



OFFICE OF CHARTER SCHOOLS

## 2023-24 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](mailto:charteroffice@ousd.org) by **end of day on Tuesday, November 1, 2022**.
- 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).

Charter School Name: Bay Area Technology School

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Mailing Address: 8251 Fontaine St., Oakland, CA 94605

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

Bay Area Technology School (BayTech) is not projecting a substantial increase by more than 15% between the 2022-23 and 2023-24 school years for the noted grade levels (in this case 6th and 9th grade). For Table 1, we downloaded the student enrollment list as of the CBEDS Census Date for each of the respective years and grade levels listed on the table. To calculate the "Oakland Resident Classroom Based Enrollment," we ran a report through Aeries of all student's residential addresses. We cross referenced this report with the CBEDS Census Date report and excluded every student who lived outside of Oakland from the CBEDS Census report. Next, we then verified that all students remaining on the report were Oakland Residents and noted this total on the table. To calculate the "Total Enrollment," we pulled the CBEDS Census Date report for the respective grade levels and years. For the "projection columns," we examined the current enrollment and looked at our past retention rates for each grade level. We then used the average retention rate percentage for each grade level in order to calculate our projected retention of current students. In addition, we examined our previous application and new student enrollment statistics for each grade level and added the average number of new students for each grade level each year and added that average to our projected total. Therefore, based on the past 3 years of data regarding applicants and our new student enrollment numbers plus our average retention rates, we were able to calculate our projected enrollment for the 2023-2024 school year. Since the projected numbers show our historical data as of Census Day, we do plan on continuing our practice of opening the school year at capacity, 60 students per grade level, and continuing to allow students to join our campus throughout the year. This may lead to additional students being enrolled and a possible increase in enrollment in comparison to the projections on Table 1. We anticipate this to be the case as BayTech has historically received more applications than it has available slots, and has maintained a stable and steady enrollment for the past 4 years.

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For Table Two, we exported the “Daily ADA Report” for the requested years as of CBEDS date. We then took into account BayTech's historical data of reporting 90%-96% ADA. With the COVID-19 pandemic and a hesitant return to school for some families, we saw a drop in our ADA for the 2021-2022 school year as you will see on Table 2. Additionally, we are experiencing a lower than average ADA for the 2022-2023 school year due to the events that have occurred as a result of being on a co-located campus with the Continuation School. As noted in various communications with the district, safety is a continued concern for our families and has led to lower ADA numbers due to parents feeling uncomfortable with sending their students to campus given the incidents that have occurred. The incidents include the following:

- **August 11th, 2022:** Incident on Ruidsdale Campus involving the stabbing, pistol whipping and gun found on campus by BayTech Staff
- **September 15th, 2022:** 8 Ruidsdale students caught smoking marijuana in the bathroom
- **September 28th, 2022:** School shooting in which 6 members of the community were injured
- **October 6th, 2022:** Two fights on Ruidsdale campus, one in front of the BayTech office where BayTech staff saw one student choking the other
- **October 25th, 2022:** Two Ruidsdale students get into an altercation in the front of the school where they maced each other

While these events have led to unusual fluctuations in our ADA percentages, our parents view this as their home and therefore continue to attend BayTech. We did have 15 students disenroll due to the incidents, but we were then able to accept some of the many students on our waitlist to fill their spots. Therefore, despite these lower ADA numbers in comparison to our past ADA percentages, our enrollment has remained stable. We continue to be at capacity and have a waiting list in the following grades as of November 1st, 2022 at 12:00pm.

- 7th Grade - 6 students waitlisted (2 previous BayTech students)
- 8th Grade - 1 student on waitlist
- 9th Grade - 3 students on waitlist
- 10th Grade - 9 students on waitlist
- 11th Grade - 5 students on waitlist
- 12th Grade - 10 students on waitlist

Many of the students that we see return are former students choosing to come back to BayTech after experiencing another school. In the instance of the 2022-2023 school year, we had 5 former BayTech students return.

A. J. - Left after 2021-2022 school year; returned 9/20/2022  
S. R. - Left after 2021-2022 school year; returned 9/14/2022  
J. J. - Left after 2020-2021 school year; returned for 2022-2023 school year  
E. A. - Left after 2020-2021 school year; returned for 2022-2023 school year  
J. D. - Left after 2020-2021 school year; returned 9/12/2022

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Therefore, we looked to the ADA averages prior to these incidences and the COVID-19 pandemic. For the 2019-2020 school year, our ADA was 97.47%. We used this information to help assess a more accurate ADA projection for the 2023-2024 school year and therefore calculated the totals noted in Table 2. For Table 3, we took the projected enrollment for the 2023-2024 school year in Table 1 then multiplied it by the ADA projected percentage in Table 2 in order to calculate the ADA projections for both Oakland-Resident students and for the total student population.

**2. Please indicate all (sites, including non-OUSD sites) on which the Charter School is currently located, if any.**

Bay Area Technology School is located at 8251 Fontaine St. Oakland, CA 94605–The King Estates Campus.

**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.)**

BayTech has always been located at the King Estates Campus site on Fontaine Street in East Oakland since 2012—more than a decade. This is our 7th site since our inception in 2004 and the location we have inhabited for the longest period of time. Our families view this location as our home. We share this site with OUSD's Sojourner Truth Independent Study Program, Ruidsdale Continuation School and Ruidsdale Newcomer High School. Our priority and ask is for us to remain on the King Estates Campus.

As you know, Education Code section 47614(b) provides the assurance that the district “shall not move the charter school unnecessarily”. This statutory limitation on districts ensures that charters can take root and establish a stable, consistent site. However, in order to partner with and accommodate the District's planning in a manner that also supports BayTech so that we can continue to serve our population and continue to foster our community, BayTech would be willing to consider a move to Brookfield Elementary or Grass Valley Elementary. We are in no way waiving our right to otherwise not be moved unnecessarily.

Should the District request that we relocate, we are asking to be given priority to Brookfield Elementary School. As per the OUSD site report for the 2021-2022 school year, there are 13 available classrooms as well as other space at that location. Additionally, the district has slated that school to close so there will be plenty of room for our school on that site. Brookfield has 18 classrooms open which would work for our program and there is also field space and program space.

Please also note that BayTech is entitled to remain on the King Estates Campus pursuant to Education Code section 47605(b) and is submitting this request solely at the request of the District, and not because BayTech has any obligation to do so in order to remain on its site (please see cover letter for more information).

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

One of the main facility needs of BayTech is a large enough campus to house both our Middle and High School Programs. Our two programs are integrated together through the sharing of staff, resources and cross-grade level instruction. Given that BayTech is a small single school of 6th-12th grade students, many of our teachers teach across grade levels and do not exclusively teach Middle School or High School. Of BayTech's 15 teachers for the 2022-2023 School Year, 6 teachers teach both Middle and High School classes throughout the day. Additionally, many teachers coach sports outside of their grade levels of instruction. For example, one of our High School English teachers is the Middle School Flag Football Coach. Many of our high school students are assistant coaches to many of the middle school teams as well.

The structure of BayTech also includes integrated programs across grade levels that are an integral part of BayTech's educational programming and structure.

Our Accelerated Math Program allows middle school students to begin taking high school math in 8th grade. Based on i-Ready scores and the student's previous math grades, 8-10 8th grade students are selected each year and offered the opportunity to begin taking high school math classes. This manifests in the students attending and pushing into the high school math courses in lieu of their middle school math class. This requires middle school students to be able to physically access these high school classes and therefore will need to occur on a common campus.

BayTech has also implemented a tutoring program throughout the campus where upper division high school students tutor and work with middle school students who are more than 3 grade levels behind in Math and/or English which calls for the middle and high school programs to be on a shared campus.

In conjunction, our organization structure calls for the Dean of Students to provide social/emotional help, discipline and supervision for both the Middle and High School. Plus, our Executive Director acts as our college counselor for seniors along with also teaching high school English and running the Middle School Reading Program every morning. Separating the two programs would cause an increase staffing and doubling of operational positions including our Office Manager, Secretary, Registrar/Attendance Clerk and Director of Facilities in order to run both programs concurrently at two separate campuses therefore this is not feasible and to separate the Middle and High School programs on to separate campuses would be a detriment to our school for these reasons.

BayTech's mission is to infuse assistive technology throughout the school to provide a personalized educational experience for every student. This mission is driven by the population we serve and the lack of quality personalized education for low income students. Utilizing adaptive technology, we are able to hone in on students strengths and weaknesses, providing personalized instruction and access to resources that students would otherwise not be able to access.

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The main program that allows us to assess students' needs is i-Ready. i-Ready Diagnostics are administered for the entire student body 3 times per year in order to track students progress and adjust their instruction to fit their growing strengths and needs. In order to most effectively utilize this data and provide support for our students, we have a variety of small group instruction that occurs throughout the day. Therefore, 2 resource rooms would be needed to allow for this small group instruction.

In conjunction with the small group instruction for students who are performing below the grade level standards, BayTech also offers support to our English Learner population. With an EL population of 25% and a redesignation rate of 57%, it is imperative that we have the two additional resource rooms that are dedicated to small group instruction. These spaces are utilized by our Reading Intervention Specialist and our Math Intervention Specialist to provide small group instruction to our students that are 2 or more grade levels behind in Math or Reading plus our EL students. This space will also be utilized by our upper division tutoring program.

Three SPED offices and one resource room will be needed to ensure we are able to provide SPED services to our growing SPED population. Currently 21% of the BayTech student body is in SPED and we are staffed with 2 Education Specialists and one School Psychologist. Therefore, we will need 3 Offices to house our SPED department. We will also be in need of one additional resource room where we can place our 3 ZenBooths that are utilized for confidential online services including speech therapy and counseling throughout the day.

Given the tremendous trauma that our students have endured this year and previous years, BayTech has invested in providing additional emotional & social support services. As part of increasing and expanding our scope of resources, we have partnered with Equine Therapy and their School Psychologist who provides services to our students, to provide best practices and implement services in our school. It has been shown and noted by the U.S. Department of Health and Human Services<sup>1</sup> that animals are an impactful resource<sup>2</sup> and have been shown to reduce PTSD symptoms<sup>3</sup>. Program therefore requires a large fenced in grass area in order to allow for our therapy horse to provide the needed services to our students.

This grass area will also be utilized for our robust sports program that includes Soccer, Basketball, Volleyball, Flag Football, Cross Country, Cheerleading, Baseball and Wrestling in the middle school and Soccer, Basketball, Volleyball, Cross Country, Baseball and Wrestling in the high school. Over 60% of the BayTech student population plays in one or more of our sports programs and the inclusion of sports programs is a key component to our academic standards and programming as our student athletes are held to high academic standards in order to continue to engage in our sports program. Our sports programs also integrate academic support through tutoring and regular grade checks to ensure students are able to benefit from the correlations between student athletes and higher academic achievement.<sup>4</sup>

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<sup>1</sup> <https://newsinhealth.nih.gov/2018/02/power-pets>

<sup>2</sup> <https://journals.sagepub.com/doi/abs/10.1177/1533210107302397>

<sup>3</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4528099/>

<sup>4</sup> <https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-5-10>

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In addition to our after school sports programs, we also provide Physical Education classes across all grade levels. This program requires us to have a gymnasium large enough to accommodate up to 60 students at any given time.

Given that we are a WASC accredited school with our graduation requirements matching the UC and CSU A-G Admission Requirements, it is necessary for our site to have a working science lab or proper space to convert into a science lab, comparable to the space that is currently provided at the King Estates Campus.

Further 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 cafeteria, 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:

<b>Space Needed</b>	<b>Educational Program</b>	<b>Comments</b>
13 classrooms	Cohort-based 6th-12th grade classrooms	
1 classroom	Science Lab	
2 classrooms	Resource Rooms used for literacy & math intervention	
1 classroom	SPED Resource Room	
1 office	School Counselor	
1 office	School Psychologist	
1 office	Education Specialists	
1 office	Dean of Students	
2 offices	Middle and High School Principals	
1 office	Human Resources	
1 office	Executive Director	
1 office	Director of Operations & Facilities	



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Cafeteria Space	Breakfast/Lunch Program, Morning Reading Period, After School Program, event space (i.e. Back to School Night, Graduation, etc.)	
Gym	Physical Education Classes	
1 storage space	Custodial supplies	
1 storage space	Storage of instructional materials and supplies	
Fenced in Field Space	Student Services & Sports Programs	
1 server room/IT space	IT/Internet	

**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		
	2021-22 (as of CBEDS Census Day)	2022-23 (as of CBEDS Census Day)	2023-24 (projected)	2021-22 (as of CBEDS Census Day)	2022-23 (as of CBEDS Census Day)	2023-24 (projected)
TK						
K						
1						
2						
3						
4						
5						
6	53	46	51	56	51	56
7	43	54	51	47	59	56
8	46	48	59	50	53	60
9	62	45	53	67	53	58
10	43	52	51	59	56	57
11	31	53	50	32	56	57
12	28	24	55	28	26	56
<b>TOTAL</b>	<b>306</b>	<b>322</b>	<b>370</b>	<b>339</b>	<b>354</b>	<b>400</b>

**Table 2: Attendance Rate**

Grade Level	2021-22 Attendance Rate	2022-23 Attendance Rate	Projected 2023-24 Attendance Rate
TK			
K			
1			
2			
3			
4			
5			
6	90.14%	93.27%	95%
7	89.31%	93.34%	95%
8	90.22%	92.10%	94%
9	86.11%	90.12%	93%
10	86.68%	91.23%	95%
11	81.10%	89.17%	96%
12	87.39%	87.53%	90%

**Table 3: Average Daily Attendance (ADA) Projections**

Grade Level	Projected 2023-24 ADA	
	Oakland-Resident, Classroom Based <i>(projected resident classroom-based enrollment x projected attendance rate)</i>	All Students Total <i>(projected total enrollment x projected attendance rate)</i>
TK		
K		
1		
2		
3		
4		
5		
6	48.45	53.2
7	48.45	53.2
8	55.46	56.4
9	49.29	53.94
10	48.45	54.15
11	48	54.72
12	49.5	50.4
<b>TOTAL</b>	<b>347.6</b>	<b>376.01</b>