

## **2025-26 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 Wednesday, November 1, 2024**.
- 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:** East Bay Innovation Academy

**Primary Contact Person Name:** Charlie Noel

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Mailing Address: 3400 Malcolm Ave. Oakland CA 94605

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

EBIA is not projecting a slight increase ADA for the 2025-26 school year. Our total ADA is increasing a small amount. We are looking to enroll a slightly larger 9th grade class on the site.

To arrive at EBIA's 25-26 projected enrollment we used the cohort survival method to roll all of our current enrollment forward to the next grade, and projected that our incoming 9th grade class will have an additional 10 students from this year's enrollment. This is a conservative projection, as EBIA's 9th grade classes have historically averaged 72 students.

EBIA also assumed an in-District percentage of 92%, which is the same percentage as the current school year; it rolled all of its current in-District and out of District students forward to the next grade, and assumed a 9th grade of . In addition, any slots that become vacant due to students departing the school will be filled by lottery applicants or students from our waitlist. As EBIA does not offer any non-classroom based education, all of its ADA projections are classroom-based.

Table 1 contains actual and projected enrollments for EBIA, by grade and year. 23-24 and 24-25 are as of CBEDS census day, the first Wednesday of October. Table 2 contains attendance rates by grade and by year. 2023-24 attendance rate represents average attendance and participation rate during the school year, and 2024-25 attendance rates are average in-person attendance from the beginning of the school year through census day. Two notes to account for the increase in projected enrollment.

1. Our first Month's ADA for 9th Grade was lower than normal because we did keep students on our roll who were no shows, the percentage will even out closer to 93-95% for the 9th graders.
2. We have implemented a daily attendance call, text and email to families that has contributed to an overall increase in ADA.

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Table 3 contains 2025-2026 ADA projections and in-District classroom ADA projections for EBIA. ADA projections rely on enrollment and attendance projections estimated in Tables 1 and 2.

As EBIA is not projecting a substantial increase (15 or more percent) in ADA for 2025-2026, no additional supporting documentation other than the spreadsheet is being provided.

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

EBIA’s current grades 6-8 are served at OUSD’s Thurgood Marshall campus (3400 Malcolm Ave, Oakland, CA 94605). We have a multi-year in-lieu agreement in effect with OUSD. Because of this, our Prop 39 request is only for grades 9 - 12. Grades 9-12 are currently served at Golden Gate Academy (3800 Mountain Blvd, Oakland, CA 94619). Grades 9-12 have been served at this site for the last 7 years.

**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.)**

EBIA’s student body comes from all over Oakland. Roughly 75% of our 9-12th grade students come from East Oakland in the 94601, 94603, 94605, 94606, 94619, and 94621 ZIP codes. EBIA’s Prop. 39 preference for 2025-2026 would be an OUSD campus nearby the Marshall campus.

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

Title 5 CCR Section 11969.9(c)(1)(F) requires the facilities request to provide information regarding the charter school’s educational program that is relevant to the assignment of facilities. As noted in the EBIA charter, key components of the educational program include a STEAM focus, an emphasis on project based learning, blended learning, and design and innovation. Students will engage in the performing arts, “maker-time”, heavy duty lab-based science classes, intersessions, and other enrichment programs. In order to provide this aspect of our educational program, the facility allocated to EBIA should ideally have the characteristics noted in the table directly below, which was included in our charter petition. Lastly, please note that this list is not exhaustive, and if the District’s comparison schools include other facilities not noted here, the District must also allocate a reasonably equivalent amount of this space to the Charter School.

Facility Component	Requirement Description
<b>Technology Infrastructure</b>	Technology will be ubiquitous at EBIA and is core to its model. An EBIA facility should support a state of the art wireless computer network and its associated infrastructure (e.g. servers, routers, printers, electrical outlets, ample wired/wireless network access, etc.) and media hardware (overhead projection, screens, electronic whiteboards, etc.). Network bandwidth should be able to support all authorized users without restriction.



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<b>Great Room</b>	<p>Our students will present their work to the EBIA community on a regular basis. A “WOW” space commons area for formal and informal gatherings and presentation of student work that serves as the intellectual hub of the school. A flexible space with high ceilings that can be deployed for school-wide morning meetings, exhibitions, events, and performances. Full audio/visual capabilities and stage lighting adapted to use for theatrical performances, and an overhead curtain that can subdivide that space in a variety of ways, are important features.</p>
<b>Teaching Neighborhoods (Clustered Seminar Rooms with Adjoining Common Area and teaching team office)</b>	<p>The creation of teaching neighborhoods promotes ownership and personalization by breaking down the school into smaller subsets:</p> <ul style="list-style-type: none"><li>• Seminar rooms ideally have acoustically rated, movable walls that support a variety of room configurations and activities. This facilitates team teaching, project-based learning, and flexible instructional models. Students make use of the flexibility that the seminar rooms afford them, working individually and in groups large and small. Teachers work in teams to design integrated projects that cut across subject area boundaries.</li><li>• Teaching neighborhoods would ideally cluster seminar rooms in groups of four, with a shared “open studio” common space area for group work, exhibits, and meetings for each cluster.</li><li>• Teams of math/science and humanities teachers share offices that adjoin seminar rooms in the teaching neighborhoods they work in.</li></ul>
<b>Project Studios</b>	<p>The facility should have spaces that would be used as project studios for student group work, gatherings, and presentations. These spaces would be used as combination exhibition spaces, project building studios, study areas, and computer labs.</p>
<b>Laboratories</b>	<p>The ability to house laboratories supporting flexible general science and robotics project labs where students can build what they have designed on computers. These labs would ideally be connected to outdoor space with additional storage for building and storing large scale projects. Furthermore, art and information technology multi-media laboratory space is needed.</p>
<b>Indoor/Outdoor Connection</b>	<p>Space that integrates indoor and outdoor space – to drive learning, creativity, and to support project-based learning. Ideally EBIA would have indoor and outdoor eating spaces and an outdoor amphitheater to extend the learning environment and take advantage of Oakland’s great climate.</p>
<b>Venues for Display</b>	<p>Circulation throughout the facility takes place in galleries/exhibition areas used to display and exhibit student work. Students will curate exhibits across the school in these highly trafficked areas.</p>
<b>Education Specialist Offices Offices/Reception</b>	<p>Office(s) needed for 1:1 assessment, counseling and instruction of special needs students.</p> <p>Facility should have offices available for school administrative staff, and a reception area to greet guests and to ensure school security and physical access procedures are strictly enforced.</p>
<b>Food Service Area</b>	<p>Kitchen and food distribution facilities set-up to prepare, distribute, and consume breakfast and lunch to students. End-state ideal would be a central point for food preparation, and distributed café style delivery at a few various locations at the school.</p>
<b>Fitness Facility</b>	<p>To facilitate and host student sports activities.</p>