610	560.296	95.717%

Excludes early TK

Early TK

Ind. Studies

Total includes early TK & Ind. Studies

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.
--	--	--

<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. 	
--	---	--

<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)).

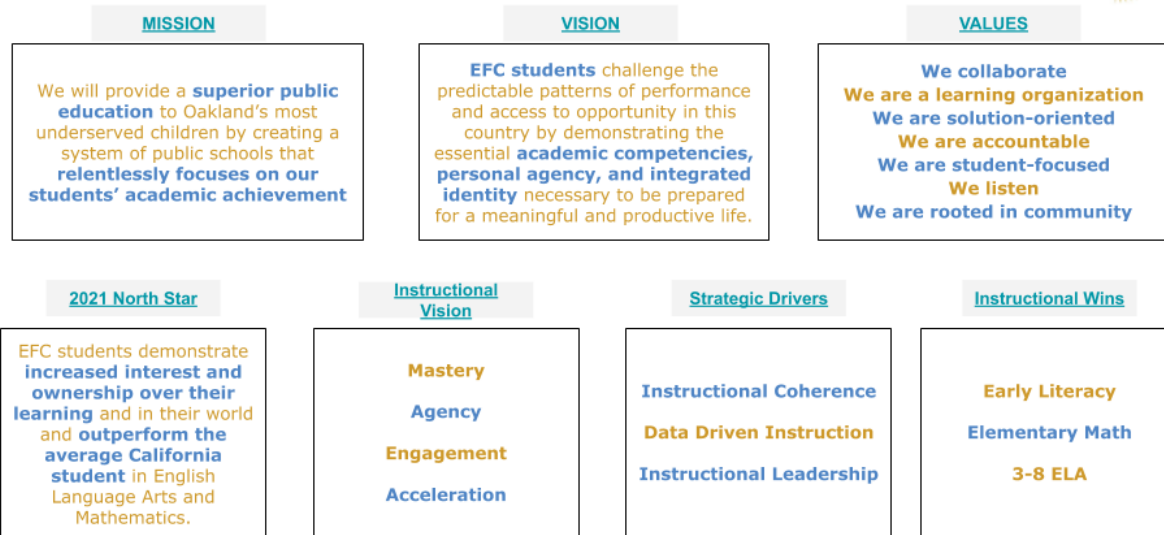
Retention Plan: Implementation

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	<p>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.</p>	
-------------------------------------	--	--

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.