

October 4, 2017

Via Personal Delivery

Superintendent Kyla Johnson-Trammell and
Members of the Board of Education
Oakland Unified School District
1000 Broadway, Suite 680
Oakland, California 94607

Re: Charter Renewal Petition of Bay Area Technology School

Dear Superintendent Johnson-Trammell and Members of the Board of Education:

On behalf of the Board of Directors of Willow Education and the staff of Bay Area Technology School ("BayTech"), we hereby authorize the submission of the *Bay Area Technology School: Petition for Charter Renewal for a Five Year Term (2018-2023)* ("Charter Renewal Petition") to the Oakland Unified School District Board of Education. Hayri Hatipoglu, Principal of Bay Area Technology School, is authorized to take all steps necessary to seek the approval of the Charter Renewal Petition.

Now in our 14th year of operations, BayTech is proud of all we have accomplished to date (including a 100% graduation rate in 2016-17 and 100% A-G completion rate each of the past five years, with 83% of our 2017 graduates and 90% of our 2016 graduates enrolled in four-year colleges such as U.C. Berkeley, U.C. Davis, U.C. Santa Cruz and many more).

We look forward to continuing our partnership with the Oakland Unified School District in serving some of Deep East Oakland's most underserved youth.

Sincerely,

Arletta Gray,
Board President

Statement of Assurances

This form or other similar form must be signed by a duly authorized representative of the petitioner group and submitted with the petition. A petition will be considered incomplete if it is not accompanied by the Statement of Assurances or does not otherwise contain these assurances.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for (name of school) to be located at 8251 Fontaine Street Oakland CA 94605 is true to the best of my knowledge and belief; and further, I certify that, if granted a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student's or parent's/guardian's place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2015 reauthorization of the Elementary and Secondary Act (also known as "Every Student Succeeds Act (ESSA)").
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).

9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.

10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data to the OUSD Office of Charter Schools by the required deadline.
20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
21. Will operate in compliance with generally accepted government accounting principles.
22. Will maintain separate accountings of all funds received and disbursed by the school.
23. Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.
24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
26. Will at all times maintain all necessary and appropriate insurance coverage.
27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.
28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)
30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).
31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.
32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building

occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will annually adopt a School Accountability Report Card. (Education Code section 47612; California Constitution, Article XVI, Section 8.5).

35. Will promptly respond to all reasonable requests for information from the District, Alameda County Office of Education, or the State Superintendent of Public Instruction. (Education Code section 47604.3)

36. Will provide students the right to the exercise of free speech and of the press, including but not limited to the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges or other insignia; and the right of expression in official publications. (Education Code sections 48907, 48950).

37. Will comply with the applicable requirement for instructional minutes set forth in Education Code section 47612.5)

38. Will comply with the requirements of Education Code section 49010 *et seq.* with respect to the imposition of pupil fees.

39. If the school provides independent study, will meet the requirements of Education Code sections 51745-51749.3, as well as report to the Superintendent of Public Instruction any portion of its average daily attendance that is generated through non-classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education. (Education Code section 47612.5, 47632.2, 5 CCR section 11963.2)

Signature

Date

Print Name

BAY AREA TECHNOLOGY SCHOOL



A PETITION FOR CHARTER RENEWAL

by
WILLOW EDUCATION
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Oakland, CA 94605
Phone: (510) 382-9932
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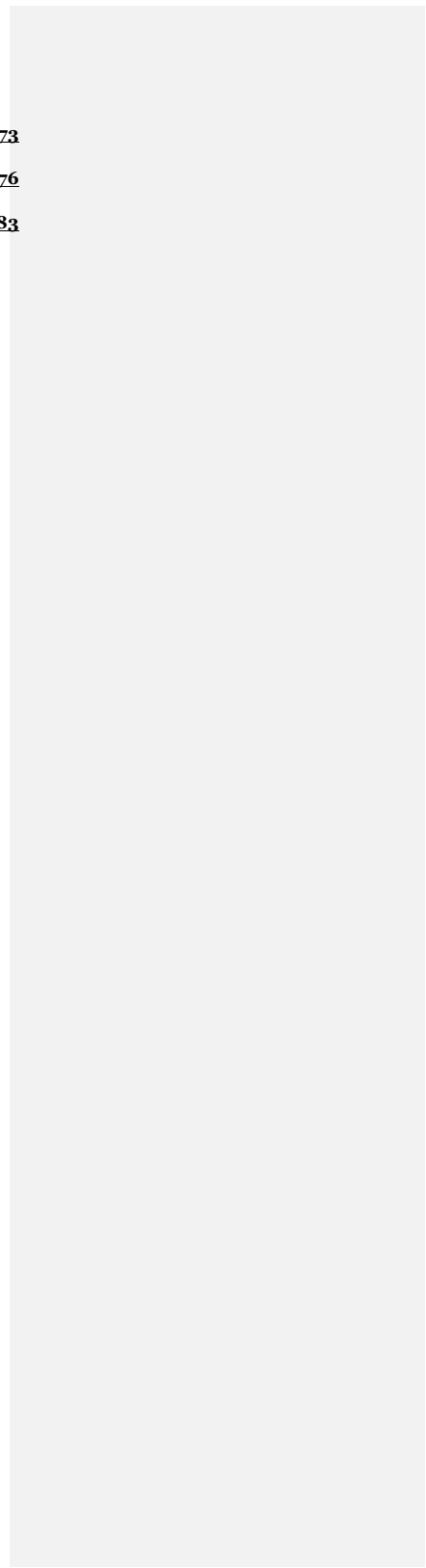
Presented to:
Oakland Unified School District Board of Education

October 11, 2017

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EXECUTIVE SUMMARY & OVERVIEW

Name of Charter School	Bay Area Technology School
Grade Configuration	6-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	STEM-themed secondary school
Region and/or Neighborhood	Deep East Oakland (District 7)
Primary Contact (name, email, mobile phone)	Principal Hayri Hatipoglu, hhayri@baytechschool.org, (510) 382-9932
Board Chair (name, email, mobile phone)	Arletta Gray, Board President, danise15715@gmail.com, (616) 780-3679
Affiliated Charter Management Organization (if applicable)	N/A

Bay Area Technology School (“BayTech” or “Charter School”) originally opened in 2004, founded by a dedicated group of scientists and engineers who saw a need for a quality STEM-themed secondary school in Oakland. After eight years in downtown Oakland, in 2012-13 BayTech moved 10 miles to its current home in Deep East Oakland (District 7). In 2016-17 we enrolled 294 diverse students in grades 6-12: 100% of our students qualified for free or reduced-price lunch (FRPL); 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% Reclassified as English Fluent-Proficient (RFEP), 7% Special Education students and <1% foster youth. Our students face intense daily challenges: extreme poverty, including food and housing instability, gang exposure/involvement, high crime rates, substance abuse, domestic violence and more. Many of our students have responsibilities in providing income for their families or caring for siblings, parents and other family members. In other words, BayTech serves extremely “underserved” students, 70% of whom arrive at BayTech at least one, if not several grade levels behind in all core subjects.

BayTech has engaged in a period of self-reflection and deep analysis over the preceding months as we have instituted some fundamental changes in our program, completed the WASC Self-Study process as part of our accreditation renewal (our WASC accreditation is now renewed for a full six years through 2023), and preparation for this charter petition renewal. The undertaking has been insightful and revealing. Our findings have built a framework for the future, providing staff with the opportunity to gather and analyze data to inform our practice and program. Building off of the data analysis and reflective labor, we will make this work a regular part of our school’s development, including through our annual LCAP update and goal setting process.

As detailed in the Charter Petition for Renewal and attached Performance Report, BayTech meets the criteria for charter renewal set forth in Education Code section 47607(b)(4): BayTech’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend,

as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

Since our last charter renewal in 2013, BayTech has collectively clarified our overarching and driving goal: We will achieve college and career readiness by improving student performance in reading, writing, math, and by providing a standards-based curriculum emphasizing STEM.

MISSION

Our newly revised mission statement reflects our commitment to our students: *Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century. "It's going to be a great day at BayTech!"*

VISION

Our E.A.G.L.E.S. values define BayTech's distinctive approach to ensuring our vision for how "at risk" students are prepared for post-secondary school and the 21st century workplace:

BAYTECH

Expected Schoolwide Learning Results



- E** **ffective Communicators Who Will:**
Be able to ask and answer relevant, higher level questions.
Listen actively to varying points of view.
Utilize technology as a tool for learning and communicating.
Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations.
- A** **cademic Achievers Who Will:**
Produce quality of work across the curriculum.
Be eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
Acquire and apply knowledge about new technology.
Apply research and analysis skills to form factual, fact based perspectives and responses.
- G** **oal-Oriented Students Who Will:**
Earn a high school diploma and complete A-G requirements for college.
Pursue higher education or vocational goals / professional training.
Demonstrate time management skills to meet the academic deadline.
- L** **ifelong Learners Who Will:**
Explore a variety of academic, athletic, artistic, and extracurricular areas.
Be open to discovery and develop an enthusiasm and interest for learning.
Be adaptive to a wide array of professional and cultural settings.
Be goal-oriented and understand the importance of continual goal setting.
- E** **xcellent Critical Thinkers Who Will:**
Locate, gather, interpret, evaluate, and analyze data.
Define and analyze problems, propose, implement, and evaluate solutions.
Apply problem-solving skills to achieve a personal or academic goal.
Identify and use resources effectively to gather, communicate, and evaluate information.
- S** **ocially Responsible Students Who Will:**
Be culturally aware and who will be understanding and appreciative of the histories and values of different cultures.
Be leaders within their community who contribute to the improvement of life in their school and community.
Demonstrate conscientiousness and honesty through personal and academic performance.
Has integrity and take responsibility for personal choices and actions.
-

EDUCATIONAL PROGRAM

BayTech's comprehensive learning experience is designed to support students through engaging, inquiry-based instruction with hands-on learning presented in ways that are relevant and inspiring.

- Our STEM-focused curriculum is innovative, engaging, and standards-aligned (including humanities and social science). Critical thinking skills are developed through hands-on, inquiry-based activities. STEM education increases science literacy and facilitates the next generation of innovators. Most jobs now and in the future, will require STEM proficiencies.
- BayTech teachers now utilize the Atlas Curriculum Design program, which provides standards-aligned course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more, aligned and in one place. The Dean supports and guides teachers to improve their lessons, identify individual student needs,

and differentiate instruction. Teachers are guided by the following standards in curriculum and lesson planning:

- Learning objectives are clearly stated for the students.
 - Exemplars are provided to guide and inform students.
 - Multiple measures are used, including formal and informal formative assessments.
 - Students are given specific and immediate feedback about their learning.
 - Assessment data informs ongoing instruction modification and provides for curriculum revision.
- Small class sizes (26:1) and online/blended learning in a rotational model, facilitated by Edmentum, increase teacher’s ability to provide differentiated instruction and intervention for students, including our growing population of ELs. Edmentum’s Plato Courseware (300+ middle school, high school and advanced level courses, including credit recovery) supports individualized learning, where students are engaged in their own learning and pacing (e.g., move ahead to more challenging material, replay a lecture, retake a quiz). Data from these programs provide real-time snapshots of student mastery of specific standards-aligned content strands. Technology integration facilitates teachers’ provision of a personalized learning environment conducive to targeted academic and social support, as teachers and students work together based on individual and small group student needs.
 - Teachers implement differentiated instruction daily to support students’ individual needs (e.g., at-risk, advanced, EL, SPED) and help them learn better; and they collaborate weekly to share experiences and discuss strategies/best practices for individualized instruction, such as integrating multimedia and technology.
 - Data-driven practices and habits are core components in differentiating instruction (i.e., you can’t fix what you don’t know). Using data to identify and address students’ individual learning needs is a school wide priority that is being integrated into PLC meetings, professional development, and teacher instructional practices and activities in the classroom.

Our college preparatory program includes both AP classes and dual enrollment opportunities to equip students with the skills and attributes needed to attend and be successful in college. Our graduation requirements exceed UC/CSU A-G course requirements. Faculty works with students and parents to develop 4-year high school plans, track progress, and plan for college. High school seniors attend college advisory class 4 days/week.

ENROLLMENT PROJECTIONS

Projected Grade-level Enrollment at BayTech					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
6	30	30	30	30	30
7	60	60	60	60	60

8	60	60	60	60	60
9	50	50	50	50	50
10	50	50	50	50	50
11	50	50	50	50	50
12	30	30	30	30	30
Total	330	330	330	330	330

STUDENT DEMOGRAPHICS

	FRL %	SPED %	EL %
Demographics	100%	7%	20%

BOARD OF DIRECTORS MEMBERSHIP

<i>Name</i>	<i>Current Professional Title and Organization</i>	<i>Board Role</i>	<i>Focus/Expertise</i>
Arletta Gray	COO, Adult Educational Technologies (also a parent of a current BayTech student)	President	Non-Profit Management and Finance; parent of current student
Kairat Sabyrov	Postdoctoral Research Scientist at UC Berkeley/Lawrence Berkeley National Laboratory	Treasurer	Recognized Scientist - Science and Research Expertise
Fatih Dagdelen	Engineer, Guttman & Blaevoet Consulting Engineers	Director	Business (holds MBA), Engineering expertise
Arceli De Los Reyes	General Manager, Print & Copy	Director	Management experience
Val Uluk	Software Engineer	Secretary	Engineering expertise

SUMMARY BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
School Name: Bay Area Technology School	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of Students	337	337	337	337	337
Per Pupil Revenue	\$11,429.23	\$11,713.22	\$12,139.50	\$12,139.50	\$12,275.97
State & Federal Grant Funds	\$3,826,651	\$3,922,354	\$4,066,010	\$4,066,010	\$4,112,003
Private Grants / Foundation Revenue / Gifts & Contributions	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Other Sources					
Total Revenue	\$3,851,651	\$3,947,354	\$4,091,010	\$4,091,010	\$4,137,003
Instructional Salaries & Benefits	\$1,883,537.13	\$1,968,352.86	\$2,044,025.18	\$2,066,494.19	\$2,131,611.95
Instructional Services / Supplies	\$373,427.65	\$375,450.48	\$377,525.90	\$379,655.29	\$381,840.04
Other Instructional Expenses					
Total Instructional Expenditures	\$2,256,964.78	\$2,343,803.34	\$2,421,551.09	\$2,446,149.48	\$2,513,451.98
Supporting Services Salaries & Benefits	\$507,095.10	\$530,264.21	\$555,467.47	\$551,635.61	\$567,384.67
Purchased Property Services					
Other Supporting Services Expenses	\$810,180.55	\$836,596.04	\$864,421.40	\$891,774.14	\$920,589.70
Total Supporting Services Expenditures	\$1,317,275.66	\$1,366,860.25	\$1,419,888.87	\$1,443,409.75	\$1,487,974.36
Total Expenses	\$3,574,240.44	\$3,710,663.59	\$3,841,439.96	\$3,889,559.23	\$4,001,426.35

NET INCOME	\$277,411.00	\$236,690.15	\$249,570.26	\$201,450.99	\$135,576.66
For any grants or private funds identified above, indicate whether the funding has already been secured and/or any plans to secure future funding. State and Federal funding includes standard LCFF, Lottery, CSFIG, MBG, etc. Local funding includes donation amounts equivalent to prior year receipts.					

BAYTECH'S TRACK RECORD

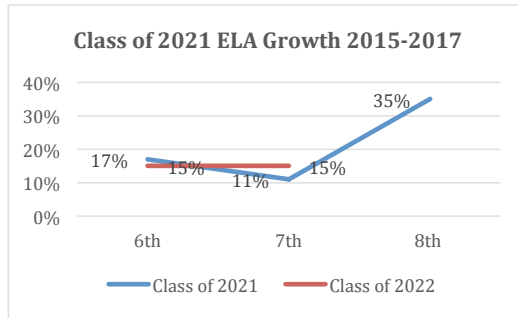
As noted above, BayTech serves a significantly disadvantaged student population in Deep East Oakland. Despite the numerous challenges our students face, we are incredibly proud of our accomplishments to date (detailed further in Element 1, below):

- **100% cohort graduation rate in 2016-17**, up from 91% in 2015-16¹ and 96% in 2014-15 – all significantly higher than our nearby comparison schools (69% average in 2015-16),² Oakland Unified (65% graduation rate) and the state (83%).
- **100% A-G completion rate each of the last five years**, again, significantly higher than comparison schools (40-60% averages), OUSD (49-62%) and state (39-45%).
- **83% of our 2016-17 graduates and 90% of our 2015-16 graduates are enrolled in a 2 or 4-year college/university**, including UC Berkeley, UC Davis, UC Santa Cruz, SF State and many more.
- Average SAT scores for the Class of 2017 were 432 in Reading and 433 in Math, up from 372 and 402 the previous year (and comparable to OUSD's 2016 averages of 436 and 443).
- Growth on the California Assessment of Student Performance and Progress (CAASPP/SBAC) tests the past three years, including (preliminary/not-yet-published) 2017 results indicating that:
 - **60% of our 11th graders Met/Exceeded grade level standards in ELA and 33% in Math;**
 - 27% of our 6th-8th graders Met/Exceeded grade level standards in ELA and 36% in Math.
 - Over the past three years, our middle grades students have shown promising growth:
 - ELA Met/Exceeded for the Class of 2021 cohort (the only cohort

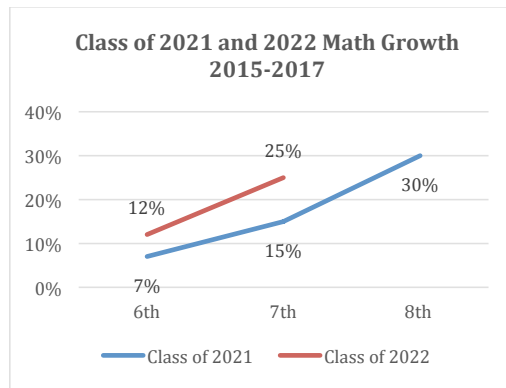
¹ It is important to note that as such a small school, **one or two students have a larger statistical impact**. In 2015-16, one 12th grade student returned to Mexico due to a family emergency; this is recorded as a dropout. A second student did not complete our graduation requirements in time but did stay on and graduated in 2016-17. These two students resulted in a graduation rate of 91% instead of 100%. Similarly, in 2014-15, just one student did not graduate on time, resulting in a graduation rate of 96%.

² In order to provide a meaningful analysis of our performance, we have identified the six closest traditional public schools serving the same grades as BayTech: Alliance Academy MS (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12). These schools have relatively similar demographics to BayTech, though with a smaller percentage of FRPL (90% v. BayTech's 100%), higher percent of Hispanic/Latino (64% v. 47%), higher EL (38% v. 20%) and lower RFEP (12% v. 21%), lower percent of African American than BayTech (28% v. 37%) and lower Asian/White/Other (4% v. 14%). (Source: <http://dq.cde.ca.gov/dataquest/>)

to take three years of the SBAC tests) went from 17% in 6th grade to 35% in 8th, while the percent of Not Met declined from 62% in 6th grade to 32% in 8th grade. The Class of 2022 cohort maintained ELA proficiency at 15%.



- Math Met/Exceeded for this cohort went from 7% in 6th grade to 30% in 8th grade and Not Met declined from 58% in 6th grade to 49% in 8th grade. The Class of 2022 cohort doubled math proficiency from 12% to 25%.



- On the Science CSTs, 2016 scores also show that the longer students are at BayTech, the stronger their performance: 20% of our 8th graders and 37% of our 10th graders scored Proficient/Advanced on the Science CSTs.
- In 2016-17, BayTech reclassified 21% of our English Learners, a significant increase from 5% the previous year; 65% of ELs tested “proficient” on the CELDT test in 2017.
- BayTech is fully WASC-accredited through 2023; all core, college-prep courses meet the UC/CSU A-G requirements and our graduation requirements exceed A-G requirements (e.g., 3 years of social sciences, 3 years of science, 1 year of technology and 40 hours of community service).

- In 2016-17, 20% of our students participated in dual enrollment courses at Berkeley City College, Merritt College, and Laney College, including courses such as Calculus, Government and Politics in the U.S., Biology and Chemistry.
- BayTech's students are engaged and want to be at school – our ADA the past four years has exceeded 95%; suspension rate has ranged from 4-7% over the last four years with just one expulsion (one student in 2014-15 was expelled for possession of a controlled substance and distributing narcotics on school grounds).
- BayTech students now participate in six CIF sports teams (up from one in 2013-14), including Cross Country, Girls Volleyball, Boys Basketball, Girls Basketball, Boys Soccer and Baseball; 30% of our high school students participate on one or more of these teams, maintaining an average GPA of 3.13. In 2016-17, our Girls Basketball and Boys Baseball teams both won the BACSAC Championships. Starting in 2017-18, all student athletes will be required to attend once weekly tutoring during their varsity season to ensure these students are staying on track and continuing to set a strong example for their peers.
- We offer free, high-quality after-school tutoring and activities for all students free of charge. In the past, our teachers led after-school tutoring as well as clubs and sports teams. Starting in 2017-18, BayTech has contracted with Higher Ground to provide comprehensive after-school tutoring and enrichment services four days each week (other than Wednesday early release day). We also have partnered with Boys to Men to provide an engaging mentoring program once weekly for 15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep.
- A comprehensive Counseling Services/Restorative Justice program addresses students' social/emotional and personal needs (e.g., conflict resolution, peer challenges, bullying prevention). A full-time Counselor supports our most at-risk students with one-on-one and group counseling. School culture and climate have shifted positively in recent years; students have strong relationships with their teachers, adhere to higher expectations, and experience more positive outcomes.
- Our highly qualified teaching staff loves what they do: we've maintained a staff retention rate of more than 80% since 2013-14 with three teachers leaving each year.
- Demand for our school is high: in 2017-18 we are fully enrolled with 330 students; we have 130 students on our waiting list for enrollment.

BayTech has purposefully and continuously built a safe, positive, supportive, and respectful culture that nurtures student learning and promotes success despite the many challenges our students face. We have established a strong sense of school pride and community at BayTech – and a critical sense of “belonging” for our vulnerable students through school events and a commitment to competitive sports. We require all students to maintain a minimum 2.5 GPA to participate in CIF sports these teams, above the CIF

requirements of 2.0. Dances, festivals, food fairs, staff v. student games and assemblies further develop a strong school culture and bonds between staff and students. At our small school, every student is known and valued.

Through an engaging, inquiry-driven approach to learning, our students continuously apply their standards-based knowledge and skills and develop deeper understandings of the material. During school, students are offered extra tutoring by dedicated tutoring staff. Juniors and Seniors are encouraged to mentor students one-on-one to help give guidance; our full-time counselor works individually with students to help with academic, emotional, and social issues. After school tutoring is offered to all students regardless of grade or academic standing, though our students most in-need receive specialized support. Teachers and counselors encourage students to drop in before and after school to receive additional support with curricular and extracurricular needs. When students know they will be supported, they are more likely to come to school.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: "The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(b)(5)(A)(i).)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(5)(A)(ii).)

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." (Ed. Code § 47605(b)(5)(A)(iii).)

DRL: "In accordance with SB 1290, Bay Area Technology School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals."

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall

consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

Bay Area Technology School’s pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:”

Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii)].

DRL: “If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.”

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Bay Area Technology School (“BayTech” or “Charter School”) originally opened in 2004, founded by a dedicated group of scientists and engineers who saw a need for a quality STEM-themed secondary school in Oakland. After eight years in downtown Oakland, in 2012-13 BayTech moved 10 miles to its current home in Deep East Oakland (District 7).

According to current California law and District policy, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: BayTech’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

As detailed in the following section, BayTech clearly meets renewal criteria for another five year charter term.

A. TARGET POPULATION & COMMUNITY NEED

1. TARGET STUDENT POPULATION.

BayTech, currently serves approximately 330 students in grades 6-12. BayTech's student population is remarkably diverse; in 2016-17 our enrollment included: 100% FRPL; 47% Hispanic/Latino, 37% African American, 20% EL with another 27% RFEP, 7% SpEd and <1% foster youth. (In recent years we have had one or two foster youth each year.)

Enrollment Projections

Projected Grade-level Enrollment at BayTech					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
6	30	30	30	30	30
7	60	60	60	60	60
8	60	60	60	60	60
9	50	50	50	50	50
10	50	50	50	50	50
11	50	50	50	50	50
12	30	30	30	30	30
Total	330	330	330	330	330

Student Demographics

	FRL %	SPED %	EL %
Demographics	100%	7%	20%

2. COMMUNITY CHARACTERISTICS; SURROUNDING SCHOOLS DEMOGRAPHIC & PERFORMANCE DATA (SEE PERFORMANCE REPORT IN APPENDIX).

In 2016-17 we enrolled 294 diverse students in grades 6-12: 100% of our students qualified for free or reduced-price lunch (FRPL); 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% Reclassified as English Fluent-Proficient (RFEP), 7% Special Education students and <1% foster youth. Our students in Deep East Oakland face intense daily challenges: extreme poverty, including food and housing instability, gang exposure/involvement, high crime rates, substance abuse, domestic violence and more. Many of our students have responsibilities in providing income for their families or caring for siblings, parents and other family members. In other words, BayTech serves extremely “underserved” students, 70% of whom arrive at BayTech at least one, if not several grade levels behind in all core subjects.

Recent Accomplishments

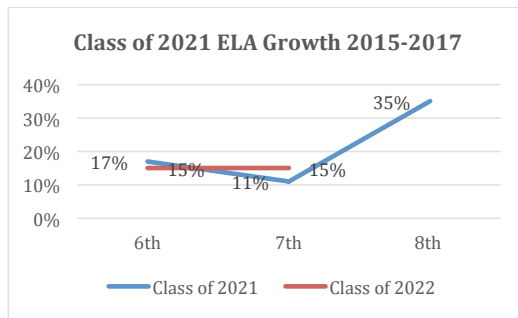
Despite the challenges our students face, we are incredibly proud of our accomplishments to date:

- **100% cohort graduation rate in 2016-17**, up from 91% in 2015-16¹ and 96%

¹ It is important to note that as such a small school, **one or two students have a larger statistical impact**. In 2015-16, one 12th grade student returned to Mexico due to a family emergency; this is recorded as a dropout. A second student did not complete our graduation requirements in time but did stay on and graduated in 2016-17. These two students resulted in a graduation rate of 91% instead of 100%. Similarly, in 2014-15, just one student did not graduate on time, resulting in a graduation rate of 96%.

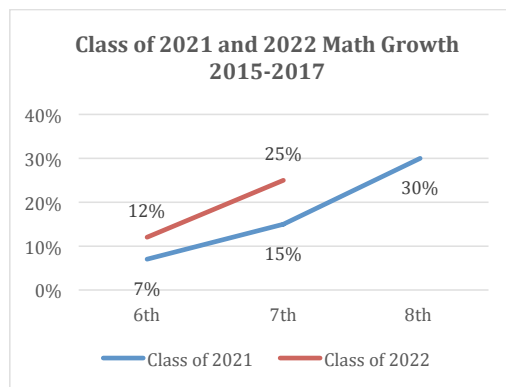
in 2014-15 – all significantly higher than our nearby comparison schools (69% average in 2015-16),¹ Oakland Unified (65% graduation rate) and the state (83%).

- **100% A-G completion rate each of the last five years**, again, significantly higher than comparison schools (40-60% averages), OUSD (49-62%) and state (39-45%).
- **83% of our 2016-17 graduates and 90% of our 2015-16 graduates are enrolled in a 2 or 4-year college/university**, including UC Berkeley, UC Davis, UC Santa Cruz, SF State and many more.
- Average SAT scores for the Class of 2017 were 432 in Reading and 433 in Math, up from 372 and 402 the previous year (and comparable to OUSD's 2016 averages of 436 and 443).
- Growth on the California Assessment of Student Performance and Progress (CAASPP/SBAC) tests the past three years, including (preliminary/not-yet-published) 2017 results indicating that:
 - **60% of our 11th graders Met/Exceeded grade level standards in ELA and 33% in Math;**
 - 27% of our 6th-8th graders Met/Exceeded grade level standards in ELA and 36% in Math.
 - Over the past three years, our middle grades students have shown promising growth:
 - ELA Met/Exceeded for the Class of 2021 cohort (the only cohort to take three years of the SBAC tests) went from 17% in 6th grade to 35% in 8th, while the percent of Not Met declined from 62% in 6th grade to 32% in 8th grade. The Class of 2022 cohort maintained ELA proficiency at 15%.



¹ In order to provide a meaningful analysis of our performance, we have identified the six closest traditional public schools serving the same grades as BayTech: Alliance Academy MS (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12). These schools have relatively similar demographics to BayTech, though with a smaller percentage of FRPL (90% v. BayTech's 100%), higher percent of Hispanic/Latino (64% v. 47%), higher EL (38% v. 20%) and lower RFEP (12% v. 21%), lower percent of African American than BayTech (28% v. 37%) and lower Asian/White/Other (4% v. 14%). (Source: <http://dq.cde.ca.gov/dataquest/>)

- Math Met/Exceeded for this cohort went from 7% in 6th grade to 30% in 8th grade and Not Met declined from 58% in 6th grade to 49% in 8th grade. The Class of 2022 cohort doubled math proficiency from 12% to 25%.



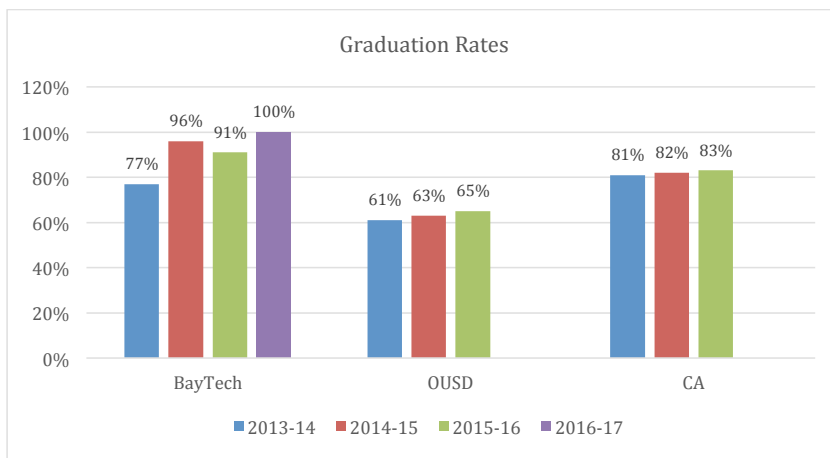
- On the Science CSTs, 2016 scores also show that the longer students are at BayTech, the stronger their performance: 20% of our 8th graders and 37% of our 10th graders scored Proficient/Advanced on the Science CSTs.
- In 2016-17, BayTech reclassified 21% of our English Learners, a significant increase from 5% the previous year; 65% of ELs tested “proficient” on the CELDT test in 2017.
- BayTech is fully WASC-accredited through 2023; all core, college-prep courses meet the UC/CSU A-G requirements and our graduation requirements exceed A-G requirements (e.g., 3 years of social sciences, 3 years of science, 1 year of technology and 40 hours of community service).
- In 2016-17, 20% of our students participated in dual enrollment courses at Berkeley City College, Merritt College, and Laney College, including courses such as Calculus, Government and Politics in the U.S., Biology and Chemistry.
- BayTech’s students are engaged and want to be at school – our ADA the past four years has exceeded 95%; suspension rate has ranged from 4-7% over the last four years with just one expulsion (one student in 2014-15 was expelled for possession of a controlled substance and distributing narcotics on school grounds).
- BayTech students now participate in six CIF sports teams (up from one in 2013-14), including Cross Country, Girls Volleyball, Boys Basketball, Girls Basketball, Boys Soccer and Baseball; 30% of our high school students participate on one or more of these teams, maintaining an average GPA of 3.13. In 2016-17, our Girls Basketball and Boys Baseball teams both won the BACSAC Championships. Starting in 2017-18, all student athletes will be required to attend once weekly tutoring during their varsity season to ensure these students are staying on track and continuing to set a strong example for their peers.

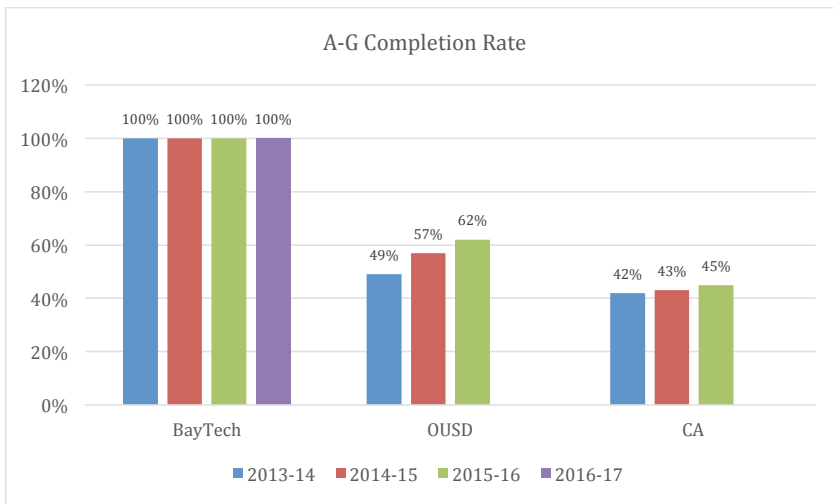
- We offer free, high-quality after-school tutoring and activities for all students free of charge. In the past, our teachers led after-school tutoring as well as clubs and sports teams. Starting in 2017-18, BayTech has contracted with Higher Ground to provide comprehensive after-school tutoring and enrichment services four days each week (other than Wednesday early release day). We also have partnered with Boys to Men to provide an engaging mentoring program once weekly for 15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep.
- A comprehensive Counseling Services/Restorative Justice program addresses students' social/emotional and personal needs (e.g. conflict resolution, peer challenges, bullying prevention). A full-time Counselor supports our most at-risk students with one-on-one and group counseling. School culture and climate have shifted positively in recent years; students have strong relationships with their teachers, adhere to higher expectations, and experience more positive outcomes.
- Our highly qualified teaching staff loves what they do: we've maintained a staff retention rate of more than 80% since 2013-14 with three teachers leaving each year.
- Demand for our school is high: in 2017-18 we are fully enrolled with 330 students; we have 130 students on our waiting list for enrollment.

The following provides more detailed analysis of BayTech's performance over the past four years, with comparisons to the local traditional OUSD schools our students would otherwise attend, as well as District averages.

BayTech Performance Compared to Local Schools

BayTech's most notable strengths include our high graduation rates (100% in 2016-17), A-G completion rates (100%) and college enrollment rates (83%), among other accomplishments noted above.





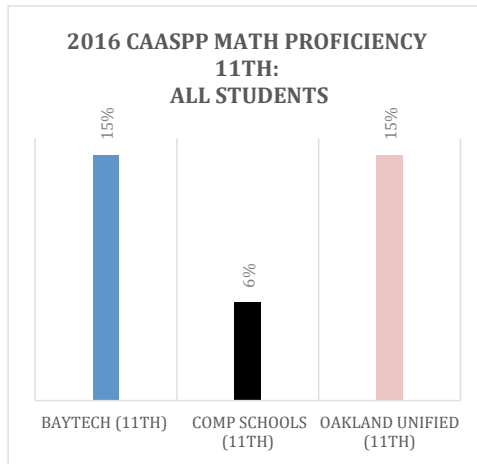
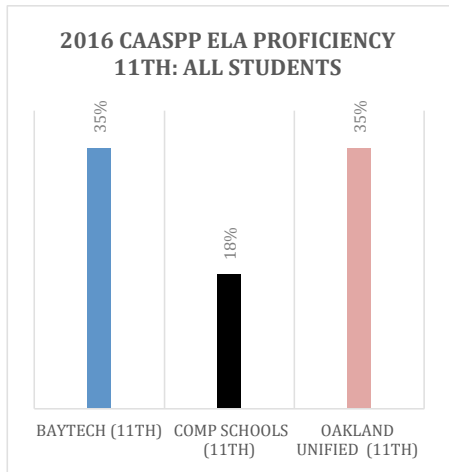
The significance of these accomplishments is amplified when looking at BayTech compared to the nearby resident schools our students would otherwise attend:

- While Coliseum College Prep Academy had a 2016 graduation rate of 88%, Castlemont HS's graduation rate was 68% and Fremont HS graduated just 50%.
- A-G completion rates at these three high schools ranged from 38-79%.

Notably, while BayTech did have one 11th grade student drop out in 2015-16 (1.6% of the students in grades 9-12) Castlemont had 39 dropouts (12.6%) and Fremont had 71 students drop out that year (15%). Our small, personalized school helps ensure that every student is personally known and supported.

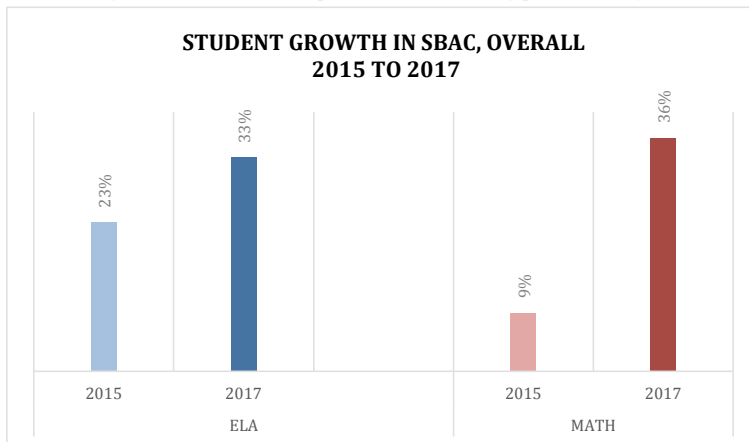
While our SBAC scores leave significant room for improvement, we are pleased with recent growth and the preliminary results of the new initiatives and staffing changes we have implemented.

Preliminary (not yet published) results for 2017 SBACs indicated particularly strong performance for our 11th graders, with **60% Met/Exceeded in ELA and 33% in Math**. In 2016, our 11th graders measured 35% Met/Exceeded in ELA and 15% Met/Exceeded in Math. This matched OUSD results for 11th grade and significantly outperformed our nearby schools:

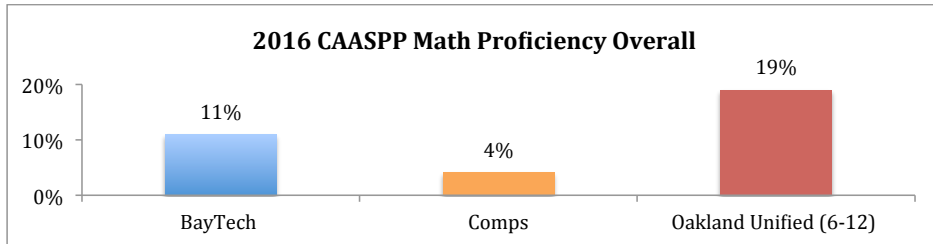
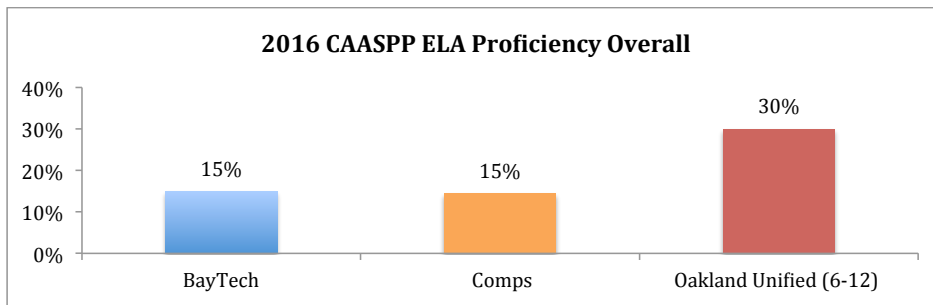


We of course want to see this continue to grow, but are encouraged that the more time students spend at BayTech, the higher the SBAC results.

Schoolwide, overall growth trends look positive (including preliminary 2017 results):



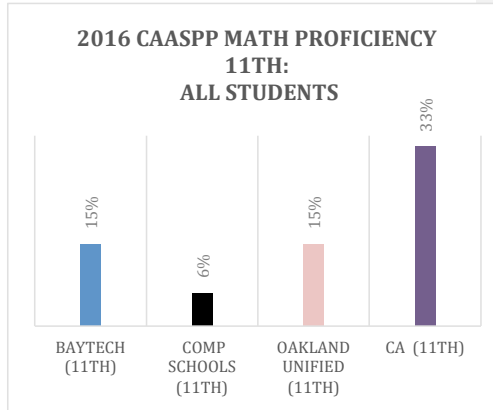
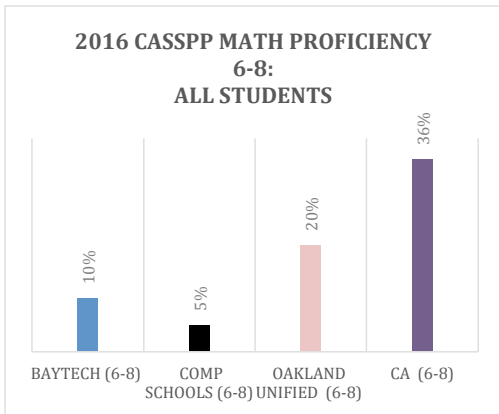
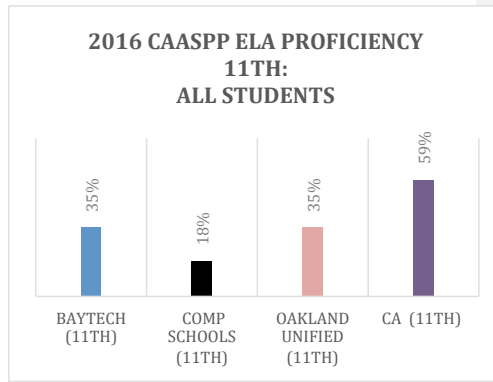
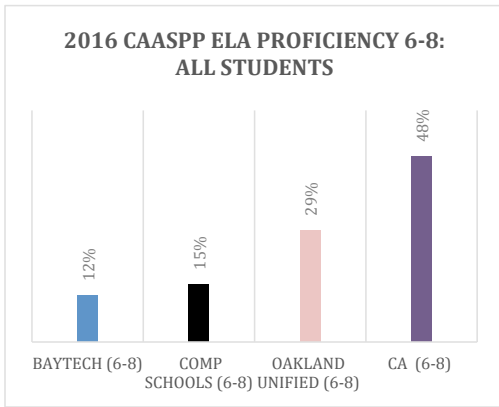
While the 2016 middle grades SBACs were not as strong, we note that the BayTech's Met/Exceeded rate was equal to the average of the nearby comparison resident schools, and higher than these schools in Math:



Overall, our students perform better the longer they have been at BayTech. As highlighted above, we have seen much higher rates of achievement on the SBACs for our 11th graders than lower grades, e.g., preliminary (not yet published) results for our 2017 SBACs indicated particularly strong performance for our 11th graders, with **60% Met/Exceeded in ELA and 33% in Math**. Our Class of 2021 cohort (the only cohort to take three years of the SBAC tests) went from 17% Met/Exceeded in 6th grade to 35% in 8th grade in ELA, and 7% Met/Exceeded in 6th grade to 30% in 8th grade in Math. This data indicates that the longer students are at BayTech, the stronger their performance becomes.

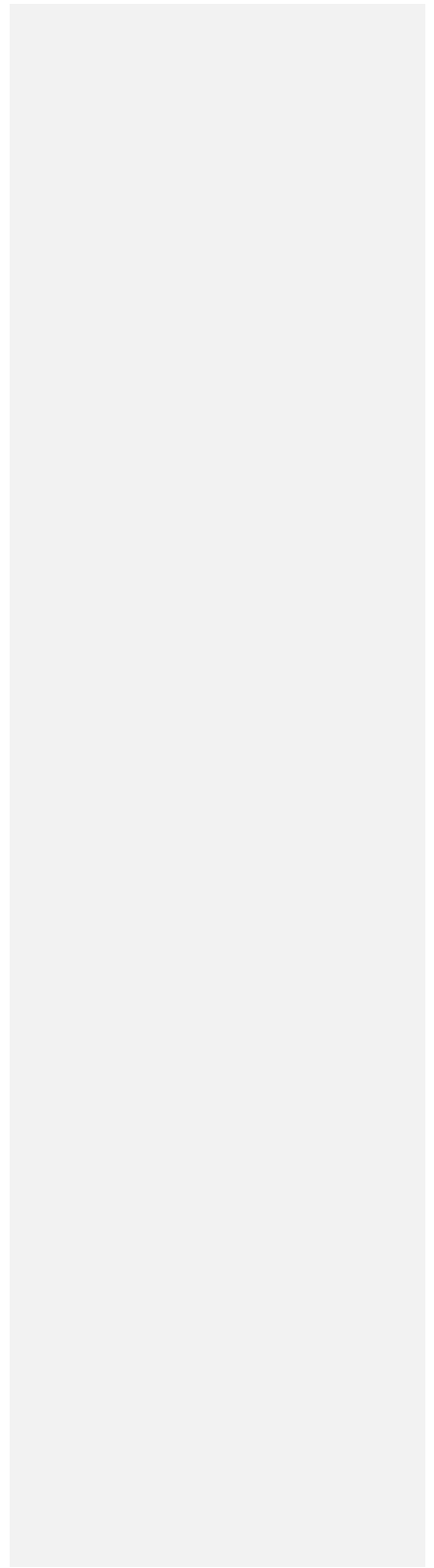
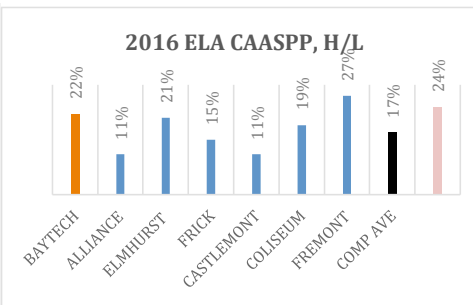
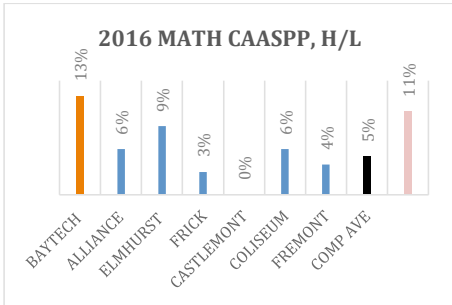
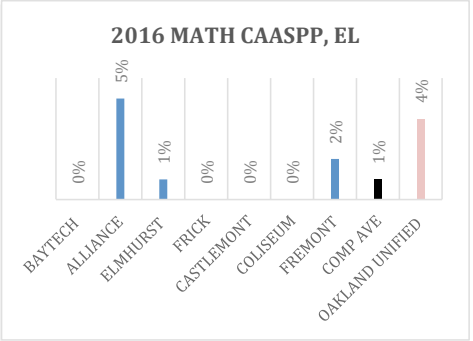
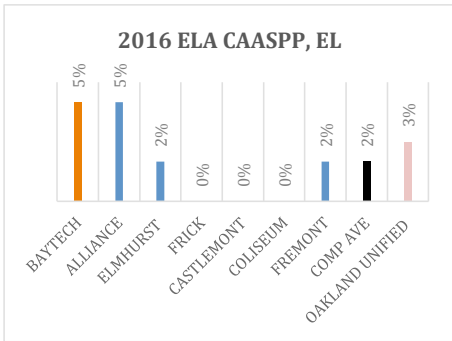
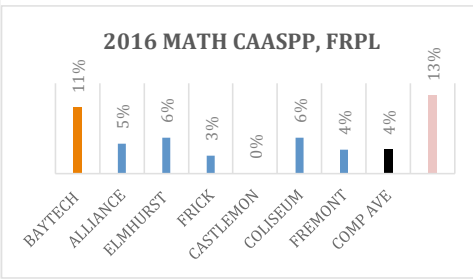
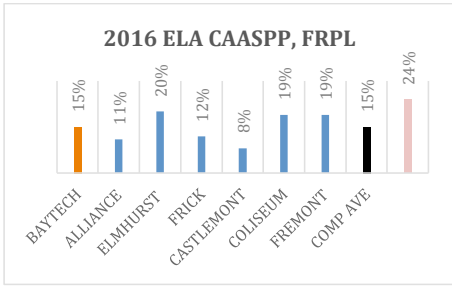
In terms of identifying our students' "best" performance, a comparison of BayTech students to our nearby neighbors and OUSD grade-level averages is illustrative. On 2016 SBACs, the most recent year for which comparison data is publicly available, while performance was significantly lower than preliminary 2017 data indicate, we believe it is important to note that our students' performance was on par with or exceeded our neighboring schools: Alliance Academy Middle School (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12) (collectively, "Comps").

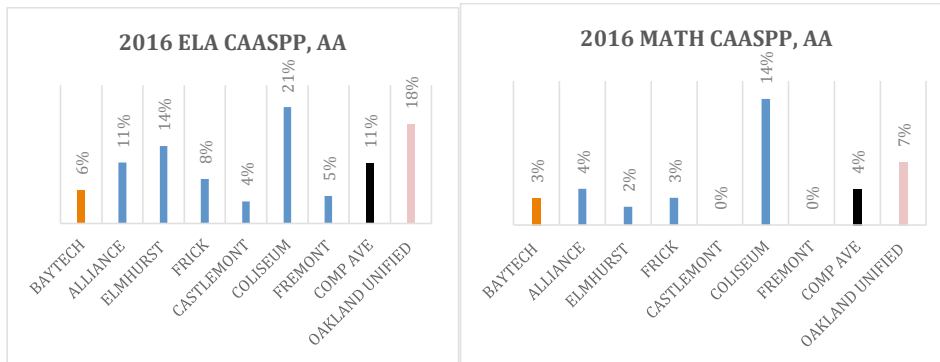
In ELA, BayTech's 15% Met/Exceeded rate matched the average of the nearby Comps and in Math, BayTech's 11% exceeded the Comps by seven percentage points. When breaking out the data by grade spans, our 11th graders' performance is even more impressive:



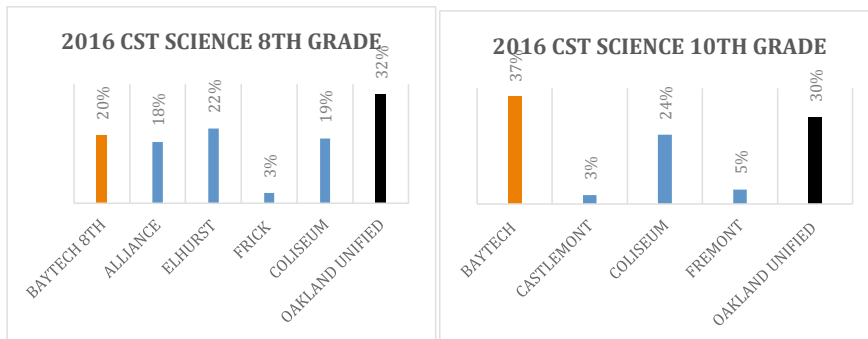
Notably, Castlemont High School in particular is struggling with just 6% proficiency in ELA and 0% proficiency in Math on the 2016 SBAC. We are confident that once 2017 SBAC data is publicly available, these comparisons will show much stronger performance by BayTech compared to nearby schools, OUSD and state averages.

Compared to their peers at nearby schools, almost all of our statistically significant subgroups realized stronger or comparable performance in both ELA and Math (because our 11th grade class was so small – just 20 SBAC scores for the grade – grade span comparisons are not possible, though as indicated above, our 11th graders' performance is significantly stronger than our lower grades):





In addition to the SBACs, thanks to our STEM focus, our state testing in Science is also quite strong, particularly for our older (10th grade) students:



Recent Improvements to the BayTech Program

We are continuously improving and strengthening our program, including changing curriculum and implementing more benchmark/interim assessments to track student growth and progress. Improving academic performance on the SBAC – and overall grade-level standards mastery in core subjects -- is a main priority. We have taken a number of steps that are already resulting in increased student achievement, including:

- In 2014-15 we hired a part-time RTI specialist (now full-time) to provide additional support for students not meeting their targeted growth on benchmark assessments. The RTI Specialist works each day with small groups of 4-5 students based on assessment data, providing targeted intervention and support. We are currently seeking to hire a new ESL teacher for 2017-18 to provide dedicated full-time instruction and expertise for our growing EL population.
- In 2015-16, we adopted a rotational model, blended learning approach with new online, interactive curriculum through Edmentum to increase the rigor of the English Language Arts program in particular, and personalization that meets students where they most need development, including for English Learners. We began implementing

Chromebook usage in classrooms instead of a dedicated computer lab; each class now has a Chromebook for every student, along with more powerful desktops available for coding and other advanced classes. Our faculty is better able to integrate supplemental and differentiated instructional resources with readings, lectures, videos, music, art, and other materials to deliver content. We provided training for all faculty on using this software and integrating Edmentum into the curriculum; this effort gained strength in 2016-17 as usage of the program increased significantly across classrooms and grade levels. Most importantly, our students now benefit from interactive, personalized online curriculum through Edmentum and starting this year, test prep with Revolution K-12.

- We have adopted several additional assessment tools in addition to ongoing use of NWEA MAP benchmark assessments: Edmentum's interactive curriculum provides real-time, standards-aligned data for our teachers, Accuaccess online assessments and SBAC interim assessments all provide a rich array of standards-aligned and specific/personalized data about each student, classroom, subgroup and whole school proficiency and growth over time. Our teachers utilize data from these assessments for increased data-driven decisions that support student achievement. Faculty analyze results and use the data for lesson planning, differentiated instruction, and targeted tutoring.
- In 2016-17 we also adopted the Atlas Curriculum Design program. Atlas enables us to streamline lesson and curriculum plans, providing more time for teachers to focus on student needs and improving academic achievement. Atlas provides standards-aligned course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more, aligned and in one place. Our Dean of Academics reviews teachers' lesson plans weekly online, providing feedback and suggestions. Teachers are able to see one another's lesson plans and collaborate online.
- In the past two years we have made several staffing additions and changes to support student learning and our faculty:
 - In 2016-17, we added a new Dean of Academics position, promoted our former Dean of Students to assume the Vice Principal role (when the previous Vice Principal resigned), and added a Lead Teacher/Curriculum Coach position. The latter resigned the end of the year to pursue a career in coaching other schools, and rather than replace her, our Dean of Academics is assuming several of her responsibilities and we are adding two new positions:
 - In 2017-18, we have added a Testing Coordinator position to help facilitate our faculty's focus on data-driven instruction and student growth. The Testing Coordinator will oversee timely administration of benchmark assessments, collate and disaggregate data, lead data analysis with individual teachers and PLCs, and help coach teachers in using data to differentiate instruction for individual students.
 - As noted above, we have an open search to add a full-time ESL Teacher in 2017-18.
- Our administrative team (Principal, Dean of Academics, Vice Principal/Dean of Students, College Counselor (who is a certified teacher) and two Department Chairs

(Humanities and Math/Science)) each visit classrooms to evaluate instructional practices, coach and train teachers and set PD goals. The Dean supports and guides teachers to improve their lessons, identify individual student needs, and differentiate instruction. Through our PLC model, teachers also conduct peer observations and provide meaningful feedback. The teachers and administration remain focused throughout the process on the desired outcome of continually improving student learning.

- Also for 2017-18, we have added three new external partners to support student learning and support our faculty:
 - Our new after-school partner, Higher Ground, is providing tutoring four days each week after school at a ratio of 20:1 for up to 100 students each day through an ASES grant; this supplements bi-weekly teacher office hours each Tuesday and Thursday after school where our teachers are available to meet with individual and small groups of students. Adding Higher Ground now frees up our teachers from daily after-school tutoring commitments, so that Mondays and Fridays will now include collaborative planning time and PLCs after school, in addition to 2-2.5 hours of weekly formal professional development and staff meetings on Wednesday “early release” days. Following tutoring each day, Higher Ground is offering an array of engaging clubs and activities based on student interest to supplement our existing clubs (Student Council and Yearbook/Photography) and varsity sports teams.
 - Revolution K-12 is providing focused test prep support for both SBACs and SATs. In addition to comprehensive online interactive test prep software for these tests, Revolution K-12 is providing in-person tutoring daily after school for 20 students that our administration identifies as most in need of intervention on the SBACs, as well as two hours of weekly test prep for our entire junior class to prepare them for the SAT. Juniors will take five practice SAT tests on Saturdays throughout the fall.
 - Boys to Men, through a grant they received, is providing a comprehensive mentoring program for 15-20 of our most at-risk male students. (An effort is underway to start a similar program for girls.) This group meets weekly after school on Thursdays.
- Professional development is heavily focused on the effective use of our new tech-based tools to facilitate the use of formative and summative assessments, in and out of the classroom, for data-driven instructional planning and implementation, including differentiation. Monthly grade level and department level meetings facilitate collaborative vertical and horizontal planning with an emphasis on data analysis and differentiation of instruction as teacher exchange “best practices” and collaboratively identify specific student needs across different classes. Teachers receive training individually and in grade and department level groups on the use of assessment data. Additional PD and coaching is planned to help teachers analyze and interpret data, and then use it to identify and address individual student needs.

We also are increasingly focused on our growing English Learner population. Prior to our facilities move in 2012-13, BayTech’s enrollment was predominantly African American

with approximately one-quarter Hispanic/Latino enrollment and a small percentage of English Learners (less than 10%). Since the move, our African American population has decreased as our Hispanic/Latino and English Learner populations have increased. In 2016-17, our 58 ELs (20%) included 42 Spanish speakers, 14 Arabic, 1 Vietnamese and 1 Turkish.

	Total # ELs	% of Total Enrollment	%Reclassified
2013-14	16	7%	25%
2014-15	38	15%	6%
2015-16	58	20%	5%
2016-17	58	20%	21%

While several of our newly enrolling EL students each year are recent immigrants to the U.S. and speak little to no English, the number of Long Term English Learners (LTELs) has increased as well. For example, in 2015-16, half of the new 6th grade ELs we enrolled were already designated LTELs, bringing our LTEL total to 26 students. In 2016-17, seven out of 12 of our new 6th grade ELs were designated LTELs, for a total of 32 LTELs.

BayTech has made a focused effort on improving EL proficiency and reclassification rates, resulting in a 21% reclassification rate in 2016-17. In 2016-17, 65% of ELs demonstrated proficiency and annual growth on the CELDT, an increased from 35% in 2015 and 25% in 2014. But more needs to be done. Thus, we are continually implementing strategies to improve our ELD program and ensure structures are in place to help EL students learn to read, write, and speak English.

- New adaptive online curriculum, tech-integration, teacher PD and coaching have been a significant benefit for our EL students. Edmentum's ESL ReadingSmart supports teachers in differentiating instruction for ELs by enabling them to create customized lessons, collaborate with others, and measure proficiency within the same platform. We also implemented ReadingMate, which helps EL students develop proficiency in reading (as well as other students needing ELA assistance).
- To increase the progression of EL students, particularly the significant number of LTELs that enroll at BayTech, students who are Level 2 and above receive daily pull-out ELD support with our RTI teacher (who is BCLAD certified) in small groups (and soon will receive dedicated support from an ESL teacher). They also receive supplemental ESL ReadingSmart online curriculum for use outside of school.
- We have offered – and will continue to offer – increased time during teacher PD focused specifically on ELD standards, strategies, differentiation for ELs and data-driven instruction focused on EL proficiency development. During collaborative planning time, teachers discuss differentiation and intervention strategies that support EL student needs, based on data analysis (CELDT/ELPAC, online assessments, and benchmarks). Our EL Coordinator

(the Dean of Academics) continuously reviews EL student data and collaborates with the RTI teacher to ensure that individual student needs are being met, particularly for hard-to-serve LTEL students.

- Knowing that peer interactions can have a profound impact on EL's language development, we encourage our strongest bilingual students to mentor and assist their EL peers through formal and informal tutoring, partnering during class and project-based work.
- A new focus specifically on LTEL students' unique and challenging needs includes determining what has prevented each of these students from reclassifying (MAP score, CELDT/ELPAC score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action will be created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan. Once BayTech hires a new ESL teacher, we will determine additional steps we can take to support our LTELs in gaining proficiency through targeted pull-out support/tutoring, online curriculum, test prep and more.

We are confident that this continued focus on data-driven instruction, differentiation and teacher PD/coaching will help us continue to realize growth in the achievement of our students. We believe – based on recent SBAC scores, graduation rates and other data -- that these changes are creating a positive trend that will continue across grade levels and over the years as our students matriculate through BayTech.

Beyond academic success, we also note that our program is strong financially with “clean” audits with no findings every year and a growing reserve in excess of 3% every year. BayTech weathered the great recession and state deferrals – including a major facilities move in 2012-13 -- and is in a strong fiscal position. Enrollment continues to be at capacity with a significant wait list this year for the first time since our facilities move in 2012-13. Parent engagement is increasing, as are stakeholder satisfaction rates. Our governance and operations is also strong, led by an accomplished and experienced non-profit Board of Directors and experienced lead staff.

3. COMMUNITY MEMBERS ON BAYTECH'S BOARD.

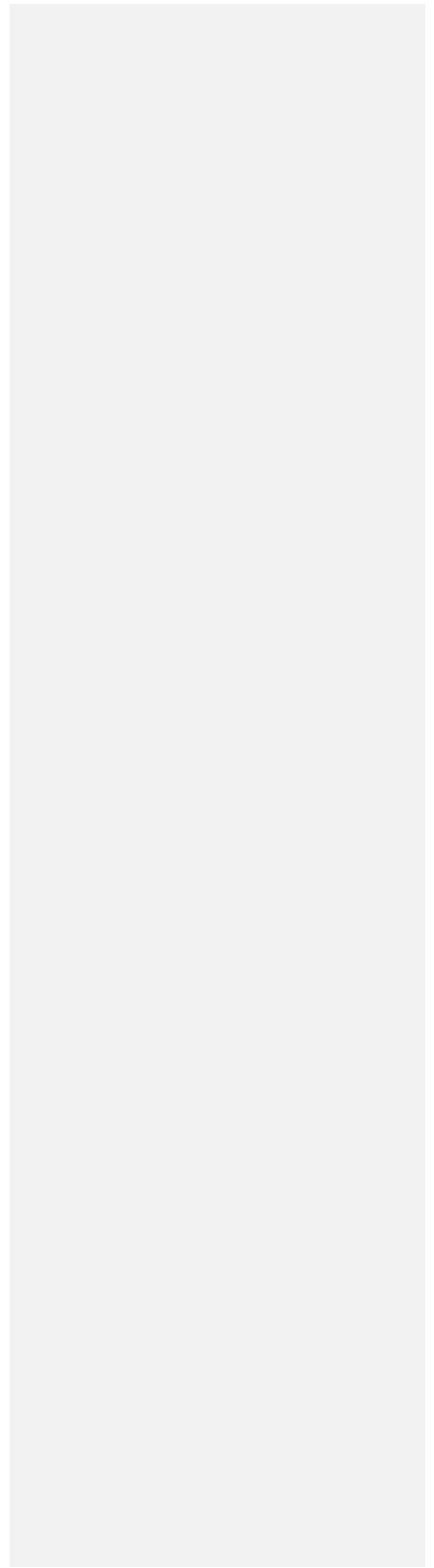
Alretta Gray Tolbert, *President*. Gray Tolbert is currently serving as COO of Adult Educational Technologies (AET), a service provider for mild and severely mentally disabled population for 4 Regional (State) Centers. She additionally provides grant writing and consulting support to Community leaders via her agency, BESOREAL Consulting.

Kairat Sabyrov, *Treasurer*. Sabyrov is a Postdoctoral Research Fellow at UC – Berkley and Lawrence Berkeley National Laboratory, author of 12 professional publications and speaker at many prestigious professional presentations.

Fatih Dagdelen, *Director*. Dagdelen is a RF Design Engineer currently working at Fiber-Span. He received his MBA from the New York Institute of Technology.

Arceli De Los Reyes, *Director*. Arceli is the General Manager at Print & Copy.

Val Uluk, *Secretary*. Uluk is a software engineer with extensive experience and management skills. He holds a M.Sc. in Computer Science from CSU, Eastbay.



B. PHILOSOPHY & APPROACH TO INSTRUCTION

1. VISION AND MISSION

Mission

Our newly revised mission statement reflects our commitment to our students: *Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century. "It's going to be a great day at BayTech!"*

Vision

BayTech's vision is defined by our Expected Schoolwide Learning Results, which encompass our definition of **an Educated Person in the 21st Century**. We believe that educated citizens of the 21st century must have a solid background in math, science, and technology, as well as history and literature. With such knowledge, they will be able to keep up with the rapid growth of science and technology, and be able to contextualize it and understand what it means. Such citizens require a lifelong love of learning that enables them to be self-motivated and competent achievers who can quickly adapt to an ever-changing world. In addition, these educated citizens must be effective communicators, adept at writing and speaking, and committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness. Finally, they must be problem solvers who are able to work productively and cooperatively in multicultural environments.

BayTech's educational program is grounded in the belief that our nation's economic future will require a workforce highly-trained in STEM. The comprehensive science education provided by BayTech helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called "scientific habits of thinking," an important component of critical thinking.

These beliefs have helped shape BayTech's goals for students, which follow.

BAYTECH

Expected Schoolwide Learning Results



E

ffective Communicators Who Will:

- Be able to ask and answer relevant, higher level questions.
- Listen actively to varying points of view.
- Utilize technology as a tool for learning and communicating.
- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations.

A

ademic Achievers Who Will:

- Produce quality of work across the curriculum.
- Be eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
- Acquire and apply knowledge about new technology.
- Apply research and analysis skills to form factual, fact based perspectives and responses.

G

oal-Oriented Students Who Will:

- Earn a high school diploma and complete A-G requirements for college.
- Pursue higher education or vocational goals / professional training.
- Demonstrate time management skills to meet the academic deadline.

L

ifelong Learners Who Will:

- Explore a variety of academic, athletic, artistic, and extracurricular areas.
- Be open to discovery and develop an enthusiasm and interest for learning.
- Be adaptive to a wide array of professional and cultural settings.
- Be goal-oriented and understand the importance of continual goal setting.

E

xcellent Critical Thinkers Who Will:

- Locate, gather, interpret, evaluate, and analyze data.
- Define and analyze problems, propose, implement, and evaluate solutions.
- Apply problem-solving skills to achieve a personal or academic goal.
- Identify and use resources effectively to gather, communicate, and evaluate information.

S

ocially Responsible Students Who Will:

- Be culturally aware and who will be understanding and appreciative of the histories and values of different cultures.
 - Be leaders within their community who contribute to the improvement of life in their school and community.
 - Demonstrate conscientiousness and honesty through personal and academic performance.
 - Has integrity and take responsibility for personal choices and actions.
-

2. INSTRUCTIONAL METHODS/STRATEGIES

We believe learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate those experiences to

what they are learning in school.¹ BayTech's rigorous, standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking abilities, and problem-solving skills. Our program facilitates the development of communication, interpersonal, and other social skills through writing and oral presentations, which include both collaborative and individual work projects. Furthermore, our program is designed to help students attain organizational and study skills, which are crucial to becoming competent, lifelong learners.

- **Active participation.** Students must be given opportunities to construct their knowledge, sometimes through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, teachers act as facilitators of meaningful learning experiences. Students build on existing knowledge as facilitated experiences help them discover underlying concepts for themselves. This process deepens students' knowledge and stimulates their curiosity and passion for learning. Students learn how to learn, thereby developing the skills to become self-empowered learners.
- **Personalized learning environment.** Learning best occurs in smaller classes, where students are known by their teachers and instruction is personalized to match individual needs. Harvard University research shows that smaller classes produce substantial improvements in learning: the effect on minority children's achievement was approximately double that observed for non-minority children in the first four years of an experimental program in Tennessee.² BayTech is a small school with a total enrollment of 300 students. This enables a student/teacher ratio of 26:1, allowing teachers to provide the individualized instruction and attention that help students learn at their own pace – a crucial component in student achievement.
- **Balance between academics and enrichment.** Experiential methods, such as the annual BayTech STEM EXPO, engage students and facilitate understanding of core concepts through hands-on, enriched learning opportunities – helping students connect classroom knowledge to real life situations. Academics combined with enrichment promotes a love of learning and an overall positive feeling about the school experience. Our after-school programs provide a safe place for academic and non-academic enrichment outside the regular school day.
- **Involved parents.** Parent participation is another important element in our educational philosophy. Students whose parents are involved in their education generally have better attendance, higher homework submission rates, higher grades, higher graduation rates and a greater chance of furthering their education. These outcomes are especially true for predominantly minority and/or low-income communities.³ Recognizing that educational success is best realized when the triad of student-teacher-parent/guardian is in harmony,

¹ D. Fortus et al, "Design-based science and student learning," *Journal of Research in Science Teaching*, v. 41, no. 10, pp. 1081-1110, 2004; S. B. Mertens and N. Flowers, "Middle school practices improve student achievement in high poverty schools," *Middle School Journal*, pp. 33-43, Sep 2003.

² F. Mosteller, "The Tennessee study of class size in the early school grades," *Future Child*, Summer-Fall;5(2):113-27, 1995.

³ Cotton, K., and Wikelund, K. R. *Parent Involvement in Education. Close-Up #6*. Portland, OR: Northwest Regional Educational Laboratory, 1989 (ED 312 030).

BayTech strives to foster a collaborative partnership with parents and provide our youth with the support necessary to help them learn and reach their highest potential – intellectually, socially, emotionally, and physically.

- **Service learning.** Engaging in community service projects that are related to the curriculum help students become responsible, civic-minded citizens as they move from adolescence and school to adulthood and society. Students who serve in their communities better understand the importance of being contributing members of society. Therefore, BayTech students are actively involved in various community service projects, such as a food drive for the Alameda County Food Bank, a clothing drive for refugees and community clean-up days.

C. INSTRUCTIONAL DESIGN

1. OVERALL CURRICULAR AND INSTRUCTIONAL DESIGN AND STRUCTURE OF THE PROPOSED EDUCATIONAL PROGRAM.

BayTech offers a college preparatory, comprehensive learning experience with effective site-based instruction and hands-on learning experiences that are relevant and inspiring for students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction. BayTech provides a supportive and caring environment with small classes and strong student-parent-teacher collaboration. Our programs and policies highlight our deep commitment to graduating students who go on to college. Our program has four major components, including: Data-Driven Decision, STEM Focus, Life-Long Learning, and Rigorous Achievement.

Data-Driven Decision

Data-driven practices and habits are central to differentiating instruction (i.e., you can't fix what you don't know). Using data to identify and address students' learning needs is a schoolwide priority that has been integrated into Professional Learning Communities (PLC), staff meetings, professional development, and teacher planning and practices in the classroom. BayTech utilizes data from a variety of sources, including assessment and standardized tests. Because California's standardized testing occurs in the spring (and results are not available for adjustments in the current school year), our students are tested at the beginning of school and several times thereafter through other standards-based and large-scaled tests. Biweekly staff meetings at BayTech are organized by subject and grade level in PLCs, during which teachers identify learning needs and necessary instructional adjustments based upon the data results. Staff share best practices and discuss issues regarding academic and behavior support for students, such as tutoring, mentorships, Response to Intervention (RTI), IEPs/504 plans for students with special needs, homework load, differentiation, grading uniformity, long-term projects, curriculum alignment, and other issues. The meetings facilitate vertical and horizontal alignment of California Common Core State Standards (CCSS) and new Next Generation Science Standards (NGSS), ensuring no standards are missed.

Identifying Low-Achieving Students Through Computer-Adapted Tests

Campus-wide tests measure students' performance levels based upon the CCSS. They also measure analytic ability, critical thinking, synthesis, and other important learning skills. Teachers use these results to identify what content has been learned; diagnose instructional needs; monitor academic growth over time; differentiate instruction; and place students into appropriate courses. Testing provides a valuable resource to identify students for remediation and intervention, but is not used as a basis for promotion. The following assessments are used.

- **Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).** NWEA computer-adapted tests, called MAP, are used to evaluate student learning and differentiate instruction accordingly. MAP is administered at the beginning and end of the school year (in English Language Arts and Math) to students in grades 6-11, which enables progress monitoring through to graduation. Test results are received within 24 hours, facilitating rapid diagnosis and lesson planning. Results determine individual student levels, pinpoint where support is needed, and inform instruction. Teachers meet with students to share results and discuss goals for the next MAP test, along with what students must do to achieve them.

With a large norm reference group (more than two million), MAP reports provide highly accurate feedback on student performance. The assessments adapt to each student's ability, measuring what has already been learned, and what still needs to be learned. Within each subject area, student performance can be identified as: 1) Proficient and growing; 2) Proficient and not growing; 3) Growing but not proficient; and 4) Not growing and not proficient.

- **Interim SBAC Block Tests.** Interim SBAC block tests are now administered four times a year (before progress reports) in an effort to increase student achievement on the CAASPP. Interim SBAC block tests provide information on student progress on the various sections of the SBAC, along with disaggregated student data. The data help teachers establish targets for student support and track their progress in preparation for the CAASPP summative test. Results guide differentiated instruction and determine where resources should be allocated to help close the achievement gap.
- **Edmentum Accucess.** We administer this diagnostic exam for reading, writing and math at the beginning of each year. This computer-adapted, online diagnostic assessment test, enables quick identification of a student's strengths and learning needs in reading, writing, and math. Subject specific, the assessment starts with a question at the specified grade level, followed by more questions to determine conceptual understanding; these are adjusted up or down as needed. Once learning needs are identified, the program prescribes content to fill the identified learning gaps. Accucess helps teachers to personalize instruction and enable students to receive more targeted tutoring and academic programming.

Differentiated Instruction

BayTech is well-equipped to meet the needs of a diverse student body with multiple learning styles. In 2015, BayTech entered a partnership with Edmentum, an educational company that provides a variety of online educational programs that support individualized learning for every student, including curriculum, assessment, reading, and intervention tools for teachers and students. BayTech utilizes a rotational blended learning model, where students attend their classes daily, but receive 30% of their direct instruction and homework through Edmentum. Students control their own learning and pacing, which facilitates an individualized learning style. Students can ask questions of their teachers, replay a lecture when needed, and retake a test or quiz to improve. The Edmentum programs utilized include *Plato Courseware*, *Study Island*, *ReadingMate* and *ESL Reading Smart*.

- **Plato Courseware:** Contains over 300 hundred middle school, high school and advanced level courses, including ones for credit recovery. Teachers can offer a wide range of programs from the course list, and students can choose electives and advanced level courses that would not be provided otherwise in a regular school schedule. Students are also able to take credit recovery courses at their own pace to complete their credit deficiencies and improve their grades.
- **Study Island:** Provides a vast test bank tool that teachers can use to reinforce and advance students' learning. Study Island can be used for pre-test, post-test, and benchmark tests.
- **ReadingMate/ESL Reading Smart:** A reading tool for both English Learners and other students, BayTech has been using the ReadingMate tool for SSR (Silent Sustained Reading) hours, and ESL Reading Smart for direct instruction ESL courses for our EL students.

Students are assigned class activities based on their identified levels (as determined by computer-adapted assessments). Additionally, in-class assessments are used to determine students' levels of understanding. The Lead Teacher/Curriculum Coach (added to the staff in 2015-16) helps teachers to identify individual student needs, improve their lessons, and add appropriate differentiation, thus ensuring lessons are accessible to students with various learning differences, diagnosed and otherwise. Teachers differentiate instruction daily per their students' cognitive and social needs, utilizing strategies that include tiered assignments, interest centers/groups, independent projects, flexible grouping, and varying questions.

Students who are achieving substantially below grade level are identified through multiple assessments including: MAP Tests, Edmentum Accusess, interim SBAC block tests. BayTech uses the Edmentum online suite of educational programs to help teachers differentiate instruction for students not meeting their growth targets, including *Plato Courseware*, *Study Island*, *ReadingMate* and *ESL Reading Smart*. Edmentum programs support individualized learning and include curriculum, assessment, reading and intervention tools for teachers and students. BayTech incorporates a rotational blended learning model, where students attend their classes daily but receive 30% of their instruction and homework through Edmentum's Plato Learning Environment. This empowers students to take control of their learning and pacing, and supports their individualized learning styles.

Students can ask questions of their teachers, replay a lecture, and retake a test or quiz as needed.

Early Intervention

BayTech is committed to helping each student achieve his or her full potential. We identify low-achieving students in the first weeks of the academic year and implement early interventions where indicated. At-risk students are identified through home language surveys, student records, parent and teacher feedback, and assessments, among others. Additionally, the PLCs engage in data-driven activities throughout the year to ensure ongoing proactivity in identifying at-risk students and any requisite interventions. Placements and support strategies are determined through assessment results and parent/teacher recommendations. These may include academic intervention/enrichment classes, EL teaching strategies, appropriate accommodations/modifications, Least Restrictive Environment, and after-school tutoring, among others. For students that struggle academically, an individualized learning and academic intervention plan is developed by the student, parent and teacher. The plan includes benchmarks toward academic progress and proficiency. Academic interventions are targeted and data is used to monitor students' academic progress. Discussion of progress (or lack thereof) occurs during department and grade level team meetings.

Free individual and group tutoring, individual teacher mentoring and support, after-school programs, homework clubs, home visits, motivational guest speakers, parent meetings, university and college visits, and field trips are utilized to support the student and the family in a holistic manner. The Silent Sustained Reading (SSR) period is used for English Language Arts and Math tutoring for students who are not achieving at grade level; students are grouped per ability and needs. Students also attend tutoring during 7th Period. Student progress is tracked through assessments, with the goal of attaining at least one year's academic growth within the school year. Parents are invited to meet with their child's teachers and are encouraged to participate in their child's education; and they are provided with tips and training to help them do so with efficacy.

Resources are used to bolster support for students needing intervention, such as Edmentum Intervention Services, which was purchased to address the needs of students not meeting their target growth on benchmark assessments. In addition, BayTech supports small class sizes, which enhance each teacher's ability to provide individual attention and targeted instruction, and monitor their students' progress more effectively.

Math/ELA Enrichment/Intervention Classes

For students achieving substantially below grade level in math or English, BayTech offers Math/ELA Enrichment/Intervention classes. Teachers use educational materials that provide review and re-teach programs. Edmentum and Khan Academy programs allow teachers to monitor the progress of students who are achieving below grade level through software generated tests and personalized instructional materials (which are based on California CCSS that have not been achieved).

After-School Tutoring

BayTech provides an educational environment that includes individualized academic support through its after-school tutoring program. Starting in 2017-18, BayTech has contracted with Higher Ground to provide comprehensive after-school tutoring and enrichment services four days each week (other than Wednesday early release day). We also have partnered with Boys to Men to provide an engaging mentoring program once weekly for 15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep. Also new in 2017-18, all student athletes will be required to attend once weekly tutoring during their varsity season to ensure these students are staying on track and continuing to set a strong example for their peers.

Tutoring is structured to fit each student's needs and maximize his or her potential. Thus, some students may receive tutoring one afternoon a week, whereas others may receive tutoring daily. The tutoring program is open to all students who need or desire assistance, not those who are classified solely as low-achieving. Tutors are available upon request to students performing at or above grade level. Tutoring sessions generally occur after school but may also be scheduled on weekend days, depending on student and parent need. Edmentum's Plato Learning Environment and Khan Academy programs are utilized to provide personalized worksheets adjusted to each student's needs.

STEM Focus

In agreement with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), BayTech believes that an educated citizen in the 21st century must have advanced skills and understanding to participate and work productively in a technologically-oriented and global environment.

To help students achieve their maximum potential, BayTech provides a rigorous, relevant and college preparatory curriculum. Our educational program emphasizes science, technology, engineering and math (STEM); though it also provides solid instruction in humanities and social sciences to educate the whole child. Our program relies significantly on the innovative use of technology to increase student learning and achievement. In our contemporary era of technology, every school has computers and uses them for educational purposes. However, the important issue is how effectively they are used. Research indicates the use of technology in education will result in "good" learning only through successful implementation.¹ Our use of technology with a STEM-focused curriculum includes the following highlights.

- **Technology** is integrated into instruction, bringing new life to the classroom and engaging students in their learning for fully. BayTech provides a high-speed Internet connection throughout its campus, in addition to a computer lab. Beginning in 2015-16, each classroom was equipped with a set of digital devices for students to use on a one-to-one basis. Students are assigned a device number to be used in every single room. When teachers use Edmentum for their classes, students take the device with their assigned number and login with their own individual account. The

¹ Papert, S. & Turkle, S. (1993). Styles and voices. *For the Learning of Learning of Mathematics*, 13, 49 - 52.

devices allow students to access all Edmentum programs, Khan Academy, COOLSIS (online information system), Google Drive and Google Docs, and any other online tool utilized by their teacher. Most student assignments are accessible online, outside of school, which has improved communication between student, teacher, and parent.

- **Math** courses provide a comprehensive scope and sequence to address the diverse skills, interests and backgrounds of all learners. Students are assessed for current knowledge and skill level, and placed in the appropriate class. Those with little math background are supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities and advanced courses.
- **Science** courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. Students gain classroom experience in applying scientific inquiry and reasoning to real-world problems, which will provide a clear advantage when they are exposed to issues that require similar thought and reasoning processes as adults.
- **Advanced courses** are offered to spur interest and prepare students for STEM-related careers. Science classes employ technology in laboratory exploration and experimentation. Computer simulations assist in expanding lab opportunities across all grade levels. Teachers use inquiry-based approaches effectively to engage students in the learning process and foster high levels of interest. Students' observations and reflections are the key factors for maximum learning results through hands-on instruction.
- **Critical-thinking skills** are enhanced as students work on inquiry-based activities and projects outside of the classroom. BayTech organizes an annual school-wide science fair and history fair, in which all students participate. Students then move on to participate in regional and statewide science fairs.
- **Instructional aides** are used to spur interest and enhance teaching and learning practices in math, science and technology, as well as basic engineering skills. Skills in programming, physical coordination, and sequencing are developed using these tools.
- **Peer tutoring** challenges both high- and low-achieving students.

Life-Long Learning

The scale of current economic and social change and the rapid transition to a knowledge-based society are all challenges which demand a new approach to education and training, within the framework of life-long learning. Life-long learning is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective."¹

Every student has the potential to learn and excel. However, some students might not realize their potential yet, or have the requisite vision and/or supports in place fully to excel. In August 2017, our partners from Cultura y Bienestar (Culture and Wellness), a project of La Clínica de La Raza in collaboration with La Familia Counseling Service and

¹ Source: http://www.esae.org/articles/2007_08_005.pdf

Tiburcio Vázquez Health Center, provided a comprehensive training for our entire faculty and staff on Trauma with School-Aged Children. We will continue to facilitate teacher training in this area. BayTech's instructional program is designed so that students are surrounded by role models who provide vision and guidance. Students are motivated to focus on their individual learning and gain self-confidence through the discovery of their potential.

We further provide a comprehensive counseling and guidance program aligned with the American School Counselors Association (ASCA)'s National Model for School Counseling Programs. Bay Area Technology School has hired a full-time support counselor in order to address the student's social/emotional and personal needs. The Counselor regularly refers students and families to counseling, social services and other supports through organizations such as La Clinica, La Familia, Tiburcio Vasquez Health Center, Alameda County Behavioral Health Services, Alameda County Social Services, Berkeley Mental Health Division and the Alameda County Medical Center's Psychiatric Outpatient Services, we aim to incorporate more social-emotional development and support for our students into school life. The Counselor has been working to support students by offering them various opportunities to express their needs and concerns. The counseling program works toward building a safe and supportive environment. Students are supported with conflict resolution, peer challenges, and bullying prevention. The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice once a week. Counseling is used as a supportive tool for students but it also serves as a preventative measure to keep students from expressing harm towards themselves and others. Walk ins are open and available to all students if needed. Students who may be struggling with behavior and are having issues with other students are seen by the counselor in order to receive guidance and support to help them make safe decisions. With the help from teachers, parents, and the Vice Principal/Dean of Students; the Counselor strives to ensure an overall safe school environment for all students.

Within the Counseling program, Restorative Justice is being utilized as a tool to help students deal with conflict and as a way to settle their differences within a safe and supportive setting. Restorative Justice meetings are held as needed and are open to all students. Restorative Justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community. This contrasts to more punitive approaches where the main aim is to punish the offender. Restorative Justice focuses on repairing the harm that was done through cooperative processes that include all stakeholders.

For the past four years, Next Generation Momentum Group provides an all-day annual workshop for our middle grades students, focused on empathy, building understanding, bullying and depression issues. This program addresses personal/social, career, and academic needs for all grades, including responsive services and individual student planning.

High Expectations

Numerous research studies have shown that high expectations yield better results at schools. The Every Student Succeeds Act (ESSA) of 2015 requires states, districts, and

schools to hold high expectations for all students, teach them to high academic standards, and work to improve outcomes for low-performing groups.

BayTech expects and strives to support all students to graduate from high school prepared for college and career-ready. The student grade groups at BayTech are named after colleges and universities to normalize the goal of college attendance and encourage students to strive for college acceptance. BayTech expects our graduates to:

- Attend a four-year college and pursue a career, preferably in STEM fields.
- Possess the qualities and character of educated citizens of the 21st century.

To ensure students are on a college- and career-ready path, a 4-Year Plan is developed collaboratively with each student at the end of 9th grade. Students and parents meet with the College Counselor and Academic Dean to review the student's readiness for high school and map out the courses he or she will take in high school. This academic plan is reviewed periodically and parents are notified of student progress toward graduation.

College Preparation and Counseling

BayTech prepares all students to be college and career ready with a rigorous and broad curriculum grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Our programs and policies highlight our deep commitment to graduating students who go on to college. Our educational program focuses on strengthening basic academic skills in middle school, which then build a solid foundation for the college preparatory program offered in our high school. Academic preparation alone is not enough to ensure postsecondary readiness, but it is essential in establishing a pathway to college, careers, and life in the 21st century. Key features of our college- and career-going culture include:

- A-G curriculum that fulfills University of California (UC) and California State University (CSU) requirements (our graduation requirements exceed A-G requirements)
- 4-year academic plan that lays out the classes a student will take each year during high school
- Dual/concurrent college enrollment program supported by Berkeley City College, Merritt College, and Laney College that allows students to receive college credit while at BayTech
- Advanced Placement (AP) Courses
- Comprehensive college counseling
- Continuous career counseling, career days, college fairs, college visits, and guest speakers
- Preparation for college admissions exams, such as SAT classes (Revolution K12)
- Online tool to create a multi-year academic plan and track graduation requirements, with an opportunity to explore careers and colleges. (Navience)

- Individualized one-on-one tutoring sessions

Students are encouraged to begin thinking about professional opportunities through counseling and exposure to careers. When students are able to identify career areas early, and when the school provides a curriculum that enables them to pursue their interests, their motivation grows.

Based on parent feedback, we are working to streamline our calendar of college education and awareness events, including college tours to local campuses and on-site visits from college representatives, and provide better advance communications to families about these opportunities. We also are creating a more streamlined and concise 4-Year Plan format that will be more individualized for each student and easier for families and students to understand.

We also are working to increase our college and career prep activities for students to ensure they are well-prepared for life after BayTech. Our juniors identify potential summer internships and job opportunities and prepare formal resumes and cover letters, culminating with mock interviews with our Vice Principal.

Home Visits

Research has shown that one of the keys to successful teaching and learning is creating personal connections with students inside and outside of school.¹ Knowing students' outside interests, their families and home routines – and then using that information to connect in meaningful, individualized ways – can reap huge rewards in developing happier, healthier, and more successful youth. Recognizing this, home visits are an important feature of BayTech's education program: to improve student and school performance; and to identify and intervene early with low-achieving students.

Recently, the Home Visit Program has increased in participation, with more anticipated growth the coming years. This voluntary program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. Teachers/staff receive a small stipend for each visit they conduct. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers. BayTech teachers visit students and their parents (on an as-needed basis) in their homes to enhance learning and involvement. Family visits offer invaluable insights about students and can provide greater understanding about their learning styles. Visits also provide information specific to students' emotional and social needs and behavior; for example, if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers learn about students' interests and concerns (e.g., a new hobby, an upcoming trip, a change in the family). One of our science teachers, who is the coordinator of our STEM EXPO program, last year conducted more than 70 home visits; our Dean of Academics conducted 10 home visits for 12th grade students to engage families specifically

¹ Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

in conversations about post-graduation goals and plans. Ultimately, we would like to see all students have a Home Visit at least once as a matter of course. BayTech staff uses an "Activity Module" in its school information system (CoolSIS) to plan and record home visits.

Field Trips And Guest Speakers For Motivation

BayTech students go on various field trips throughout the school year. Field Trips offer an exciting way to learn and provide opportunities for students to gain insights and knowledge that cannot be fully gleaned from regular classroom instruction. Field trips are an integral part of our curriculum and are as essential to our program as textbooks, equipment, and other instructional devices and teaching/learning strategies. Field trips bring real-world experience to students and enhance their classroom studies, allowing them to learn in their own way. Whether visiting a research laboratory, a university campus, meeting with scientists or listening to a guest speaker – these experiences can spark new interests and motivate students along the pathway to being college and career-ready, particularly when they meet someone who shares their culture and becomes a role model. While most field trips are related directly to specific, academic curricula, they may also address the need for intra- and inter-personal growth. That is, field trips may sometimes be designed to promote social and emotional development, and to support the "whole" child.

RIGOROUS ACADEMIC ACHIEVEMENT

BayTech's instructional program is rooted in the belief that all students can learn and excel. Toward this end, some students need enhanced academic challenges and opportunities to fully develop their skills and talents. BayTech strives to provide every student with the means to reach his or her full potential. AP classes are offered for advanced students and online resources allow for advanced students to move ahead and find more challenging material.

Advanced Placement (AP) Courses

BayTech offers Advanced Placement (AP) courses depending on student need and interest. AP courses are college-level courses, taught with college textbooks and exams, that give students an opportunity to earn college credits while in high school. Students who pass the corresponding AP exams get college credit for the courses when they enter their freshman year. The following is a list of AP courses BayTech has offered:

- AP English Language and Composition
- AP English Literature and Composition
- AP Biology
- AP Chemistry
- AP Physics
- AP Computer Science
- AP Calculus
- AP World History
- AP US History
- AP American Government

Dual Enrollment

Dual enrollment is a program that allows eligible high school students to enroll in a college course and receive both high school and college credit simultaneously. Dual enrollment eliminates the duplication of coursework between high school and college, allowing students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal, and social maturity are eligible to participate. BayTech collaborates with the Peralta College system, including Laney College, Merritt College, College of Alameda, and Berkeley City College. Courses include Statistics, Physics, Human Anatomy, African American History, West African Dance, Japanese and Economics.

2. CURRICULUM SUPPORTS IMPLEMENTATION AND ENSURES STUDENT MASTERY OF THE CA COMMON CORE STATE STANDARDS (CCSS) AND OTHER STATE CONTENT STANDARDS.

The school leadership and faculty of BayTech ensure that all students are provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, academic standards, and goals of the school. While the curriculum concentrates on a hands-on approach to STEM subject areas, the school also provides a solid education in humanities and social sciences to educate the whole child.

In 2015-16, we adopted a rotational model, blended learning approach with new online, interactive curriculum through Edmentum to increase the rigor of the English Language Arts program in particular, and personalization that meets students where they most need development, including for English Learners. We began implementing Chromebook usage in classrooms instead of a dedicated computer lab; each class now has a Chromebook for every student, along with more powerful desktops available for coding and other advanced classes. Our faculty is better able to integrate supplemental and differentiated instructional resources with readings, lectures, videos, music, art, and other materials to deliver content. We provided training for all faculty on using this software and integrating Edmentum into the curriculum; this effort gained strength in 2016-17 as usage of the program increased significantly across classrooms and grade levels. Most importantly, our students now benefit from interactive, personalized online curriculum through Edmentum and starting this year, test prep with Revolution K-12.

Our curriculum is CCSS-aligned, which establishes consistent and clear education standards that prepare students for success in college, career, and the competitive global economy.

- **Science/Technology/Math (STEM):** BayTech's curriculum immerses students in the scientific method and encourages them to use computers and the Internet to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers. In keeping with the STEM emphasis at BayTech, advanced courses are available in these subjects.
- **Language Arts:** The curriculum is literature-based with fluency practice in

reading and writing. Conventions of writing are emphasized daily in written homework and lab assignments. Students taking advanced foreign language are encouraged to study works written in that language, e.g., Spanish.

- **Writing:** An important vehicle for learning, BayTech students are given frequent writing assignments to reinforce learning and enhance understanding. We believe that every student must be able to express themselves clearly through writing, in every subject. As the common core writing standards¹ phrase it, “For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt.”
- **History/Social Science:** Courses are inquiry-based; and topics involve real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies,² social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Citizenship education helps students acquire and learn to use the skills, knowledge, and attitudes that prepare them to be competent and responsible citizens throughout their lives. Such citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.
- **Art:** BayTech offers courses and clubs in art, music and technology. Study of the arts is enhanced through its integration into other subjects, such as: *The Physics of Sound and Music*, *The Art of Fractals and Snowflakes*, *Design Elements in Art* (analysis of Marc Chagall’s work in Technology courses); *Design on the Frontier* (simulated quilt construction in the eighth grade American History course); *Japanese Papermaking and Kite Design* (World History and Cultures); streamline and deco design (used in automobile styling); and film robots described in science fiction literature (as part of the technology and robotics lab). Students are not just “cultural tourists,” but instead become immersed in culture and diversity through daily discussion, projects and guest speaker presentations.

Teachers develop curriculum maps at the beginning of each school year, defining clearly the course objectives with alignment to California CCSS and students’ needs based upon CAASPP and MAP test results. They develop weekly lesson plans that outline: objectives, use of academic language, use of various instructional strategies, and assessments that check for understanding. BayTech teachers are guided by the following standards in curriculum and lesson planning:

- Learning objectives are clearly stated for students.
- Exemplars are provided to guide and inform students.
- Multiple measures are used, including formal and informal formative assessments.

¹ Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

² Source: <http://www.ncss.or/positions/powerful>

- Students are given specific and immediate feedback about their learning.
- Assessment data informs ongoing instruction modification and curriculum revision.

Teachers post their lesson plans via the Atlas Lesson Planning system (implemented in 2016-17), which allows them to collaborate and view other teachers' plans. Atlas also provides reports of the California CCSS being taught in each class, enabling BayTech administration to verify curricular coverage of the standards.

The Dean of Academics meets with each teacher at least once a month for guidance and mentoring; lesson plans are reviewed weekly via the Atlas system, with continuous feedback and revision. The entire Administrative Team works closely with teachers in their PLCs and during weekly early release time to strategize curriculum choices, instructional practices, assessment methods, and reflection on their teaching practice and also helps teachers to identify student needs, improve their lessons, and add appropriate differentiation, thus ensuring lessons are accessible to students with various learning differences, diagnosed and otherwise

As noted above, BayTech teachers meet regularly in departments and grade level PLCs where they share best practices, receive feedback, and collaborate on horizontal and vertical alignment of the CCSS across grades and subjects. Curriculum revision and refinement processes are continuous and collaborative, and are based upon student performance assessments and data. These processes continue in the summer and at the beginning of the school year as part of comprehensive in-service programs.

Teachers design instruction that engages diverse learners in active learning through meaningful, real-world activities. This is accomplished through instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching, and multiple intelligences. BayTech teachers use a wide variety of strategies¹ to shape instruction and include: 1) Identifying similarities and differences; 2) Summarizing and note taking; 3) Reinforcing effort and providing recognition; 4) Homework and practice; 5) Nonlinguistic representations; 6) Cooperative learning; 7) Setting objectives and providing feedback; 8) Generating and testing hypotheses; 9) Cues, questions, and advance organizers.

Middle School Curriculum

In grades 6 through 8, students take required core courses in Mathematics, Science, English Language Arts and History-Social Science. In addition, the following courses are offered as part of the comprehensive education program, depending on student need/demand and availability of teachers and resources:

- Languages Other than English
- Visual and Performing Arts
- Physical Education/Health
- Computers and Technology

¹Marzano, Robert J., Deborah Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement Alexandria, Va.: ASCD, 2001.

- Math/ELA Enrichment
- Life Skills
- Other elective courses

High School Curriculum

One of the cornerstones of BayTech's academic vision is that science is a central factor in understanding the world. Science has the power to help students discover interesting and exciting facts about the world, as well as themselves. As a college-preparatory school, BayTech considers the various factors that lead to post-secondary success. BayTech's high school curriculum meets all California State Minimum Course Requirements for high school graduation and the "A-G" requirements of the University of California system. Two reliable predictors are high school achievement in advanced science and math courses, and writing ability.

Our core high school curriculum offers courses in Mathematics, Science, English, and History/Social Science. In addition, students are required to take:

- Physical Education
- Foreign Language
- Visual & Performing Arts
- Computer/Technology
- Electives

High school students also undertake a community service project.

English Language Arts (Core, College Preparatory)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Frameworks*. Teachers engage in vertical articulation, and collaborate with their peers in other subjects to integrate ELA strands into other core classroom learning. All faculty emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum is based on state adopted textbooks, online interactive learning via Edmentum's Plato Courseware, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning.

Grades 6-8

In middle school, students are expected to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. Students read rigorous fiction and non-fiction texts, prose and poetry, including Shakespeare in 8th grade. Our faculty continuously differentiates and scaffolds instruction to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

Students in middle grades, in accordance with CCSS for the grade levels, learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, and self-assess their own writing and analysis. Central to

the students' progress in grades 6-8 as they enter secondary education and prepare for high school curriculum is the use of evidence to support a thesis. Our students practice this skill repeatedly while being supported with targeted instruction and intervention.

In addition to reading and writing, ELA and other core subjects include specific emphasis on listening and speaking skills, including students' term-end Presentations of Learning. Students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Grades 9-12

English 1 [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits]

This course will provide a foundation and a launching pad for the student's high school career. Skills taught include grammar, punctuation, vocabulary development, sentence structure, paragraph structure and development, essay and memoir writing, public speaking, in depth analysis and discussion of various literary works and through researching informational materials, and reading comprehension, preparing students for a variety of academic challenges. In-depth vocabulary study in preparation for SAT will begin. Literature will include poetry, memoir, drama, short stories, and novels. Students will understand the use of figurative language and complex literary devices; and elements of voice, character, conflict, tone, and theme. Students will write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument, using clear, precise language.

English 2 [Prerequisites: English 1] [Grades: 10th] [Credit: 10 Credits]

Tenth Grade Language Arts at BayTech will use World Literature to focus our minds upon learning of the world and its place in history. Students will develop their skills in reading, thinking, writing, listening, and speaking through in-depth study of world literature in a variety of genres and through researching informational materials. The course of study complements the student's study of world history in the tenth grade. Students will develop their personal vocabularies and demonstrate understanding of word meanings (literal, figurative, denotative, and connotative) and word origins, including words from Greek, Roman, and Norse mythology.

This course will serve as a wide survey course, but preparatory for future survey-style literature courses in both upper division high school classes and college settings. As well, we will be working quite heavily on test preparation with a mind to such as AIMS, SAT, PSAT, and COMPASS tests. During the year, students will read copiously, write critically, and even draft a college entrance essay.

English 3 [Prerequisites: English 2] [Grades: 11th] [Credit: 10 Credits]

Students will read and respond to historically or culturally significant works of American literature, analyzing recurrent themes in depth. Focus is also on characteristics of subgenres (e.g., satire, parody, and allegory, pastoral), analysis of irony, tone, mood, style, voice, imagery, and figures of speech. Readings will trace the development of American literature from the colonial period forward, contrasting major periods, themes, styles, and cultures, as well as philosophical, political, and social influences of each period. Readings will enhance students' study of U. S. history in the junior year. Juniors will have a rigorous composition experience as well as undertake an in-depth study of American writers and literary trends to answer the essential question: How does American Literature reflect and shape the national identity and culture of the United States? Students will write analytical essays and personal responses to the literature read from the genres of novels, dramas, short stories, and poetry. Vocabulary study in preparation for SAT will continue.

English 4 [English 3] [Grades: 12th] [Credit: 10 Credits]

This course will include a survey of British Literature from Beowulf to the Elizabethan Period, use various methods to both read and understand the world view of the writers who wrote during this period. In addition students will be required to do a major project during each term. This course provides accelerated preparation for college by focusing on refining and mastering skills in writing, reading, literary analysis, speaking, and listening. Reading assignments will focus on critical reading skills in mainly British literature. Students will write a variety of papers, ranging from literary interpretation to college application essays. Through the use of selected readings, films, recordings and guest speakers, students will explore answers to the essential question: How does literature reflect culture and self? Class discussion is an important aspect of the course. Students are encouraged to learn by participating in the development of concepts and the solutions of problems. The student's ability to criticize and analyze will be challenged in term projects/papers, essays, tests, and presentations. Vocabulary study in preparation for PSAT will continue.

AP English Language and Composition [Prerequisites: English 1 + teacher's approval] [Grades: 10th, 11th, 12th] [Credit: 10 Credits]

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The curriculum emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students are encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. The goals of an AP course in English Language and Composition are diverse because the college composition course is one of the most varied in the curriculum. The course often allows students to write in several forms – narrative,

exploratory, expository, and argumentative – on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.

AP English Literature and Composition [Prerequisites: English 1 + teacher's approval] [Grades: 10th, 11th, 12th] [Credit: 10 Credits]

An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses.

Creative Writing: [Elective] [Grade 11] [Credit: 5 credits]

The ability to communicate clearly and effectively in writing is one of the most crucial skills for success in college and the vast majority of workplaces. The ability to convey thoughts, feelings, facts, and opinions through the written word allows for an individual to create plans, collaborate with coworkers and express him or herself. To that end, students engage in writing across a multitude of tasks and prompt to find their voice and create a portfolio of polished and revised writing samples, which can be, used with or on college applications and workplace resumes.

English Language Development/English as a Second Language

In all grade levels, based on their level of English fluency, English language learners will collaborate with their peers in small groups by exchanging information and ideas at the emerging and expanding levels of proficiency. Teacher-led small group discussions cover a variety of topics about myths and legends, poetry, biographies, and current events that emphasize speaking and listening skills. Students will also expand their English vocabulary and reading comprehension by working at their own level and pace using ESL Reading Smart. Students will be required to demonstrate their knowledge by completing reading comprehension tasks using ESL Reading Smart, and participating in fun group activities and games, and producing short literary and informational writing assignments.

Mathematics (Core and College Preparatory)

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Grade 6-8

Grades 6-8 math focuses on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. Students use problem-solving strategies, questioning, investigating, critical analysis, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. The curriculum is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Students in middle grades math study algebraic concepts such as representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts; symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, and expanding exponential expressions; analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically; solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression), and solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically. Students also study geometric concepts such as using rigid transformations (reflection, rotation, translation) and symmetry to demonstrate congruence and develop triangle congruence theorems; using coordinates to prove geometric theorems, making geometric constructions (with compass and straightedge), and simple geometric proofs. Furthermore, the following mathematical concepts will also be included in Math Course I: representing of arithmetic and geometric sequences, including using tables, graphs, and explicit or recursive formulas; Using of exponential models to solve problems, and to compare to linear models; using statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots; and developing an understanding of the differences between association and causation, and interpretation of correlation in context.

Grades 9-12

Algebra 1 [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits]

Algebra I includes the introduction of variables, constants, expressions, equations, and functions. The language of numbers is examined. Topics include solving equations, simplifying expressions, understanding order of operations, performing operations with positive and negative numbers, exploring polynomials, factoring, graphing (linear and quadratic equations), working with radicals, and expanding arithmetic knowledge.

Algebra 2 [Prerequisites: Algebra 1 or Math Placement Test Results] [Grades: 10th-11th] [Credit: 10 Credits]

Algebra 2 treats topics that are traditionally covered in second-year algebra, and also covers a considerable amount of geometry. Time is spent developing geometric concepts and writing proof outlines. Students completing this course will have studied the equivalent of one semester of informal geometry. Applications in subjects such as physics and chemistry, as well as real-world problems, are also covered. In this course, students will learn; graphical solution of simultaneous equations, basic trigonometric functions, scientific notation, radicals, conic sections, roots of quadratic equations, including complex roots, properties of real numbers, geometric proofs, factoring, inequalities and systems of inequalities, logarithms and antilogarithms, exponential equations, algebra of polynomials, vectors, algebraic word problems, gas law, set theory, probability.

Pre-Calculus [Prerequisites: Advanced Math or Math Placement Test results] [Grades: 11th-12th] [Credit: 10 Credits]

This is a college level course designed to extend the topics of Advanced Math like principles and applications of exponential and logarithmic functions, systems of equations, trigonometric functions, identities and their graphs, exponential, logarithmic and trigonometric equations. An additional aim of this course is to introduce new topics like Matrices and Determinants, De Moivre's theorem, Arithmetic and Geometric Sequences and the Binomial Theorem, permutations and combinations, the rational Pre-Requisite roots theorem. A graphing calculator is recommended for his class.

Calculus [Prerequisites: Pre-Calculus] [Grades: 10th- 12th] [Credit: 10 Credits]

This course covers all topics in the Advanced Placement Calculus AB and Calculus BC syllabi. The instruction takes full advantage of graphing calculators, using them for visual demonstrations of concepts and confirming calculations. Topics covered include Limits, Derivatives, Integrals, Polar Functions, Continuity, L'Hôpital's rule, Series, Slope Fields. Theory and application are integrated throughout the course. A graphing calculator is recommended for this class.

Computer Programming [Prerequisites: None] [Grades: 9th -12th] [Credit: 10 Credits]

This introductory course in computer programming begins by exploring the concepts of how computers work, how information is stored in memory, and how stored programs allow the user to control the machine. The history of computing and programming will be covered. Number systems key to computer programming, flowcharting, algorithm development, structured programming, and problem solving will follow. The students will then begin basic programming in Java. No prior programming experience is necessary.

AP Computer Science [Prerequisites: Computer Programming (grade B or higher)] [Grades: 9th -12th] [Credit: 10 Credits]

This course emphasizes programming methodology with a concentration on problem-solving and algorithm development. Students should be able to design and implement computer-based solutions to problems in several application areas; to learn well-known algorithms and data structures; to develop and select appropriate algorithms and data structures to solve problems; to code fluently in a well-structured fashion using the

programming language Java; to read and understand a large program and a description of the design and development process leading to such a program; to identify the major hardware and software components of a computer system, their relationship to one another and the roles of these components within the system; and to recognize the ethical and social implications of computer use.

History-Social Studies (Core and College Preparatory)

Grades 6-8

BayTech will adopt the new state standards as they are released. In grades 6-8, students understand and apply concepts of cause and effect and evaluation of historical documents, use Internet search engines to find digitized primary historical documents and public domain books, and use critical thinking skills to analyze events in history and make connections between historical events and current world issues.

Our primary curriculum source for Social Studies is the Harcourt middle grades History/Social Science series, along with Edmentum online curricula. Additional primary and secondary resources are chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners. To further increase understanding and motivation, social science is taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

While covering the social science standards, teachers also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students apply reading comprehension and vocabulary strategies to their social studies text and complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Grades 9-12

World History [Prerequisites: None] [Grades: 10th] [Credit: 10 Credits]

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Specific themes studied will include: The Industrial Revolution, Nationalism, Imperialism and the two World Wars. Students will recognize the relationships of events and people and interpret significant patterns, themes, ideas, beliefs, and turning points in world history. Students will analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that have impacted the way in which people and societies have lived and interacted with each other and their environments.

U.S. History [Prerequisites: Teacher Approval] [Grades: 11-12th] [Credit: 10 Credits]

Students in grade eleven study the major turning points in American history in the Twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

American Government/Economics [Prerequisites: U.S. History] [Grades: 12th] [Credit: 10 Credits]

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Current Events/Social Issues: [Elective] [Grade 11] [Credit: 5 credits]

Social issues affect everyone—they are issues, which revolve around governmental policy and enforcement of laws on the civilian population. These laws and policies can have any number of significant outcomes. They can protect minorities and women from discrimination, regulate drug use, give aid to the poor, provide guidelines for education, and much more. Social issues are often controversial and debated, so having the ability to

form an educated opinion on them is an important part of your citizenship. This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, social, and political issues in a respectful, meaningful, and active way. Throughout the term, students will stay up to date on current issues and trends. Because the subject of this class is “contemporary,” topics will vary considerably depending on the current news cycle. Students will be challenged to defend their opinions on many different issues.

Science (Core and College Preparatory)

Our NGSS-aligned science courses are structured to create opportunities for our students to experience science as scientists do by presenting authentic, hands-on problems. Our courses aim to help students develop abstract thinking and problem-solving skills while simultaneously foster curiosity in the way in which the world works. In addition, these courses are designed to foster collaboration, innovation, creativity, and a lifelong curiosity for science.

Grades 6-8

Our middle grades program relies on the Glencoe-McGraw Hill middle grades science series, along with Edmentum online courseware. Students will demonstrate how to apply the scientific method to design controlled experiments in course projects, the ability to analyze and interpret qualitative and quantitative data in course projects, how to apply scientific writing skills to communicate conclusions from scientific data in course projects, and the ability to apply scientific knowledge and research to current social and world issues in course projects.

Students explore the nature of science, including the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. Topics in physical science, earth science, and atmospheric science facilitate learning the big ideas in earth, space and physical sciences through experiential learning, project based units and scientific inquiry. Students will do science like scientists do science, with an emphasis on the use of problem-solving and content application to examine current issues in science. The concept of form following function is explored through the study of biological systems and structures; students develop a deep understanding of cellular structure and function, explore basics heredity and develop a sense of the complexity of life. Study of ecology allows students to closely examine the complex relationships between nature and organisms, gain an understanding of how the earth functions as a system, and begin to see the interconnections that exist between organisms. The study of physical science cultivates understanding molecules, chemical reactions, chemical systems through understanding the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms, understanding how food is rearranged through chemical reactions, and understanding the cycling of energy and matter in ecosystems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of ecological processes and the composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy.

Grades 9-12

Biology [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits; Weighted Course *(Grade C or lower will not be weighted)]

Biology is a course that takes a molecular and scientific inquiry approach to facilitate the understanding of the fundamental concepts and processes of biology. Topics covered are based on six themes: the nature of science, systems and interactions, form and function, energy transfer, evolution and the diversity of life. In comparison to the introductory biology course, the curriculum is taught at an accelerated pace and in greater depth. Included in the study of molecular genetics will be a reading of *The Double Helix* by James Watson. One or two major essays will be written about the book for a major grade.

Chemistry [Prerequisites: Algebra 1] [Grades: 10th-12th] [Credit: 10 Credits]

Chemistry deals with matter, its properties, and the changes that it undergoes. Topics include: atomic structure and theory, properties of gas, solids, and liquids, chemical bonding, and principles of chemical reactions. This course uses an inquiry approach which includes discussion, lecture, laboratory experiments, and demonstrations. This course meets the UC/CSU Lab Science "d" requirement.

Physics [Prerequisites: Algebra 1] [Grades: 11th] [Credit: 10 Credit]

This course is an advanced level of science education for the college bound student who has already demonstrated strong interests and above average academic ability in mathematics and other science subjects. Students must have completed algebra II in order to take this course. The honor physics course is a challenging course and will prepare the student with strong problem-solving skills. In addition, scientific graphing techniques, vector operations, trigonometry, and preliminary calculus will be integrated throughout this course. Topics include one- and two- dimensional kinematics, laws of motion, energy, circular motion, hydrostatics, heat, electromagnetism, and light. Considerable laboratory investigations are also included in this course with a hope that students appreciate the laws in the universe around us and enjoy this class.

Human Anatomy & Physiology [Prerequisites: B or higher grade in Biology, Teacher Recommendation] [Grades: 10th-12th] [Credit: 5 Credits]

Human Physiology deals with the functional activities of the human as a whole, as well as the individual parts of the body. Included is the study of the different organ systems of man such as digestive, respiratory, circulatory, and skeletal. Special emphasis is placed on the recent developments in physiology and the many feedback mechanisms that operate in the body. This course is recommended for students who desire an extra semester of science and for those interested in medical careers or a better understanding of their bodies.

Astronomy [Prerequisites: Chemistry, Algebra 2] [Grades: 11th-12th] [Credit: 10 Credits]

Astronomy helps students develop a clear understanding of the universe and the Earth's place in it. In Astronomy, students study characteristics and life cycles of stars, formation of

the solar system, comparison of planets, orientation and placement of the Earth in the Milky Way galaxy, formation of galaxies, and theories about the formation of the universe. Students will also conduct field and laboratory investigations. In addition, students will learn a rich history of development of our knowledge about the universe. They will use their imagination to wonder and contemplate the meaning and the vastness of the universe. This course will inspire the students' curiosity and yearning for knowledge.

Visual and Performing Arts (Non-Core; College Preparatory)

Grades 6-8

The course is designed for the beginning piano student with less than one year's experience on the instrument. Students will progress at different levels given their aptitude for music. Pieces to be practiced and performed will be assigned at skill levels appropriate for the individual as students are ready to take on new challenges. Students with more experience are welcome and will be given an individualized lesson plan for the course with the same general outline. Adjustments will be made by assigning more skill level appropriate pieces for practice and performance. Basic piano techniques and music theory will be taught and practiced throughout the course. Music history, composer's eras, forms genres utilizing piano and the evolution of the piano will be introduced. The performance of the rehearsed pieces is a very important part of the class. There will be various opportunities for performances throughout the school year.

Grades 9-12

Piano [Prerequisites: None] [Grades: 9th-12th] [Credit: 10 Credits]

This is a beginning level piano class which is centered around classical music from around the world. It involves a sequential course of study with students learning basic sight reading of piano music using traditional music elements. Students will also have the opportunity to explore music history and appreciation by means of studying how music of the past is connected to modern music. In addition, by means of sight reading, students will also learn how music is connected to other academic subjects such as science and math. Students will have opportunities to learn and perform at higher levels within the class with some students performing for school functions.

Digital Graphics [Prerequisites: None] [Grades: 9th-12th] [Credit: 10 Credits]

The Digital Arts focuses on developing technical skill and creative artistry in digital photography, video making and imaging by using computer. Students learn professional software applications (i.e. Adobe Photoshop or equivalent) and apply digital imaging and vector drawing tools. Course projects include digital art studies, retouching, compositing, illustration, identity design, color matching and composition studies, photorealistic imaging, color correction, and art exhibition development.

Health and Physical Education (Non-Core; College Preparatory)

Our health and P.E. program is designed to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. Our standards-

aligned curriculum is a sequential educational program. It is based on a combination of knowledge acquisition and physical activities undertaken in an active, caring, supportive and nonthreatening atmosphere in which every student is challenged and successful. We aim to provide every student with a variety of physical activities and challenges that will contribute to the development and maintenance of their physical, cognitive, and affective well-being. Ultimately students will be provided with the foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle.

Grades 6-8

Students in middle grades receive at least 200 minutes of Physical Education and Health/Wellness learning every 10 days. Daily P.E. class includes a rotation of various traditional sports and physical activities to expose students to a wide variety of activities to help them develop lifelong healthy habits of physical activity. Health/Wellness lessons expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: nutrition, physical fitness, mental health, stress, weight management.

Grades 9-12

Life Skills/Health [Prerequisites: None] [Grades: 9th-12th] [Credit: 5 Credits]

Life Skills and Health is a one-semester elective course that surveys basic concepts and teaches critical thinking on health and life skills related topics. Students will study health and life issues from the perspective of each physical, psychological, social and environmental health. They will learn skills to promote healthy living in all of these areas and how to set health-centered goals they can carry with them throughout their lives.

The Life Skills and Health Course is based on the California State Content Standards for Health Education, Grades 9-12. According to these standards, there are four major characteristics essential to health literacy. Health-literate individuals are:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

Students who complete this course will be health literate individuals who can apply these skills as they grow into adulthood.

World Languages (Non-Core; College Preparatory)

Grades 6-8

This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning Spanish (6th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.

Grades 9-12

Spanish I [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits]

This is an introductory course of the Spanish language. Students will learn how to read, write, and communicate at a beginning level. Students will also be exposed to the cultural differences and similarities of Latin countries in comparison with their own. Students learn grammar and vocabulary based on themes such as friendship, school, sports and leisure activities, food, family, and clothing. Students will perform short dialogues, play vocabulary games, read Spanish passages, and write sentences and short papers. Students will master the use of present tense verbs and be exposed to the past and future tense of verbs. Class meets five days a week, which allows full immersion of the language. Students will learn two more units of vocabulary than the middle school Spanish class does.

Spanish II [Prerequisites: Spanish 1] [Grades: 10th – 12th] [Credit: 10 Credits]

The purpose of the course at this level is to reinforce and increase the knowledge of Spanish structures and, at the same time, generate better skills in oral expression. This course is intended for students with a basic knowledge of Spanish and a working acquaintance with at least, fifty percent of the contents of the first level. The grammar exercises at this level will be related to everyday language and conversation. Students will engage in dialogues and practice giving instructions and directions to improve their conversational skills. Different methods will be implemented (audiovisual, magisterial, immersion). The active participation of the students will be highly encouraged. In addition to the cassette tapes and sequential drawings, outside-of-the-classroom interviews will be used to strengthen the students' comprehension and conversational skills. Cultural immersion, cultural differences and historical perspective are addressed within the context of the language study. Cultural events, field trips, games, lectures, readings, films and participation in professional events concerning the student's' field of interest are offered.

Turkish I [Prerequisites: None] [Grades: 9th-12th] [Credit: 10 Credits]

This course is designed to introduce the Turkish language to beginning students, to develop oral and written skills for both comprehension and expression. Language skills to be emphasized include: understanding, reading, writing, translation, and speaking.

Turkish II [Prerequisites: Turkish 1] [Grades: 9th-12th] [Credit: 10 Credits]

This course is a continuation of Turkish I. It is designed to improve different aspects of language and writing skills for the second semester students. Objectives are: to improve students' conversational skills, to provide a variety of readings for written comprehension; to develop a good grammar background; to improve listening skills; to introduce students to some examples of Turkish culture.

3. CURRICULAR AND INSTRUCTIONAL MATERIALS

Middle School

ELA	Edmentum Plato Courseware: <i>English 6, English 7, English 8</i>
ELD	<i>ESL Smart Reading (Edmentum)</i>
Math	Edmentum Plato Courseware: <i>Math 6, Math 7, Math 8, Algebra 1</i>
Science	<i>Focus on Earth Science, Grade 6. Glencoe/McGraw-Hill</i> <i>Focus on Life Science, Grade 7. Glencoe/McGraw-Hill</i> <i>Focus on Physical Science, Grade 8. Glencoe / McGraw-Hill</i> Edmentum Plato Courseware: <i>Earth and Space Science, Life Science, Physical Science, Science 6, Science 7, Science 8</i>
History/Social Science	<i>Ancient Civilizations, Social Studies, Harcourt</i> <i>Medieval and Early Times, Social Studies, Harcourt</i> <i>World History, Social Studies, Harcourt</i> Edmentum Plato Courseware: <i>Ancient Civilizations, Medieval History, World History</i>
Spanish	<i>Realidades, Level 1. Pearson Prentice Hall</i> <i>Realidades, Level 2. Pearson Prentice Hall</i> Edmentum Plato Courseware: <i>Spanish 1, Spanish 2, Spanish 3</i>

High School

ELA	<i>Holt Literature and Language Arts: Third Course</i> <i>Holt Literature and Language Arts: Fourth Course</i> Edmentum Plato Courseware: <i>English 9, English 10, English 11, English 12</i>
ELD	<i>ESL Smart Reading (Edmentum-Online)</i>

Math	<i>Algebra 1 Concepts and Skills, McDougal Littell</i> <i>Holt Algebra 2 California</i> <i>McDougal Littell Geometry California Edition</i> <i>Precalculus, Cengage Learning</i> Edmentum Plato Courseware: <i>Algebra 1, Geometry, Algebra 2, Pre-Calculus</i>
Science	<i>Biology, Glencoe/McGraw-Hill</i> <i>Chemistry Matter and Change, Glencoe/McGraw-Hill</i> <i>Chemistry, Holt</i> <i>Physics, Holt</i> Edmentum Plato Courseware: <i>Biology, Chemistry, Physics</i>
History/Social Science	<i>United States Government: Democracy in Action, McGraw-Hill</i> <i>America: Pathways to the Present, Modern American History, Pearson Education</i> <i>Modern World History: Patterns of Interaction, McDougal-Littell</i> Edmentum Plato Courseware: <i>US History, World History, US Government</i>
Foreign Language	<i>Realidades, Level 1. Pearson Prentice Hall</i> <i>Realidades, Level 2. Pearson Prentice Hall</i> <i>Temas: AP Spanish Language and Culture. Vista Higher Learning, 2014.</i> <i>Acilim 1, Dilset Publishing</i> <i>Acilim 2, Dilset Publishing</i> Edmentum Plato Courseware: <i>Spanish 1, Spanish2, Spanish 3</i>
Technology	<i>Programming Basics, Course Technology</i> <i>The Intro to Computer Science in JavaScript, CodeHS</i> <i>AP Computer Science in Java, CodeHS</i> <i>AP Computer Science Principles, CodeHS</i> Edmentum Plato Courseware: <i>AP Computer Science A</i>
Performing Arts	<i>John Thompson's Modern Course for the Piano - Level One, Willis Music Co</i> <i>John Thompson's Popular Piano Solos, Willis Music Co</i> <i>John W. Schaum Note Speller - Book One and Two, Alfred Publishing Co</i>

4. COMPREHENSIVE COURSE LIST.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English	English 1	English 2	English 3	English 4
			AP English Literature	AP English Language
Math	Geometry	Algebra 1	Pre-Calculus	Calculus
	Algebra 1	Geometry	Algebra 2	Pre-Calculus

		Algebra 2	Geometry	Algebra 2
Science	Biology	Biology	Biology	Biology
	Chemistry	Chemistry	Chemistry	Chemistry
	Physics	Physics	Physics	Physics
Social Science		World History	US History	American Government
		AP World History	AP US History	Economics
			World History	US History
			AP World History	World History
				AP World History
PE	PE 1	PE 1	PE 1	PE 1
		PE 2	PE 2	PE 2
Foreign Language	Spanish 1	Spanish 1	Spanish 1	Spanish 1
	Turkish 1	Turkish 1	Turkish 1	Turkish 1
		Spanish 2	Spanish 2	Spanish 2
		Turkish 2	Turkish 2	Turkish 2
Electives	Digital Graphics	Computer Prog	AP Computer Science	AP Computer Science
		Piano	Computer Prog	Computer Prog
			Piano	Piano

5. GRADUATION REQUIREMENTS.

Bay Area Technology School is a college preparatory school and aims to improve student performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEM areas.

Currently, every student must earn a total of 230 semester credits in grades 9 through 12 to receive a high school diploma. Each high school course at BayTech is semester-based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

BayTech offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are welcome and encouraged to exceed these minimum requirements.

BayTech math requirements for graduation are threefold:

- Credit requirements: BayTech requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

- Year requirements: BayTech requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Algebra I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- Course requirements: Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

BayTech encourages students to engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students are required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

For students to participate in any senior activities, they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students must fulfill all the graduation requirements to participate in the Graduation Ceremony.

BayTech Graduation Requirements

	Regular	Honors
History/ Social Science	Three Years	Three Years
	1-year US Hist., 1-year world cultures, 1/2-year American Gov., 1/2-year Economics	1-year US Hist., 1-year world cultures, 1/2-year American Gov., 1/2-year Economics
English	Four Years	Four Years
	English 1, 2, 3, 4	English 1, 2, 3, 4
Math	Three Years	Four Years
	Algebra 1, Geometry, Adv. Algebra or a higher course	Algebra 1, Geometry, Algebra 2, Pre-Cal or Calculus
Science	Three Years	Three Years
	1-year Biology, 1-year Physics, 1-year Chemistry	1-year Biology, 1-year Physics, 1-year Chemistry
LOTE	Two Years	Three Years

	2 years of the same language	3 years of the same language
Visual & Performing Arts	One Year	One Year
	Piano	Piano
Elective	Four Years	Two Years
	4 years of any electives	2 years of any electives
PE	Two Years	Two Years
	2 years	2 years
Technology	One Year	Two Years
	1 year of digital arts, or 1 year of intro. to prog., or 1 year of AP Comp Sci.	1 year of digital arts, or 1 year of intro. to prog., or 1 year of AP Comp Sci.
GPA	2.00	3.50
AP Course	N/A	Three Years

6. CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

When students need extra help to earn credits, the following supports are provided:

- Summer Session Credit Recovery
- Online Credit Recovery (Edmentum)
- Academic Support classes in English and/or Math
- Tutoring After School or Saturdays

Students have the opportunity to take summer session credit recovery on campus through in-person classes. For students who need credits for a single course for a single semester, students may enroll and complete credit recovery online through Edmentum, self-paced online “a-g” approved courses reviewed by credentialed teachers. Academic support/intervention classes in English and/or Math are built into the class schedules of students to provide time for students to explore additional concepts and skills in core subjects. Teachers provide tutoring on a regular basis to provide additional time to re-teach concepts, to work on extra practice, to ask questions and prepare the student for reassessment. Students work with the counseling department to choose the best option for the student and family.

Students not completing graduation requirements by the end of the summer following their 4th year are welcome to continue at BayTech until requirements are met in accordance with applicable state laws.

7. HOW THE SCHOOL WILL ENSURE THAT TRANSFER STUDENTS CAN MEET

GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

School Counselors meet with new transfer students upon enrollment to review transcripts and create an individualized plan for the student, including a course plan to meet graduation requirements. The college counselors use the school information system to keep track of course requirements and track student progress.

8. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION.

BayTech is fully accredited by the Western Association of Schools and Colleges (WASC) through June 2023. BayTech will continue to ensure full WASC accreditation.

9. HOW THE CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT THE TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS.

In compliance with California Education Code Section 52060(d)(iii), BayTech provides all students and parents/guardians with a course catalog or its equivalent, and informs parents/guardians about graduation and college entrance requirements as well as the transferability of courses to other public high schools. This information is explained in the Student/Parent Handbook, which is distributed to all families upon enrollment through a hardcopy and online. Additionally, BayTech offers a variety of workshops for parents/guardians throughout the year where this information is shared. The workshops are conducted in both English and Spanish.

As noted just above, BayTech has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses are transferable to other local high schools.

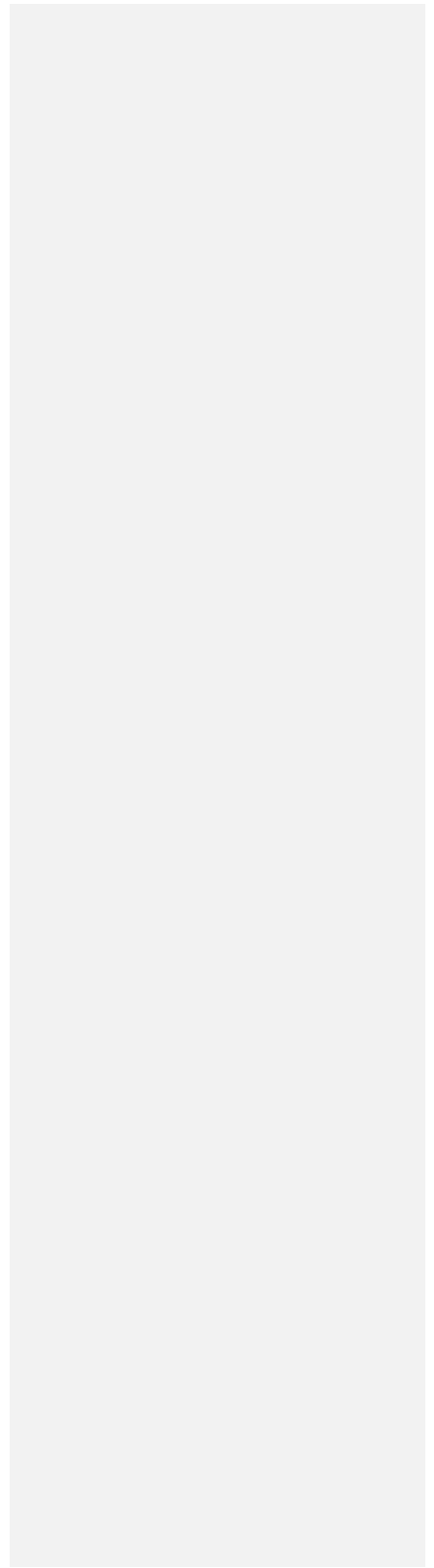
10. SUMMER SCHOOL.

BayTech offers a wide variety of classes in English, Math, Social Studies, Science and other subjects during summer school. Summer school is open to any currently enrolled middle and high school student at BayTech. When a student does not meet the promotion standards for his/her grade, the family will get a letter recommending that the student attend summer school. BayTech teachers will teach summer school courses and it will run from 10:00 am to 2:00 pm during June 12th-July 12th. The teachers will be paid for hours and courses they taught. Daily attendance is required in order to pass classes and earn credits. Dean of Academics will be summoning students last week of the school end and schedule them in classes. Any student who received a D or F in any subject can be eligible to the summer school.

11. ACADEMIC CALENDAR & SCHEDULES

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have at least 175 days of instruction. The school will announce its annual calendar before the beginning of each instructional year. Following are the draft instructional calendar and bell schedules of BayTech for the 2018-19 school year.

Academic Calendar





School Calendar 2018-2019 (Tentative)

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2018						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2019						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Purple: No School Days
Red: Semester start/end day

Green: Important Events
Orange: Testing Day

From	To	Event
1-Aug	Aug-18	First Work Day for Staff
6-Aug	10-Aug	Teacher In-Services
16-Aug	18-Aug	Parent/Student Orientations
20-Aug		First Day of School for Students
7-Sep		Back to School Night
3-Sep		Labor Day (No School)
10-Sep	14-Sep	MAP TEST I
20-Sep		Picture Day
5-Oct		Progress Report I
10-Oct		PSAT/NMSQT
12-Oct		Professional Dev. Day (No School for students)
15-Oct	18-Oct	Parent-Teacher Conferences
24-Oct		Picture Retake Day
12-Nov		Veterans Day (No School)
16-Nov		Progress Report II (For Academic Risk)
19-Nov	23-Nov	Thanksgiving Break (No School)
24-Dec	28-Dec	Winter Break (No School)
31-Dec	4-Jan	Winter Break (No School)
21-Jan		ML King Day (No School)
17-Jan	18-Jan	Fall Finals (Short Day)
18-Jan		End of Fall Semester (Report Card I)
22-Jan		First Day of Spring Semester
25-Jan		Professional Dev. Day (No School for students)
18-Feb		Presidents' Day (No School)
26-Feb		PSAT 10
1-Mar		Progress Report I
11-Mar	14-Mar	Parent-Teacher Conferences
16-Mar		Bay Area STEM EXPO
25-Mar	29-Mar	Spring Break (No School)
1-Apr		Cesar Chavez Day
15-Apr	19-Apr	MAP TEST II
19-Apr		Progress Report II (For Academic Risk)
29-Apr	30-Apr	SBAC SUMMATIVE TEST
1-May	10-May	SBAC SUMMATIVE TEST
24-May		Lincoln's Day (No School)
27-May		Memorial Day (No School)
4-Jun		Sports Banquet
5-Jun		8th Grade Promotion
5-Jun	6-Jun	Spring Finals (Short Day)
6-Jun		End of Spring Semester (Report Card II)
6-Jun		High School Graduation
7-Jun		Teacher Wrap-up Meetings

Sample Daily Schedules

BayTech has a six-period schedule. The Period 7 and after-school program are for students who need extra time for tutoring and students who would like to participate in extracurricular activities such as sports.

Regular and Shortened Day Bell Schedules of BayTech

BAYTECH Bell Schedule

Regular Day (M, T, Th, F)	
PER.	TIME
1	8:20 - 9:21am
2	9:25 - 10:26am
3	10:30 - 11:31am
LUNCH	11:31 - 12:21pm
4	12:25 - 1:26pm
5	1:30 - 2:31pm
6	2:35 - 3:36pm
7	3:40 - 4:20pm

Minimum Day (Wednesdays)	
PER.	TIME
1	8:20 - 9:04am
2	9:08 - 9:52am
3	9:56 - 10:40am
LUNCH	10:40 - 11:30am
4	11:34 - 12:18pm
5	12:22 - 1:06pm
6	1:10 - 1:54pm

12. TEACHER RECRUITMENT.

BayTech will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). BayTech will hire teachers that meet the following qualifications:

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All “a-g” courses, as defined by the University of California, including the high school technology course ‘Computer Science’ will be taught by NCLB compliant teachers. BayTech will require physical education health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor’s degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111:

In addition to a bachelor's degree and either current enrollment in an approved intern program for less than three years or a credential in the subject taught, a teacher who meets NCLB requirements and is new to the profession at the middle

and high school levels must have passed or completed one of the following for every core subject currently assigned:

- (1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,
- (2) University subject matter program approved by the Commission on Teacher Credentialing,
- (3) Undergraduate major in the subject taught,
- (4) Graduate degree in the subject taught, or
- (5) Coursework equivalent to undergraduate major.

Appropriate records of credentials held by BayTech teachers and supporting documentation will be monitored and maintained by the School. Credentials will be monitored annually in compliance with state and federal law.

BayTech teachers will be required and expected to:

- Abide by the BayTech staff handbook
- Have ELL authorization if teaching to ELL students
- Be proficient in the use of computers, including but not limited to technology skills to handle BayTech's Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills
- Have knowledge of curriculum and instruction

The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from BayTech. If applicable, the interview process includes, but is not limited to a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and BayTech's years of success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process:

- In order to recruit new teachers, the principal will start advertising on frequently visited websites such as <http://www.edjoin.org> and in local newspapers by the beginning of May. Referrals from BayTech's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of May through August to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

13. PROFESSIONAL DEVELOPMENT

Over the past two years in particular, BayTech has implemented a reinvigorated focus on targeted teacher PD and coaching – in large part based on teacher feedback -- in order to strengthen teacher efficacy and increase the richness of instruction provided to students; PD offers a high level of support for teachers. PD is heavily focused on the effective use of our new

tech-based tools to facilitate the use of formative and summative assessments, in and out of the classroom, for data-driven instructional planning and implementation, including differentiation. Monthly grade level and department level meetings facilitate collaborative vertical and horizontal planning with an emphasis on data analysis and differentiation of instruction as teacher exchange “best practices” and collaboratively identify specific student needs across different classes. Teachers receive training individually and in grade and department level groups on the use of assessment data. Additional PD and coaching is planned to help teachers analyze and interpret data, and then use it to identify and address individual student needs.

BayTech provides ongoing staff development (onsite and off) to strengthen teacher efficacy and increase the richness of instruction provided to students. We offer multiple opportunities for growth, with professional development (PD) occurring at different levels within the school.

In addition to ongoing, schoolwide PD that aims to increase student achievement, BayTech’s Administration/Department Chairs assess individual staff needs through formal/informal observations, surveys, and feedback. The following methods inform the selection of PD:

- The administrative team visits classrooms regularly to evaluate instructional practices, which influence PD goals and any additional training needed.
- Teachers visit other classrooms to observe and reflect on effective strategies using peer observation beneficiary forms. This information is then used to develop their own PD plan.
- The Lead Teacher/Curriculum Coach develops an overarching PD plan for the school and guides teachers toward PD that fits their individual interests and goals.

The Administrative Team (Principal, Dean of Academics, Dean of Students, College Advisor, Lead Teacher/Curriculum Coach, Department Chairs) reviews all this information to determine common staff PD, as well as individual PD tailored to respective staff needs. The school is organized into Professional Learning Communities (PLC) by grade level and by department, with PD occurring at different levels within the school.

Professional Learning Communities (PLC)

In 2014-15, BayTech implemented a teacher collaboration model that forms the basis of regularly scheduled staff meetings. BayTech has been organized into Professional Learning Communities (PLC) as a way for teachers to work together, support each other’s growth and development, and integrate efforts. The PLCs also collaboratively establish improvement goals, learn from each other, and work collectively to identify and address students’ instructional and behavioral needs. With the new addition of after-school services provided by outside vendors. Mondays and Fridays will now include collaborative planning time and PLCs after school, in addition to 2-2.5 hours of weekly formal professional development and staff meetings on Wednesday “early release” days. PLCs work collaboratively to:

- Focus on students’ academic and behavioral needs
- Establish team improvement goals and clarify intended outcomes
- Develop common assessments
- Analyze student achievement data

- Engage in collective inquiry and action research regarding student learning
- Share best practices and materials
- Promote more engaged, motivated, and successful students with reduced absenteeism

PLCs are intended to transform the school into a community that fosters cooperation, emotional support, personal growth, and a synergy of effort. In combination with the school improvement plans, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

As a product of the PLCs, all staff read and utilize educational literature to make informed recommendations for school and system-wide improvements at BayTech. The staff produces an annual reading list recommended by the PLCs. The following literature have been recently added to the reading list: *Failure Is Not An Option, Classroom Management That Works, How To Differentiate Instruction In Mixed-Ability Classrooms, and Teach Like A Champion: 2.0.*

School-wide Meetings and Professional Development Activities

Administrative Meetings

The BayTech Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. Additional members of the Executive Administration Team include the College Advisor, Lead Teacher/Curriculum Coach, and department chairs who attend monthly. The Resource Teacher and Office Manager participate as needed. Additionally, the Department Chairs meet with the Dean of Academics biweekly for the PLC and Department Level/Grade Level meetings.

General Staff Meetings

BayTech staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

Department Chair meetings are held monthly. These meetings are held the week prior to the department meeting to review and complete the agenda.

Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Align curriculum vertically
- Analyze student achievement data (MAP, CAASPP, ELPAC, etc.)
- Improve instructional strategies per data indicators

- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Chair Meetings

Two Grade-level Chairs (one each for high school and middle school) meet monthly. These meetings are usually held the week prior to the staff grade level meetings to review and complete the agenda for the grade level staff meeting.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing best practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English/history/math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level-wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings

BayTech staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

BayTech holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in-service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

BayTech believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms (as well as one off-campus observation per semester) to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. The information captured in these forms are used subsequently to create tailored PD plans for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by Department Chairs, the Administrative Team and the Lead Teacher/Curriculum Coach. A rubric guides observation and allows for the development of constructive feedback. BayTech's formal teacher evaluation program is comprehensive and includes a review their students' academic performance. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each evaluation.

Lead Teacher/Curriculum Coach

BayTech employs a Lead Teacher/Curriculum Coach to develop an overarching professional development plan for the school, while guiding teachers toward PDs that fit their individual interests and professional goals. This position includes the following tasks:

- Observe each teacher a minimum of one time per month
- Meet monthly with each teacher as a mentor
- Facilitate monthly observations between teachers
- Facilitate one off-campus observation for each teacher each semester
- Review lesson plans and curriculum mapping and give feedback
- Research, plan, develop, and implement professional development strategies

Walkthroughs

BayTech administration/Department Chairs make regular walkthroughs in each teacher's classroom. These quick and informal visits provide teachers with immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA)

BayTech provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college-level teacher preparation with classroom application.

Scheduled Professional Development

Beyond common PD days, all staff are encouraged to attend external PD based on their subject areas, goals, and interests. The Professional Development PLC manages and shares a list of free and low-cost seminars and webinars; stipends are available to pay for low-cost PDs. BayTech supports teacher PD by reimbursing for workshops (with pre-approval). Additionally, all administrators are sent to a variety of PD seminars and conferences for not

only their own development, but also to bring back information, instructional techniques, STEM curricula, and best practices for the teaching staff.

BayTech partners with the following PD Conferences as part of our Master Professional Development Plan for providing the best STEM education available to Oakland's inner-city youth:

- **National Charter Schools Conference:** Based on organizational need, aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS).
- **California Charter Schools Association (CCSA) Conference:** Based on organizational need, aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference.
- **Charter Schools Development Center (CSDC):** Based on organizational need, aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute.
- **Association of California School Administrators (LEAD symposiums):** BayTech sends the Lead Teacher to attend workshops specifically designed for focusing professional development on STEM and CCSS.
- **BayTech Professional Development days:** BayTech Professional Development Days are held for a minimum of one full day each semester. Issues such as student achievement data, differentiated instruction, intervention, and departmental collaboration among teachers are discussed.
- **Edmentum (PLATO/Study Island):** All teachers attend training and professional development on the use of blended curriculum models utilizing Edmentum's slate of curriculum and educational tools.

Other professional development programs that BayTech considers when developing its professional development calendar include:

- College Board's Workshops and Seminars
- Association of Latino Administrators and Superintendents Conference
- National Council of Teachers of Mathematics Conference
- National Science Teachers Association Conference
- National Council of Teachers of English Conference
- California Council for History Education Conference
- California Science Teachers Association (CSTA) annual PD program
- California Association of Mathematics Teacher Educators Conference

Additionally, professors and professional teacher trainers from local and other universities and institutions are identified and invited to conduct professional development activities at BayTech.

D. SCHOOL CULTURE

1. CULTURAL VALUES FOR THE SCHOOL.

Students are introduced to core BayTech values (Effective Communicator, Academic Achiever, Goal-Oriented, Lifelong learner, Excellent critical thinker, Socially responsible) during orientation. All stakeholders are informed of the school's diverse environment preparing students for college and career readiness. Our diversity is celebrated as strength throughout the school year: Cultural Food Fair, Hispanic Heritage Assembly, Black History Assembly, Middle Eastern Assembly, etc. Students are reminded of the positive character traits required to be successful at BayTech and beyond over daily announcements, character banners in the hallway, and positive reinforcement in the classroom. Teachers are trained to discipline students with dignity and lead by example when modeling intellectual importance and social development in and out of the classroom. By teaching acceptance and tolerance students feel welcome at BayTech recognizing their heritage, culture, and traditions are acknowledged here. This leads to positive academic performance when students feel they belong. Continuing to build a culture of care and support prepares students for the challenges and outside influences impacting their education in District 7.

BayTech will practice the following exercises on a daily basis to ensure a positive school culture continues to thrive.

Positive Greeting: BayTech teachers and admin will greet each student every morning. This helps set the tone for the school day. All staff will meet students at the door before pupils enter the classroom.

- Vice Principal will check dress code compliance in every room each morning.
- Smile and greet staff and students by name and learn how to pronounce their names correctly.
- Model the behavior expectations you have for students
- Get to know people and build relationships with them. The more we know a person, the more we understand them and empathize with them

Anti-Bullying Campaign: Bullying prevention and intervention policies and practices are reviewed constantly to ensure all staff are aware of district policy and are trained in how to identify, intervene and report.

- Ways to respectfully communicate with one another.
- Conflict resolution. Conflict Resolution Education resources are available to educators.
- Many Restorative Practices programs also teach mediation or provide trained mediators to schools.

Steps for Anti-Bullying:

- Focus on the solution
- Educate people on the signs
- Teach Self Esteem
- Establish Safe Havens
- Get Involved

Recognize Stress/Trauma: Teachers are trained to recognize trauma and report troubling behavior to administration/counselor. Systems are in place to report bullying, refer students for counseling and how to engage in difficult conversations with students.

- Trauma-informed practices. Ensure all staff members are aware of resources or training opportunities to help them identify students who need extra help. The American Psychological Association has several resources to assist educators such as “How to Talk to Children about Difficult News and Tragedies.”
- Restorative community-building practices. Both students and staff participate in restorative practices.

College Going Culture: School leadership is committed to building a college going culture. A college-going culture helps all students set and achieve high goals and generates other important values:

- Appreciation of academics
- Desire to succeed
- Drive to attend college and become a lifelong learner

Grade levels are given college names (6 – UC DAVIS, 6 – UC IRVINE) instead of labeling (6-A, 6-B) for their academic ability. College nights are held frequently to inform all stakeholders on important testing dates, financial aid, application deadlines, and preparation for future high school years. Accepted students are highlighted in the school on a large bulletin board. Student’s names are announced during the morning announcements to build pride and recognize achievement.

2. EXTRACURRICULAR ACTIVITIES

BayTech is proud to offer Varsity competitions to our high school students. Currently, students may choose to participate in Boys/Girls Basketball, Girls Volleyball, Boys/Girls Soccer, Cross Country and Baseball. We are members of the Bay Area Charter School Athletic Conference (BACSAC) and participate in the CIF- Oakland Section. These extracurricular activities occur seasonally throughout the school year. Our Athletic Director oversees the programs. Program funding comes from fundraising or donations.

F. STUDENT ENGAGEMENT & SATISFACTION

According to recent survey results and our WASC self-study process during the 2016-17 school year, students most like:

- the small school environment at BayTech
- positive rapport with their teachers, who care about and notice their success, and are there to help them if needed
- the positive environment promoted by BayTech
- increased athletic offerings, added student council, and mock job interviews/resume builder exercises.

1. STUDENT ATTENDANCE

BayTech will continue to meet a 95% ADA rate as outlined in our LCAP. The goal is to maintain this percentage and ensure high rates of attendance, especially for habitually tardy and truant students. By making attendance a priority, our target of 95% will be achieved. BayTech will examine factors contributing to chronic absences by securing student and parent perspectives. The target rate will be communicated to parents and students during orientation and throughout the school year. Students will be met with positive supports instead of punitive actions. BayTech will partner with community service agencies to help parents carry out their responsibility

In the event BayTech does not reach the identified attendance goal a new strategy will be developed. An attendance team will be created to review the previous strategy and assess its impact. The team must engage all stakeholders and determine an appropriate course of action.

BayTech will monitor attendance issues such as chronic absences via CoolSIS. An attendance report is shared with the Vice Principal on a weekly basis. This information is reviewed and phone calls, emails, personal letters, and if necessary, home visits will be utilized to address chronic attendance.

2. DROP-OUT RECOVERY.

Students at-risk of dropping out or in need of recovery are given multiple supports.

- Providing students with instruction targeted to their learning styles and holding students accountable for achievement.
- Preparing individualized student learning plans and following or refining them.
- Conducting early and persistent evaluation of student progress and engagement in school and addressing problems as they arise.
- Conducting home visits.

G. COMMUNITY SCHOOL: ONGOING FAMILY INVOLVEMENT & SATISFACTION

1. PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS

More than just a Science Fair, BayTech's STEM EXPO offers a place to students to exhibit their work in an entertaining environment, while presenting learning opportunities for students, parents, and community members. The STEM EXPO includes expert presentations (Google, TESLA, Chabot Science Center), STEM educators, real scientists and professors from local universities (UC-Berkeley, Stanford, Laney, Peralta) and interactive events. We allow BayTech students and local schools (Rudsdale, ISP, Key Academy) in partnership with BayTech, are invited to experience an innovative environment of hands-on science, technology, engineering, and math. The STEM EXPO enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

BayTech partners with the following community programs to enhance our students' education and build lasting community relationships between our students and their community:

East Bay College Fund

NextGen

American Association of Yemeni Students and Professionals (AAYSP)

East Bay Food Bank

Accord Education

Beats, Rhymes, and Life

Alameda County Community Food Bank

Rainbow Recreation Center East Oakland

International Rescue Committee

2. ENGAGING FAMILIES IN THE SCHOOL'S CULTURE

Bay Area Technology School promotes active parent involvement with school activities, governing and decision-making processes, and student achievement. Parents support student academics via conferences with their teachers and administration. Parents are actively involved supporting our extra-curricular activities and award ceremonies.

BayTech Parent Club is a parent organization that meets biweekly and organizes school and community wide social events and fundraising activities. The Parent Club is led by a parent board consisting of the Parent Club President, Vice-President, Secretary, and Treasurer. BayTech appoints both a Teacher and Student Liaison to confer with the Parent Club Board in order to facilitate communication between the stakeholders.

Since the inception of our Charter, BayTech has always encouraged parental involvement, however, since forming the Parent Club, we have seen a significant increase in parent participation, student excitement, and community interest. Parent Club participation has increased from the original five members in 2012 to having more than twenty actively participating members in the 2015-16 school year. Through their dedication, Parent Club has helped make BayTech's Harvest Festival and Cultural Food Fair annual traditions and part of the BayTech culture.

We strongly believe that when parents are engaged in our school – including participating in activities on campus – they see that BayTech is a safe and engaging school community. This not only can negate transfers due to concerns about safety, but also encourage families who are changing residence to ensure their child stays at BayTech. The following new efforts are being made:

- New communication strategies are being used to try to capture parents' attention. Last year, rather than email parents about Back to School Night, teachers personally contacted parents in their classes by phone. This resulted in more than 200 parents attending, representing 51% of our families – the previous two years were just 40% attendance. We have begun distributing flyers about important news and events to parents as they drop off their children, rather than sending flyers home with the students.
- The Vice Principal has instituted breakfast/coffee meetings the first Tuesday of each month as a means of informally talking with parents, soliciting feedback, and providing information about school programs. Attendance at these sessions has been growing.
- Building on the momentum of last year's WASC and LCAP process, during Orientation Sessions in August 2017, the Vice Principal specifically encouraged parents to volunteer to participate in ongoing discussions about school programs and policies. Already more than 20 parents have indicated interest in participating this year in regular discussions. We are looking to formalize this structure into an Advisory Council for school leaders.
- The Parents Club, described in more detail below, has gained new energy and increased attendance at monthly meetings, helping to spur new interest in parent volunteerism.
- The Home Visit Program has also increased in participation, with more anticipated growth this coming year. This voluntary program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. Teachers/staff receive a small stipend for each visit they conduct. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers. One of our science teachers, who is the coordinator of our STEM EXPO program, last year conducted more than 70 home visits; our Dean of Academics conducted 10 home visits for 12th grade students to engage families specifically in conversations about post-graduation goals and plans. Ultimately, we would like to see all students have a Home Visit at least once as a matter of course.

H. SPECIAL POPULATIONS: IDENTIFICATION, REMEDIATION, & ACCELERATION

1. SPECIAL EDUCATION

Special Education Program Overview

BayTech shall comply with all applicable requirements of federal and state laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act ("ADA").

BayTech shall implement a Student Study Team Process ("SST"), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. The facilities to be utilized by BayTech shall be accessible for all students with disabilities. All students will be given equal access to BayTech regardless of disabilities. BayTech will not discriminate against any student based upon disabilities.

BayTech shall continue to be categorized as a public school of the District in accordance with Education Code Section 47641(b).

Each school year, during which BayTech operates as an arm of OUSD for special education purposes, BayTech understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the District shall provide BayTech with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education (FAPE).

BayTech reserves the right to apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency (LEA) within the SELPA. If BayTech chooses to leave the OUSD SELPA, BayTech will give a written one year notice of its intent to leave the OUSD SELPA as required by California law. If BayTech is admitted to a SELPA, and submits evidence of such admission to OUSD, BayTech shall be designated as an independent LEA in accordance with Education Code Section 47641(a) and will adhere to all the requirements of being an LEA. If BayTech does become its own LEA, it will be responsible for hiring the necessary special education personnel to provide all services needed to the special education students attending BayTech. BayTech agrees that any change in the School's SELPA affiliation shall require written notification to and approval from the OUSD.

BayTech shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

BayTech shall be solely responsible for its compliance with Section 504 and the ADA.

Section 504 of the Rehabilitation Act

BayTech recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of BayTech. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

Services for Students under the IDEA as a Public School of the District Pursuant to Education Code Section 47641(b)

BayTech and OUSD shall annually and in good faith, negotiate and enter into a written agreement to clearly identify the respective responsibilities of the BayTech and the District in providing the special education funding and services. The specific manner in which special education and related services will be provided and funded are set forth in a Memorandum of Understanding, delineating the respective responsibilities of BayTech and the District, which shall be reviewed annually. BayTech and the District shall comply with the terms of the MOU.

BayTech pledges full compliance with the IDEA and Education Code provisions regarding special education as well as all OUSD and SELPA policies as they relate to special education. BayTech shall be deemed a public school of the District for special education purposes. A child with disabilities attending BayTech shall receive special educational instruction or designated instruction and services, or both, at a level equivalent to a child with disabilities who attends another public school of the District. The District shall work with BayTech to ensure that all children with disabilities enrolled in BayTech receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

BayTech and the District intend that BayTech will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals providing services to the BayTech shall be appropriately credentialed under California and federal law.

To the extent that the District provides special education services to BayTech, the District and BayTech agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, IEP development and modification, and educational services) in a manner consistent with their allocation between the District and its local traditional public school sites. Where particular services are generally provided by staff at the local school site level, BayTech will be responsible for providing said staff and programming; where particular services are provided to the Charter School by the Central District Office, those services will be made available to BayTech in a similar fashion.

Similarly, BayTech and the District intend that they will jointly ensure all students entitled to services under the IDEA and Education Code Section 56000 *et seq.*, will receive those services. If needed, due to limited special education staff, the District may seek out contracts with other school districts, or companies, or organizations to serve BayTech students.

To the extent that the District provides special education services to BayTech, it shall be responsible for providing all services to all students of BayTech regardless of their school district of residence. BayTech commits to informing the district of residence as well as OUSD when a student with exceptional needs has enrolled in or enrolls from BayTech.

Student Study Team (“SST”)

BayTech will have a Student Study Team as part of the general education program and as part of the IDEA child search/find requirements, as a vehicle of exhausting all general education possibilities before a student is referred for a special education evaluation by BayTech personnel. However, the SST shall not be used to delay assessment of a pupil after parent request.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. BayTech shall assure that all students with disabilities are identified, located and evaluated in accordance with applicable law. Instructional staff will be instructed about the characteristics of special education handicapping conditions and referral procedures.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law unless otherwise agreed upon by BayTech and the parent/guardian. BayTech shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP.

A copy of each IEP shall be maintained at the BayTech school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Professional Development Re: Special Education

BayTech shall conduct ongoing in-services for special education. During the summer in-service training, a school psychologist shall train the entire BayTech staff on services and programs related to students with learning disabilities. Additionally, a special education teacher shall train the staff on IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers shall attend workshops and trainings provided by OUSD, in addition to a resource conference to hear from experts in the field of special education. Additional support shall be offered to teachers through the Special Education PLC via the SpEd PLC chair. The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing IEPs
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans

Beyond the August sessions, BayTech shall conduct quarterly training sessions on special education, implementing best practices from around the country while paying heed to California and federal laws.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Most Appropriate and Least Restrictive Programs

BayTech will comply with the federal requirement of offering and maintaining the least restrictive environment ("LRE") for students with disabilities. This means that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

Response to Intervention

BayTech has RTI teacher that the teacher is to provide support to classroom teachers in the implementation of Response to Intervention. The RTI teacher implements strategies in direct interaction with students to ensure that all children can achieve at grade level. Methods used includes, but will not be limited to implementation of the District's adopted content area programs, and the implementation of intervention programs to assist children

who do not master grade level skills from first instruction. The RTI teacher also provides support for the implementation of English Language Development services for English Learner students.

BayTech identifies low-achieving students and other students with special needs in the first weeks of the academic year, and implements early intervention where indicated.

To narrow the achievement gap for low-achieving students, specialized strategies are implemented during school hours and in the after-school program. Low-achieving students are given individualized support by their teachers and the school administration. The school also works with the students' parents to provide motivational support to their children at home. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a Student Improvement Plan (SIP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student's parents. Such SIPs include subject-related readings, additional homework, and mandatory after-school tutoring.

BayTech offers a customized after-school program to all its students depending on their academic achievement level, as depicted in the Figure below. Individual and small group tutoring, as well as homework clubs, are available. Students identified as low achieving attend intensive obligatory after-school programs tailored towards each student's needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject's content standards. Low achieving students' progress is quantitatively measured through MAP, Accucess, and other tests, with the goal of attaining at least one year's academic progress within the school year.

Students demonstrating adequate improvement advance to a satisfactory level, where they participate in moderate tutoring sessions and various recreation opportunities, such as clubs and community trips. For low-achieving students who continue to struggle, the homeroom teachers may decide to include them in different recreational activities to promote interest in learning. The teacher monitors academic improvement regularly through in-class assessments. Parents are informed of their student's academic progress during this process via parent-student-teacher meetings and access to student grades and progress reports through the online school information system.

2. GIFTED/TALENTED STUDENTS & ACADEMICALLY ADVANCED STUDENTS

BayTech offers a broad range of academic learning opportunities to high-achieving, gifted, and talented students. Our students are engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities are supported by the school staff, volunteer college and graduate students, and parents. Funding for these endeavors is provided partially by the school and through grants, donations and fundraising.

High-achieving students may learn computer programming and engage in science fair projects. Besides recreational after-school clubs, advanced study groups in STEM areas are available for high achieving students.

As noted above, AP courses, dual enrollment courses with local community colleges and other opportunities ensure our gifted and advanced students are appropriately challenged.

I. SPECIAL POPULATIONS: ENGLISH LEARNERS

BayTech will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). BayTech will implement an EL Master Plan which includes the following components:

- Initial Identification, Assessment, Parent Notification, and Placement of English Learners
- Implementation and Programs
- Monitoring Student Progress
- Staff Qualifications & Professional Development
- Evaluation of Program Effectiveness

BayTech uses California State English Language Development Standards as ELL content in the classrooms. The California English Language Development Standards (CA ELD Standards) Implementation Plan identifies major phases and activities in the implementation of the CA ELD Standards throughout California's educational system. The plan describes the philosophy of and strategies for the successful integration of the CA ELD Standards that align to the California Common Core State Standards for English Language Arts and literacy in History/Social Studies, Science and Technical Subjects (CA CCSS for ELA/Literacy) to address English language and literacy skills English learners need in key content areas.

BayTech provides in-class learning opportunities for every EL student, including access to teachers and resources that accommodate individualized instruction. Faculty evaluate student assessment data (CELDT/ELPAC) and classroom performance to tailor instruction to meet ELA proficiency expectations.

Teachers use multiple strategies to deliver the curriculum to ELs, and technology has been instrumental in this regard. One-on-one access to computers, coupled with online curricular resources available in multiple languages, enable teachers to use readings, lectures, videos, music, art, and other materials to deliver content to EL students. For example, ESL ReadingSmart supports teachers in differentiating instruction for ELs, enabling them to create customized lessons, collaborate with others, and measure proficiency within the same platform.

To increase progression of EL students, Level 1 students receive individualized ELA programming through ReadingSmart with a certified teacher to guide them; Level 2 and above receive ELD support in the general education classroom, with the supplemental ESL ReadingSmart online curriculum. Teachers utilize ELD standards-aligned assessment systems to inform instruction, establish priorities (for department/grade level meetings and PD), and provide tools for accountability.

Based on the assessment results and the EL Coordinator's evaluation, English Learner students are placed in either the **Structured English Immersion Program** or **Mainstream English Instructional Program**. Students who perform below the 30th percentile in the Reading and Language Usage sections of the MAP test and/or at CELDT levels 1-3 will be placed in the Structured English Immersion Program. Students who perform above the 30th percentile rank and/or at CELDT levels 4-5 will be placed in Mainstream English Instructional Programs.

Structured English Immersion (SEI) Program: This program is designed to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible.

Following are the components of this program:

- Additional 50 minutes (daily) of structured English Language Development (ELD), during the Enrichment blocks of the schedule, will be provided through Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing standards-based materials and supplemental materials
- Inclusion: All EL students will continue to receive regular 50 minutes of ELA classes daily
- Access to instruction in all curricular areas aligned to content standards
- Differentiated instruction in reading, writing, math, science, and social science
- Cooperative learning activities, conducted in English, in all classes to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
- After-school programs and tutoring
- Collaborative learning experiences through club projects

Mainstream English Immersion Program

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. Students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

BayTech's EL plan provides a content-based EL program during whole class instruction. Teachers draw on the EL components of the Language Arts curriculum. During whole class instruction, teachers utilize materials within the curriculum and engage students by using thematic planning and Specially Designed Academic Instruction in English ("SDAIE") strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers create an educational environment that fosters language acquisition through content-based lessons. Small group intervention is provided. All teachers will be trained in SDAIE techniques.

Teachers work on simplifying classroom materials using SDAIE methods in a predominantly English speaking setting. When needed, teachers work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

Teachers employ the following strategies to help their students:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Write homework assignments on the board.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using pictures, objects and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Class structure may be adjusted to help ELs.
- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student "buddy" in another grade.

Professional Development Re: Needs Of ELs

All teachers providing specialized academic instruction for EL students at BayTech must hold a CLAD or BCLAD credential, or other CDE certification that authorizes teaching to English Learner students. BayTech funds CLAD programs for all teachers.

Professional development topics include EL intervention strategies, differentiated instruction, and using pedagogical strategies effectively. These continue to be revisited in our regular PD with staff. In addition, all staff have external opportunities to participate in PD workshops and trainings specific to their needs.

Faculty works jointly at grade/department level meetings (bi-weekly) to identify students with academic challenges, exceptional needs, and/or behavioral issues (including ELs). Student achievement data and assessment results are analyzed by staff and the Response to Intervention (RTI) model aids in identifying the level of support that each student needs. Strong commitment, communication, and collaboration helps ensure students' needs are identified and addressed.

BayTech staff are required to:

- Implement the ELD curriculum consistently with fidelity, as outlined in the English Learner Master Plan
- Differentiate instruction daily during core classes, using research-based strategies and SDAIE methodology, to ensure students can access grade-level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction, for progress towards minimum expected benchmark achievements
- Maintain contact with students' families and keep them apprised of their children's progress

Identification

After a student enrolls in BayTech, the School utilizes the Home Language Survey (HLS) to determine if a language other than English is spoken in the student's home. Prior to completing the HLS, parents are informed of its purpose and use, and notified that their child may be given an assessment to measure their English language proficiency level.

Assessment

If a language other than English is spoken at home, students are evaluated in the following ways:

- **NWEA MAP test** is administered in the first two weeks of school (with results arriving in 24 hours) to determine their English proficiency level. MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills have been mastered and which skills need remedial support.

Teachers use the reports to create standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. They use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning is part of the professional development that occurs prior to the start of school (and is then ongoing throughout the year).

The School's administrative team analyzes the data and makes inferences, and student performance data is shared with the school team for further study. Using teacher feedback, observations, and inferences from the student performance data, the team collaborates to create an action plan that will include recommended student placement and support strategies. This plan is implemented throughout the school, as well as during tutorial sessions.

- **ELPAC test** is administered within thirty¹ days of enrollment (and at least annually thereafter between July 1 - October 31, until re-designated as fluent English proficient) – unless the school has proper documentation of a student's re-designation as Fluent English Proficient. (The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.)

The ELPAC is also used for the annual assessment of each student's ELD level, along with scores on the California Assessment of Student Performance and Progress Test (CAASPP) in English-Language Arts (ELA), teacher observation, and optional parent input as secondary factors.

Parent Notification

BayTech notifies all parents of its responsibility for ELPAC testing and also of the corresponding results (within thirty days of receipt from publisher). The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

Placement

Based upon the assessment results, the School administration, EL Coordinator, and the Response To Intervention (RTI) coordinator determines the most appropriate placement and support strategies, with the help of the student's parents and teachers.

Assessment of Progress

BayTech uses NWEA MAP assessment data, CAASPP data, and ELPAC results to evaluate the success and effectiveness of our EL program, as well as the growth of ELs. Our administrative team evaluates assessment data at the school level and are required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and core curriculum through SDAIE and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE instruction or support are being delivered in the manner outlined in the English Learner Master Plan

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE and/or primary language instruction or support
- Ensure that interventions are designed and delivered, consistent with the Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, and EL progress monitoring

ELEMENT 2: MEASURABLE STUDENT OUTCOMES & ELEMENT 3: METHOD TO MEASURE PROGRESS

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code §47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code §47605(b)(5)(C).

DRL: “In accordance with SB 1290, BayTech pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

BayTech’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:”

Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

Add the following text and remove any text to the contrary:

DRL: “[By July 1, 2015, and annually thereafter]: BayTech shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and*

assessments, classified using the California School Accounting Manual.”

DRL: “Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”*
- DRL: “Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, BayTech will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”*
- DRL: “If BayTech does not test with the District, BayTech hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.*
- Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”*

To better serve the students and the community, BayTech will continue to examine and update the following list of measurable student outcomes over time to reflect the school’s mission, as well as any changes to state or local standards that support our mission. Should any changes to the measurable pupil outcomes be made, BayTech will submit those changes to the OUSD as an update to the charter.

The following tables include summaries of measurable student outcome goals, core academic skill goals, and goals for lifelong learning and interpersonal skills. Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important for tracking student progress and provide key data about the efficacy of BayTech’s academic program. This data is used to drive decisions about overall program development, as well as inform ongoing curriculum modifications and allocation of resources.

The principal, staff, and teachers of BayTech will be held accountable by the Board of Directors for meeting student outcome goals. Benchmark skills and specific classroom-level skills will be updated annually.

1. COLLECTIVE MEASUREABLE PUPIL OUTCOMES

The following two tables include BayTech's MPOs for 2013-15 and 2015-17:

Measurable Pupil Outcomes	Instrument	Target	Progress 2013-14	Progress 2014-15
Academic Performance Index ("API") growth	API reports (annual)	Meet or exceed the API growth in the year prior to charter renewal or two of the last three years prior to renewal	Not Available	Not Available
Adequate Yearly Progress ("AYP")	AYP reports (annual) MAP Tesing (new)	<p>1. Meet or exceed AYP targets in the year prior to charter renewal or two of the last three years prior to renewal</p> <p>2. Schoolwide target proficiency rates for AYP in ELA: 2013-14: 52%, 14-15: 57%, 15-16: 63%, 16-17: 69%, 17-18: 77%</p> <p>3. Schoolwide target proficiency rates for AYP in Math: 2013-14: 49%, 14-15: 54%, 15-16: 60%, 16-17: 66%, 17-18: 73%</p> <p>MAP: %60 growth for each class from Fall to Spring</p>	<p>1. No</p> <p>2. 45.8% ELA / 44.9% MATH</p>	1. Not Available
Similar school API ranking	API reports (annual)	Rank 6 or better on the similar school API ranking system each year with an ultimate goal of 8 in the year prior to charter renewal	MET 2013 SS Rank: 7	Not Available

Schoolwide CST performance	CST reports	6-10% increase of Proficient or Advanced on CSTs each year (or 30% increase from 2012-2013 to 2016-2017)	Not Available	Not Available
CAHSEE passing rate	CAHSEE reports (annual)	1. CAHSEE passing rate of at least 81% during the first test administration of the year (10th grade) prior to charter renewal: 2013-14: 77%, 14-15: 78%, 15-16: 79%, 16-17: 80%, 17-18: 81% 2. CAHSEE passing rate of at least 90% by the end of 12th grade	1. PARTIALLY MET Math: 81% ELA: 71% 2. MET 100% of 12th graders passed CAHSEE	1. PARTIALLY MET Math: 84%, ELA: 68% 2. MET 100% of 12th graders passed CAHSEE
Graduation rate	School enrollment & graduation records (annual)	Graduation rate of no less than 90% each year	4-Year Cohort Graduation: 77%	MET 4-year Cohort Graduation: 96%
Dropout rate	School enrollment & graduation records (annual)	Dropout rate of no more than 3% each year	Cohort Dropout: 4.5% (ONE student)	MET Cohort Dropout Rate: 0%
Student attendance rate	ADA rate (monthly) Daily attendance reporting via SIS (daily)	Average daily attendance rate of at least 95%	MET 95% ADA	MET 95% ADA
Student suspension rate	CDE records (annual) Suspension reporting via SIS	Suspension rate of no more than 5% each year (The number of suspensions divided by the number of	MET 5%	MET 4.2%

	(daily)	enrolled students)		
English Learner (EL) performance	CELDT reports (annual) CDE records (annual) School records (annual)	1. 65% of ELs will advance one overall performance level on the CELDT prior to charter renewal: 2013-14: 61%, 14-15: 62%, 15-16: 63%, 16-17: 64%, 17-18: 65% 2. 65% of ELs at overall Early Advanced performance level on the CELDT who are enrolled in BayTech no less than one year will be reclassified to fluent English proficient (RFEP) each year.	1. 17% 2. 86% Reclassified	1. 42% 2. 50% Reclassified
Science fair participation	Science fair registration logs Grade reporting via SIS	At least 90% of students will do a science project and 70% of those will score a 4 or 5 on a 5 point rubric.	MET 90% participation in Science Fair MET 82% scored 4 or 5 on a 5-point rubric	MET 90% participation MET 85% scored 4 or 5 on a 5-point rubric
After-school participation	After-school sign-in logs ASES reporting	At least 45% of students will regularly participate in after-school programs each year with an attendance rate of at least 90% for the year.	MET 68% of students participated; MET attendance rate of 91%	MET 92% of students in grades 6-9 participated; MET attendance rate of 92%

Measurable Pupil Outcomes for Bay Area Technology School		
Bay Area Technology School	Annual Update (2015-16)	Annual Update (2016-17)* SBAC data for 2017 is based on preliminary/not-yet-

		published data
<p>STATISTICALLY SIGNIFICANT SUBGROUPS: For purposes of MPOs, all subgroups are “statistically significant” if they have 30 or more students, with the exception of Foster Youth, which is statistically significant with 15 or more students.</p>	<p>Hispanic/Latino: 127 Black/African American: 114 White: 30 English Learner: 58 Low-Income: 276 SpEd: 15 Foster Youth: 2 Homeless Youth: 1 TOTAL ENROLMENT: 284</p>	<p>Hispanic/Latino: 137 Black/African American: 110 White: 31 English Learner: 58 Low-Income: 294 SpEd: 19 Foster Youth: 1 Homeless Youth: 0 TOTAL ENROLLMENT: 294</p>
<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 50% percent.</p> <p><i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i></p>	<p>2015: 23% 2016: 15%</p>	<p>MET 2015: 23% 2017: 33% <i>In just TWO years, ELA proficiency grew 10%.</i></p>
<p>By the end of the charter term, for each statistically significant student group, “increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 40% (ELs) or 50% (all others).</p> <p><i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i></p>	<p>In Progress <i>Hispanic or Latino:</i> 2015: 17% 2016: 22%</p> <p><i>Black or AA:</i> 2015: 23% 2016: 6%</p> <p><i>White:</i> 2015: NA (≤ 10 tested) 2016: 13%</p> <p><i>English Learner:</i> 2015: 0% 2016: 5%</p> <p><i>Low Income Students:</i> 2015: 22% 2016: 15%</p>	<p>MET for ALL subgroups <i>Hispanic or Latino:</i> 2015: 17% 2017: 35%</p> <p><i>Black or AA:</i> 2015: 23% 2017: 31%</p> <p><i>White:</i> 2015: NA (≤ 10 tested) 2017: 21%</p> <p><i>English Learner:</i> 2015: 0% 2017: 24%</p> <p><i>Low Income Students:</i> 2015: 22% 2017: 33%</p>
<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10% or achieve a level of 50%.</p>	<p>2015: 9% 2016: 11%</p>	<p>MET 2015: 23% 2017: 36%</p>

<i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i>		
<p>By the end of the charter term, for each statistically significant student group, “increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10% or achieve a level of 40% (ELs) or 50% (all others).</p> <p><i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i></p>	<p>In Progress <i>Hispanic or Latino:</i> 2015: 9% 2016: 13%</p> <p><i>Black or AA:</i> 2015: 5% 2016: 3%</p> <p><i>White:</i> 2015: NA (≤10 tested) 2016: 27%</p> <p><i>English Learner:</i> 2015: 0% 2016: 0%</p> <p><i>Low Income Students:</i> 2015: 10% 2016: 11%</p>	<p>MET for ALL subgroups <i>Hispanic or Latino:</i> 2015: 9% 2017: 38%</p> <p><i>Black or AA:</i> 2015: 5% 2017: 18%</p> <p><i>White:</i> 2015: NA (≤10 tested) 2017: 50%</p> <p><i>English Learner:</i> 2015: 0% 2017: 6%</p> <p><i>Low Income Students:</i> 2015: 10% 2017: 33%</p>
<p>Each year, 50% of students will increase 4 or more points on the NWEA MAP Reading Assessment or achieve proficiency.</p> <p>Each year, for each statistically significant student group, 50% of students will increase 4 or more points on the NWEA MAP Reading Assessment or achieve proficiency.</p>	<p><i>**BayTech notes that these goals were awkwardly stated as students are assigned different growth targets in NWEA MAP. With state testing now in place for three consecutive years, we believe the SBAC data should suffice to show appropriate growth by our students.</i></p>	
<p>Each year, 50% of ELs will improve one overall proficiency level on CELDT.</p>	<p>2015-16 - 35%</p>	<p>MET: 2016-2017 – 65%</p>
<p>Each year, have less than 10% of students absent more than 10% of the school days (chronic absence).</p>	<p>MET 4.2%</p>	<p>MET 3.4%</p>
<p>Each year, for each statistically significant student group, have less than 10% of students absent more than 10% of the schools days (chronic absence).</p>	<p>MET for all subgroups <i>Hispanic or Latino:</i> 2015-16: 4%</p> <p><i>Black or AA:</i> 2015-16: 3%</p> <p><i>White:</i> 2015-16: 3%</p>	<p>MET for all subgroups <i>Hispanic or Latino:</i> 2016-17: 3%</p> <p><i>Black or AA:</i> 2016-17: 5%</p> <p><i>White:</i> 2016-17: 0%</p>

	<p><i>English Learner:</i> 2015-16: 2%</p> <p><i>Low Income Students:</i> 2015-16: 4%</p>	<p><i>English Learner:</i> 2016-17: 0%</p> <p><i>Low Income Students:</i> 2016-17: 5%</p>
Each year, achieve a High School cohort graduation rate of at least 75%.	<p>MET 4-year Cohort Grad Rate 91% (TWO students out of 23 did not graduate – one moved back to Mexico and one continued on another year)</p>	<p>MET 4-year Cohort Grad Rate 100%</p>
Each year, for each statistically significant student group, achieve a high school cohort graduation rate of at least 75%.	<p>MET <i>Hispanic or Latino: 89% (one student out of 9 moved back to Mexico)</i></p> <p><i>Black or AA: 91% (one student out of 11 continued on another year)</i></p> <p><i>White: 100%</i></p> <p><i>English Learner: 100%</i></p> <p><i>Low Income Students: 96%</i></p>	<p>MET <i>Hispanic or Latino: 100%</i></p> <p><i>Black or AA: 100%</i></p> <p><i>White: 100%</i></p> <p><i>English Learner: 100%</i></p> <p><i>Low Income Students: 100%</i></p>
Each year, at least 50% of students and families positively rate school safety. <i>(Note: two different survey formats were used in 2016 and 2017, thus results are not directly comparable.)</i>	<p>MET Students: 83% Parents: 65%</p>	<p>MET Students: 52% Parents: 87%</p>
Each year, at least 50% of students and families positively rate academic instruction. <i>(Note: two different survey formats were used in 2016 and 2017, thus results are not directly comparable.)</i>	<p>MET Students: 64% Parents: 65%</p>	<p>MET Students: 64% Parents: 87%</p>
Each year, at least 50% of students and families positively rate their voice in school decision-making and/or opportunity for feedback.	<p>MET Students: 52% Parents: 71%</p>	<p>MET Students: 61% Parents: 87%</p>

<i>(Note: two different survey formats were used in 2016 and 2017, thus results are not directly comparable.)</i>		
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2. STATE PRIORITIES UNDER LCFF

Please see Appendix.

3. FORMATIVE ASSESSMENTS

BayTech uses multiple measures to assess student and school progress toward meeting the goals described in the previous sections. Assessments are aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered. Student achievement data obtained from standardized assessments is disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine achievement of goals. BayTech will conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

In recent years, BayTech has implemented several new assessment tools to help drive improvements in student learning and performance on state standardized tests. In addition to ongoing textbook, online and teacher-created classroom assessments, BayTech incorporates the following:

- NWEA's adaptive MAP tests for English and Math are administered twice a year in grades 6-11, which enables comparison of beginning to end-of-year progress as well as year over year growth. Results determine individual student levels, pinpoint where support is needed, and inform lesson plans. Teachers meet with students to share what is expected for the next MAP test and what they must do to achieve it. Growth targets are discussed and data is broken down to help students understand what is needed to become college ready. Results also are used by our Administrative team to monitor teacher efficacy over time and identify areas for coaching and targeted PD.
- Interim comprehensive SBAC tests are performed once each semester for grades 6-8 and 11, providing information on student progress on the various sections of the SBAC. This data helps teachers better establish targets for student support and track their progress in preparation for the spring test. In addition, Interim SBAC Block tests are administered at least four times throughout the year (before progress reports) for grades 6-8 and 11. This provides disaggregated student data and helps guide differentiated instruction, and determine where resources should be allocated to help close the achievement gap.

- Edmentum Accuaccess is a diagnostic assessment test used at BayTech that enables quick identification of a student’s strengths and learning needs in reading, writing, and math; the assessment are particularly useful with ELs and other students with special needs. The program also prescribes specific content to fill identified learning gaps. This program is helping teachers personalize instruction and enable students to receive more targeted tutoring and academic programming.
- BayTech teachers also rely on various assessments throughout the learning process to check for understanding, including visual presentations, peer/self-assessments, constructive quizzes, discussion, essay writing, computer surveys, learning logs, and matching activities. The formative assessment process guides teachers in making decisions about future instruction. Teachers also use and evaluate students through tests and standards-aligned formative assignments – both teacher and publisher-created -- with aligned rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills in addition to mastery of core academic subject matter detailed in the CCSS.

Teachers share and discuss these data in PD time, including common trend data from the last several reporting periods, to help guide instruction. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs, which also allow teachers to monitor the progress of students who are achieving below grade level. They further provide software generated tests and personalized instructional materials based on California CCSS which have not been achieved.

These internal assessments are analyzed individually by teachers and in collaborative groups during planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction.

The following chart illustrates the types of assessments administered by subject, grade level, and frequency.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	6-12	Daily and /or weekly
Publisher-Designed Assessments	Assess standards mastery	6-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	6-12	Daily and/or weekly
CAASPP/SBAC and California Alternative Assessment (CAA)	State Criterion-Based Assessment in ELA and Math	6-8, 11	Once a year

Interim SBAC	State Criterion-Based Assessment in ELA and Math	6-8, 11	Twice a year
CAST (New NGSS-aligned Science Test)	State Assessment in Science	6-8, high school grade(s) as determined	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	6-11	Beginning and end-of-year
ELPAC	Measure language acquisition	6-12	Upon enrollment; Every Year

4. DATA ANALYSIS AND REPORTING

The results of MAP and SBAC interim block tests, along with school-specific assessment data, are used to evaluate progress. Led by the Dean of Academics, Department Chairs, and Lead Teacher/Curriculum Coach, BayTech can effectively collect, analyze and review the data results from school-wide assessments and recommend modifications, if needed, to the school's curriculum and other programs at the end of every semester.

Coolsis: BayTech's School Information System

BayTech utilizes CoolSIS for its internal school information system (SIS). Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables administrators to create and print reports within seconds. The system contains more than 70 pre-designed reports (including CA State ADA and CSIS reports), and allows administrators to create reports customized to their needs.

CoolSIS is a great asset to BayTech in the additional following ways:

- CoolSIS empowers BayTech administrators to supervise the school easily from anywhere. Administrators can take a snapshot of the school any time, in any aspect, including with past data.
- As a custom-made system, it is highly adjustable according to BayTech's needs and it continues to be developed to meet BayTech's needs.
- Longitudinal studies can be performed using CoolSIS.

The system is very cost-effective, considering the number of custom-designed reports.

5. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Parents are apprised of their students' progress through quarterly report cards. The school records grades, attendance, homework, and student progress reports online, and provides regular access to parents. For parents without access to a computer, BayTech provides campus computers for parent use.

The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At BayTech, course report card grades are represented in letter-grade equivalents to the percentage earned in each course.

Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair, in conjunction with the School's Academic Coordinator, to develop specific and consistent weights for each component, to be shared with parents and students.

BayTech follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for AP and approved college courses.

Middle School Grade Promotion

In grades 6 through 8, for year-long courses, the numerical grades of two semesters are averaged to determine an end-of-the-year grade. The average numerical grade is then converted to a letter-grade and grade-point equivalent for GPA calculations. To earn credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing end-of-the-year grades in all core courses before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

Students who fail three or more core courses at the end of the year will not be promoted to the next grade. Eighth graders who are not being promoted will not be able to participate in eighth grade promotion activities. Students who fail one or two core courses can attend summer school at a public school or participate in the BayTech Summer School program to make up failed courses during summer. Students may also receive a work package for their Science or History courses following the end of the school year and will be expected to complete it in three weeks; students will receive a promotion test after completing the summer package. During the summer, if a student earns a passing grade for the failed core courses and has a recalculated GPA of at least 2.0, he or she will be promoted to the next grade.

A Middle School Promotion Ceremony is held at the end of each school year. Students must be in good standing academically and behaviorally to be eligible to participate in the ceremony. The parents of ineligible students will be notified two weeks prior to the event.

High School Grade Promotion

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have at least a 2.0 grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits in core courses.
- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

Despite various interventions and extra supports (detailed extensively above), if students are still far below grade level or failing to make passing grades in three or more classes, another possible intervention will be retention. Parents will be informed through SST meetings and in written reports of student progress about possibility of retention by Dean of Academics (March). Although parents will be informed throughout the process, the final decision for retention rests with the BayTech administration and will be made on a case-by-case basis.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: *“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.”Ed. Code §47605(b)(5)(D).*

DRL: “As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Add the following text and remove any text to the contrary:

DRL: "BayTech acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including BayTech to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at BayTech and of the District. BayTech further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that BayTech does not have that BayTech needs in order to meet its obligations, the District shall provide the same to BayTech in a reasonably timely manner upon request under Education Code section 47604.3."

DRL: "BayTech will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

DRL: "BayTech in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. BayTech acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of BayTech it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by BayTech by law or charter provisions."

DRL: "Members of BayTech's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools."

BayTech and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.”

DRL: “To the extent that BayTech is a recipient of federal funds, including federal Title I, Part A funds, BayTech has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. BayTech agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

BayTech also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.”

GOVERNANCE STRUCTURE

BayTech is a direct funded, independent charter school operated by Willow Education (WE), a California Nonprofit Public Benefit Corporation, pursuant to California law.

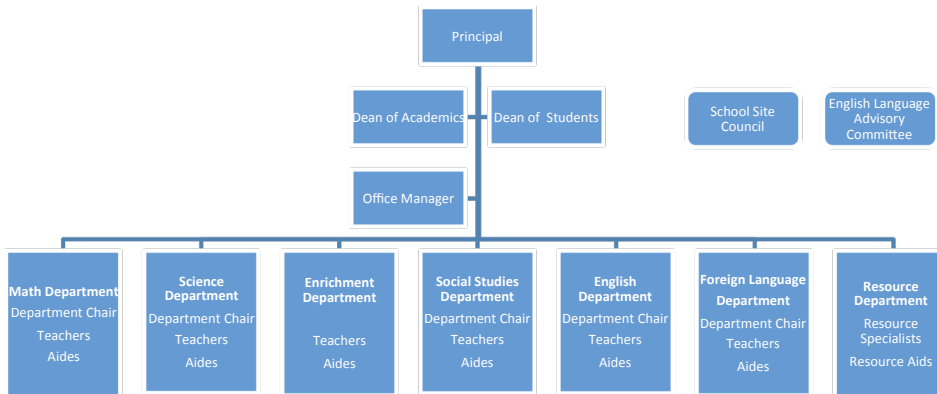
BayTech operates autonomously from the Oakland Unified School District (OUSD) with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of BayTech, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. BayTech and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Attached, as Appendix C, please find the Articles of Incorporation and Corporate Bylaws of WE.

1. GOVERNANCE STRUCTURE

Organizational Chart

Please see the following figure for organizational chart of BayTech.



Major Roles and Responsibilities

Board of Directors

The Willow Education (WE) Board of Directors (“the Board”) is ultimately responsible for BayTech’s operation and governance. The principal, appointed by the Board, is responsible for execution of daily management duties on behalf of the Board. The Board shall consist of a minimum of three (3) and a maximum of eleven (11) members, as fixed by resolution of the Board. The District reserves the right to appoint a single representative to the Board pursuant to California Education Code Section 47604(b). One director on the Board will be a parent representative from the school. Please see Appendix C for biographies of the directors of the WE Board of Directors.

The Board is fully responsible for the operational and fiscal affairs of BayTech including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal of BayTech
- Approve major contractual agreements (over \$5,000)
- Approve and monitor the implementation of general policies of BayTech, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor BayTech’s annual budget and budget revisions
- Act as a fiscal agent. This includes the receipt of funds for the operation of BayTech in accordance with charter school laws and the receipt of grants and donations consistent with the mission of BayTech.
- Contract with an external independent auditor to produce an annual financial audit

- according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly oversee the progress of both student and staff performance
- Involve parents and the community in school related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Strategic Planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration
- Approve annual fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry out any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which the school is established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of BayTech any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation, and require an affirmative vote of a majority of Board members.

Principal

The Principal is responsible of the school operation and is accountable to the Board. Please see Element 5 for a detailed description of the Principal's responsibilities and duties.

2. COMPOSITION OF THE SCHOOL'S GOVERNING BOARD.

Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of BayTech. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more.

Current Board Members

Alretta Gray Tolbert, *President*. Gray Tolbert is currently serving as COO of Adult Educational Technologies (AET), a service provider for mild and severely mentally disabled

population for four Regional (State) Centers. She additionally provides grant writing and consulting support to Community leaders via her agency, BESOREAL Consulting.

Kairat Sabyrov, *Treasurer*. Sabyrov is a Postdoctoral Research Fellow at UC – Berkley and Lawrence Berkeley National Laboratory, author of 12 professional publications and speaker at many prestigious professional presentations.

Fatih Dagdelen, *Director*. Dagdelen is a RF Design Engineer currently working at Fiber-Span. He received his MBA from the New York Institute of Technology.

Arceli De Los Reyes, *Director*. Arceli is General Manager at Print & Copy.

Val Uluk, *Secretary*. Uluk is a software engineer with extensive experience and management skills. He holds a M.Sc. in Computer Science from CSU, Eastbay.

3. CRITERIA AND PROCESS FOR SELECTING GOVERNING BOARD MEMBERS.

Each director serves a two (2) year term; terms are staggered so that they don't all expire in one year. At each annual meeting, each seat on the incoming Board shall be filled by a separate vote of the current directors; a majority vote of a quorum of directors shall be sufficient to fill each seat. Any member of the school community may recommend a candidate to the Board for consideration.

GOVERNANCE PROCEDURES AND OPERATIONS

1. MEETING REQUIREMENTS AND PROCEDURES

BayTech is governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws. The Board complies with the Brown Act and Roberts Rules of Order.

The Board meets at least bimonthly; additional meetings may be called as necessary. All meetings of the Board are held at the school site. At its Annual Meeting each year (held in August), the Board approves the schedule of Board meetings for the upcoming year. The schedule for regular Board meetings is included in the school's monthly calendar distributed to all parents at the school. Board meeting agendas with date, time, and location are posted at the school campus near the office and on the school's website at least 72 hours in advance of scheduled meetings, in compliance with the Brown Act. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. A book of minutes of all meetings, proceedings, and actions is kept at the school or such other place as the Board may direct according to its Bylaws.

2. BYLAWS AND DECISION-MAKING PROCEDURES

In accordance with the Bylaws of the corporation, a majority of the authorized number of directors shall constitute a quorum for the transaction of business, except that a majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

Every act taken or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, subject to the provisions of the California Nonprofit Corporation Law. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:

- 1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- 3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

STAKEHOLDER INVOLVEMENT & DISPUTE RESOLUTION

School Site Council (SSC)

The School Site Council (SSC) is mainly an advisory body that works with the principal to develop, review, and evaluate school improvement programs. The SSC at BayTech consists of:

- The school principal
- 1 Teacher representative elected by the faculty
- 1 Parent representative elected by the Parent Club
- 1 Student representative elected by the Student Council

SSC recommends suggested courses of action for the board to adopt regarding site-specific issues. The SSC is also instrumental in providing feedback for the annual LCAP goal setting and review process. The school principal communicates the SSC's recommendations to the Board.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at BayTech when the school has 21 or more students of LEP. The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English

Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council on programs and services for English Learners.

Parent Involvement

As noted above, while parent satisfaction with BayTech is high, increasing parents' active participation in their student's education is a primary goal, given the significant impact this engagement can have on student outcomes. BayTech promotes active parent involvement with school activities, governance/decision-making processes, and student achievement. The school actively seeks to engage with parents in meaningful ways and keeps them informed of their children's learning progress throughout the year.

- Parent/Student Orientations (English & Spanish) are held at the beginning of each school year and offer separate sections for new and returning students. Students and parents attend sessions on accessing the COOLSIS online grade book application; academics and Edmentum programs; new after-school tutoring options, Revolution K-12 test prep, and school expectations, discipline, and operations.
- Parent/Teacher conferences are held twice per year, with Spanish translation available. Parents can utilize the COOLSIS grade book application to continually monitor their child's progress; they can meet with teachers throughout the year to discuss student progress and any concerns. Teachers set up additional conferences after each semester-end Progress Report to meet with parents of students who fail to make progress on their goals.
- Parents, students and the College Counselor and Dean of Academics collaborate to establish a 4-Year Plan for students, which details the credits/courses a student will need to complete for graduation and post-graduation goals. Students set up profiles on Naviance and learn to track their own credits and progress towards goals, create work portfolios, and more. Students' 4-Year Plans are reviewed periodically with the College Counselor and parents are notified of student progress toward graduation.
- Twice each year, the Dean of Academics and College Counselor host College Night to help educate parents about students' post-secondary options, the college application and admissions process, financial aid and more.
- The Home Visit Program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers.
- The BayTech Parent Club meets monthly and organizes school and community wide events including the Harvest Festival, Cultural Food Fair, STEM Expo, and more. The Parent Club is led by a parent board (with officers) and the Principal

appoints teacher and student liaisons to facilitate communication between the stakeholders. In the last year, the Club has resulted in a significant increase in parent participation, student excitement, community interest; annual traditions such as the Harvest Festival and Cultural Food Fair have become part of the BayTech culture.

- Parent advisory groups formed in recent years for activities such as LCAP goal setting and reflection, the WASC re-accreditation process, ELAC and more have provided additional avenues for parents to provide feedback to school leaders on school policies and procedures. Annual surveys gauge parent satisfaction with school programs.
- COOLSIS tracks student behavior/academics/attendance, with immediate updates for parents. Parents are contacted via School Reach, a telephone communication system; messages are sent in English and Spanish. Social media is also utilized to connect with a broader audience.
- Thanks to new communication strategies including phone calls from teachers, Back to School Night is now one of BayTech's most well attended events. Teachers provide information to parents on the curriculum covered for the school year; classroom rules and policies; and brief updates on student progress.
- Parents are contacted via School Messenger, our telephone and communication system. Messages are delivered in English and Spanish.
- BayTech will continue to create and distribute newsletters for each semester in English and Spanish to inform parents of accomplishments, school life, and upcoming events.
- The school website will continue to update and inform parents of upcoming school-sponsored events and activities.

3. COMPLAINT AND DISPUTE RESOLUTION PROCESS

BayTech has established complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. BayTech will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school's student and family handbook and distributed widely.

BayTech will designate at least one employee at each site to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any

investigation of any complaint filed with BayTech alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. BayTech will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

BayTech will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

BayTech will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

DRL: "EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

1. JOB DESCRIPTIONS AND MINIMUM DESIRED QUALIFICATIONS

Principal, Assistant Principals

The principal manages the overall program and service delivery to students through teaching and auxiliary staff. Assistant Principals/deans will assist the principal in instructional program administration and student activities and services.

Skills and Qualifications:

- B.S. degree in Education, Engineering, or Natural Sciences
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with the Board.
- Hire, supervise, and evaluate the faculty and school site staff.
- Comply with state and federal laws and regulations affecting the school.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and BayTech policy, including accurate and timely reports of maximum attendance to requisition textbook.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.

- Communicate with the chartering agency and attend necessary meetings.
- Report to the chartering agency when required.

Dean of Academics

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to UC, school manual and school website
- Coordinate teacher and student involvement of after school program including payment issues
- Evaluate course credits for all incoming high school students
- Responsible for developing and changes of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to administrative meetings weekly

Student Performance

- Help students prepare a four-year plan
- Conference with students/parents on academic issues
- Manage the tutorial program and afterschool/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Manage standardized testing schedules and inventory
- Oversee effective use of CoolSIS
- Report weekly at administration meeting any teachers who are not using CoolSIS properly
- Review student progress at the end of each quarter and notifies parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation
- Provide Fiscal/Facilities Management
- Oversee school operations in principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections.

Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

Dean of Students

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences in regard to student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in CoolSIS
- Coordinate and chair the school discipline committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

Teachers

The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator, and a teacher of the relevant subject from BayTech. If applicable, the interview process includes, but is not limited to the delivery of a lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested.

Skills and Qualifications:

- BA or BS (as appropriate) degree in subject matter with emphasis in engineering or natural science
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in section 6.2
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of effectively instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum. Ensure written plans are available for review. The dean of academics will review all lesson plans
- Ensure lesson plans provide for differentiated instruction to address student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter policies and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Help students assess and enhance their study methods and habits

- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the student handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Teachers

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills and Qualifications:

- B.A. or B.S. degree
- Knowledge of special needs of students in assigned area
- Knowledge of Individual Education Plan (IEP) goal setting process and implementation

- Knowledge of curriculum and instruction
- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Highly Qualified in accordance with the No Child Left behind Act

Special Education Teacher's Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs

- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the principal.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment

Special Education Aide's Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports

- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom needs, and personal hygiene
- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

Substitute Teachers and Tutors

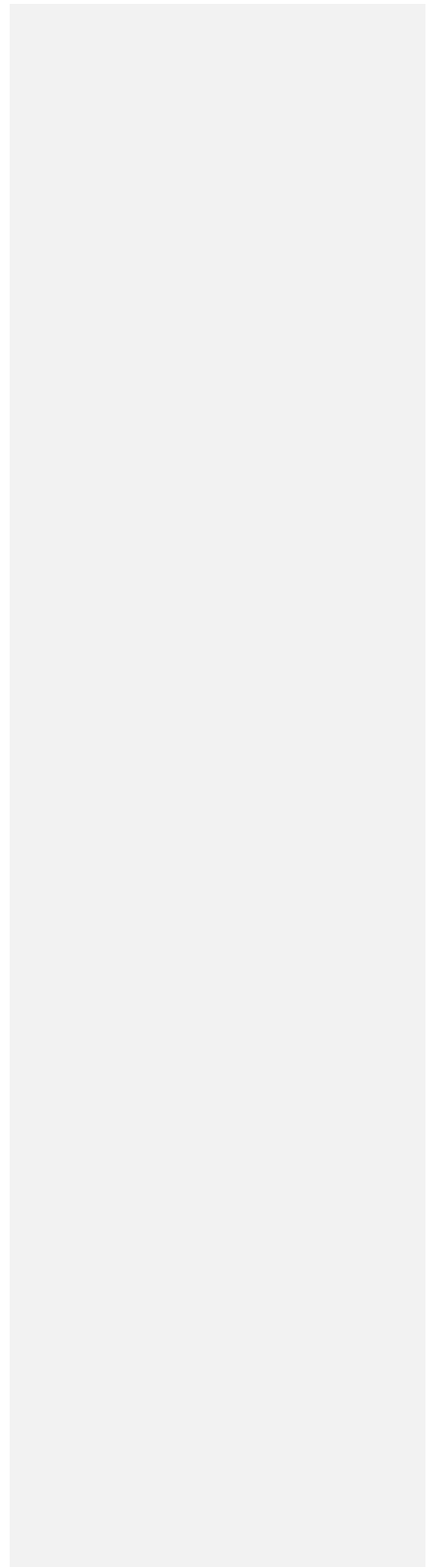
A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities at BayTech will be free of charge for all students.

Other Certificated, Classified and Other Personnel

The Principal will select other classified and other personnel based on an application and interview. Selection will depend on the ability to perform the job duties for that position.

- Other certificated personnel will perform duties as suitable for their job positions
- Office personnel will perform daily school business such as answering phone calls, typing letters, filing reports, and other necessary administrative duties.
- Maintenance duties will include janitorial services, light maintenance, and limited gardening duties. Food service duties may include food preparation, distribution, and maintaining a clean kitchen area

All employees' job descriptions and work schedules will be reviewed and modified as needed to meet the needs of the school and its students.



ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495."

SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

The health and safety of BayTech staff and pupils is a high priority for the school.

1. HOW BAYTECH WILL SUPPORT AND PROMOTE HEALTH AND WELLNESS

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, BayTech offers the National School Lunch Program, and provides a nutritious breakfast, hot lunch and snack program via OUSD Nutrition Services. Through P.E., students receive health and wellness curriculum including nutrition education, fitness, substance abuse, sexual health, healthy relationships and more.

2. SAFETY AND SECURITY PLAN

BayTech has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, which is kept on file for review, and conducts staff training annually on the safety procedures outlined in the plan. School administration monitors all activities consistently to provide safety and security for the students. A "team-on-duty" supervises students at all times. The health and safety policies include, but are not be limited to, the following topics:

Facilities

In the event BayTech occupies a facility other than one provided by the District, BayTech shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. If BayTech fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility

in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If BayTech moves or expands to another facility during the term of this charter, BayTech shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with the Education Code Section 47610, to the District for each facility at least 30 days before the school is scheduled to begin operations in the facility or facilities. BayTech shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

The school site will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least twice a year.

BayTech shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Dependent on the facility lease requirements, BayTech will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Auxiliary Services

School administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Immunizations and Tuberculosis Testing

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Regulations Section 6000-6075. Records of student immunizations shall be maintained. BayTech will follow education Code Section 49406 with regard to tuberculosis testing.

Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated as per Education Code Section 49423. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Diabetes

BayTech will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Blood Borne Pathogens

BayTech shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Emergency Situations

BayTech shall utilize its School Safety Plan in responding to emergency situations. The School will ensure that the staff has been trained in health, safety, and emergency

procedures. Staff will receive internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations will be conducted at regular intervals throughout the year. The School will create and maintain a record of each drill. Additionally, important safety and health topics will be addressed in the School's newsletter.

Fire Drills

BayTech shall conduct fire drills at least twice a year. The Office will maintain a record of each drill conducted with the amount of time it takes for complete evacuation. Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students will remain with their teachers at the designated evacuation area until the administrative staff gives the "all clear" signal. In a successful fire drill, orderly evacuation begins immediately and is completed within five minutes of the initial alarm. The students and staff will then return to their appropriate classrooms and the teachers will take roll once more. Missing students will be reported to the attendance office.

Earthquake and Other Disaster Drills

BayTech shall conduct bimonthly disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the "duck, hold, cover" procedure. A disaster drill commencing with the "duck, hold, cover" procedure will be initiated by an announcement over the intercom. Students and staff will hear, "This is an emergency drill. Duck, hold, and cover." Teachers will then turn off the lights and have students get under a desk/table or against the wall away from the windows. Students are to remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the "duck, hold, cover" procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and

students will remain in their classrooms until instructions are received for an “all clear” or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

BayTech has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. BayTech also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

Bomb Threats

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

Evacuation Plans

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once

the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom.

Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Drug Free/Alcohol Free/Smoke Free Environment

BayTech shall function as a drug, alcohol and tobacco free workplace.

Criminal Background Checks

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal shall monitor compliance with this policy and report to the Board on a regular basis. The Board shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Comprehensive Sexual Harassment Policies and Procedures

BayTech is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. BayTech has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

Child Abuse Reporting

BayTech will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. BayTech staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only to “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Child Support Services will be immediately notified. If necessary, the Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, BayTech staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent /guardian.

Workplace Safety

All employees are responsible for their own safety, as well as that of others in the workplace. BayTech will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential

hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the school premises, or in a product, facility, piece of equipment, process, or business practice for which BayTech is responsible, the employee will bring it to the attention of their supervisor or Principal immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis BayTech will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in BayTech's employee handbook will not be tolerated.

Insurance

BayTech will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.

3. CUSTODIAN(S) OF RECORDS

The Principal will serve as the Custodian of Records.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

1. DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS CHART

Please see Appendix F. As noted, BayTech's student population is very diverse: 100% of our students qualified for FRPL; 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% RFEP, 7% Special Education students and <1% foster youth.

2. DEMOGRAPHICS AND RECRUITMENT OF DIVERSE STUDENTS

BayTech implements a special recruitment process that successfully achieves a racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. This process involves the following:

- Discussion and distribution of application materials at places where diverse populations may be reached, including community centers, neighborhood meeting areas, and existing schools;
- Distribution of materials in English and Spanish to reach the limited English proficient populations that exist in the target area;
- Employment of bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods;
- Host Open Houses and provide tours of the school;
- Monthly or biweekly public presentations;
- Advertising that includes electronic media, flyers, and direct mail.
- Distribution of flyers at playgrounds, recreation centers and/or sports clubs in our neighborhood;
- Direct mailing to the parents/guardians of 5th and 6th grade children.

BayTech maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data drives additional recruitment measures should the data indicate that the racial and ethnic distribution is not reflective of the surrounding communities. BayTech documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

ELEMENT 8: ADMISSION REQUIREMENT

Governing Law: Admission requirements, of the charter school, if applicable. Education Code Section 47605(b)(5)(H).

DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods,

or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."

ADMISSION REQUIREMENTS

1. SPECIFIC ADMISSIONS REQUIREMENTS

BayTech is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California. BayTech will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

BayTech complies with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605(b) and 47605(d). BayTech will admit all students residing in California who wish to attend on a space-available basis as outlined in Education Code 47605(d)(2). BayTech is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate against any pupil on the basis of the characteristics listed in Section 220. Student diversity is expected to reflect the ethnic and racial balance of people residing within the territorial jurisdiction of OUSD. There is no district residency requirement for the student or for the student's parent or guardian.

BayTech does not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

A written admissions application is required for each student. A student's IEP will never be required prior to participation in any enrollment lottery or as a condition for enrollment. An open application period will be publicly announced each year.

The school will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the school's open application period and lottery dates as well as the District's contact information to access additional information regarding enrollment. As part of the Fall Information Update, BayTech will notify the District in writing of the application deadline and proposed lottery date. BayTech will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Parents/guardians will be encouraged to either attend BayTech workshops or meet with a designated BayTech staff or faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements,

as well as how parents can participate in the activities of subcommittees that help operate the school.

LOTTERY PREFERENCES AND PROCEDURES

1. ADMISSION PREFERENCES

Enrollment preferences in the case of a lottery will be given in the following order:

1. Siblings of existing students
2. Children of employees or board members of BayTech
3. Students residing in District boundaries

No other preferences shall be given.

2. PUBLIC RANDOM DRAWING

If the number of pupils who wish to attend the charter school exceeds the school's capacity, enrollment, except for existing pupils of the charter school, shall be determined by a public random drawing. The public random drawing ("lottery") will take place within three weeks of the closing of the open application period. The school will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend.

The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through various media outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. All waiting lists expire annually at the end of the formal academic year, or as otherwise determined by the Board of Directors. BayTech will maintain auditable records of the above activities.

BayTech will invite District representatives as official observers of the lottery to verify the lottery procedures are fairly executed. The lottery will be video-recorded and the School will keep documents in record including a written statement signed by the principal that identifies the procedures used, details of the event, lists of all applicants and applicants who secured a spot at the School through the lottery.

Notifications of Admission Status

Notifications of admission status will be mailed to all applicants within two weeks of the lottery date. Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order.

If the enrollment packets are not returned within 10 business days from the date of postage, then admission for that student is forfeited. In addition, the School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Students on the waiting list will be notified by phone immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child's place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students' parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

DRL: "In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year"*

ANNUAL AUDIT PROCEDURE

Each fiscal year, the WE Board contracts and oversees the preparation and completion of an annual audit of the school's financial affairs. The Board will be responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Board President is responsible for ensuring that any auditor selected by the WE Board is from the State Controller's list of approved charter school auditors.

The Principal will be responsible for providing requested information to the Auditor, in collaboration with BayTech's back office services provider.

At the conclusion of the audit, the Principal and Board of WE will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and determining how to resolve them. The Board will review and approve the audit no later than December 15.

The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.

The Principal will provide a final copy of the audit to OUSD, OCOE and the CDE as required, by the December 15 annual deadline.

Results of annual independent audits, as well as regular financials reviewed by the Board, will be made available to the District and the public via publicly-noticed and open Board meetings and reports.

ELEMENT 10: SUSPENSION AND EXPULSION

***Governing Law: The procedures by which pupils can be suspended or expelled.
Education Code Section 47605(b)(5)(J).***

The BayTech Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at BayTech. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as BayTech's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook which is sent to each student at the beginning of the school year. The BayTech administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's Office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom BayTech has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension

and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. BayTech will follow all applicable federal and state laws, including, but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom BayTech has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Positive student behavior and improvements will be acknowledged and encouraged. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. *Discretionary Suspension Offenses*

Students may be suspended for any of the following acts when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. *Non-Discretionary Suspension Offenses*

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

3. *Discretionary Expellable Offenses*

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be

taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent/guardian and, whenever

practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed a period of five (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Principal or Principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled either by the Willow Education Board following a hearing before it or by the Willow Education Board upon the recommendation of an Administrative Panel, to be assigned by the Willow Education Board as needed. The Administrative Panel should consist of at least three (3) members who are certificated and neither a teacher of the student or a Board member of the Willow Education Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Willow Education Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- a) The date and place of the expulsion hearing;
- b) A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- c) A copy of BayTech's disciplinary rules which relate to the alleged violation;
- d) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
- e) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- f) The right to inspect and obtain copies of all documents to be used at the hearing;
- g) The opportunity to confront and question all witnesses who testify at the hearing;
- h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

BayTech may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would

subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, Administrative Panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- a) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b) BayTech must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g) If one or both of the support persons is also a witness, BayTech must present evidence that the witness' presence is both desired by the witness and will be helpful to BayTech. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- i) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining

witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- j) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Willow Education Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made

within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a) Notice of the specific offense committed by the student; and
- b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with BayTech.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

- a) The student's name; and
- b) The specific expellable offense committed by the student.

Disciplinary Records

BayTech shall maintain records of all student suspensions and expulsions at BayTech. Such records shall be made available to the District upon request.

Expulsion Appeal

An expulsion may be appealed to the Board of Directors within ten working days and must be submitted in writing to the Principal. The appeal will be considered by the Board of Directors and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied.

The appeal decision of the Board of Directors will be impartial and final. BayTech will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. BayTech shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

BayTech shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves BayTech without graduating or completing the school year for

any reason. The school district notified shall be determined by the pupil's last known address. BayTech shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

Rehabilitation Plans

Students who are expelled from BayTech shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to BayTech for readmission.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Willow Education Board following a meeting with the Principal or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon BayTech's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b) If the conduct in question was the direct result of the LEA's failure to implement the IEP/504 plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, provided that BayTech had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the student to the placement from which the student was removed, unless the parent and BayTech agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then BayTech may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or BayTech believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or BayTech, the student

shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and BayTech agree otherwise.

Special Circumstances

BayTech personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated BayTech's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if BayTech had knowledge that the student was disabled before the behavior occurred.

BayTech shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to BayTech supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the student.
- c) The student's teacher, or other BayTech personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other BayTech supervisory personnel.

If BayTech knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible students with disabilities, including the right to stay-put.

If BayTech had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. BayTech shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by BayTech pending the results of the evaluation.

BayTech shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Outcome Data

Outcome data will be maintained including suspensions, expulsions and expulsion placements, and reinstatements.

ELEMENT 11: RETIREMENT PROGRAMS AND EMPLOYMENT MATTERS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

All full-time teaching employees who are eligible participate in the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. All full-time non-teaching employees who are eligible participate in the Public Employees Retirement System (PERS). Social Security payments will be contributed for all qualifying non-STRS/PERS members. All full-time eligible employees will be covered by the Federal Social Security program.

BayTech will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS and PERS funds as required. BayTech will submit all retirement data and will comply with all policies and procedures for payroll reporting.

The Principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made. The WE Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school. Education Code Section 47605(b)(5)(L).

DRL: "Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA."

DRL: "Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings."

BayTech is a school of choice and no students shall be required to attend. Pupils who choose not to attend BayTech may choose to attend other public schools in their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the district. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in BayTech, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RIGHTS AND RESPONSIBILITIES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

Any employee of an LEA including OUSD, who leaves the employment of the LEA to work at BayTech, shall only have the rights to return to the LEA, to carry over sick/vacation leave rights from BayTech back to the LEA and to continue earning service credits (tenure) at the LEA while employed by BayTech as may be specified by the LEA pursuant to its policies, applicable collective bargaining agreements and applicable law.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

DRL: "Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

DRL: Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the

complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

DRL: "The staff and Governing Board members of BayTech agree to attempt to resolve all disputes between the District and BayTech regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and BayTech except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Principal
Bay Area Technology School
8251 Fontaine St.,
Oakland, CA

To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after

deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

ELEMENT 15: SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(b)(5)(P).

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and

Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.*
- 6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.*
- 7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.*

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE

may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- 1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.*
- 2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.*
- 3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.*
- 4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.*

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.*
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).*
- c. Make final federal tax payments (employee taxes, etc.)*
- d. File its final withholding tax return (Treasury Form 165).*
- e. File its final return with the IRS (Form 990 and Schedule).*

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

ADDITIONAL REQUIREMENTS

REQUIRED NOTIFICATION TO DISTRICT

DRL: "BayTech shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves BayTech without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. BayTech shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

"BayTech shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the BayTech under its disciplinary procedure, as an "expulsion" under the Education Code."

Add the following text and remove any text to the contrary:

"In the case of a special education student, or a student who receives 504 accommodations, BayTech will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

FACILITIES

Add the following text and remove any text to the contrary:

DRL: "If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District."

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of

District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*

- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to

an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) *Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*

- *Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself

from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

DRL: "If BayTech fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."

ADMINISTRATIVE SERVICES

Add the following text and remove any text to the contrary:

DRL: "The District may charge for the actual costs of supervisorial oversight of BayTech not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if BayTech is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

DRL: "BayTech agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- *BayTech is subject to District oversight.*

- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of BayTech.*
- *The District is authorized to revoke this charter for, among other reasons, the failure of BayTech to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit BayTech books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- *Compliance with terms and conditions prescribed in the charter,*
- *Internal controls, both financial and operational in nature,*
- *The accuracy, recording and/or reporting of school financial information,*
- *The school's debt structure,*
- *Governance policies, procedures and history,*
- *The recording and reporting of attendance data,*
- *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

BayTech shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to BayTech. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to BayTech operations is received by the District, BayTech shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by BayTech by law or charter provisions."

FISCAL MATTERS

Add the following text and remove any text to the contrary:

DRL: "Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.*
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,*
- Internal controls, both financial and operational in nature,*
- The accuracy, recording and/or reporting of Charter School's financial information,*
- Charter School's debt structure,*
- Governance policies, procedures and history,*

- *The recording and reporting of attendance data,*
- *Charter School's enrollment process,*
- *Compliance with safety plans and procedures, and*
- *Compliance with applicable grant requirements.*

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Add the following text and remove any text to the contrary:

BayTech/OUSD shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes."

BAY AREA TECHNOLOGY SCHOOL



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A PETITION FOR CHARTER RENEWAL

by
WILLOW EDUCATION
8251 Fontaine St.
Oakland, CA 94605
Phone: (510) 382-9932
Fax: (510) 382-9934

Presented to:
Oakland Unified School District Board of Education

October 4, 2017

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EXECUTIVE SUMMARY & OVERVIEW

Name of Charter School	Bay Area Technology School
Grade Configuration	6-12
Model or Focus (e.g., Blended Learning, Dual Language, etc.)	STEM-themed secondary school
Region and/or Neighborhood	Deep East Oakland (District 7)
Primary Contact (name, email, mobile phone)	Principal Hayri Hatipoglu, hhayri@baytechschool.org, (510) 382-9932
Board Chair (name, email, mobile phone)	Arletta Gray, Board President, danise15715@gmail.com, (616) 780-3679
Affiliated Charter Management Organization (if applicable)	N/A

Bay Area Technology School (“BayTech” or “Charter School”) originally opened in 2004, founded by a dedicated group of scientists and engineers who saw a need for a quality STEM-themed secondary school in Oakland. After eight years in downtown Oakland, in 2012-13 BayTech moved 10 miles to its current home in Deep East Oakland (District 7). In 2016-17 we enrolled 294 diverse students in grades 6-12: 100% of our students qualified for free or reduced-price lunch (FRPL); 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% Reclassified as English Fluent-Proficient (RFEP), 7% Special Education students and <1% foster youth. Our students face intense daily challenges: extreme poverty, including food and housing instability, gang exposure/involvement, high crime rates, substance abuse, domestic violence and more. Many of our students have responsibilities in providing income for their families or caring for siblings, parents and other family members. In other words, BayTech serves extremely “underserved” students, 70% of whom arrive at BayTech at least one, if not several grade levels behind in all core subjects.

BayTech has engaged in a period of self-reflection and deep analysis over the preceding months as we have instituted some fundamental changes in our program, completed the WASC Self-Study process as part of our accreditation renewal (our WASC accreditation is now renewed for a full six years through 2023), and preparation for this charter petition renewal. The undertaking has been insightful and revealing. Our findings have built a framework for the future, providing staff with the opportunity to gather and analyze data to inform our practice and program. Building off of the data analysis and reflective labor, we will make this work a regular part of our school’s development, including through our annual LCAP update and goal setting process.

As detailed in the Charter Petition for Renewal and attached Performance Report, BayTech meets the criteria for charter renewal set forth in Education Code section 47607(b)(4): BayTech’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

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Since our last charter renewal in 2013, BayTech has collectively clarified our overarching and driving goal: We will achieve college and career readiness by improving student performance in reading, writing, math, and by providing a standards-based curriculum emphasizing STEM.

MISSION

Our newly revised mission statement reflects our commitment to our students: *Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century. "It's going to be a great day at BayTech!"*

VISION

Our E.A.G.L.E.S. values define BayTech's distinctive approach to ensuring our vision for how "at risk" students are prepared for post-secondary school and the 21st century workplace:

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Preparing our students to become become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural community.

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The curriculum at BayTech emphasizes collaborative learning, a key factor in fostering a cooperative work ethic. Recent estimates by the US Ce ... [6]

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BAYTECH

Expected Schoolwide Learning Results



- E**ffective Communicators Who Will:
 - Be able to ask and answer relevant, higher level questions.
 - Listen actively to varying points of view.
 - Utilize technology as a tool for learning and communicating.
 - Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations.
- A**cademic Achievers Who Will:
 - Produce quality of work across the curriculum.
 - Be eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
 - Acquire and apply knowledge about new technology.
 - Apply research and analysis skills to form factual, fact based perspectives and responses.
- G**oal-Oriented Students Who Will:
 - Earn a high school diploma and complete A-G requirements for college.
 - Pursue higher education or vocational goals / professional training.
 - Demonstrate time management skills to meet the academic deadline.
- L**ifelong Learners Who Will:
 - Explore a variety of academic, athletic, artistic, and extracurricular areas.
 - Be open to discovery and develop an enthusiasm and interest for learning.
 - Be adaptive to a wide array of professional and cultural settings.
 - Be goal-oriented and understand the importance of continual goal setting.
- E**xcellent Critical Thinkers Who Will:
 - Locate, gather, interpret, evaluate, and analyze data.
 - Define and analyze problems, propose, implement, and evaluate solutions.
 - Apply problem-solving skills to achieve a personal or academic goal.
 - Identify and use resources effectively to gather, communicate, and evaluate information.
- S**ocially Responsible Students Who Will:
 - Be culturally aware and who will be understanding and appreciative of the histories and values of different cultures.
 - Be leaders within their community who contribute to the improvement of life in their school and community.
 - Demonstrate conscientiousness and honesty through personal and academic performance.
 - Has integrity and take responsibility for personal choices and actions.

EDUCATIONAL PROGRAM

BayTech's

comprehensive learning experience is designed to support students through engaging, inquiry-based instruction with hands-on learning presented in ways that are relevant and inspiring.

- Our STEM-focused curriculum is innovative, engaging, and standards-aligned (including humanities and social science). Critical thinking skills are developed through hands-on, inquiry-based activities. STEM education increases science literacy and facilitates the next generation of innovators. Most jobs now and in the future, will require STEM proficiencies.
- BayTech teachers now utilize the Atlas Curriculum Design program, which provides standards-aligned course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more, aligned and in one place. The Dean supports and guides teachers to improve their lessons, identify individual student needs, and differentiate instruction. Teachers are guided by the following standards in curriculum and lesson planning:
 - o Learning objectives are clearly stated for the students.

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Deleted: The curriculum at BayTech emphasizes collaborative learning, a key factor in fostering a cooperative work ethic. Recent estimates by the US Census Bureau indicate that over the next 50 years the population of the United States will reach approximately 420 million²². Minorities will account for about 50% of the total population by 2050. These estimates also indicate that 85% of this increase in population will be the result of immigration from three areas of the world—Asia, Africa, and Mexico/Latin America. Over the next 50 years, it will be essential for people to work cooperatively in a multicultural environment while maintaining core cultural knowledge and values that allow for the development of social capital. ... [8]

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- Exemplars are provided to guide and inform students.
 - Multiple measures are used, including formal and informal formative assessments.
 - Students are given specific and immediate feedback about their learning.
 - Assessment data informs ongoing instruction modification and provides for curriculum revision.
- Small class sizes (26:1) and online/blended learning in a rotational model, facilitated by Edmentum, increase teacher's ability to provide differentiated instruction and intervention for students, including our growing population of ELs. Edmentum's Plato Courseware (300+ middle school, high school and advanced level courses, including credit recovery) supports individualized learning, where students are engaged in their own learning and pacing (e.g., move ahead to more challenging material, replay a lecture, retake a quiz). Data from these programs provide real-time snapshots of student mastery of specific standards-aligned content strands. Technology integration facilitates teachers' provision of a personalized learning environment conducive to targeted academic and social support, as teachers and students work together based on individual and small group student needs.
 - Teachers implement differentiated instruction daily to support students' individual needs (e.g., at-risk, advanced, EL, SPED) and help them learn better; and they collaborate weekly to share experiences and discuss strategies/best practices for individualized instruction, such as integrating multimedia and technology.
 - Data-driven practices and habits are core components in differentiating instruction (i.e., you can't fix what you don't know). Using data to identify and address students' individual learning needs is a school wide priority that is being integrated into PLC meetings, professional development, and teacher instructional practices and activities in the classroom.

Our college preparatory program includes both AP classes and dual enrollment opportunities to equip students with the skills and attributes needed to attend and be successful in college. Our graduation requirements exceed UC/CSU A-G course requirements. Faculty works with students and parents to develop 4-year high school plans, track progress, and plan for college. High school seniors attend college advisory class 4 days/week.

ENROLLMENT PROJECTIONS

Projected Grade-level Enrollment at BayTech					
	Year 1	Year 2	Year 3	Year 4	Year 5
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
6	30	30	30	30	30
7	60	60	60	60	60
8	60	60	60	60	60
9	50	50	50	50	50
10	50	50	50	50	50
11	50	50	50	50	50
12	30	30	30	30	30
Total	330	330	330	330	330

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STUDENT DEMOGRAPHICS

	FRL %	SPED %	EL %
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<u>Demographics</u>	<u>100%</u>	<u>7%</u>	<u>20%</u>
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BOARD OF DIRECTORS MEMBERSHIP

<u>Name</u>	<u>Current Professional Title and Organization</u>	<u>Board Role</u>	<u>Focus/Expertise</u>
<u>Arletta Gray</u>	<u>COO, Adult Educational Technologies (also a parent of a current BayTech student)</u>	<u>President</u>	<u>Non-Profit Management and Finance; parent of current student</u>
<u>Kairat Sabyrov</u>	<u>Postdoctoral Research Scientist at UC Berkeley/Lawrence Berkeley National Laboratory</u>	<u>Treasurer</u>	<u>Recognized Scientist - Science and Research Expertise</u>
<u>Fatih Dagdelen</u>	<u>Engineer, Guttman & Blaevoet Consulting Engineers</u>	<u>Director</u>	<u>Business (holds MBA), Engineering expertise</u>
<u>Arceli De Los Reyes</u>	<u>General Manager, Print & Copy</u>	<u>Director</u>	<u>Management experience</u>
<u>Val Uluk</u>	<u>Software Engineer</u>	<u>Secretary</u>	<u>Engineering expertise</u>

SUMMARY BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
<u>School Name:</u> Bay Area Technology School	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
<u>Number of Students</u>	<u>337</u>	<u>337</u>	<u>337</u>	<u>337</u>	<u>337</u>
<u>Per Pupil Revenue</u>	<u>\$11,429.23</u>	<u>\$11,713.22</u>	<u>\$12,139.50</u>	<u>\$12,139.50</u>	<u>\$12,275.97</u>
<u>State & Federal Grant Funds</u>	<u>\$3,826,651</u>	<u>\$3,922,354</u>	<u>\$4,066,010</u>	<u>\$4,066,010</u>	<u>\$4,112,003</u>
<u>Private Grants / Foundation Revenue / Gifts & Contributions</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>	<u>\$25,000</u>
<u>Other Sources</u>	-	-	-	-	-
<u>Total Revenue</u>	<u>\$3,851,651</u>	<u>\$3,947,354</u>	<u>\$4,091,010</u>	<u>\$4,091,010</u>	<u>\$4,137,003</u>
<u>Instructional Salaries & Benefits</u>	<u>\$1,883,537.13</u>	<u>\$1,968,352.86</u>	<u>\$2,044,025.18</u>	<u>\$2,066,494.19</u>	<u>\$2,131,611.95</u>
<u>Instructional Services / Supplies</u>	<u>\$373,427.65</u>	<u>\$375,450.48</u>	<u>\$377,525.90</u>	<u>\$379,655.29</u>	<u>\$381,840.04</u>
<u>Other Instructional Expenses</u>					
<u>Total Instructional Expenditures</u>	<u>\$2,256,964.78</u>	<u>\$2,343,803.34</u>	<u>\$2,421,551.09</u>	<u>\$2,446,149.48</u>	<u>\$2,513,451.98</u>
<u>Supporting Services Salaries & Benefits</u>	<u>\$507,095.10</u>	<u>\$530,264.21</u>	<u>\$555,467.47</u>	<u>\$551,635.61</u>	<u>\$567,384.67</u>
<u>Purchased Property Services</u>					
<u>Other Supporting Services Expenses</u>	<u>\$810,180.55</u>	<u>\$836,596.04</u>	<u>\$864,421.40</u>	<u>\$891,774.14</u>	<u>\$920,589.70</u>
<u>Total Supporting Services Expenditures</u>	<u>\$1,317,275.66</u>	<u>\$1,366,860.25</u>	<u>\$1,419,888.87</u>	<u>\$1,443,409.75</u>	<u>\$1,487,974.36</u>
<u>Total Expenses</u>	<u>\$3,574,240.44</u>	<u>\$3,710,663.59</u>	<u>\$3,841,439.96</u>	<u>\$3,889,559.23</u>	<u>\$4,001,426.35</u>

NET INCOME	\$277,411.00	\$236,690.15	\$249,570.26	\$201,450.99	\$135,576.66
For any grants or private funds identified above, indicate whether the funding has already been secured and/or any plans to secure future funding. State and Federal funding includes standard LCFF, Lottery, CSFIG, MBG, etc. Local funding includes donation amounts equivalent to prior year receipts.					

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BAYTECH'S TRACK RECORD

As noted above, BayTech serves a significantly disadvantaged student population in Deep East Oakland. Despite the numerous challenges our students face, we are incredibly proud of our accomplishments to date (detailed further in Element 1, below):

- **100% cohort graduation rate in 2016-17**, up from 91% in 2015-16²⁴ and 96% in 2014-15 – all significantly higher than our nearby comparison schools (69% average in 2015-16),²⁵ Oakland Unified (65% graduation rate) and the state (83%).
- **100% A-G completion rate each of the last five years**, again, significantly higher than comparison schools (40-60% averages), OUSD (49-62%) and state (39-45%).
- **83% of our 2016-17 graduates and 90% of our 2015-16 graduates are enrolled in a 2 or 4-year college/university**, including UC Berkeley, UC Davis, UC Santa Cruz, SF State and many more.
- Average SAT scores for the Class of 2017 were 432 in Reading and 433 in Math, up from 372 and 402 the previous year (and comparable to OUSD's 2016 averages of 436 and 443).
- Growth on the California Assessment of Student Performance and Progress (CAASPP/SBAC) tests the past three years, including (preliminary/not-yet-published) 2017 results indicating that:
 - **60% of our 11th graders Met/Exceeded grade level standards in ELA and 33% in Math:**
 - 27% of our 6th-8th graders Met/Exceeded grade level standards in ELA and 36% in Math.
 - Over the past three years, our middle grades students have shown promising growth:
 - ELA Met/Exceeded for the Class of 2021 cohort (the only cohort to take three years of the SBAC tests) went from 17% in 6th grade to 35% in 8th while the percent of Not Met declined from 62% in 6th grade to 32% in 8th grade. The Class of 2022 cohort maintained ELA proficiency at 15%.
 - Math Met/Exceeded for this cohort went from 7% in 6th grade to 30% in 8th grade and Not Met declined from 58% in 6th grade to 49% in 8th grade. The Class of 2022 cohort doubled math proficiency from 12% to 25%.

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Deleted: <#> BayTech has consistently offered an after-school program with a wide variety of programs that support student learning. All students have access to free tutoring in core subjects. Students performing below proficiency in math or English also benefit from the Supplemental Education Services (SES) offered at BayTech. Annual – Organizing school-wide school-wide science fairs in which at least 85 ... [15]

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²⁴ It is important to note that as such a small school, one or two students have a larger statistical impact. In 2015-16, one 12th grade student returned to Mexico due to a family emergency; this is recorded as a dropout. A second student did not complete our graduation requirements in time but did stay on and graduated in 2016-17. These two students resulted in a graduation rate of 91% instead of 100%. Similarly, in 2014-15, just one student did not graduate on time, resulting in a graduation rate of 96%.

²⁵ In order to provide a meaningful analysis of our performance, we have identified the six closest traditional public schools serving the same grades as BayTech: Alliance Academy MS (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12). These schools have relatively similar demographics to BayTech, though with a smaller percentage of FRPL (90% v. BayTech's 100%), higher percent of Hispanic/Latino (64% v. 47%), higher EL (38% v. 20%) and lower RFEP (12% v. 21%), lower percent of African American than BayTech (28% v. 37%) and lower Asian/White/Other (4% v. 14%). (Source: <http://dq.cde.ca.gov/dataquest/>)

- On the Science CSTs, 2016 scores also show that the longer students are at BayTech, the stronger their performance: 20% of our 8th graders and 37% of our 10th graders scored Proficient/Advanced on the Science CSTs.
- In 2016-17, BayTech reclassified 21% of our English Learners, a significant increase from 5% the previous year; 65% of ELs tested “proficient” on the CELDT test in 2017.
- BayTech is fully WASC-accredited through 2023; all core, college-prep courses meet the UC/CSU A-G requirements and our graduation requirements exceed A-G requirements (e.g., 3 years of social sciences, 3 years of science, 1 year of technology and 40 hours of community service).
- In 2016-17, 20% of our students participated in dual enrollment courses at Berkeley City College, Merritt College, and Laney College, including courses such as Calculus, Government and Politics in the U.S., Biology and Chemistry.
- BayTech’s students are engaged and want to be at school – our ADA the past four years has exceeded 95%; suspension rate has ranged from 4-7% over the last four years with just one expulsion (one student in 2014-15 was expelled for possession of a controlled substance and distributing narcotics on school grounds).
- BayTech students now participate in six CIF sports teams (up from one in 2013-14), including Cross Country, Girls Volleyball, Boys Basketball, Girls Basketball, Boys Soccer and Baseball; 30% of our high school students participate on one or more of these teams, maintaining an average GPA of 3.13. In 2016-17, our Girls Basketball and Boys Baseball teams both won the BACSAC Championships. Starting in 2017-18, all student athletes will be required to attend once weekly tutoring during their varsity season to ensure these students are staying on track and continuing to set a strong example for their peers.
- We offer free, high-quality after-school tutoring and activities for all students free of charge. In the past, our teachers led after-school tutoring as well as clubs and sports teams. Starting in 2017-18, BayTech has contracted with Higher Ground to provide comprehensive after-school tutoring and enrichment services four days each week (other than Wednesday early release day). We also have partnered with Boys to Men to provide an engaging mentoring program once weekly for 15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep.
- A comprehensive Counseling Services/Restorative Justice program addresses students’ social/emotional and personal needs (e.g., conflict resolution, peer challenges, bullying prevention). A full-time Counselor supports our most at-risk students with one-on-one and group counseling. School culture and climate have shifted positively in recent years; students have strong relationships with their teachers, adhere to higher expectations, and experience more positive outcomes.
- Our highly qualified teaching staff loves what they do: we’ve maintained a staff retention rate of more than 80% since 2013-14 with three teachers leaving each year.
- Demand for our school is high: in 2017-18 we are fully enrolled with 330 students; we have 130 students on our waiting list for enrollment.

BayTech has purposefully and continuously built a safe, positive, supportive, and respectful culture that nurtures student learning and promotes success despite the many challenges our students face. We have established a strong sense of school pride and community at BayTech – and a critical sense of “belonging” for

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our vulnerable students through school events and a commitment to competitive sports. We require all students to maintain a minimum 2.5 GPA to participate in CIF sports these teams, above the CIF requirements of 2.0. Dances, festivals, food fairs, staff v. student games and assemblies further develop a strong school culture and bonds between staff and students. At our small school, every student is known and valued.

Through an engaging, inquiry-driven approach to learning, our students continuously apply their standards-based knowledge and skills and develop deeper understandings of the material. During school, students are offered extra tutoring by dedicated tutoring staff. Juniors and Seniors are encouraged to mentor students one-on-one to help give guidance; our full-time counselor works individually with students to help with academic, emotional, and social issues. After school tutoring is offered to all students regardless of grade or academic standing, though our students most in-need receive specialized support. Teachers and counselors encourage students to drop in before and after school to receive additional support with curricular and extracurricular needs. When students know they will be supported, they are more likely to come to school.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: *"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners," (Ed. Code § 47605(b)(5)(A)(i).)*

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(5)(A)(ii).)

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements," (Ed. Code § 47605(b)(5)(A)(iii).)

DRL: "In accordance with SB 1290, Bay Area Technology School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all major subgroups identified in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

Bay Area Technology School's pupil outcomes, disaggregated by major subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:"

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Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(A)(ii).

DRL: "If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students."

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

Bay Area Technology School ("BayTech" or "Charter School") originally opened in 2004, founded by a dedicated group of scientists and engineers who saw a need for a quality STEM-themed secondary school in Oakland. After eight years in downtown Oakland, in 2012-13 BayTech moved 10 miles to its current home in Deep East Oakland (District 7).

According to current California law and District policy, a charter school "shall" meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: BayTech's academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).)

As detailed in the following section, BayTech clearly meets renewal criteria for another five year charter term.

A. TARGET POPULATION & COMMUNITY NEED

3. TARGET STUDENT POPULATION.

BayTech, currently serves approximately 330 students in grades 6-12. BayTech's student population is remarkably diverse; in 2016-17 our enrollment included: 100% FRPL; 47% Hispanic/Latino, 37% African American, 20% EL with another 27% RFEP, 7% SpEd and <1% foster youth. (In recent years we have had one or two foster youth each year.)

Enrollment Projections

Projected Grade-level Enrollment at BayTech					
Grade	2018-19	2019-20	2020-21	2021-22	2022-23
6	30	30	30	30	30
7	60	60	60	60	60
8	60	60	60	60	60

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9	50	50	50	50	50
10	50	50	50	50	50
11	50	50	50	50	50
12	30	30	30	30	30
Total	330	330	330	330	330

Student Demographics

	FRL %	SPED %	EL %
Demographics	100%	7%	20%

4. COMMUNITY CHARACTERISTICS; SURROUNDING SCHOOLS DEMOGRAPHIC & PERFORMANCE DATA (SEE PERFORMANCE REPORT IN APPENDIX).

In 2016-17 we enrolled 294 diverse students in grades 6-12: 100% of our students qualified for free or reduced-price lunch (FRPL); 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% Reclassified as English Fluent-Proficient (RFEP), 7% Special Education students and <1% foster youth. Our students in Deep East Oakland face intense daily challenges: extreme poverty, including food and housing instability, gang exposure/involvement, high crime rates, substance abuse, domestic violence and more. Many of our students have responsibilities in providing income for their families or caring for siblings, parents and other family members. In other words, BayTech serves extremely “underserved” students, 70% of whom arrive at BayTech at least one, if not several grade levels behind in all core subjects.

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Recent Accomplishments

Despite the challenges our students face, we are incredibly proud of our accomplishments to date:

- **100% cohort graduation rate in 2016-17**, up from 91% in 2015-16²⁸ and 96% in 2014-15 – all significantly higher than our nearby comparison schools (69% average in 2015-16),²⁹ Oakland Unified (65% graduation rate) and the state (83%).
- **100% A-G completion rate each of the last five years**, again, significantly higher than comparison schools (40-60% averages), OUSD (49-62%) and state (39-45%).
- **83% of our 2016-17 graduates and 90% of our 2015-16 graduates are enrolled in a 2 or 4-year college/university**, including UC Berkeley, UC Davis, UC Santa Cruz, SF State and many more.
- Average SAT scores for the Class of 2017 were 432 in Reading and 433 in Math, up from 372 and 402 the previous year (and comparable to OUSD’s 2016 averages of 436 and 443).
- Growth on the California Assessment of Student Performance and Progress (CAASPP/SBAC)

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²⁸ It is important to note that as such a small school, **one or two students have a larger statistical impact**. In 2015-16, one 12th grade student returned to Mexico due to a family emergency; this is recorded as a dropout. A second student did not complete our graduation requirements in time but did stay on and graduated in 2016-17. These two students resulted in a graduation rate of 91% instead of 100%. Similarly, in 2014-15, just one student did not graduate on time, resulting in a graduation rate of 96%.

²⁹ In order to provide a meaningful analysis of our performance, we have identified the six closest traditional public schools serving the same grades as BayTech: Alliance Academy MS (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12). These schools have relatively similar demographics to BayTech, though with a smaller percentage of FRPL (90% v. BayTech’s 100%), higher percent of Hispanic/Latino (64% v. 47%), higher EL (38% v. 20%) and lower RFEP (12% v. 21%), lower percent of African American than BayTech (28% v. 37%) and lower Asian/White/Other (4% v. 14%). (Source: <http://dq.cde.ca.gov/dataquest/>)

tests the past three years, including (preliminary/not-yet-published) 2017 results indicating that:

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- o 27% of our 6th-8th graders Met/Exceeded grade level standards in ELA and 36% in Math.
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15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep.

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- Our highly qualified teaching staff loves what they do: we've maintained a staff retention rate of more than 80% since 2013-14 with three teachers leaving each year.
- Demand for our school is high: in 2017-18 we are fully enrolled with 330 students; we have 130 students on our waiting list for enrollment.

The following provides more detailed analysis of BayTech's performance over the past four years, with comparisons to the local traditional OUSD schools our students would otherwise attend, as well as District averages.

BayTech Performance Compared to Local Schools

BayTech's most notable strengths include our high graduation rates (100% in 2016-17), A-G completion rates (100%) and college enrollment rates (83%), among other accomplishments noted above.

The significance of these accomplishments is amplified when looking at BayTech compared to the nearby resident schools our students would otherwise attend:

- While Coliseum College Prep Academy had a 2016 graduation rate of 88%, Castlemont HS's graduation rate was 68% and Fremont HS graduated just 50%.
- A-G completion rates at these three high schools ranged from 38-79%.

Notably, while BayTech did have one 11th grade student drop out in 2015-16 (1.6% of the students in grades 9-12) Castlemont had 39 dropouts (12.6%) and Fremont had 71 students drop out that year (15%). Our small, personalized school helps ensure that every student is personally known and supported.

While our SBAC scores leave significant room for improvement, we are pleased with recent growth and the preliminary results of the new initiatives and staffing changes we have implemented.

Preliminary (not yet published) results for 2017 SBACs indicated particularly strong performance for our 11th graders, with **60% Met/Exceeded in ELA and 33% in Math**. In 2016, our 11th graders measured 35% Met/Exceeded in ELA and 15% Met/Exceeded in Math. This matched OUSD results for 11th grade and significantly outperformed our nearby schools:

We of course want to see this continue to grow, but are encouraged that the more time students spend at BayTech, the higher the SBAC results.

Schoolwide, overall growth trends look positive (including preliminary 2017 results):

While the 2016 middle grades SBACs were not as strong, we note that the BayTech's Met/Exceeded rate was equal to the average of the nearby comparison resident schools, and higher than these schools in Math:

Overall, our students perform better the longer they have been at BayTech. As highlighted above, we have seen much higher rates of achievement on the SBACs for our 11th graders than lower grades, e.g., preliminary (not yet published) results for 2017 SBACs indicated particularly strong performance for our 11th graders, with **60% Met/Exceeded in ELA and 33% in Math**. Our Class of 2021 cohort (the only cohort to take three years of the SBAC tests) went from 17% Met/Exceeded in 6th grade to 35% in 8th grade in ELA, and 7% Met/Exceeded in 6th grade to 30% in 8th grade in Math. This data indicates that the longer students are at BayTech, the stronger their performance becomes.

In terms of identifying our students' "best" performance, a comparison of BayTech students to our nearby neighbors and OUSD grade-level averages is illustrative. On 2016 SBACs, the most recent year for which comparison data is publicly available, while performance was significantly lower than preliminary 2017 data indicate, we believe it is important to note that our students' performance was on par with or exceeded our neighboring schools: Alliance Academy Middle School (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12) (collectively, "Comps").

In ELA, BayTech's 15% Met/Exceeded rate matched the average of the nearby Comps and in Math, BayTech's 11% exceeded the Comps by seven percentage points. When breaking out the data by grade spans, our 11th graders' performance is even more impressive:

Notably, Castlemont High School in particular is struggling with just 6% proficiency in ELA and 0% proficiency in Math on the 2016 SBAC. We are confident that once 2017 SBAC data is publicly available, these comparisons will show much stronger performance by BayTech compared to nearby schools, OUSD and state averages.

Compared to their peers at nearby schools, almost all of our statistically significant subgroups realized stronger or comparable performance in both ELA and Math (because our 11th grade class was so small – just 20 SBAC scores for the grade – grade span comparisons are not possible, though as indicated above, our 11th graders’ performance is significantly stronger than our lower grades):

In addition to the SBACs, thanks to our STEM focus, our state testing in Science is also quite strong, particularly for our older (10th grade) students:

Recent Improvements to the BayTech Program

We are continuously improving and strengthening our program, including changing curriculum and implementing more benchmark/interim assessments to track student growth and progress. Improving academic performance on the SBAC – and overall grade-level standards mastery in core subjects -- is a main priority. We have taken a number of steps that are already resulting in increased student achievement, including:

- In 2014-15 we hired a part-time RTI specialist (now full-time) to provide additional support for students not meeting their targeted growth on benchmark assessments. The RTI Specialist works each day with small groups of 4-5 students based on assessment data, providing targeted intervention and support. We are currently seeking to hire a new ESL teacher for 2017-18 to provide dedicated full-time instruction and expertise for our growing EL population.
- In 2015-16, we adopted a rotational model, blended learning approach with new online, interactive curriculum through Edmentum to increase the rigor of the English Language Arts program in particular, and personalization that meets students where they most need development, including for English Learners. We began implementing Chromebook usage in classrooms instead of a dedicated computer lab; each class now has a Chromebook for every student, along with more powerful desktops available for coding and other advanced classes. Our faculty is better able to integrate supplemental and differentiated instructional resources with readings, lectures, videos, music, art, and other materials to deliver content. We provided training for all faculty on using this software and integrating Edmentum into the curriculum; this effort gained strength in 2016-17 as usage of the program increased significantly across classrooms and grade levels. Most importantly, our students now benefit from interactive, personalized online curriculum through Edmentum and starting this year, test prep with Revolution K-12.
- We have adopted several additional assessment tools in addition to ongoing use of NWEA MAP benchmark assessments: Edmentum’s interactive curriculum provides real-time, standards-aligned data for our teachers, Accuaccess online assessments and SBAC interim assessments all provide a rich array of standards-aligned and specific/personalized data about each student, classroom, subgroup and whole school

proficiency and growth over time. Our teachers utilize data from these assessments for increased data-driven decisions that support student achievement. Faculty analyze results and use the data for lesson planning, differentiated instruction, and targeted tutoring.

- In 2016-17 we also adopted the Atlas Curriculum Design program. Atlas enables us to streamline lesson and curriculum plans, providing more time for teachers to focus on student needs and improving academic achievement. Atlas provides standards-aligned course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more, aligned and in one place. Our Dean of Academics reviews teachers' lesson plans weekly online, providing feedback and suggestions. Teachers are able to see one another's lesson plans and collaborate online.
- In the past two years we have made several staffing additions and changes to support student learning and our faculty:
 - In 2016-17, we added a new Dean of Academics position, promoted our former Dean of Students to assume the Vice Principal role (when the previous Vice Principal resigned), and added a Lead Teacher/Curriculum Coach position. The latter resigned the end of the year to pursue a career in coaching other schools, and rather than replace her, our Dean of Academics is assuming several of her responsibilities and we are adding two new positions:
 - In 2017-18, we have added a Testing Coordinator position to help facilitate our faculty's focus on data-driven instruction and student growth. The Testing Coordinator will oversee timely administration of benchmark assessments, collate and disaggregate data, lead data analysis with individual teachers and PLCs, and help coach teachers in using data to differentiate instruction for individual students.
 - As noted above, we have an open search to add a full-time ESL Teacher in 2017-18.
- Our administrative team (Principal, Dean of Academics, Vice Principal/Dean of Students, College Counselor (who is a certified teacher) and two Department Chairs (Humanities and Math/Science)) each visit classrooms to evaluate instructional practices, coach and train teachers and set PD goals. The Dean supports and guides teachers to improve their lessons, identify individual student needs, and differentiate instruction. Through our PLC model, teachers also conduct peer observations and provide meaningful feedback. The teachers and administration remain focused throughout the process on the desired outcome of continually improving student learning.
- Also for 2017-18, we have added three new external partners to support student learning and support our faculty:
 - Our new after-school partner, Higher Ground, is providing tutoring four days each week after school at a ratio of 20:1 for up to 100 students each day through an ASES grant; this supplements bi-weekly teacher office hours each Tuesday and Thursday after school where our teachers are available to meet with individual and small groups of students. Adding Higher Ground now frees up our teachers from daily after-school tutoring commitments, so that Mondays and Fridays will now include collaborative planning time and PLCs after school, in addition to 2-2.5 hours of weekly formal professional development and staff meetings on Wednesday "early release" days. Following tutoring each day, Higher Ground is offering an array of engaging clubs and activities based on student interest to supplement our existing clubs (Student Council and Yearbook/Photography) and varsity sports teams.
 - Revolution K-12 is providing focused test prep support for both SBACs and SATs. In addition to comprehensive online interactive test prep software for these tests, Revolution K-12 is providing in-

person tutoring daily after school for 20 students that our administration identifies as most in need of intervention on the SBACs, as well as two hours of weekly test prep for our entire junior class to prepare them for the SAT. Juniors will take five practice SAT tests on Saturdays throughout the fall.

- o Boys to Men, through a grant they received, is providing a comprehensive mentoring program for 15-20 of our most at-risk male students. (An effort is underway to start a similar program for girls.) This group meets weekly after school on Thursdays.

- Professional development is heavily focused on the effective use of our new tech-based tools to facilitate the use of formative and summative assessments, in and out of the classroom, for data-driven instructional planning and implementation, including differentiation. Monthly grade level and department level meetings facilitate collaborative vertical and horizontal planning with an emphasis on data analysis and differentiation of instruction as teacher exchange “best practices” and collaboratively identify specific student needs across different classes. Teachers receive training individually and in grade and department level groups on the use of assessment data. Additional PD and coaching is planned to help teachers analyze and interpret data, and then use it to identify and address individual student needs.

We also are increasingly focused on our growing English Learner population. Prior to our facilities move in 2012-13, BayTech’s enrollment was predominantly African American with approximately one-quarter Hispanic/Latino enrollment and a small percentage of English Learners (less than 10%). Since the move, our African American population has decreased as our Hispanic/Latino and English Learner populations have increased. In 2016-17, our 58 ELs (20%) included 42 Spanish speakers, 14 Arabic, 1 Vietnamese and 1 Turkish.

	Total # ELs	% of Total Enrollment	%Reclassified
2013-14	16	7%	25%
2014-15	38	15%	6%
2015-16	58	20%	5%
2016-17	58	20%	21%

While several of our newly enrolling EL students each year are recent immigrants to the U.S. and speak little to no English, the number of Long Term English Learners (LTELs) has increased as well. For example, in 2015-16, half of the new 6th grade ELs we enrolled were already designated LTELs, bringing our LTEL total to 26 students. In 2016-17, seven out of 12 of our new 6th grade ELs were designated LTELs, for a total of 32 LTELs.

BayTech has made a focused effort on improving EL proficiency and reclassification rates, resulting in a 21% reclassification rate in 2016-17. In 2016-17, 65% of ELs demonstrated proficiency and annual growth on the CELDT, an increased from 35% in 2015 and 25% in 2014. But more needs to be done. Thus, we are continually implementing strategies to improve our ELD program and ensure structures are in place to help EL students learn to read, write, and speak English.

- New adaptive online curriculum, tech-integration, teacher PD and coaching have been a significant benefit for our EL students. Edmentum’s ESL ReadingSmart supports teachers in differentiating instruction for ELs by enabling them to create customized lessons, collaborate with others, and measure proficiency within the same platform. We also implemented ReadingMate,

which helps EL students develop proficiency in reading (as well as other students needing ELA assistance).

- To increase the progression of EL students, particularly the significant number of LTELs that enroll at BayTech, students who are Level 2 and above receive daily pull-out ELD support with our RTI teacher (who is BCLAD certified) in small groups (and soon will receive dedicated support from an ESL teacher). They also receive supplemental ESL ReadingSmart online curriculum for use outside of school.
- We have offered – and will continue to offer – increased time during teacher PD focused specifically on ELD standards, strategies, differentiation for ELs and data-driven instruction focused on EL proficiency development. During collaborative planning time, teachers discuss differentiation and intervention strategies that support EL student needs, based on data analysis (CELDT/ELPAC, online assessments, and benchmarks). Our EL Coordinator (the Dean of Academics) continuously reviews EL student data and collaborates with the RTI teacher to ensure that individual student needs are being met, particularly for hard-to-serve LTEL students.
- Knowing that peer interactions can have a profound impact on EL’s language development, we encourage our strongest bilingual students to mentor and assist their EL peers through formal and informal tutoring, partnering during class and project-based work.
- A new focus specifically on LTEL students’ unique and challenging needs includes determining what has prevented each of these students from reclassifying (MAP score, CELDT/ELPAC score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action will be created to facilitate each student’s growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan. Once BayTech hires a new ESL teacher, we will determine additional steps we can take to support our LTELs in gaining proficiency through targeted pull-out support/tutoring, online curriculum, test prep and more.

We are confident that this continued focus on data-driven instruction, differentiation and teacher PD/coaching will help us continue to realize growth in the achievement of our students. We believe – based on recent SBAC scores, graduation rates and other data -- that these changes are creating a positive trend that will continue across grade levels and over the years as our students matriculate through BayTech.

Beyond academic success, we also note that our program is strong financially with “clean” audits with no findings every year and a growing reserve in excess of 3% every year. BayTech weathered the great recession and state deferrals – including a major facilities move in 2012-13 -- and is in a strong fiscal position. Enrollment continues to be at capacity with a significant wait list this year for the first time since our facilities move in 2012-13. Parent engagement is increasing, as are stakeholder satisfaction rates. Our governance and operations is also strong, led by an accomplished and experienced non-profit Board of Directors and experienced lead staff.

5. COMMUNITY MEMBERS ON BAYTECH’S BOARD.

Alretta Gray Tolbert, *President*. Gray Tolbert is currently serving as COO of Adult Educational Technologies (AET), a service provider for mild and severely mentally disabled population for 4 Regional (State) Centers. She additionally provides grant writing and consulting support to Community leaders via her agency, BESOREAL Consulting.

Kairat Sabyrov, *Treasurer*. Sabyrov is a Postdoctoral Research Fellow at UC – Berkley and Lawrence Berkeley National Laboratory, author of 12 professional publications and speaker at many prestigious professional presentations.

Fatih Dagdelen, *Director*. Dagdelen is a RF Design Engineer currently working at Fiber-Span. He received his MBA from the New York Institute of Technology.

Arceli De Los Reyes, *Director*. Arceli is the General Manager at Print & Copy.

Val Uluk, *Secretary*. Uluk is a software engineer with extensive experience and management skills. He holds a M.Sc. in Computer Science from CSU, Eastbay.

B. PHILOSOPHY & APPROACH TO INSTRUCTION

6. VISION AND MISSION

Mission

Our newly revised mission statement reflects our commitment to our students: *Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century. "It's going to be a great day at BayTech!"*

Vision

BayTech's vision is defined by our Expected Schoolwide Learning Results, which encompass our definition of an Educated Person in the 21st Century. We believe that educated citizens of the 21st century must have a solid background in math, science, and technology, as well as history and literature. With such knowledge, they will be able to keep up with the rapid growth of science and technology, and be able to contextualize it and understand what it means. Such citizens require a lifelong love of learning that enables them to be self-motivated and competent achievers who can quickly adapt to an ever-changing world. In addition, these educated citizens must be effective communicators, adept at writing and speaking, and committed to the intellectual virtues of objectivity, honesty, critical thinking, and social and moral awareness. Finally, they must be problem solvers who are able to work productively and cooperatively in multicultural environments.

BayTech's educational program is grounded in the belief that our nation's economic future will require a workforce highly-trained in STEM. The comprehensive science education provided by BayTech helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called "scientific habits of thinking," an important component of critical thinking. These beliefs have helped shape BayTech's goals for students, which follow.

7. INSTRUCTIONAL METHODS/STRATEGIES

We believe learning best occurs when students are actively involved in the learning process, have direct experiences with the physical world, and relate those experiences to what they are learning in school.³⁰

BayTech's rigorous, standards-based educational program uses inquiry-based activities to help students acquire core academic knowledge, critical thinking abilities, and problem-solving skills. Our program facilitates the development of communication, interpersonal, and other social skills through writing and oral presentations, which include both collaborative and individual work projects. Furthermore, our program is designed to help students attain organizational and study skills, which are crucial to becoming competent, lifelong learners.

- **Active participation.** Students must be given opportunities to construct their knowledge, sometimes through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, teachers act as facilitators of meaningful learning

³⁰ D. Fortus et al, "Design-based science and student learning," Journal of Research in Science Teaching, v. 41, no. 10, pp. 1081-1110, 2004; S. B. Mertens and N. Flowers, "Middle school practices improve student achievement in high poverty schools," Middle School Journal, pp. 33-43, Sep 2003.

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experiences. Students build on existing knowledge as facilitated experiences help them discover underlying concepts for themselves. This process deepens students' knowledge and stimulates their curiosity and passion for learning. Students learn how to learn, thereby developing the skills to become self-empowered learners.

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- **Personalized learning environment.** Learning best occurs in smaller classes, where students are known by their teachers and instruction is personalized to match individual needs. Harvard University research shows that smaller classes produce substantial improvements in learning: the effect on minority children's achievement was approximately double that observed for non-minority children in the first four years of an experimental program in Tennessee.³² BayTech is a small school with a total enrollment of 300 students. This enables a student/teacher ratio of 26:1, allowing teachers to provide the individualized instruction and attention that help students learn at their own pace – a crucial component in student achievement.
- **Balance between academics and enrichment.** Experiential methods, such as the annual BayTech STEM EXPO, engage students and facilitate understanding of core concepts through hands-on, enriched learning opportunities – helping students connect classroom knowledge to real life situations. Academics combined with enrichment promotes a love of learning and an overall positive feeling about the school experience. Our after-school programs provide a safe place for academic and non-academic enrichment outside the regular school day.
- **Involved parents.** Parent participation is another important element in our educational philosophy. Students whose parents are involved in their education generally have better attendance, higher homework submission rates, higher grades, higher graduation rates and a greater chance of furthering their education. These outcomes are especially true for predominantly minority and/or low-income communities.³³ Recognizing that educational success is best realized when the triad of student-teacher-parent/guardian is in harmony, BayTech strives to foster a collaborative partnership with parents and provide our youth with the support necessary to help them learn and reach their highest potential – intellectually, socially, emotionally, and physically.
- **Service learning.** Engaging in community service projects that are related to the curriculum help students become responsible, civic-minded citizens as they move from adolescence and school to adulthood and society. Students who serve in their communities better understand the importance of being contributing members of society. Therefore, BayTech students are actively involved in various community service projects, such as a food drive for the Alameda County Food Bank, a clothing drive for refugees and community clean-up days.

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C. INSTRUCTIONAL DESIGN

8. OVERALL CURRICULAR AND INSTRUCTIONAL DESIGN AND STRUCTURE OF THE PROPOSED EDUCATIONAL PROGRAM.

BayTech offers a college preparatory, comprehensive learning experience with effective site-based instruction and hands-on learning experiences that are relevant and inspiring for students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction. BayTech provides a supportive and caring environment with small classes and strong student-parent-teacher collaboration. Our programs and policies highlight our deep commitment to graduating students who go on to college. Our program has

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³² F. Mosteller, "The Tennessee study of class size in the early school grades," *Future Child*, Summer-Fall;5(2):113-27, 1995.

³³ Cotton, K., and Wikelund, K. R. *Parent Involvement in Education*. Close-Up #6. Portland, OR: Northwest Regional Educational Laboratory, 1989 (ED 312 030).

four major components, including: [Data-Driven Decision](#), [STEM Focus](#), [Life-Long Learning](#), and [Rigorous Achievement](#).

[Data-Driven Decision](#)

[Data-driven practices and habits are central to differentiating instruction \(i.e., you can't fix what you don't know\). Using data to identify and address students' learning needs is a schoolwide priority that has been integrated into Professional Learning Communities \(PLC\), staff meetings, professional development, and teacher planning and practices in the classroom. BayTech utilizes data from a variety of sources, including assessment and standardized tests. Because California's standardized testing occurs in the spring \(and results are not available for adjustments in the current school year\), our students are tested at the beginning of school and several times thereafter through other standards-based and large-scaled tests. Biweekly staff meetings at BayTech are organized by subject and grade level in PLCs, during which teachers identify learning needs and necessary instructional adjustments based upon the data results. Staff share best practices and discuss issues regarding academic and behavior support for students, such as tutoring, mentorships, Response to Intervention \(RTI\), IEPs/504 plans for students with special needs, homework load, differentiation, grading uniformity, long-term projects, curriculum alignment, and other issues. The meetings facilitate vertical and horizontal alignment of California Common Core State Standards \(CCSS\) and new Next Generation Science Standards \(NGSS\), ensuring no standards are missed.](#)

[Identifying Low-Achieving Students Through Computer-Adapted Tests](#)

[Campus-wide tests measure students' performance levels based upon the CCSS. They also measure analytic ability, critical thinking, synthesis, and other important learning skills. Teachers use these results to identify what content has been learned; diagnose instructional needs; monitor academic growth over time; differentiate instruction; and place students into appropriate courses. Testing provides a valuable resource to identify students for remediation and intervention, but is not used as a basis for promotion. The following assessments are used.](#)

- **[Northwest Evaluation Association \(NWEA\) Measures of Academic Progress \(MAP\)](#)**. NWEA computer-adapted tests, called MAP, are used to evaluate student learning and differentiate instruction accordingly. MAP is administered at the beginning and end of the school year (in English Language Arts and Math) to students in grades 6-11, which enables progress monitoring through to graduation. Test results are received within 24 hours, facilitating rapid diagnosis and lesson planning. Results determine individual student levels, pinpoint where support is needed, and inform instruction. Teachers meet with students to share results and discuss goals for the next MAP test, along with what students must do to achieve them.

[With a large norm reference group \(more than two million\), MAP reports provide highly accurate feedback on student performance. The assessments adapt to each student's ability, measuring what has already been learned, and what still needs to be learned. Within each subject area, student performance can be identified as: 1\) Proficient and growing; 2\) Proficient and not growing; 3\) Growing but not proficient; and 4\) Not growing and not proficient.](#)

- **[Interim SBAC Block Tests](#)**. Interim SBAC block tests are now administered four times a year (before progress reports) in an effort to increase student achievement on the CAASPP. Interim SBAC block tests provide information on student progress on the various sections of the SBAC, along with disaggregated student data. The data help teachers establish targets for student support and track

their progress in preparation for the CAASPP summative test. Results guide differentiated instruction and determine where resources should be allocated to help close the achievement gap.

- **Edmentum Accucess.** We administer this diagnostic exam for reading, writing and math at the beginning of each year. This computer-adapted, online diagnostic assessment test, enables quick identification of a student's strengths and learning needs in reading, writing, and math. Subject specific, the assessment starts with a question at the specified grade level, followed by more questions to determine conceptual understanding; these are adjusted up or down as needed. Once learning needs are identified, the program prescribes content to fill the identified learning gaps. Accucess helps teachers to personalize instruction and enable students to receive more targeted tutoring and academic programming.

Differentiated Instruction

BayTech is well-equipped to meet the needs of a diverse student body with multiple learning styles. In 2015, BayTech entered a partnership with Edmentum, an educational company that provides a variety of online educational programs that support individualized learning for every student, including curriculum, assessment, reading, and intervention tools for teachers and students. BayTech utilizes a rotational blended learning model, where students attend their classes daily, but receive 30% of their direct instruction and homework through Edmentum. Students control their own learning and pacing, which facilitates an individualized learning style. Students can ask questions of their teachers, replay a lecture when needed, and retake a test or quiz to improve. The Edmentum programs utilized include *Plato Courseware*, *Study Island*, *ReadingMate* and *ESL Reading Smart*.

- **Plato Courseware:** Contains over 300 hundred middle school, high school and advanced level courses, including ones for credit recovery. Teachers can offer a wide range of programs from the course list, and students can choose electives and advanced level courses that would not be provided otherwise in a regular school schedule. Students are also able to take credit recovery courses at their own pace to complete their credit deficiencies and improve their grades.
- **Study Island:** Provides a vast test bank tool that teachers can use to reinforce and advance students' learning. Study Island can be used for pre-test, post-test, and benchmark tests.
- **ReadingMate/ESL Reading Smart:** A reading tool for both English Learners and other students. BayTech has been using the ReadingMate tool for SSR (Silent Sustained Reading) hours, and ESL Reading Smart for direct instruction ESL courses for our EL students.

Students are assigned class activities based on their identified levels (as determined by computer-adapted assessments). Additionally, in-class assessments are used to determine students' levels of understanding. The Lead Teacher/Curriculum Coach (added to the staff in 2015-16) helps teachers to identify individual student needs, improve their lessons, and add appropriate differentiation, thus ensuring lessons are accessible to students with various learning differences, diagnosed and otherwise. Teachers differentiate instruction daily per their students' cognitive and social needs, utilizing strategies that include tiered assignments, interest centers/groups, independent projects, flexible grouping, and varying questions.

Students who are achieving substantially below grade level are identified through multiple assessments including: MAP Tests, Edmentum Accucess, interim SBAC block tests. BayTech uses the Edmentum online suite of educational programs to help teachers differentiate instruction for students not meeting their growth targets, including *Plato Courseware*, *Study Island*, *ReadingMate* and *ESL Reading Smart*. Edmentum programs support individualized learning and include curriculum, assessment, reading and intervention tools for

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teachers and students. BayTech incorporates a rotational blended learning model, where students attend their classes daily but receive 30% of their instruction and homework through Edmentum's Plato Learning Environment. This empowers students to take control of their learning and pacing, and supports their individualized learning styles. Students can ask questions of their teachers, replay a lecture, and retake a test or quiz as needed.

Early Intervention

BayTech is committed to helping each student achieve his or her full potential. We identify low-achieving students in the first weeks of the academic year and implement early interventions where indicated. At-risk students are identified through home language surveys, student records, parent and teacher feedback, and assessments, among others. Additionally, the PLCs engage in data-driven activities throughout the year to ensure ongoing proactivity in identifying at-risk students and any requisite interventions. Placements and support strategies are determined through assessment results and parent/teacher recommendations. These may include academic intervention/enrichment classes, EL teaching strategies, appropriate accommodations/modifications, Least Restrictive Environment, and after-school tutoring, among others. For students that struggle academically, an individualized learning and academic intervention plan is developed by the student, parent and teacher. The plan includes benchmarks toward academic progress and proficiency. Academic interventions are targeted and data is used to monitor students' academic progress. Discussion of progress (or lack thereof) occurs during department and grade level team meetings.

Free individual and group tutoring, individual teacher mentoring and support, after-school programs, homework clubs, home visits, motivational guest speakers, parent meetings, university and college visits, and field trips are utilized to support the student and the family in a holistic manner. The Silent Sustained Reading (SSR) period is used for English Language Arts and Math tutoring for students who are not achieving at grade level; students are grouped per ability and needs. Students also attend tutoring during 7th Period. Student progress is tracked through assessments, with the goal of attaining at least one year's academic growth within the school year. Parents are invited to meet with their child's teachers and are encouraged to participate in their child's education; and they are provided with tips and training to help them do so with efficacy.

Resources are used to bolster support for students needing intervention, such as Edmentum Intervention Services, which was purchased to address the needs of students not meeting their target growth on benchmark assessments. In addition, BayTech supports small class sizes, which enhance each teacher's ability to provide individual attention and targeted instruction, and monitor their students' progress more effectively.

Math/ELA Enrichment/Intervention Classes

For students achieving substantially below grade level in math or English, BayTech offers Math/ELA Enrichment/Intervention classes. Teachers use educational materials that provide review and re-teach programs. Edmentum and Khan Academy programs allow teachers to monitor the progress of students who are achieving below grade level through software generated tests and personalized instructional materials (which are based on California CCSS that have not been achieved).

After-School Tutoring

BayTech provides an educational environment that includes individualized academic support through its after-school tutoring program. Starting in 2017-18, BayTech has contracted with Higher Ground to provide comprehensive after-school tutoring and enrichment services four days each week (other than Wednesday

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early release day). We also have partnered with Boys to Men to provide an engaging mentoring program once weekly for 15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep. Also new in 2017-18, all student athletes will be required to attend once weekly tutoring during their varsity season to ensure these students are staying on track and continuing to set a strong example for their peers.

Tutoring is structured to fit each student's needs and maximize his or her potential. Thus, some students may receive tutoring one afternoon a week, whereas others may receive tutoring daily. The tutoring program is open to all students who need or desire assistance, not those who are classified solely as low-achieving. Tutors are available upon request to students performing at or above grade level. Tutoring sessions generally occur after school but may also be scheduled on weekend days, depending on student and parent need. Edmentum's Plato Learning Environment and Khan Academy programs are utilized to provide personalized worksheets adjusted to each student's needs.

STEM Focus

In agreement with the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), BayTech believes that an educated citizen in the 21st century must have advanced skills and understanding to participate and work productively in a technologically-oriented and global environment.

To help students achieve their maximum potential, BayTech provides a rigorous, relevant and college preparatory curriculum. Our educational program emphasizes science, technology, engineering and math (STEM); though it also provides solid instruction in humanities and social sciences to educate the whole child. Our program relies significantly on the innovative use of technology to increase student learning and achievement. In our contemporary era of technology, every school has computers and uses them for educational purposes. However, the important issue is how effectively they are used. Research indicates the use of technology in education will result in "good" learning only through successful implementation.³⁴ Our use of technology with a STEM-focused curriculum includes the following highlights.

- **Technology** is integrated into instruction, bringing new life to the classroom and engaging students in their learning for fully. BayTech provides a high-speed Internet connection throughout its campus, in addition to a computer lab. Beginning in 2015-16, each classroom was equipped with a set of digital devices for students to use on a one-to-one basis. Students are assigned a device number to be used in every single room. When teachers use Edmentum for their classes, students take the device with their assigned number and login with their own individual account. The devices allow students to access all Edmentum programs, Khan Academy, COOLSIS (online information system), Google Drive and Google Docs, and any other online tool utilized by their teacher. Most student assignments are accessible online, outside of school, which has improved communication between student, teacher, and parent.
- **Math** courses provide a comprehensive scope and sequence to address the diverse skills, interests and backgrounds of all learners. Students are assessed for current knowledge and skill level, and placed in the appropriate class. Those with little math background are supported with remediation and intervention. Students with a strong background are provided with enrichment opportunities and advanced courses.

³⁴ Papert, S. & Turkle, S. (1993). Styles and voices. *For the Learning of Learning of Mathematics*, 13, 49 - 52.

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- Science courses immerse students in the scientific method and encourage them to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. Students gain classroom experience in applying scientific inquiry and reasoning to real-world problems, which will provide a clear advantage when they are exposed to issues that require similar thought and reasoning processes as adults.
- **Advanced courses** are offered to spur interest and prepare students for STEM-related careers. Science classes employ technology in laboratory exploration and experimentation. Computer simulations assist in expanding lab opportunities across all grade levels. Teachers use inquiry-based approaches effectively to engage students in the learning process and foster high levels of interest. Students' observations and reflections are the key factors for maximum learning results through hands-on instruction.
- **Critical-thinking skills** are enhanced as students work on inquiry-based activities and projects outside of the classroom. BayTech organizes an annual school-wide science fair and history fair, in which all students participate. Students then move on to participate in regional and statewide science fairs.
- **Instructional aides** are used to spur interest and enhance teaching and learning practices in math, science and technology, as well as basic engineering skills. Skills in programming, physical coordination, and sequencing are developed using these tools.
- **Peer tutoring** challenges both high- and low-achieving students.

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Life-Long Learning

The scale of current economic and social change and the rapid transition to a knowledge-based society are all challenges which demand a new approach to education and training, within the framework of life-long learning. Life-long learning is defined as "all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective."³⁵

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Every student has the potential to learn and excel. However, some students might not realize their potential yet, or have the requisite vision and/or supports in place fully to excel. In August 2017, our partners from Cultura y Bienestar (Culture and Wellness), a project of La Clínica de La Raza in collaboration with La Familia Counseling Service and Tiburcio Vázquez Health Center, provided a comprehensive training for our entire faculty and staff on Trauma with School-Aged Children. We will continue to facilitate teacher training in this area. BayTech's instructional program is designed so that students are surrounded by role models who provide vision and guidance. Students are motivated to focus on their individual learning and gain self-confidence through the discovery of their potential.

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We further provide a comprehensive counseling and guidance program aligned with the American School Counselors Association (ASCA)'s National Model for School Counseling Programs. Bay Area Technology School has hired a full-time support counselor in order to address the student's social/emotional and personal needs. The Counselor regularly refers students and families to counseling, social services and other supports through organizations such as La Clinica, La Familia, Tiburcio Vasquez Health Center, Alameda County Behavioral Health Services, Alameda County Social Services, Berkeley Mental Health Division and the Alameda County Medical Center's Psychiatric Outpatient Services, we aim to incorporate more social-emotional development and support for our students into school life. The Counselor has been working to support students by offering them various opportunities to express their needs and concerns. The counseling

³⁵ Source: http://www.esae.org/articles/2007_08_005.pdf

program works toward building a safe and supportive environment. Students are supported with conflict resolution, peer challenges, and bullying prevention. The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice once a week. Counseling is used as a supportive tool for students but it also serves as a preventative measure to keep students from expressing harm towards themselves and others. Walk ins are open and available to all students if needed. Students who may be struggling with behavior and are having issues with other students are seen by the counselor in order to receive guidance and support to help them make safe decisions. With the help from teachers, parents, and the Vice Principal/Dean of Students; the Counselor strives to ensure an overall safe school environment for all students.

Within the Counseling program, Restorative Justice is being utilized as a tool to help students deal with conflict and as a way to settle their differences within a safe and supportive setting. Restorative Justice meetings are held as needed and are open to all students. Restorative Justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community. This contrasts to more punitive approaches where the main aim is to punish the offender. Restorative Justice focuses on repairing the harm that was done through cooperative processes that include all stakeholders.

For the past four years, Next Generation Momentum Group provides an all-day annual workshop for our middle grades students, focused on empathy, building understanding, bullying and depression issues. This program addresses personal/social, career, and academic needs for all grades, including responsive services and individual student planning.

High Expectations

Numerous research studies have shown that high expectations yield better results at schools. The Every Student Succeeds Act (ESSA) of 2015 requires states, districts, and schools to hold high expectations for all students, teach them to high academic standards, and work to improve outcomes for low-performing groups.

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BayTech expects and strives to support all students to graduate from high school prepared for college and career-ready. The student grade groups at BayTech are named after colleges and universities to normalize the goal of college attendance and encourage students to strive for college acceptance. BayTech expects our graduates to:

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- Attend a four-year college and pursue a career, preferably in STEM fields.
- Possess the qualities and character of educated citizens of the 21st century.

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To ensure students are on a college- and career-ready path, a 4-Year Plan is developed collaboratively with each student at the end of 9th grade. Students and parents meet with the College Counselor and Academic Dean to review the student's readiness for high school and map out the courses he or she will take in high school. This academic plan is reviewed periodically and parents are notified of student progress toward graduation.

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College Preparation and Counseling

BayTech prepares all students to be college and career ready with a rigorous and broad curriculum grounded in the core academic disciplines, but also consisting of other subjects that are part of a well-rounded education. Our programs and policies highlight our deep commitment to graduating students who go on to college. Our educational program focuses on strengthening basic academic skills in middle school, which then build a solid foundation for the college preparatory program offered in our high school. Academic preparation

alone is not enough to ensure postsecondary readiness, but it is essential in establishing a pathway to college, careers, and life in the 21st century. Key features of our college- and career-going culture include:

- [A-G curriculum that fulfills University of California \(UC\) and California State University \(CSU\) requirements \(our graduation requirements exceed A-G requirements\)](#)
- [4-year academic plan that lays out the classes a student will take each year during high school](#)
- [Dual/concurrent college enrollment program supported by Berkeley City College, Merritt College, and Laney College that allows students to receive college credit while at BayTech](#)
- [Advanced Placement \(AP\) Courses](#)
- [Comprehensive college counseling](#)
- [Continuous career counseling, career days, college fairs, college visits, and guest speakers](#)
- [Preparation for college admissions exams, such as SAT classes \(Revolution K12\)](#)
- [Online tool to create a multi-year academic plan and track graduation requirements, with an opportunity to explore careers and colleges. \(Navience\)](#)
- [Individualized one-on-one tutoring sessions](#)

[Students are encouraged to begin thinking about professional opportunities through counseling and exposure to careers. When students are able to identify career areas early, and when the school provides a curriculum that enables them to pursue their interests, their motivation grows.](#)

[Based on parent feedback, we are working to streamline our calendar of college education and awareness events, including college tours to local campuses and on-site visits from college representatives, and provide better advance communications to families about these opportunities. We also are creating a more streamlined and concise 4-Year Plan format that will be more individualized for each student and easier for families and students to understand.](#)

[We also are working to increase our college and career prep activities for students to ensure they are well-prepared for life after BayTech. Our juniors identify potential summer internships and job opportunities and prepare formal resumes and cover letters, culminating with mock interviews with our Vice Principal.](#)

[Home Visits](#)

[Research has shown that one of the keys to successful teaching and learning is creating personal connections with students inside and outside of school.³⁶ Knowing students' outside interests, their families and home routines – and then using that information to connect in meaningful, individualized ways – can reap huge rewards in developing happier, healthier, and more successful youth. Recognizing this, home visits are an important feature of BayTech's education program: to improve student and school performance; and to identify and intervene early with low-achieving students.](#)

[Recently, the Home Visit Program has increased in participation, with more anticipated growth the coming years. This voluntary program encourages teachers and staff \(in pairs\) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. Teachers/staff receive a small stipend for each visit they conduct. These visits have led to a](#)

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³⁶ Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers. BayTech teachers visit students and their parents (on an as-needed basis) in their homes to enhance learning and involvement. Family visits offer invaluable insights about students and can provide greater understanding about their learning styles. Visits also provide information specific to students' emotional and social needs and behavior; for example, if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers learn about students' interests and concerns (e.g., a new hobby, an upcoming trip, a change in the family). One of our science teachers, who is the coordinator of our STEM EXPO program, last year conducted more than 70 home visits; our Dean of Academics conducted 10 home visits for 12th grade students to engage families specifically in conversations about post-graduation goals and plans. Ultimately, we would like to see all students have a Home Visit at least once as a matter of course. BayTech staff uses an "Activity Module" in its school information system (CoolSIS) to plan and record home visits.

Field Trips And Guest Speakers For Motivation

BayTech students go on various field trips throughout the school year. Field Trips offer an exciting way to learn and provide opportunities for students to gain insights and knowledge that cannot be fully gleaned from regular classroom instruction. Field trips are an integral part of our curriculum and are as essential to our program as textbooks, equipment, and other instructional devices and teaching/learning strategies. Field trips bring real-world experience to students and enhance their classroom studies, allowing them to learn in their own way. Whether visiting a research laboratory, a university campus, meeting with scientists or listening to a guest speaker – these experiences can spark new interests and motivate students along the pathway to being college and career-ready, particularly when they meet someone who shares their culture and becomes a role model. While most field trips are related directly to specific, academic curricula, they may also address the need for intra- and inter-personal growth. That is, field trips may sometimes be designed to promote social and emotional development, and to support the "whole" child.

RIGOROUS ACADEMIC ACHIEVEMENT

BayTech's instructional program is rooted in the belief that all students can learn and excel. Toward this end, some students need enhanced academic challenges and opportunities to fully develop their skills and talents. BayTech strives to provide every student with the means to reach his or her full potential. AP classes are offered for advanced students and online resources allow for advanced students to move ahead and find more challenging material.

Advanced Placement (AP) Courses

BayTech offers Advanced Placement (AP) courses depending on student need and interest. AP courses are college-level courses, taught with college textbooks and exams, that give students an opportunity to earn college credits while in high school. Students who pass the corresponding AP exams get college credit for the courses when they enter their freshman year. The following is a list of AP courses BayTech has offered:

- [AP English Language and Composition](#)
- [AP English Literature and Composition](#)
- [AP Biology](#)
- [AP Chemistry](#)
- [AP Physics](#)
- [AP Computer Science](#)
- [AP Calculus](#)
- [AP World History](#)

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- [AP US History](#)
- [AP American Government](#)

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Dual Enrollment

Dual enrollment is a program that allows eligible high school students to enroll in a college course and receive both high school and college credit simultaneously. Dual enrollment eliminates the duplication of coursework between high school and college, allowing students to earn their college degree in less time, save money, and experience the college environment. Junior and senior high school students who have demonstrated academic, personal, and social maturity are eligible to participate. BayTech collaborates with the Peralta College system, including Laney College, Merritt College, College of Alameda, and Berkeley City College. Courses include Statistics, Physics, Human Anatomy, African American History, West African Dance, Japanese and Economics.

9. CURRICULUM SUPPORTS IMPLEMENTATION AND ENSURES STUDENT MASTERY OF THE CA COMMON CORE STATE STANDARDS (CCSS) AND OTHER STATE CONTENT STANDARDS.

The school leadership and faculty of BayTech ensure that all students are provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, academic standards, and goals of the school. While the curriculum concentrates on a hands-on approach to STEM subject areas, the school also provides a solid education in humanities and social sciences to educate the whole child.

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In 2015-16, we adopted a rotational model, blended learning approach with new online, interactive curriculum through Edmentum to increase the rigor of the English Language Arts program in particular, and personalization that meets students where they most need development, including for English Learners. We began implementing Chromebook usage in classrooms instead of a dedicated computer lab; each class now has a Chromebook for every student, along with more powerful desktops available for coding and other advanced classes. Our faculty is better able to integrate supplemental and differentiated instructional resources with readings, lectures, videos, music, art, and other materials to deliver content. We provided training for all faculty on using this software and integrating Edmentum into the curriculum; this effort gained strength in 2016-17 as usage of the program increased significantly across classrooms and grade levels. Most importantly, our students now benefit from interactive, personalized online curriculum through Edmentum and starting this year, test prep with Revolution K-12.

Our curriculum is CCSS-aligned, which establishes consistent and clear education standards that prepare students for success in college, career, and the competitive global economy.

- **Science/Technology/Math (STEM):** BayTech's curriculum immerses students in the scientific method and encourages them to use computers and the Internet to plan and organize projects, hypothesize, analyze data, and draw conclusions from tests they create. In the process, students become self-reliant, independent problem-solvers. In keeping with the STEM emphasis at BayTech, advanced courses are available in these subjects.
- **Language Arts:** The curriculum is literature-based with fluency practice in reading and writing. Conventions of writing are emphasized daily in written homework and lab assignments. Students taking advanced foreign language are encouraged to study works written in that language, e.g., Spanish.

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- o **Writing:** An important vehicle for learning, BayTech students are given frequent writing assignments to reinforce learning and enhance understanding. We believe that every student must be able to express themselves clearly through writing, in every subject. As the common core writing standards³⁷ phrase it, "For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt."
- **History/Social Science:** Courses are inquiry-based; and topics involve real-world problems, with a focus on local current events, history and culture. In accordance with the National Council for the Social Studies,³⁸ social studies courses aim to prepare students to identify, understand, and work to solve the challenges facing our diverse nation in an increasingly interdependent world. Citizenship education helps students acquire and learn to use the skills, knowledge, and attitudes that prepare them to be competent and responsible citizens throughout their lives. Such citizens are informed and thoughtful, participate in their communities, are involved politically, and exhibit moral and civic virtues.
- **Art:** BayTech offers courses and clubs in art, music and technology. Study of the arts is enhanced through its integration into other subjects, such as: *The Physics of Sound and Music*, *The Art of Fractals and Snowflakes*, *Design Elements in Art* (analysis of Marc Chagall's work in Technology courses); *Design on the Frontier* (simulated quilt construction in the eighth grade American History course); *Japanese Papermaking and Kite Design* (World History and Cultures); streamline and deco design (used in automobile styling); and film robots described in science fiction literature (as part of the technology and robotics lab). Students are not just "cultural tourists," but instead become immersed in culture and diversity through daily discussion, projects and guest speaker presentations.

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Teachers develop curriculum maps at the beginning of each school year, defining clearly the course objectives with alignment to California CCSS and students' needs based upon CAASPP and MAP test results. They develop weekly lesson plans that outline: objectives, use of academic language, use of various instructional strategies, and assessments that check for understanding. BayTech teachers are guided by the following standards in curriculum and lesson planning:

- Learning objectives are clearly stated for students.
- Exemplars are provided to guide and inform students.
- Multiple measures are used, including formal and informal formative assessments.
- Students are given specific and immediate feedback about their learning.
- Assessment data informs ongoing instruction modification and curriculum revision.

Teachers post their lesson plans via the Atlas Lesson Planning system (implemented in 2016-17), which allows them to collaborate and view other teachers' plans. Atlas also provides reports of the California CCSS being taught in each class, enabling BayTech administration to verify curricular coverage of the standards.

³⁷ Source: http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

³⁸ Source: <http://www.ncss.or/positions/powerful>

The Dean of Academics meets with each teacher at least once a month for guidance and mentoring; lesson plans are reviewed weekly via the Atlas system, with continuous feedback and revision. The entire Administrative Team works closely with teachers in their PLCs and during weekly early release time to strategize curriculum choices, instructional practices, assessment methods, and reflection on their teaching practice and also helps teachers to identify student needs, improve their lessons, and add appropriate differentiation, thus ensuring lessons are accessible to students with various learning differences, diagnosed and otherwise

As noted above, BayTech teachers meet regularly in departments and grade level PLCs where they share best practices, receive feedback, and collaborate on horizontal and vertical alignment of the CCSS across grades and subjects. Curriculum revision and refinement processes are continuous and collaborative, and are based upon student performance assessments and data. These processes continue in the summer and at the beginning of the school year as part of comprehensive in-service programs.

Teachers design instruction that engages diverse learners in active learning through meaningful, real-world activities. This is accomplished through instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching, and multiple intelligences. BayTech teachers use a wide variety of strategies³⁹ to shape instruction and include: 1) Identifying similarities and differences; 2) Summarizing and note taking; 3) Reinforcing effort and providing recognition; 4) Homework and practice; 5) Nonlinguistic representations; 6) Cooperative learning; 7) Setting objectives and providing feedback; 8) Generating and testing hypotheses; 9) Cues, questions, and advance organizers.

Middle School Curriculum

In grades 6 through 8, students take required core courses in Mathematics, Science, English Language Arts and History-Social Science. In addition, the following courses are offered as part of the comprehensive education program, depending on student need/demand and availability of teachers and resources:

- Languages Other than English
- Visual and Performing Arts
- Physical Education/Health
- Computers and Technology
- Math/ELA Enrichment
- Life Skills
- Other elective courses

High School Curriculum

One of the cornerstones of BayTech's academic vision is that science is a central factor in understanding the world. Science has the power to help students discover interesting and exciting facts about the world, as well as themselves. As a college-preparatory school, BayTech considers the various factors that lead to post-secondary success. BayTech's high school curriculum meets all California State Minimum Course Requirements for high school graduation and the "A-G" requirements of the University of California system. Two reliable predictors are high school achievement in advanced science and math courses, and writing ability.

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³⁹ Marzano, Robert J., Deborah Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement Alexandria, Va.: ASCD, 2001.

Our core high school curriculum offers courses in Mathematics, Science, English, and History/Social Science. In addition, students are required to take:

- [Physical Education](#)
- [Foreign Language](#)
- [Visual & Performing Arts](#)
- [Computer/Technology](#)
- [Electives](#)

High school students also undertake a community service project.

English Language Arts (Core, College Preparatory)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Frameworks*. Teachers engage in vertical articulation, and collaborate with their peers in other subjects to integrate ELA strands into other core classroom learning. All faculty emphasize close reading and informational text, aligned with grade level expectations in the standards. The curriculum is based on state adopted textbooks, online interactive learning via Edmentum's Plato Courseware, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning.

Grades 6-8

In middle school, students are expected to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. Students read rigorous fiction and non-fiction texts, prose and poetry, including Shakespeare in 8th grade. Our faculty continuously differentiates and scaffolds instruction to ensure that each student is able to meet grade level standards, with the goal that all students complete 8th grade at or above grade level in reading.

Students in middle grades, in accordance with CCSS for the grade levels, learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, and self-assess their own writing and analysis. Central to the students' progress in grades 6-8 as they enter secondary education and prepare for high school curriculum is the use of evidence to support a thesis. Our students practice this skill repeatedly while being supported with targeted instruction and intervention.

In addition to reading and writing, ELA and other core subjects include specific emphasis on listening and speaking skills, including students' term-end Presentations of Learning. Students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students have continuous opportunities to practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

Grades 9-12

English 1 [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits]

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This course will provide a foundation and a launching pad for the student's high school career. Skills taught include grammar, punctuation, vocabulary development, sentence structure, paragraph structure and development, essay and memoir writing, public speaking, in depth analysis and discussion of various literary works and through researching informational materials, and reading comprehension, preparing students for a variety of academic challenges. In-depth vocabulary study in preparation for SAT will begin. Literature will include poetry, memoir, drama, short stories, and novels. Students will understand the use of figurative language and complex literary devices; and elements of voice, character, conflict, tone, and theme. Students will write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument, using clear, precise language.

English 2 [Prerequisites: English 1] [Grades: 10th] [Credit: 10 Credits]

Tenth Grade Language Arts at BayTech will use World Literature to focus our minds upon learning of the world and its place in history. Students will develop their skills in reading, thinking, writing, listening, and speaking through in-depth study of world literature in a variety of genres and through researching informational materials. The course of study complements the student's study of world history in the tenth grade. Students will develop their personal vocabularies and demonstrate understanding of word meanings (literal, figurative, denotative, and connotative) and word origins, including words from Greek, Roman, and Norse mythology.

This course will serve as a wide survey course, but preparatory for future survey-style literature courses in both upper division high school classes and college settings. As well, we will be working quite heavily on test preparation with a mind to such as AIMS, SAT, PSAT, and COMPASS tests. During the year, students will read copiously, write critically, and even draft a college entrance essay.

English 3 [Prerequisites: English 2] [Grades: 11th] [Credit: 10 Credits]

Students will read and respond to historically or culturally significant works of American literature, analyzing recurrent themes in depth. Focus is also on characteristics of subgenres (e.g., satire, parody, and allegory, pastoral), analysis of irony, tone, mood, style, voice, imagery, and figures of speech. Readings will trace the development of American literature from the colonial period forward, contrasting major periods, themes, styles, and cultures, as well as philosophical, political, and social influences of each period. Readings will enhance students' study of U. S. history in the junior year. Juniors will have a rigorous composition experience as well as undertake an in-depth study of American writers and literary trends to answer the essential question: How does American Literature reflect and shape the national identity and culture of the United States? Students will write analytical essays and personal responses to the literature read from the genres of novels, dramas, short stories, and poetry. Vocabulary study in preparation for SAT will continue.

English 4 [English 3] [Grades: 12th] [Credit: 10 Credits]

This course will include a survey of British Literature from Beowulf to the Elizabethan Period, use various methods to both read and understand the world view of the writers who wrote during this period. In addition students will be required to do a major project during each term. This course provides accelerated preparation for college by focusing on refining and mastering skills in writing, reading, literary analysis, speaking, and listening. Reading assignments will focus on critical reading skills in mainly British literature. Students will write a variety of papers, ranging from literary interpretation to college application essays. Through the use of selected readings, films, recordings and guest speakers, students will explore answers to the essential question: How does literature reflect culture and self? Class discussion is an important aspect of the course. Students are encouraged to learn by participating in the development of concepts and the

solutions of problems. The student's ability to criticize and analyze will be challenged in term projects/papers, essays, tests, and presentations. Vocabulary study in preparation for PSAT will continue.

AP English Language and Composition [Prerequisites: English 1 + teacher's approval] [Grades: 10th, 11th, 12th] [Credit: 10 Credits]

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The curriculum emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional communication, as well as the personal and reflective writing that fosters the development of writing facility in any context. Students are encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing. The goals of an AP course in English Language and Composition are diverse because the college composition course is one of the most varied in the curriculum. The course often allows students to write in several forms – narrative, exploratory, expository, and argumentative – on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.

AP English Literature and Composition [Prerequisites: English 1 + teacher's approval] [Grades: 10th, 11th, 12th] [Credit: 10 Credits]

An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The pieces chosen invite and reward rereading. Reading in an AP course is both wide and deep. This reading necessarily builds upon the reading done in previous English courses.

Creative Writing: [Elective] [Grade 11] [Credit: 5 credits]

The ability to communicate clearly and effectively in writing is one of the most crucial skills for success in college and the vast majority of workplaces. The ability to convey thoughts, feelings, facts, and opinions through the written word allows for an individual to create plans, collaborate with coworkers and express him or herself. To that end, students engage in writing across a multitude of tasks and prompt to find their voice and create a portfolio of polished and revised writing samples, which can be, used with or on college applications and workplace resumes.

English Language Development/English as a Second Language

In all grade levels, based on their level of English fluency, English language learners will collaborate with their peers in small groups by exchanging information and ideas at the emerging and expanding levels of proficiency. Teacher-led small group discussions cover a variety of topics about myths and legends, poetry, biographies, and current events that emphasize speaking and listening skills. Students will also expand their English vocabulary and reading comprehension by working at their own level and pace using ESL Reading Smart. Students will be required to demonstrate their knowledge by completing reading comprehension tasks using ESL Reading Smart, and participating in fun group activities and games, and producing short literary and informational writing assignments.

Mathematics (Core and College Preparatory)

Learning objectives and outcomes will be aligned to the rigorous CA CCSS mathematics standards. Teachers will use the *Mathematics Frameworks for California Public Schools* for planning and guidance. The goal of the math curriculum is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary and to apply algebraic concepts to problem solving.

Grade 6-8

Grades 6-8 math focuses on developing fluency with solving linear equations, inequalities, and systems. These skills are extended to solving simple exponential equations, exploring linear and exponential functions graphically, numerically, symbolically, and as sequences, and by using regression techniques to analyze the fit of models to distributions of data. Students use problem-solving strategies, questioning, investigating, critical analysis, gathering and constructing evidence, and communicating rigorous arguments to justify their thinking. The curriculum is well balanced among procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and application).

Students in middle grades math study algebraic concepts such as representations of linear, quadratic, and exponential relationships using graphs, tables, equations, and contexts; symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, and expanding exponential expressions; analysis of the slope of a line multiple ways, including graphically, numerically, contextually (as a rate of change), and algebraically; solving equations and inequalities using a variety of strategies, including rewriting (such as factoring, distributing, or completing the square), undoing (such as extracting the square root or subtracting a term from both sides of an equation), and looking inside (such as determining the possible values of the argument of an absolute value expression), and solving systems of two equations and inequalities with two variables using a variety of strategies, both graphically and algebraically. Students also study geometric concepts such as using rigid transformations (reflection, rotation, translation) and symmetry to demonstrate congruence and develop triangle congruence theorems; using coordinates to prove geometric theorems, making geometric constructions (with compass and straightedge), and simple geometric proofs. Furthermore, the following mathematical concepts will also be include in Math Course I: representing of arithmetic and geometric sequences, including using tables, graphs, and explicit or recursive formulas; Using of exponential models to solve problems, and to compare to linear models; using statistical analysis of two-variable data, including determining regression lines, correlation coefficients, and creating residual plots; and developing an understanding of the differences between association and causation, and interpretation of correlation in context.

Grades 9-12

Algebra 1 [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits]

Algebra I includes the introduction of variables, constants, expressions, equations, and functions. The language of numbers is examined. Topics include solving equations, simplifying expressions, understanding order of operations, performing operations with positive and negative numbers, exploring polynomials, factoring, graphing (linear and quadratic equations), working with radicals, and expanding arithmetic knowledge.

Algebra 2 [Prerequisites: Algebra 1 or Math Placement Test Results] [Grades: 10th-11th] [Credit: 10 Credits]

Algebra 2 treats topics that are traditionally covered in second-year algebra, and also covers a considerable amount of geometry. Time is spent developing geometric concepts and writing proof outlines. Students completing this course will have studied the equivalent of one semester of informal geometry. Applications in subjects such as physics and chemistry, as well as real-world problems, are also covered. In this course, students will learn; graphical solution of simultaneous equations, basic trigonometric functions, scientific notation, radicals, conic sections, roots of quadratic equations, including complex roots, properties of real numbers, geometric proofs, factoring, inequalities and systems of inequalities, logarithms and antilogarithms, exponential equations, algebra of polynomials, vectors, algebraic word problems, gas law, set theory, probability.

Pre-Calculus [Prerequisites: Advanced Math or Math Placement Test results] [Grades: 11th-12th] [Credit: 10 Credits]

This is a college level course designed to extend the topics of Advanced Math like principles and applications of exponential and logarithmic functions, systems of equations, trigonometric functions, identities and their graphs, exponential, logarithmic and trigonometric equations. An additional aim of this course is to introduce new topics like Matrices and Determinants, De Moivre's theorem, Arithmetic and Geometric Sequences and the Binomial Theorem, permutations and combinations, the rational Pre-Requisite roots theorem. A graphing calculator is recommended for his class.

Calculus [Prerequisites: Pre-Calculus] [Grades: 10th- 12th] [Credit: 10 Credits]

This course covers all topics in the Advanced Placement Calculus AB and Calculus BC syllabi. The instruction takes full advantage of graphing calculators, using them for visual demonstrations of concepts and confirming calculations. Topics covered include Limits, Derivatives, Integrals, Polar Functions, Continuity, L'Hôpital's rule, Series, Slope Fields. Theory and application are integrated throughout the course. A graphing calculator is recommended for this class.

Computer Programming [Prerequisites: None] [Grades: 9th -12th] [Credit: 10 Credits]

This introductory course in computer programming begins by exploring the concepts of how computers work, how information is stored in memory, and how stored programs allow the user to control the machine. The history of computing and programming will be covered. Number systems key to computer programming, flowcharting, algorithm development, structured programming, and problem solving will follow. The students will then begin basic programming in Java. No prior programming experience is necessary.

AP Computer Science [Prerequisites: Computer Programming (grade B or higher)] [Grades: 9th -12th] [Credit: 10 Credits]

This course emphasizes programming methodology with a concentration on problem-solving and algorithm development. Students should be able to design and implement computer-based solutions to problems in several application areas; to learn well-known algorithms and data structures; to develop and select appropriate algorithms and data structures to solve problems; to code fluently in a well-structured fashion using the programming language Java; to read and understand a large program and a description of the design and development process leading to such a program; to identify the major hardware and software components of a computer system, their relationship to one another and the roles of these components within the system; and to recognize the ethical and social implications of computer use.

History-Social Studies (Core and College Preparatory)

Grades 6-8

BayTech will adopt the new state standards as they are released. In grades 6-8, students understand and apply concepts of cause and effect and evaluation of historical documents, use Internet search engines to find digitized primary historical documents and public domain books, and use critical thinking skills to analyze events in history and make connections between historical events and current world issues.

Our primary curriculum source for Social Studies is the Harcourt middle grades History/Social Science series, along with Edmentum online curricula. Additional primary and secondary resources are chosen by faculty in order to support student investigations into multiple perspectives on historical events and concepts. Teachers provide students with access to primary and secondary historical sources, maps, charts, and timelines from which to draw information about the historical time periods and cultures studied. In teaching social science, teachers use a variety of graphic organizers, charts, and visual aids to support students' developing analytic skills and to assist English Learners. To further increase understanding and motivation, social science is taught with an emphasis on the stories of the groups of people and individual historical figures who particularly impacted their times.

While covering the social science standards, teachers also focus on reinforcing and employing reading comprehension, writing, and listening speaking standards through social science content. For example, students apply reading comprehension and vocabulary strategies to their social studies text and complete assessments in which they demonstrate social studies content knowledge along with writing and speaking standards.

Grades 9-12

World History [Prerequisites: None] [Grades: 10th] [Credit: 10 Credits]

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Specific themes studied will include: The Industrial Revolution, Nationalism, Imperialism and the two World Wars. Students will recognize the relationships of events and people and interpret significant patterns, themes, ideas, beliefs, and turning points in world history. Students will analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that have impacted the way in which people and societies have lived and interacted with each other and their environments.

U.S. History [Prerequisites: Teacher Approval] [Grades: 11-12th] [Credit: 10 Credits]

Students in grade eleven study the major turning points in American history in the Twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth-grade study of global industrialization to understand the

emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

American Government/Economics [Prerequisites: U.S. History] [Grades: 12th] [Credit: 10 Credits]

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Current Events/Social Issues: [Elective] [Grade 11] [Credit: 5 credits]

Social issues affect everyone—they are issues, which revolve around governmental policy and enforcement of laws on the civilian population. These laws and policies can have any number of significant outcomes. They can protect minorities and women from discrimination, regulate drug use, give aid to the poor, provide guidelines for education, and much more. Social issues are often controversial and debated, so having the ability to form an educated opinion on them is an important part of your citizenship. This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, social, and political issues in a respectful, meaningful, and active way. Throughout the term, students will stay up to date on current issues and trends. Because the subject of this class is “contemporary,” topics will vary considerably depending on the current news cycle. Students will be challenged to defend their opinions on many different issues.

Science (Core and College Preparatory)

Our NGSS-aligned science courses are structured to create opportunities for our students to experience science as scientists do by presenting authentic, hands-on problems. Our courses aim to help students develop abstract thinking and problem-solving skills while simultaneously foster curiosity in the way in which the world works. In addition, these courses are designed to foster collaboration, innovation, creativity, and a lifelong curiosity for science.

Grades 6-8

Our middle grades program relies on the Glencoe-McGraw Hill middle grades science series, along with Edmentum online courseware. Students will demonstrate how to apply the scientific method to design controlled experiments in course projects, the ability to analyze and interpret qualitative and quantitative

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data in course projects, how to apply scientific writing skills to communicate conclusions from scientific data in course projects, and the ability to apply scientific knowledge and research to current social and world issues in course projects.

Students explore the nature of science, including the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. Topics in physical science, earth science, and atmospheric science facilitate learning the big ideas in earth, space and physical sciences through experiential learning, project based units and scientific inquiry. Students will do science like scientists do science, with an emphasis on the use of problem-solving and content application to examine current issues in science. The concept of form following function is explored through the study of biological systems and structures; students develop a deep understanding of cellular structure and function, explore basics heredity and develop a sense of the complexity of life. Study of ecology allows students to closely examine the complex relationships between nature and organisms, gain an understanding of how the earth functions as a system, and begin to see the interconnections that exist between organisms. The study of physical science cultivates understanding molecules, chemical reactions, chemical systems through understanding the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms, understanding how food is rearranged through chemical reactions, and understanding the cycling of energy and matter in ecosystems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of ecological processes and the composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy.

Grades 9-12

Biology [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits; Weighted Course *(Grade C or lower will not be weighted)]

Biology is a course that takes a molecular and scientific inquiry approach to facilitate the understanding of the fundamental concepts and processes of biology. Topics covered are based on six themes: the nature of science, systems and interactions, form and function, energy transfer, evolution and the diversity of life. In comparison to the introductory biology course, the curriculum is taught at an accelerated pace and in greater depth. Included in the study of molecular genetics will be a reading of The Double Helix by James Watson. One or two major essays will be written about the book for a major grade.

Chemistry [Prerequisites: Algebra 1] [Grades: 10th-12th] [Credit: 10 Credits]

Chemistry deals with matter, its properties, and the changes that it undergoes. Topics include: atomic structure and theory, properties of gas, solids, and liquids, chemical bonding, and principles of chemical reactions. This course uses an inquiry approach which includes discussion, lecture, laboratory experiments, and demonstrations. This course meets the UC/CSU Lab Science "d" requirement.

Physics [Prerequisites: Algebra 1] [Grades: 11th] [Credit: 10 Credit]

This course is an advanced level of science education for the college bound student who has already demonstrated strong interests and above average academic ability in mathematics and other science subjects. Students must have completed algebra II in order to take this course. The honor physics course is a challenging course and will prepare the student with strong problem-solving skills. In addition, scientific

graphing techniques, vector operations, trigonometry, and preliminary calculus will be integrated throughout this course. Topics include one- and two- dimensional kinematics, laws of motion, energy, circular motion, hydrostatics, heat, electromagnetism, and light. Considerable laboratory investigations are also included in this course with a hope that students appreciate the laws in the universe around us and enjoy this class.

Human Anatomy & Physiology [Prerequisites: B or higher grade in Biology, Teacher Recommendation] [Grades: 10th-12th] [Credit: 5 Credits]

Human Physiology deals with the functional activities of the human as a whole, as well as the individual parts of the body. Included is the study of the different organ systems of man such as digestive, respiratory, circulatory, and skeletal. Special emphasis is placed on the recent developments in physiology and the many feedback mechanisms that operate in the body. This course is recommended for students who desire an extra semester of science and for those interested in medical careers or a better understanding of their bodies.

Astronomy [Prerequisites: Chemistry, Algebra 2] [Grades: 11th-12th] [Credit: 10 Credits]

Astronomy helps students develop a clear understanding of the universe and the Earth's place in it. In Astronomy, students study characteristics and life cycles of stars, formation of the solar system, comparison of planets, orientation and placement of the Earth in the Milky Way galaxy, formation of galaxies, and theories about the formation of the universe. Students will also conduct field and laboratory investigations. In addition, students will learn a rich history of development of our knowledge about the universe. They will use their imagination to wonder and contemplate the meaning and the vastness of the universe. This course will inspire the students' curiosity and yearning for knowledge.

Visual and Performing Arts (Non-Core; College Preparatory)

Grades 6-8

The course is designed for the beginning piano student with less than one year's experience on the instrument. Students will progress at different levels given their aptitude for music. Pieces to be practiced and performed will be assigned at skill levels appropriate for the individual as students are ready to take on new challenges. Students with more experience are welcome and will be given an individualized lesson plan for the course with the same general outline. Adjustments will be made by assigning more skill level appropriate pieces for practice and performance. Basic piano techniques and music theory will be taught and practiced throughout the course. Music history, composer's eras, forms genres utilizing piano and the evolution of the piano will be introduced. The performance of the rehearsed pieces is a very important part of the class. There will be various opportunities for performances throughout the school year.

Grades 9-12

Piano [Prerequisites: None] [Grades: 9th-12th] [Credit: 10 Credits]

This is a beginning level piano class which is centered around classical music from around the world. It involves a sequential course of study with students learning basic sight reading of piano music using traditional music elements. Students will also have the opportunity to explore music history and appreciation by means of studying how music of the past is connected to modern music. In addition, by means of sight reading, students will also learn how music is connected to other academic subjects such as science and math. Students will have opportunities to learn and perform at higher levels within the class with some students performing for school functions.

Digital Graphics [Prerequisites: None] [Grades: 9th-12th] [Credit: 10 Credits]

The Digital Arts focuses on developing technical skill and creative artistry in digital photography, video making and imaging by using computer. Students learn professional software applications (i.e. Adobe Photoshop or equivalent) and apply digital imaging and vector drawing tools. Course projects include digital art studies, retouching, compositing, illustration, identity design, color matching and composition studies, photorealistic imaging, color correction, and art exhibition development.

Health and Physical Education (Non-Core; College Preparatory)

Our health and P.E. program is designed to empower all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive and fulfilling life. Our standards-aligned curriculum is a sequential educational program. It is based on a combination of knowledge acquisition and physical activities undertaken in an active, caring, supportive and nonthreatening atmosphere in which every student is challenged and successful. We aim to provide every student with a variety of physical activities and challenges that will contribute to the development and maintenance of their physical, cognitive, and affective well-being. Ultimately students will be provided with the foundation for making informed decisions that will empower them to achieve and maintain a healthy lifestyle.

Grades 6-8

Students in middle grades receive at least 200 minutes of Physical Education and Health/Wellness learning every 10 days. Daily P.E. class includes a rotation of various traditional sports and physical activities to expose students to a wide variety of activities to help them develop lifelong healthy habits of physical activity. Health/Wellness lessons expose students to a broad range of issues and information relating to the various aspects of personal health, which include the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: nutrition, physical fitness, mental health, stress, weight management.

Grades 9-12

Life Skills/Health [Prerequisites: None] [Grades: 9th-12th] [Credit: 5 Credits]

Life Skills and Health is a one-semester elective course that surveys basic concepts and teaches critical thinking on health and life skills related topics. Students will study health and life issues from the perspective of each physical, psychological, social and environmental health. They will learn skills to promote healthy living in all of these areas and how to set health-centered goals they can carry with them throughout their lives.

The Life Skills and Health Course is based on the California State Content Standards for Health Education, Grades 9-12. According to these standards, there are four major characteristics essential to health literacy. Health-literate individuals are:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues

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- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

Students who complete this course will be health literate individuals who can apply these skills as they grow into adulthood.

World Languages (Non-Core; College Preparatory)

Grades 6-8

This series of courses is designed to teach students about the language and culture of the Spanish and Latin American people. Beginning Spanish (6th grade) emphasizes communication, basic grammar and syntax, and simple vocabulary so that students can read, write, speak, and comprehend on a basic level. Intermediate Spanish (7th grade) enables students to expand upon what they have learned, increasing their skills and depth of knowledge. Advanced Spanish (8th grades) enables students to grow their skills and depth of knowledge further. All three levels of Spanish teach students to appreciate the Spanish and Latin American cultures by acquainting students with art, literature, customs, and history of the Spanish-speaking people. The Spanish classes use the Realidades series of textbooks. The instruction for this series of courses is guided by the National Standards for Learning Languages, which are aligned with the CCSS.

Grades 9-12

Spanish I [Prerequisites: None] [Grades: 9th] [Credit: 10 Credits]

This is an introductory course of the Spanish language. Students will learn how to read, write, and communicate at a beginning level. Students will also be exposed to the cultural differences and similarities of Latin countries in comparison with their own. Students learn grammar and vocabulary based on themes such as friendship, school, sports and leisure activities, food, family, and clothing. Students will perform short dialogues, play vocabulary games, read Spanish passages, and write sentences and short papers. Students will master the use of present tense verbs and be exposed to the past and future tense of verbs. Class meets five days a week, which allows full immersion of the language. Students will learn two more units of vocabulary than the middle school Spanish class does.

Spanish II [Prerequisites: Spanish I] [Grades: 10th – 12th] [Credit: 10 Credits]

The purpose of the course at this level is to reinforce and increase the knowledge of Spanish structures and, at the same time, generate better skills in oral expression. This course is intended for students with a basic knowledge of Spanish and a working acquaintance with at least, fifty percent of the contents of the first level. The grammar exercises at this level will be related to everyday language and conversation. Students will engage in dialogues and practice giving instructions and directions to improve their conversational skills. Different methods will be implemented (audiovisual, magisterial, immersion). The active participation of the students will be highly encouraged. In addition to the cassette tapes and sequential drawings, outside-of-the-classroom interviews will be used to strengthen the students' comprehension and conversational skills. Cultural immersion, cultural differences and historical perspective are addressed within the context of the language study. Cultural events, field trips, games, lectures, readings, films and participation in professional events concerning the student's field of interest are offered.

Turkish I [Prerequisites: None] [Grades: 9th-12th] [Credit: 10 Credits]

This course is designed to introduce the Turkish language to beginning students, to develop oral and written skills for both comprehension and expression. Language skills to be emphasized include: understanding, reading, writing, translation, and speaking.

Turkish II [Prerequisites: Turkish 1] [Grades: 9th-12th] [Credit: 10 Credits]

This course is a continuation of Turkish I. It is designed to improve different aspects of language and writing skills for the second semester students. Objectives are: to improve students' conversational skills, to provide a variety of readings for written comprehension; to develop a good grammar background; to improve listening skills; to introduce students to some examples of Turkish culture.

10. CURRICULAR AND INSTRUCTIONAL MATERIALS

Middle School

<u>ELA</u>	Edmentum Plato Courseware: <i>English 6, English 7, English 8</i>
<u>ELD</u>	<i>ESL Smart Reading (Edmentum)</i>
<u>Math</u>	Edmentum Plato Courseware: <i>Math 6, Math 7, Math 8, Algebra 1</i>
<u>Science</u>	<i>Focus on Earth Science, Grade 6. Glencoe/McGraw-Hill</i> <i>Focus on Life Science, Grade 7. Glencoe/McGraw-Hill</i> <i>Focus on Physical Science, Grade 8. Glencoe / McGraw-Hill</i> Edmentum Plato Courseware: <i>Earth and Space Science, Life Science, Physical Science, Science 6, Science 7, Science 8</i>
<u>History/Social Science</u>	<i>Ancient Civilizations, Social Studies, Harcourt</i> <i>Medieval and Early Times, Social Studies, Harcourt</i> <i>World History, Social Studies, Harcourt</i> Edmentum Plato Courseware: <i>Ancient Civilizations, Medieval History, World History</i>
<u>Spanish</u>	<i>Realidades, Level 1. Pearson Prentice Hall</i> <i>Realidades, Level 2. Pearson Prentice Hall</i> Edmentum Plato Courseware: <i>Spanish 1, Spanish 2, Spanish 3</i>

High School

<u>ELA</u>	<i>Holt Literature and Language Arts: Third Course</i> <i>Holt Literature and Language Arts: Fourth Course</i> Edmentum Plato Courseware: <i>English 9, English 10, English 11, English 12</i>
<u>ELD</u>	<i>ESL Smart Reading (Edmentum-Online)</i>

<u>Math</u>	<u>Algebra 1 Concepts and Skills, McDougal Littell</u> <u>Holt Algebra 2 California</u> <u>McDougal Littell Geometry California Edition</u> <u>Precalculus, Cengage Learning</u> <u>Edmentum Plato Courseware:</u> <u>Algebra 1, Geometry, Algebra 2, Pre-Calculus</u>
<u>Science</u>	<u>Biology, Glencoe/McGraw-Hill</u> <u>Chemistry Matter and Change, Glencoe/McGraw-Hill</u> <u>Chemistry, Holt</u> <u>Physics, Holt</u> <u>Edmentum Plato Courseware:</u> <u>Biology, Chemistry, Physics</u>
<u>History/Social Science</u>	<u>United States Government: Democracy in Action, McGraw-Hill</u> <u>America: Pathways to the Present, Modern American History, Pearson Education</u> <u>Modern World History: Patterns of Interaction, McDougal-Littell</u> <u>Edmentum Plato Courseware:</u> <u>US History, World History, US Government</u>
<u>Foreign Language</u>	<u>Realidades, Level 1. Pearson Prentice Hall</u> <u>Realidades, Level 2. Pearson Prentice Hall</u> <u>Temas: AP Spanish Language and Culture. Vista Higher Learning, 2014.</u> <u>Acilim 1, Dilset Publishing</u> <u>Acilim 2, Dilset Publishing</u> <u>Edmentum Plato Courseware:</u> <u>Spanish 1, Spanish2, Spanish 3</u>
<u>Technology</u>	<u>Programming Basics, Course Technology</u> <u>The Intro to Computer Science in JavaScript, CodeHS</u> <u>AP Computer Science in Java, CodeHS</u> <u>AP Computer Science Principles, CodeHS</u> <u>Edmentum Plato Courseware:</u> <u>AP Computer Science A</u>
<u>Performing Arts</u>	<u>John Thompson's Modern Course for the Piano - Level One, Willis Music Co</u> <u>John Thompson's Popular Piano Solos, Willis Music Co</u> <u>John W. Schaum Note Speller - Book One and Two, Alfred Publishing Co</u>

11. COMPREHENSIVE COURSE LIST.

<u>Subject</u>	<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
-	<u>English 1</u>	<u>English 2</u>	<u>English 3</u>	<u>English 4</u>
<u>English</u>			<u>AP English Literature</u>	<u>AP English Language</u>
<u>Math</u>	<u>Geometry</u>	<u>Algebra 1</u>	<u>Pre-Calculus</u>	<u>Calculus</u>
-	<u>Algebra 1</u>	<u>Geometry</u>	<u>Algebra 2</u>	<u>Pre-Calculus</u>

-	-	Algebra 2	Geometry	Algebra 2
Science	Biology	Biology	Biology	Biology
	Chemistry	Chemistry	Chemistry	Chemistry
	Physics	Physics	Physics	Physics
Social Science	-	World History	US History	American Government
	-	AP World History	AP US History	Economics
	-	-	World History	US History
	-	-	AP World History	World History
	-	-	-	AP World History
PE	PE 1	PE 1	PE 1	PE 1
	-	PE 2	PE 2	PE 2
Foreign Language	Spanish 1	Spanish 1	Spanish 1	Spanish 1
	Turkish 1	Turkish 1	Turkish 1	Turkish 1
	-	Spanish 2	Spanish 2	Spanish 2
	-	Turkish 2	Turkish 2	Turkish 2
Electives	Digital Graphics	Computer Prog	AP Computer Science	AP Computer Science
	-	Piano	Computer Prog	Computer Prog
	-	-	Piano	Piano

12. GRADUATION REQUIREMENTS.

Bay Area Technology School is a college preparatory school and aims to improve student performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEM areas.

Currently, every student must earn a total of 230 semester credits in grades 9 through 12 to receive a high school diploma. Each high school course at BayTech is semester-based and worth 5 credits. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. Credit is awarded on the basis of student participation, mastery of subject matter, and/or attainment of skills.

BayTech offers three different high school diploma types: standard, advanced, and honors. Each diploma has minimum requirements that meet and exceed the state graduation requirements and the "a-g" subject requirements of California's four-year public universities. Students are welcome and encouraged to exceed these minimum requirements.

BayTech math requirements for graduation are threefold:

- Credit requirements: BayTech requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.
- Year requirements: BayTech requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (state requirement) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student

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may take Algebra I in seventh grade, Geometry in eighth grade, and Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

- Course requirements: Students need to complete Algebra I, Geometry, and Intermediate Algebra (Algebra II) before graduation.

BayTech encourages students to engage in community service to develop and demonstrate crucial life skills. This helps students gain “real life” experience and develop responsibility, caring and respect for the community. Therefore, students are required to earn 40 hours of community service before graduation for an advanced or honors diploma. Students may begin to earn these hours once they complete their 8th grade year.

For students to participate in any senior activities, they must have a total of 150 credits at the beginning of the first semester and/or 180 credits at the beginning of the second semester of their senior year. In addition, students must fulfill all the graduation requirements to participate in the Graduation Ceremony.

BayTech Graduation Requirements

	<u>Regular</u>	<u>Honors</u>
<u>History/ Social Science</u>	<u>Three Years</u>	<u>Three Years</u>
	<u>1-year US Hist., 1-year world cultures, 1/2-year American Gov., 1/2-year Economics</u>	<u>1-year US Hist., 1-year world cultures, 1/2-year American Gov., 1/2-year Economics</u>
<u>English</u>	<u>Four Years</u>	<u>Four Years</u>
	<u>English 1, 2, 3, 4</u>	<u>English 1, 2, 3, 4</u>
<u>Math</u>	<u>Three Years</u>	<u>Four Years</u>
	<u>Algebra 1, Geometry, Adv. Algebra or a higher course</u>	<u>Algebra 1, Geometry, Algebra 2, Pre-Cal or Calculus</u>
<u>Science</u>	<u>Three Years</u>	<u>Three Years</u>
	<u>1-year Biology, 1-year Physics, 1-year Chemistry</u>	<u>1-year Biology, 1-year Physics, 1-year Chemistry</u>
<u>LOTE</u>	<u>Two Years</u>	<u>Three Years</u>
	<u>2 years of the same language</u>	<u>3 years of the same language</u>
<u>Visual & Performing Arts</u>	<u>One Year</u>	<u>One Year</u>
	<u>Piano</u>	<u>Piano</u>
<u>Elective</u>	<u>Four Years</u>	<u>Two Years</u>

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	4 years of any electives	2 years of any electives
PE	Two Years	Two Years
	2 years	2 years
Technology	One Year	Two Years
	1 year of digital arts, or 1 year of intro. to prog., or 1 year of AP Comp Sci.	1 year of digital arts, or 1 year of intro. to prog., or 1 year of AP Comp Sci.
GPA	2.00	3.50
AP Course	N/A	Three Years

13. CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

When students need extra help to earn credits, the following supports are provided:

- [Summer Session Credit Recovery](#)
- [Online Credit Recovery \(Edmentum\)](#)
- [Academic Support classes in English and/or Math](#)
- [Tutoring After School or Saturdays](#)

[Students have the opportunity to take summer session credit recovery on campus through in-person classes. For students who need credits for a single course for a single semester, students may enroll and complete credit recovery online through Edmentum, self-paced online “a-g” approved courses reviewed by credentialed teachers. Academic support/intervention classes in English and/or Math are built into the class schedules of students to provide time for students to explore additional concepts and skills in core subjects. Teachers provide tutoring on a regular basis to provide additional time to re-teach concepts, to work on extra practice, to ask questions and prepare the student for reassessment. Students work with the counseling department to choose the best option for the student and family.](#)

[Students not completing graduation requirements by the end of the summer following their 4th year are welcome to continue at BayTech until requirements are met in accordance with applicable state laws.](#)

14. HOW THE SCHOOL WILL ENSURE THAT TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

[School Counselors meet with new transfer students upon enrollment to review transcripts and create an individualized plan for the student, including a course plan to meet graduation requirements. The college counselors use the school information system to keep track of course requirements and track student progress.](#)

15. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION.

[BayTech is fully accredited by the Western Association of Schools and Colleges \(WASC\) through June.](#)

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2023. BayTech will continue to ensure full WASC accreditation.

16. HOW THE CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT THE TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND THE ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS.

In compliance with California Education Code Section 52060(d)(iii), BayTech provides all students and parents/guardians with a course catalog or its equivalent, and informs parents/guardians about graduation and college entrance requirements as well as the transferability of courses to other public high schools. This information is explained in the Student/Parent Handbook, which is distributed to all families upon enrollment through a hardcopy and online. Additionally, BayTech offers a variety of workshops for parents/guardians throughout the year where this information is shared. The workshops are conducted in both English and Spanish.

As noted just above, BayTech has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses are transferable to other local high schools.

17. SUMMER SCHOOL.

BayTech offers a wide variety of classes in English, Math, Social Studies, Science and other subjects during summer school. Summer school is open to any currently enrolled middle and high school student at BayTech. When a student does not meet the promotion standards for his/her grade, the family will get a letter recommending that the student attend summer school. BayTech teachers will teach summer school courses and it will run from 10:00 am to 2:00 pm during June 12th-July 12th. The teachers will be paid for hours and courses they taught. Daily attendance is required in order to pass classes and earn credits. Dean of Academics will be summoning students last week of the school end and schedule them in classes. Any student who received a D or F in any subject can be eligible to the summer school.

18. ACADEMIC CALENDAR & SCHEDULES

The school will offer, at a minimum, the number of instructional minutes set forth in Education Code 47612.5 for the grade levels provided by the charter school. The school calendar will have at least 175 days of instruction. The school will announce its annual calendar before the beginning of each instructional year. Following are the draft instructional calendar and bell schedules of BayTech for the 2018-19 school year.

[Academic Calendar](#)

[Sample Daily Schedules](#)

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BayTech has a six-period schedule. The Period 7 and after-school program are for students who need extra time for tutoring and students who would like to participate in extracurricular activities such as sports.

Regular and Shortened Day Bell Schedules of BayTech

19. TEACHER RECRUITMENT.

BayTech will comply with the Elementary and Secondary Education Act (reauthorized as No Child Left Behind Act of 2001). BayTech will hire teachers that meet the following qualifications:

- California Commission on Teacher Credentialing certificate in accordance with the provisions of the No Child Left Behind (NCLB) Act. Our teachers will be highly qualified in NCLB core academic subjects: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. All “a-g” courses, as defined by the University of California, including the high school technology course ‘Computer Science’ will be taught by NCLB compliant teachers. BayTech will require physical education health teachers, middle school technology teachers, and teachers of any other non-core, non-college preparatory courses to have a bachelor’s degree and competency in a related field as defined by the Title 5 California Code of Regulations, section 6111: In addition to a bachelor’s degree and either current enrollment in an approved intern program for less than three years or a credential in the subject taught, a teacher who meets NCLB requirements and is new to the profession at the middle and high school levels must have passed or completed one of the following for every core subject currently assigned:
 - (1) A validated statewide subject matter examination certified by the Commission on Teacher Credentialing,
 - (2) University subject matter program approved by the Commission on Teacher Credentialing,
 - (3) Undergraduate major in the subject taught,
 - (4) Graduate degree in the subject taught, or
 - (5) Coursework equivalent to undergraduate major.

Appropriate records of credentials held by BayTech teachers and supporting documentation will be monitored and maintained by the School. Credentials will be monitored annually in compliance with state and federal law.

BayTech teachers will be required and expected to:

- Abide by the BayTech staff handbook
- Have ELL authorization if teaching to ELL students
- Be proficient in the use of computers, including but not limited to technology skills to handle BayTech’s Technology Integrated Education (TIE), word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media, and demonstrate strong classroom management skills
- Have knowledge of curriculum and instruction

The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from BayTech. If applicable, the interview process includes, but is not limited to a sample lesson through which prospective teachers’ classroom management skills and subject competency are observed. In addition, teachers’ technology and

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computer skills are tested and BayTech's years of success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process:

- In order to recruit new teachers, the principal will start advertising on frequently visited websites such as <http://www.edjoin.org> and in local newspapers by the beginning of May. Referrals from BayTech's staff and parents will also be taken into consideration.
- The hiring committee will conduct interviews during the months of May through August to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

20. PROFESSIONAL DEVELOPMENT

Over the past two years in particular, BayTech has implemented a reinvigorated focus on targeted teacher PD and coaching – in large part based on teacher feedback -- in order to strengthen teacher efficacy and increase the richness of instruction provided to students; PD offers a high level of support for teachers. PD is heavily focused on the effective use of our new tech-based tools to facilitate the use of formative and summative assessments, in and out of the classroom, for data-driven instructional planning and implementation, including differentiation. Monthly grade level and department level meetings facilitate collaborative vertical and horizontal planning with an emphasis on data analysis and differentiation of instruction as teacher exchange “best practices” and collaboratively identify specific student needs across different classes. Teachers receive training individually and in grade and department level groups on the use of assessment data. Additional PD and coaching is planned to help teachers analyze and interpret data, and then use it to identify and address individual student needs.

BayTech provides ongoing staff development (onsite and off) to strengthen teacher efficacy and increase the richness of instruction provided to students. We offer multiple opportunities for growth, with professional development (PD) occurring at different levels within the school.

In addition to ongoing, schoolwide PD that aims to increase student achievement, BayTech's Administration/Department Chairs assess individual staff needs through formal/informal observations, surveys, and feedback. The following methods inform the selection of PD:

- The administrative team visits classrooms regularly to evaluate instructional practices, which influence PD goals and any additional training needed.
- Teachers visit other classrooms to observe and reflect on effective strategies using peer observation beneficiary forms. This information is then used to develop their own PD plan.
- The Lead Teacher/Curriculum Coach develops an overarching PD plan for the school and guides teachers toward PD that fits their individual interests and goals.

The Administrative Team (Principal, Dean of Academics, Dean of Students,

College Advisor, Lead Teacher/Curriculum Coach, Department Chairs) reviews all this information to determine common staff PD,

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staff needs. The school is organized into Professional Learning Communities (PLC) by grade level and by department, with PD occurring at different levels within the school.

Professional Learning Communities (PLC)

In 2014-15, BayTech implemented a teacher collaboration model that forms the basis of regularly scheduled staff meetings. BayTech has been organized into Professional Learning Communities (PLC) as a way for teachers to work together, support each other's growth and development, and integrate efforts. The PLCs also collaboratively establish improvement goals, learn from each other, and work collectively to identify and address students' instructional and behavioral needs. With the new addition of after-school services provided by outside vendors. Mondays and Fridays will now include collaborative planning time and PLCs after school, in addition to 2-2.5 hours of weekly formal professional development and staff meetings on Wednesday "early release" days.

PLCs work collaboratively to:

- Focus on students' academic and behavioral needs
- Establish team improvement goals and clarify intended outcomes
- Develop common assessments
- Analyze student achievement data
-
- Engage in collective inquiry and action research regarding student learning
- Share best practices and materials
- Promote more engaged, motivated, and successful students with reduced absenteeism

PLCs are intended to transform the school into a community that fosters cooperation, emotional support, personal growth, and a synergy of effort. In combination with the school improvement plans, the answers to the following questions are studied in PLCs:

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- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

As a product of the PLCs, all staff read and utilize educational literature to make informed recommendations for school and system-wide improvements at BayTech. The staff produces an annual reading list recommended by the PLCs. The following literature have been recently added to the reading list: *Failure Is Not An Option*, *Classroom Management That Works*, *How To Differentiate Instruction In Mixed-Ability Classrooms*, and *Teach Like A Champion; 2.0*.

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School-wide Meetings and Professional Development Activities

Administrative Meetings

The BayTech Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. Additional members of the Executive Administration Team include the College Advisor, Lead Teacher/Curriculum Coach, and department chairs who attend monthly. The Resource Teacher and Office Manager participate as needed. Additionally, the Department Chairs meet with the Dean of Academics biweekly for the PLC and Department Level/Grade Level meetings.

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General Staff Meetings

BayTech staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

Department Chair meetings are held monthly. These meetings are held the week prior to the department meeting to review and complete the agenda.

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Department Level Staff Meetings

All teachers meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Align curriculum vertically
- Analyze student achievement data (MAP, CAASPP, ELPAC, etc.)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

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Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Chair Meetings

Two Grade-level Chairs (one each for high school and middle school) meet monthly. These meetings are usually held the week prior to the staff grade level meetings to review and complete the agenda for the grade level staff

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meeting.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing best practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English/history/math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level-wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings

BayTech staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in-service program.

Summer In-Service Programs

BayTech holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. A teacher workshop/summer in-service program is held in August for about two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations

BayTech believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms (as well as one off-campus observation per semester) to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. The information captured in these forms are used subsequently to create tailored PD plans for individual growth.

Formal Observations/Evaluations

All teachers are observed in the classroom by Department Chairs, the Administrative Team and the Lead Teacher/Curriculum Coach. A rubric guides observation and allows for the development of constructive feedback. BayTech's formal teacher evaluation program is comprehensive and includes a review their

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students' academic performance. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each [evaluation](#).

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Lead Teacher/Curriculum Coach

BayTech employs a Lead Teacher/Curriculum Coach to develop an overarching professional development plan for the school, while guiding teachers toward PDs that fit their individual interests and professional goals. This position includes the following tasks:

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- [Observe each teacher a minimum of one time per month](#)
- [Meet monthly with each teacher as a mentor](#)
- [Facilitate monthly observations between teachers](#)
- [Facilitate one off-campus observation for each teacher each semester](#)
- [Review lesson plans and curriculum mapping and give feedback](#)
- [Research, plan, develop, and implement professional development strategies](#)

Walkthroughs

BayTech administration/Department Chairs make regular walkthroughs in each teacher's classroom. [These](#) quick and informal [visits provide](#) teachers [with](#) immediate and constructive feedback in specific areas to improve instruction and student learning.

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Beginning Teacher Support and Assessment Program (BTSA)

BayTech provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college-level teacher preparation with classroom application.

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Scheduled Professional Development

[Beyond common PD days, all staff are encouraged to attend external PD based on their subject areas, goals, and interests. The Professional Development PLC manages and shares a list of free and low-cost seminars and webinars; stipends are available to pay for low-cost PDs. BayTech supports teacher PD by reimbursing for workshops \(with pre-approval\). Additionally, all administrators are sent to a variety of PD seminars and conferences for not only their own development, but also to bring back information, instructional techniques, STEM curricula, and best practices for the teaching staff.](#)

BayTech partners with the following PD Conferences as part of our Master Professional Development Plan for providing the best STEM education available to Oakland's inner-city youth:

- **National Charter Schools Conference:** Based on organizational need, aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS).
- **California Charter Schools Association (CCSA) Conference:** Based on organizational need, aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference.
- **Charter Schools Development Center (CSDC):** Based on organizational need, aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute.

- **Association of California School Administrators (LEAD symposiums):** BayTech sends the Lead Teacher to attend workshops specifically designed for focusing professional development on STEM and CCSS.
- **BayTech Professional Development days:** BayTech Professional Development Days are held for a minimum of one full day each semester. Issues such as student achievement data, differentiated instruction, intervention, and departmental collaboration among teachers are discussed.
- **Edmentum (PLATO/Study Island):** All teachers attend training and professional development on the use of blended curriculum models utilizing Edmentum’s slate of curriculum and educational tools.

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Deleted: <#>Accord Institute for Education Research (Accord): All BayTech faculty and administration attend the Accord Institute’s annual Teacher and Leadership Workshop. .
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Other professional development programs that BayTech considers when developing its professional development calendar include:

- College Board’s Workshops and Seminars
- Association of Latino Administrators and Superintendents Conference
- National Council of Teachers of Mathematics Conference
- National Science Teachers Association Conference
- National Council of Teachers of English Conference
- California Council for History Education Conference
- California Science Teachers Association (CSTA) annual PD program
- California Association of Mathematics Teacher Educators Conference

Additionally, professors and professional teacher trainers from local and other universities and institutions are identified and invited to conduct professional development activities at BayTech.

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Deleted: conducts ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to

D. SCHOOL CULTURE

21. CULTURAL VALUES FOR THE SCHOOL.

Students are introduced to core BayTech values (Effective Communicator, Academic Achiever, Goal-Oriented, Lifelong learner, Excellent critical thinker, Socially responsible) during orientation. All stakeholders are informed of the school’s diverse environment preparing students for college and career readiness. Our diversity is celebrated as strength throughout the school year: Cultural Food Fair, Hispanic Heritage Assembly, Black History Assembly, Middle Eastern Assembly, etc. Students are reminded of the positive character traits required to be successful at BayTech and beyond over daily announcements, character banners in the hallway, and positive reinforcement in the classroom. Teachers are trained to discipline students with dignity and lead by example when modeling intellectual importance and social development in and out of the classroom. By teaching acceptance and tolerance students feel welcome at BayTech recognizing their heritage, culture, and traditions are acknowledged here. This leads to positive academic performance when students feel they belong. Continuing to build a culture of care and support prepares students for the challenges and outside influences impacting their education in District 7.

BayTech will practice the following exercises on a daily basis to ensure a positive school culture continues to thrive.

Positive Greeting: BayTech teachers and admin will greet each student every morning. This helps set the tone for the school day. All staff will meet students at the door before pupils enter the classroom.

- Vice Principal will check dress code compliance in every room each morning.
- Smile and greet staff and students by name and learn how to pronounce their names correctly.
- Model the behavior expectations you have for students
- Get to know people and build relationships with them. The more we know a person, the more we understand them and empathize with them

Anti-Bullying Campaign: Bullying prevention and intervention policies and practices are reviewed constantly to ensure all staff are aware of district policy and are trained in how to identify, intervene and report.

- Ways to respectfully communicate with one another.
- Conflict resolution. Conflict Resolution Education resources are available to educators.
- Many Restorative Practices programs also teach mediation or provide trained mediators to schools.

Steps for Anti-Bullying:

- Focus on the solution
- Educate people on the signs
- Teach Self Esteem
- Establish Safe Havens
- Get Involved

Recognize Stress/Trauma: Teachers are trained to recognize trauma and report troubling behavior to administration/counselor. Systems are in place to report bullying, refer students for counseling and how to engage in difficult conversations with students.

- Trauma-informed practices. Ensure all staff members are aware of resources or training opportunities to help them identify students who need extra help. The American Psychological Association has several resources to assist educators such as “How to Talk to Children about Difficult News and Tragedies.”
- Restorative community-building practices. Both students and staff participate in restorative practices.

College Going Culture: School leadership is committed to building a college going culture. A college-going culture helps all students set and achieve high goals and generates other important values:

- Appreciation of academics
- Desire to succeed
- Drive to attend college and become a lifelong learner

Grade levels are given college names (6 – UC DAVIS, 6 – UC IRVINE) instead of labeling (6-A, 6-B) for their academic ability. College nights are held frequently to inform all stakeholders on important testing dates, financial aid, application deadlines, and preparation for future high school years. Accepted students are highlighted in the school on a large bulletin board. Student’s names are announced during the morning announcements to build pride and recognize achievement.

22. EXTRACURRICULAR ACTIVITIES

BayTech is proud to offer Varsity competitions to our high school students. Currently, students may choose to participate in Boys/Girls Basketball, Girls Volleyball, Boys/Girls Soccer, Cross Country and Baseball. We are members of the Bay Area Charter School Athletic Conference (BACSAC) and participate in the CIF- Oakland Section. These extracurricular activities occur seasonally throughout the school year. Our Athletic Director oversees the programs. Program funding comes from fundraising or donations.

F. STUDENT ENGAGEMENT & SATISFACTION

According to recent survey results and our WASC self-study process during the 2016-17 school year, students most like:

- the small school environment at BayTech
- positive rapport with their teachers, who care about and notice their success, and are there to help them if needed
- the positive environment promoted by BayTech
- increased athletic offerings, added student council, and mock job interviews/resume builder exercises.

23. STUDENT ATTENDANCE

BayTech will continue to meet a 95% ADA rate as outlined in our LCAP. The goal is to maintain this percentage and ensure high rates of attendance, especially for habitually tardy and truant students. By making attendance a priority, our target of 95% will be achieved. BayTech will examine factors contributing to chronic absences by securing student and parent perspectives. The target rate will be communicated to parents and students during orientation and throughout the school year. Students will be met with positive supports instead of punitive actions. BayTech will partner with community service agencies to help parents carry out their responsibility

In the event BayTech does not reach the identified attendance goal a new strategy will be developed. An attendance team will be created to review the previous strategy and assess its impact. The team must engage all stakeholders and determine an appropriate course of action.

BayTech will monitor attendance issues such as chronic absences via CoolSIS. An attendance report is shared with the Vice Principal on a weekly basis. This information is reviewed and phone calls, emails, personal letters, and if necessary, home visits will be utilized to address chronic attendance.

24. DROP-OUT RECOVERY.

Students at-risk of dropping out or in need of recovery are given multiple supports.

- Providing students with instruction targeted to their learning styles and holding students accountable for achievement.
- Preparing individualized student learning plans and following or refining them.
- Conducting early and persistent evaluation of student progress and engagement in school and addressing problems as they arise.
- Conducting home visits.

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G. COMMUNITY SCHOOL: ONGOING FAMILY INVOLVEMENT & SATISFACTION

25. PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS

More than just a Science Fair, BayTech's STEM EXPO offers a place to students to exhibit their work in an entertaining environment, while presenting learning opportunities for students, parents, and community members. The STEM EXPO includes expert presentations (Google, TESLA, Chabot Science Center), STEM educators, real scientists and professors from local universities (UC-Berkeley, Stanford, Laney, Peralta) and interactive events. We allow BayTech students and local schools (Rudsdale, ISP, Key Academy) in partnership with BayTech, are invited to experience an innovative environment of hands-on science, technology, engineering, and math. The STEM EXPO enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

BayTech partners with the following community programs to enhance our students' education and build lasting community relationships between our students and their community:

East Bay College Fund

NextGen

American Association of Yemeni Students and Professionals (AAYSP)

East Bay Food Bank

Accord Education

Beats, Rhymes, and Life

Alameda County Community Food Bank

Rainbow Recreation Center East Oakland

International Rescue Committee

26. ENGAGING FAMILIES IN THE SCHOOL'S CULTURE

Bay Area Technology School promotes active parent involvement with school activities, governing and decision-making processes, and student achievement. Parents support student academics via conferences with their teachers and administration. Parents are actively involved supporting our extra-curricular activities and award ceremonies.

BayTech Parent Club is a parent organization that meets biweekly and organizes school and community wide social events and fundraising activities. The Parent Club is led by a parent board consisting of the Parent Club President, Vice-President, Secretary, and Treasurer. BayTech appoints both a Teacher and Student Liaison to confer with the Parent Club Board in order to facilitate communication between the stakeholders.

Since the inception of our Charter, BayTech has always encouraged parental involvement, however, since forming the Parent Club, we have seen a significant increase in parent participation, student excitement, and community interest. Parent Club participation has increased from the original five members in 2012 to having more than twenty actively participating members in the 2015-16 school year. Through their dedication, Parent Club has helped make BayTech's Harvest Festival and Cultural Food Fair annual traditions and part of the BayTech culture.

We strongly believe that when parents are engaged in our school – including participating in activities on campus – they see that BayTech is a safe and engaging school community. This not only can negate transfers

due to concerns about safety, but also encourage families who are changing residence to ensure their child stays at BayTech. The following new efforts are being made:

- New communication strategies are being used to try to capture parents' attention. Last year, rather than email parents about Back to School Night, teachers personally contacted parents in their classes by phone. This resulted in more than 200 parents attending, representing 51% of our families – the previous two years were just 40% attendance. We have begun distributing flyers about important news and events to parents as they drop off their children, rather than sending flyers home with the students.
- The Vice Principal has instituted breakfast/coffee meetings the first Tuesday of each month as a means of informally talking with parents, soliciting feedback, and providing information about school programs. Attendance at these sessions has been growing.
- Building on the momentum of last year's WASC and LCAP process, during Orientation Sessions in August 2017, the Vice Principal specifically encouraged parents to volunteer to participate in ongoing discussions about school programs and policies. Already more than 20 parents have indicated interest in participating this year in regular discussions. We are looking to formalize this structure into an Advisory Council for school leaders.
- The Parents Club, described in more detail below, has gained new energy and increased attendance at monthly meetings, helping to spur new interest in parent volunteerism.
- The Home Visit Program has also increased in participation, with more anticipated growth this coming year. This voluntary program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. Teachers/staff receive a small stipend for each visit they conduct. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers. One of our science teachers, who is the coordinator of our STEM EXPO program, last year conducted more than 70 home visits; our Dean of Academics conducted 10 home visits for 12th grade students to engage families specifically in conversations about post-graduation goals and plans. Ultimately, we would like to see all students have a Home Visit at least once as a matter of course.

H. SPECIAL POPULATIONS: IDENTIFICATION, REMEDIATION, & ACCELERATION

27. SPECIAL EDUCATION

Special Education Program Overview

BayTech shall comply with all applicable requirements of federal and state laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and the Americans with Disabilities Act ("ADA").

BayTech shall implement a Student Study Team Process ("SST"), a regular education function, to monitor and guide referrals for Section 504 and Special Education services. The facilities to be utilized by BayTech shall be

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accessible for all students with disabilities. All students will be given equal access to BayTech regardless of disabilities. BayTech will not discriminate against any student based upon disabilities.

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BayTech shall continue to be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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Each school year, during which BayTech operates as an arm of OUSD for special education purposes, BayTech understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the District shall provide BayTech with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education (FAPE).

BayTech reserves the right to apply to any Special Education Local Plan Area (SELPA) in the state to operate as a local educational agency (LEA) within the SELPA. If BayTech chooses to leave the OUSD SELPA, BayTech will give a written one year notice of its intent to leave the OUSD SELPA as required by California law. If BayTech is admitted to a SELPA, and submits evidence of such admission to OUSD, BayTech shall be designated as an independent LEA in accordance with Education Code Section 47641(a) and will adhere to all the requirements of being an LEA. If BayTech does become its own LEA, it will be responsible for hiring the necessary special education personnel to provide all services needed to the special education students attending BayTech. BayTech agrees that any change in the School's SELPA affiliation shall require written notification to and approval from the OUSD.

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BayTech shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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BayTech shall be solely responsible for its compliance with Section 504 and the ADA.

Section 504 of the Rehabilitation Act

BayTech recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of BayTech. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

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A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education.

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This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language, along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the Plan, and continued eligibility.

Services for Students under the IDEA as a Public School of the District Pursuant to Education Code Section 47641(b)

BayTech and OUSD shall annually and in good faith, negotiate and enter into a written agreement to clearly identify the respective responsibilities of the BayTech and the District in providing the special education funding and services. The specific manner in which special education and related services will be provided and funded are set forth in a Memorandum of Understanding, delineating the respective responsibilities of BayTech and the District, which shall be reviewed annually. BayTech and the District shall comply with the terms of the MOU.

BayTech pledges full compliance with the IDEA and Education Code provisions regarding special education as well as all OUSD and SELPA policies as they relate to special education.

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BayTech shall be deemed a public school of the District for special education purposes. A child with disabilities attending BayTech shall receive special educational instruction or designated instruction and services, or both, at a level equivalent to a child with disabilities who attends another public school of the District. The District shall work with BayTech to ensure that all children with disabilities enrolled in BayTech receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

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BayTech and the District intend that BayTech will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals providing services to the BayTech shall be appropriately credentialed under California and federal law.

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To the extent that the District provides special education services to BayTech, the District and BayTech agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, IEP development and modification, and educational services) in a manner consistent with their allocation between the District and its local traditional public school sites. Where particular services are generally provided by staff at the local school site level, BayTech will be responsible for providing said staff and programming; where particular services are provided to the Charter School by the Central District Office, those services will be made available to BayTech in a similar fashion.

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Similarly, BayTech and the District intend that they will jointly ensure all students entitled to services under the IDEA and Education Code Section 56000 *et seq.*, will receive those services. If needed, due to limited special education staff, the District may seek out contracts with other school districts, or companies, or organizations to serve BayTech students.

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To the extent that the District provides special education services to BayTech, it shall be responsible for providing all services to all students of BayTech regardless of their school district of residence. BayTech commits to informing the district of residence as well as OUSD when a student with exceptional needs has enrolled in or enrolls from BayTech.

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Student Study Team ("SST")

BayTech will have a Student Study Team as part of the general education program and as part of the IDEA child search/find requirements, as a vehicle of exhausting all general education possibilities before a student is referred for a special education evaluation by BayTech personnel. However, the SST shall not be used to delay assessment of a pupil after parent request.

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Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education

staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized. BayTech shall assure that all students with disabilities are identified, located and evaluated in accordance with applicable law. Instructional staff will be instructed about the characteristics of special education handicapping conditions and referral procedures.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

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Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

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IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law unless otherwise agreed upon by BayTech and the parent/guardian. BayTech shall, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs shall be knowledgeable of the content of the IEP.

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A copy of each IEP shall be maintained at the BayTech school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

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If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

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IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

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The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts and assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Professional Development Re: Special Education

BayTech shall conduct ongoing in-services for special education. During the summer in-service training, a school psychologist shall train the entire BayTech staff on services and programs related to students with learning

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disabilities. Additionally, a special education teacher shall train the staff on IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers shall attend workshops and trainings provided by OUSD, in addition to a resource conference to hear from experts in the field of special education. Additional support shall be offered to teachers through the Special Education PLC via the SpEd PLC chair. The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing IEPs
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans

Beyond the August sessions, BayTech shall conduct quarterly training sessions on special education, implementing best practices from around the country while paying heed to California and federal laws.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for

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determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students though the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education’s encroachment upon the District’s general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District’s unfunded special education costs (“encroachment”). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School’s pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Most Appropriate and Least Restrictive Programs

BayTech will comply with the federal requirement of offering and maintaining the least restrictive environment (“LRE”) for students with disabilities. This means that, to the maximum extent appropriate, children with disabilities are educated with non-disabled children. Special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of accommodations, modifications, and related services is no longer reasonably calculated to provide a free appropriate public education.

Response to Intervention

BayTech has RTI teacher that the teacher is to provide support to classroom teachers in the implementation of Response to Intervention. The RTI teacher implements strategies in direct interaction with students to ensure that all children can achieve at grade level. Methods used includes, but will not be limited to implementation of the District’s adopted content area programs, and the implementation of intervention programs to assist children who do not master grade level skills from first instruction. The RTI teacher also provides support for the implementation of English Language Development services for English Learner students.

BayTech identifies low-achieving students and other students with special needs in the first weeks of the academic year, and implements early intervention where indicated.

To narrow the achievement gap for low-achieving students, specialized strategies are implemented during school hours and in the after-school program. Low-achieving students are given individualized support by their teachers and the school administration. The school also works with the students’ parents to provide motivational support to their children at home. Targeted English & Math intervention classes are offered during elective periods to students who are not achieving at grade level. On an as-needed basis, a Student Improvement Plan (SIP) is prepared with the involvement of the recommending teacher, the Dean of Academics, and the student’s parents. Such SIPs include subject-related readings, additional homework, and mandatory after-school tutoring.

BayTech offers a customized after-school program to all its students depending on their academic achievement level, as depicted in the Figure below. Individual and small group tutoring, as well as homework clubs, are available. Students identified as low achieving attend intensive obligatory after-school programs tailored towards each student’s needs. This specialized strategy provides the opportunity for struggling students to master the relevant subject’s content standards. Low achieving students’ progress is quantitatively

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measured through MAP, [Accucess](#), and [other](#) tests, with the goal of attaining at least one year's academic progress within the school year.

Students demonstrating adequate improvement [advance](#) to a satisfactory level, where they [participate in](#) moderate tutoring sessions and various [recreation](#) opportunities, such as [clubs](#) and community trips. For low-achieving students who [continue](#) to [struggle](#), the homeroom teachers may decide to include them in different recreational activities to promote [interest in learning](#). The teacher [monitors academic improvement](#) [regularly](#) through in-class assessments. Parents [are](#) informed of their student's academic progress during this process via parent-student-teacher meetings and [access to student grades and progress reports](#) through the online school information system.

28. [GIFTED/TALENTED STUDENTS & ACADEMICALLY ADVANCED STUDENTS](#)

BayTech offers a broad range of academic learning opportunities to high-achieving, gifted, and talented students. Our students are engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities are supported by the school staff, volunteer college and graduate students, and parents. Funding for these endeavors is provided partially by the school and through grants, donations and fundraising.

High-achieving students [may](#) learn computer programming and [engage in](#) science fair projects. Besides recreational after-school clubs, [advanced study groups in STEM areas](#) [are](#) available for high achieving students.

[As noted above, AP courses, dual enrollment courses with local community colleges and other opportunities ensure our gifted and advanced students are appropriately challenged.](#)

I. SPECIAL POPULATIONS: ENGLISH LEARNERS

BayTech will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL). BayTech will implement an EL Master Plan which includes the following components:

- [Initial Identification, Assessment, Parent Notification, and Placement of English Learners](#)
- Implementation and Programs
- [Monitoring Student Progress](#)
- [Staff Qualifications & Professional Development](#)
- [Evaluation of Program Effectiveness](#)

[BayTech uses California State English Language Development Standards as ELL content in the classrooms. The California English Language Development Standards \(CA ELD Standards\) Implementation Plan identifies major phases and activities in the implementation of the CA ELD Standards throughout California's educational system. The plan describes the philosophy of and strategies for the successful integration of the CA ELD Standards that align to the California Common Core State Standards for English Language Arts and literacy in History/Social Studies, Science and Technical Subjects \(CA CCSS for ELA/Literacy\) to address English language and literacy skills English learners need in key content areas.](#)

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BayTech provides in-class learning opportunities for every EL student, including access to teachers and resources that accommodate individualized instruction. Faculty evaluate student assessment data (CELDT/ELPAC) and classroom performance to tailor instruction to meet ELA proficiency expectations.

Teachers use multiple strategies to deliver the curriculum to ELs, and technology has been instrumental in this regard. One-on-one access to computers, coupled with online curricular resources available in multiple languages, enable teachers to use readings, lectures, videos, music, art, and other materials to deliver content to EL students. For example, ESL ReadingSmart supports teachers in differentiating instruction for ELs, enabling them to create customized lessons, collaborate with others, and measure proficiency within the same platform.

To increase progression of EL students, Level 1 students receive individualized ELA programming through ReadingSmart with a certified teacher to guide them; Level 2 and above receive ELD support in the general education classroom, with the supplemental ESL ReadingSmart online curriculum. Teachers utilize ELD standards-aligned assessment systems to inform instruction, establish priorities (for department/grade level meetings and PD), and provide tools for accountability.

Based on the assessment results and the EL Coordinator's evaluation, English Learner students are placed in either the **Structured English Immersion Program** or **Mainstream English Instructional Program**. Students who perform below the 30th percentile in the Reading and Language Usage sections of the MAP test and/or at CELDT levels 1-3 will be placed in the Structured English Immersion Program. Students who perform above the 30th percentile rank and/or at CELDT levels 4-5 will be placed in Mainstream English Instructional Programs.

Structured English Immersion (SEI) Program: This program is designed to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible. Following are the components of this program:

- Additional 50 minutes (daily) of structured English Language Development (ELD), during the Enrichment blocks of the schedule, will be provided through Specially Designed Academic Instruction in English (SDAIE) methodology, utilizing standards-based materials and supplemental materials.
- Inclusion: All EL students will continue to receive regular 50 minutes of ELA classes daily
- Access to instruction in all curricular areas aligned to content standards
- Differentiated instruction in reading, writing, math, science, and social science
- Cooperative learning activities, conducted in English, in all classes to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English
- After-school programs and tutoring
- Collaborative learning experiences through club projects

Mainstream English Immersion Program

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. Students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

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BayTech's EL plan provides a content-based EL program during whole class instruction. Teachers draw on the EL components of the Language Arts curriculum. During whole class instruction, teachers utilize materials within the curriculum and engage students by using thematic planning and [Specifically Designed Academic Instruction in English](#) ("SDAIE") strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers create an educational environment that fosters language acquisition through content-based lessons. Small group intervention is provided. All teachers will be trained in SDAIE techniques.

Teachers work on simplifying classroom materials using SDAIE methods in a predominantly English speaking setting. When needed, teachers work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

Teachers employ the following strategies to help their students:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (verb-subject-object). Avoid the passive tense and compound and/or complex sentences. Avoid negative phrasing in questions, such as "which answer is not?" and "all of the above except."
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Write homework assignments on the board.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using pictures, objects and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Class structure may be adjusted to help ELs.
- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student "buddy" in another grade.
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Professional Development Re: Needs Of ELs

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All teachers providing specialized academic instruction for EL students at BayTech must hold a CLAD or BCLAD credential, or other CDE certification that authorizes teaching to English Learner students. BayTech funds CLAD programs for all teachers.

Professional development topics include EL intervention strategies, differentiated instruction, and using pedagogical strategies effectively. These continue to be revisited in our regular PD with staff. In addition, all staff have external opportunities to participate in PD workshops and trainings specific to their needs.

Faculty works jointly at grade/department level meetings (bi-weekly) to identify students with academic challenges, exceptional needs, and/or behavioral issues (including ELs). Student achievement data and assessment results are analyzed by staff and the Response to Intervention (RTI) model aids in identifying the level of support that each student needs. Strong commitment, communication, and collaboration helps ensure students' needs are identified and addressed.

BayTech staff are required to:

- Implement the ELD curriculum consistently with fidelity, as outlined in the English Learner Master Plan
- Differentiate instruction daily during core classes, using research-based strategies and SDAIE methodology, to ensure students can access grade-level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction
- for progress towards minimum expected benchmark achievements
- Maintain contact with students' families and keep them apprised of their children's progress,

Identification

After a student enrolls in BayTech, the School utilizes the Home Language Survey (HLS) to determine if a language other than English is spoken in the student's home. Prior to completing the HLS, parents are informed of its purpose and use, and notified that their child may be given an assessment to measure their English language proficiency level.

Assessment

If a language other than English is spoken at home, students are evaluated in the following ways:

- NWEA MAP test is administered in the first two weeks of school (with results arriving in 24 hours) to determine their English proficiency level.
MAP tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills have been mastered and which skills need remedial support.

Teachers use the reports to create standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. They use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning is part of the

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professional development that occurs prior to the start of school (and is then ongoing throughout the year).

The School's administrative team analyzes the data and makes inferences, and student performance data is shared with the school team for further study. Using teacher feedback, observations, and inferences from the student performance data, the team collaborates to create an action plan that will include recommended student placement and support strategies. This plan is implemented throughout the school, as well as during tutorial sessions.

- **ELPAC test** is administered within thirty⁵⁷ days of enrollment (and at least annually thereafter between July 1 - October 31, until re-designated as fluent English proficient) – unless the school has proper documentation of a student's re-designation as Fluent English Proficient. (The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.)

The ELPAC is also used for the annual assessment of each student's ELD level, along with scores on the California Assessment of Student Performance and Progress Test (CAASPP) in English-Language Arts (ELA), teacher observation, and optional parent input as secondary factors.

Parent Notification

BayTech notifies all parents of its responsibility for ELPAC testing and also of the corresponding results (within thirty days of receipt from publisher). The ELPAC is used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

Placement

Based upon the assessment results, the School administration, EL Coordinator, and the Response To Intervention (RTI) coordinator determines the most appropriate placement and support strategies, with the help of the student's parents and teachers.

Assessment of Progress

BayTech uses NWEA MAP assessment data, CAASPP data, and ELPAC results to evaluate the success and effectiveness of our EL program, as well as the growth of ELs. Our administrative team evaluates assessment data at the school level, and are required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and core curriculum through SDAIE and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and SDAIE instruction or support are being delivered in the manner outlined in the English Learner Master Plan
- Identify, design and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct

⁵⁷ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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any inconsistencies with the Master Plan

- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and SDAIE and/or primary language instruction or support
- Ensure that interventions are designed and delivered, consistent with the Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, and EL progress monitoring

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ELEMENT 2: MEASURABLE STUDENT OUTCOMES & ELEMENT 3: METHOD TO MEASURE PROGRESS

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Ed. Code §47605(b)(5)(B).

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"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." Ed. Code §47605(b)(5)(C).

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DRL: "In accordance with SB 1290, BayTech pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

BayTech's pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:"

Charter School to insert pupil outcomes in compliance with Education Code section 47607(b)(5)(B)].

Add the following text and remove any text to the contrary:

DRL: "[By July 1, 2015, and annually thereafter]: BayTech shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual."

DRL: "Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.

- The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.”
- DRL: “Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, BayTech will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.”
- DRL: “If BayTech does not test with the District, BayTech hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.
- Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.”

To better serve the students and the community, BayTech will continue to examine and update the following list of measurable student outcomes over time to reflect the school’s mission, as well as any changes to state or local standards that support our mission. Should any changes to the measurable pupil outcomes be made, BayTech will submit those changes to the OUSD as an update to the charter.

The following tables include summaries of measurable student outcome goals, core academic skill goals, and goals for lifelong learning and interpersonal skills. Measurable outcomes and assessment tools in each of the academic areas of the curriculum are important for tracking student progress and provide key data about the efficacy of BayTech’s academic program. This data is used to drive decisions about overall program development, as well as inform ongoing curriculum modifications and allocation of resources.

The principal, staff, and teachers of BayTech will be held accountable by the Board of Directors for meeting student outcome goals. Benchmark skills and specific classroom-level skills will be updated annually.

29. COLLECTIVE MEASUREABLE PUPIL OUTCOMES

The following two tables include BayTech’s MPOs for 2013-15 and 2015-17:

<u>Measurable Pupil Outcomes</u>	<u>Instrument</u>	<u>Target</u>	<u>Progress</u> <u>2013-14</u>	<u>Progress</u> <u>2014-15</u>
Academic Performance Index (“API”) growth	<u>API reports</u> <u>(annual)</u>	Meet or exceed the API growth in the year prior to charter renewal or two of the last three years prior to renewal.	<u>Not Available</u>	<u>Not Available</u>

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Adequate Yearly Progress ("AYP")	AYP reports (annual) MAP Tesing (new)	<p>1. Meet or exceed AYP targets in the year prior to charter renewal or two of the last three years prior to renewal.</p> <p>2. Schoolwide target proficiency rates for AYP in ELA; 2013-14: 52%, 14-15: 57%, 15-16: 63%, 16-17: 69%, 17-18: 77%.</p> <p>3. Schoolwide target proficiency rates for AYP in Math; 2013-14: 49%, 14-15: 54%, 15-16: 60%, 16-17: 66%, 17-18: 73%.</p> <p>MAP: %60 growth for each class from Fall to Spring</p>	<p>1. No</p> <p>2. 45.8% ELA / 44.9% MATH</p>	<p>1. Not Available</p>
Similar school API ranking	API reports (annual)	Rank 6 or better on the similar school API ranking system each year with an ultimate goal of 8 in the year prior to charter renewal.	MET 2013 SS Rank: 7	Not Available
Schoolwide CST performance	CST reports	6-10% increase of Proficient or Advanced on CSTs each year (or 30% increase from 2012-2013 to 2016-2017).	Not Available	Not Available

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CAHSEE passing rate	CAHSEE reports (annual)	1. CAHSEE passing rate of at least 81% during the first test administration of the year (10th grade) prior to charter renewal; 2013-14: 77%, 14-15: 78%, 15-16: 79%, 16-17: 80%, 17-18: 81%. 2. CAHSEE passing rate of at least 90% by the end of 12th grade.	1. PARTIALLY MET Math: 81% ELA: 71% 2. MET 100% of 12th graders passed CAHSEE	1. PARTIALLY MET Math: 84%, ELA: 68% 2. MET 100% of 12th graders passed CAHSEE
Graduation rate	School enrollment & graduation records (annual)	Graduation rate of no less than 90% each year	4-Year Cohort Graduation: 77%	MET 4-year Cohort Graduation: 96%
Dropout rate	School enrollment & graduation records (annual)	Dropout rate of no more than 3% each year	Cohort Dropout: 4.5% (ONE student)	MET Cohort Dropout Rate: 0%
Student attendance rate	ADA rate (monthly), Daily attendance reporting via SIS (daily)	Average daily attendance rate of at least 95%	MET 95% ADA	MET 95% ADA
Student suspension rate	CDE records (annual) Suspension reporting via SIS (daily)	Suspension rate of no more than 5% each year. (The number of suspensions divided by the number of enrolled students).	MET 5%	MET 4.2%

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English Learner (EL) performance	CELDT reports (annual) CDE records (annual) School records (annual)	1. 65% of ELs will advance one overall performance level on the CELDT prior to charter renewal; 2013-14: 61%, 14-15: 62%, 15-16: 63%, 16-17: 64%, 17-18: 65% 2. 65% of ELs at overall Early Advanced performance level on the CELDT who are enrolled in BayTech no less than one year will be reclassified to fluent English proficient (RFEP) each year.	1. 17% 2. 86% Reclassified	1. 42% 2. 50% Reclassified
Science fair participation	Science fair registration logs Grade reporting via SIS	At least 90% of students will do a science project and 70% of those will score a 4 or 5 on a 5 point rubric.	MET 90% participation in Science Fair MET 82% scored 4 or 5 on a 5-point rubric	MET 90% participation MET 85% scored 4 or 5 on a 5-point rubric
After-school participation	After-school sign-in logs ASES reporting	At least 45% of students will regularly participate in after-school programs each year with an attendance rate of at least 90% for the year.	MET 68% of students participated; MET attendance rate of 91%	MET 92% of students in grades 6-9 participated; MET attendance rate of 92%

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Measurable Pupil Outcomes for Bay Area Technology School		
Bay Area Technology School	Annual Update (2015-16)	Annual Update (2016-17)* SBAC data for 2017 is based on preliminary/not-yet-published data
STATISTICALLY SIGNIFICANT	Hispanic/Latino: 127	Hispanic/Latino: 137

<p>SUBGROUPS: For purposes of MPOs, all subgroups are "statistically significant" if they have 30 or more students, with the exception of Foster Youth, which is statistically significant with 15 or more students.</p>	<p>Black/African American: 114 White: 30 English Learner: 58 Low-Income: 276 SpEd: 15 Foster Youth: 2 Homeless Youth: 1 TOTAL ENROLLMENT: 284</p>	<p>Black/African American: 110 White: 31 English Learner: 58 Low-Income: 294 SpEd: 19 Foster Youth: 1 Homeless Youth: 0 TOTAL ENROLLMENT: 294</p>
<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 50% percent.</p> <p><i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i></p>	<p>2015: 23% 2016: 15%</p>	<p>MET 2015: 23% 2017: 33% In just TWO years, ELA proficiency grew 10%.</p>
<p>By the end of the charter term, for each statistically significant student group, "increase the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC by at least 10% or achieve a level of 40% (ELs) or 50% (all others).</p> <p><i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i></p>	<p>In Progress</p> <p><u>Hispanic or Latino:</u> 2015: 17% 2016: 22%</p> <p><u>Black or AA:</u> 2015: 23% 2016: 6%</p> <p><u>White:</u> 2015: NA (≤10 tested) 2016: 13%</p> <p><u>English Learner:</u> 2015: 0% 2016: 5%</p> <p><u>Low Income Students:</u> 2015: 22% 2016: 15%</p>	<p>MET for ALL subgroups</p> <p><u>Hispanic or Latino:</u> 2015: 17% 2017: 35%</p> <p><u>Black or AA:</u> 2015: 23% 2017: 31%</p> <p><u>White:</u> 2015: NA (≤10 tested) 2017: 21%</p> <p><u>English Learner:</u> 2015: 0% 2017: 24%</p> <p><u>Low Income Students:</u> 2015: 22% 2017: 33%</p>
<p>By the end of the charter term, increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10% or achieve a level of 50%.</p>	<p>2015: 9% 2016: 11%</p>	<p>MET 2015: 23% 2017: 36%</p>

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<i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i>		
<p>By the end of the charter term, for each statistically significant student group, "increase the percent of students scoring level 3 or level 4 on the Math portion of the SBAC by at least 10% or achieve a level of 40% (ELs) or 50% (all others).</p> <p><i>(We wish to note that these goals were set in 2014-15 before any SBAC data was received, and without any context for realistic student performance on these new tests.)</i></p>	<p>In Progress</p> <p><u>Hispanic or Latino:</u> 2015: 9% 2016: 13%</p> <p><u>Black or AA:</u> 2015: 5% 2016: 3%</p> <p><u>White:</u> 2015: NA (≤ 10 tested) 2016: 27%</p> <p><u>English Learner:</u> 2015: 0% 2016: 0%</p> <p><u>Low Income Students:</u> 2015: 10% 2016: 11%</p>	

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	<p>MET for ALL subgroups</p> <p><u>Hispanic or Latino:</u> 2015: 9% 2017: 38%</p> <p><u>Black or AA:</u> 2015: 5% 2017: 18%</p> <p><u>White:</u> 2015: NA (≤ 10 tested) 2017: 50%</p> <p><u>English Learner:</u> 2015: 0% 2017: 6%</p> <p><u>Low Income Students:</u> 2015: 10% 2017: 33%</p>	
<p>Each year, 50% of students will increase 4 or more points on the NWEA MAP Reading</p>	<p>**BayTech notes that these goals were awkwardly stated as students are assigned different growth</p>	

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Assessment or achieve proficiency. Each year, for each statistically significant student group, 50% of students will increase 4 or more points on the NWEA MAP Reading Assessment or achieve proficiency.	<i>targets in NWEA MAP. With state testing now in place for three consecutive years, we believe the SBAC data should suffice to show appropriate growth by our students.</i>	
Each year, 50% of ELs will improve one overall proficiency level on CELDT.	2015-16 - 35%	MET: 2016-2017 – 65%
Each year, have less than 10% of students absent more than 10% of the school days (chronic absence).	MET 4.2%	MET 3.4%
Each year, for each statistically significant student group, have less than 10% of students absent more than 10% of the schools days (chronic absence).	MET for all subgroups <i>Hispanic or Latino:</i> 2015-16: 4% <i>Black or AA:</i> 2015-16: 3% <i>White:</i> 2015-16: 3% <i>English Learner:</i> 2015-16: 2% <i>Low Income Students:</i> 2015-16: 4%	MET for all subgroups <i>Hispanic or Latino:</i> 2016-17: 3% <i>Black or AA:</i> 2016-17: 5% <i>White:</i> 2016-17: 0% <i>English Learner:</i> 2016-17: 0% <i>Low Income Students:</i> 2016-17: 5%
Each year, achieve a High School cohort graduation rate of at least 75%.	MET 4-year Cohort Grad Rate 91% (TWO students out of 23 did not graduate – one moved back to Mexico and one continued on another year)	MET 4-year Cohort Grad Rate 100%
Each year, for each statistically significant student group, achieve a high school cohort graduation rate of at least 75%.	MET <i>Hispanic or Latino: 89% (one student out of 9 moved back to Mexico)</i> <i>Black or AA: 91% (one student out of 11 continued on another year)</i> <i>White: 100%</i> <i>English Learner: 100%</i> <i>Low Income Students: 96%</i>	MET <i>Hispanic or Latino: 100%</i> <i>Black or AA: 100%</i> <i>White: 100%</i> <i>English Learner: 100%</i> <i>Low Income Students: 100%</i>

Each year, at least 50% of students and families positively rate school safety. <i>(Note: two different survey formats were used in 2016 and 2017, thus results are not directly comparable.)</i>	MET Students: 83% Parents: 65%	MET Students: 52% Parents: 87%
Each year, at least 50% of students and families positively rate academic instruction. <i>(Note: two different survey formats were used in 2016 and 2017, thus results are not directly comparable.)</i>	MET Students: 64% Parents: 65%	MET Students: 64% Parents: 87%
Each year, at least 50% of students and families positively rate their voice in school decision-making and/or opportunity for feedback. <i>(Note: two different survey formats were used in 2016 and 2017, thus results are not directly comparable.)</i>	MET Students: 52% Parents: 71%	MET Students: 61% Parents: 87%

30. STATE PRIORITIES UNDER LCFF

Please see Appendix.

31. FORMATIVE ASSESSMENTS

BayTech uses multiple measures to assess student and school progress toward meeting the goals described in the previous sections. Assessments are aligned to the school’s mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered. Student achievement data obtained from standardized assessments is disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine achievement of goals. BayTech will conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

In recent years, BayTech has implemented several new assessment tools to help drive improvements in student learning and performance on state standardized tests. In addition to ongoing textbook, online and teacher-created classroom assessments, BayTech incorporates the following:

- NWEA's adaptive MAP tests for English and Math are administered twice a year in grades 6-11, which enables comparison of beginning to end-of-year progress as well as year over year growth. Results determine individual student levels, pinpoint where support is needed, and inform lesson plans. Teachers meet with students to share what is expected for the next MAP test and what they must do to achieve it. Growth targets are discussed and data is broken down to help students understand what is needed to become college ready. Results also are used by our Administrative

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team to monitor teacher efficacy over time and identify areas for coaching and targeted PD.

- Interim comprehensive SBAC tests are performed once each semester for grades 6-8 and 11, providing information on student progress on the various sections of the SBAC. This data helps teachers better establish targets for student support and track their progress in preparation for the spring test. In addition, Interim SBAC Block tests are administered at least four times throughout the year (before progress reports) for grades 6-8 and 11. This provides disaggregated student data and helps guide differentiated instruction, and determine where resources should be allocated to help close the achievement gap.
- Edmentum Accucess is a diagnostic assessment test used at BayTech that enables quick identification of a student's strengths and learning needs in reading, writing, and math; the assessment are particularly useful with ELs and other students with special needs. The program also prescribes specific content to fill identified learning gaps. This program is helping teachers personalize instruction and enable students to receive more targeted tutoring and academic programming.
- BayTech teachers also rely on various assessments throughout the learning process to check for understanding, including visual presentations, peer/self-assessments, constructive quizzes, discussion, essay writing, computer surveys, learning logs, and matching activities. The formative assessment process guides teachers in making decisions about future instruction. Teachers also use and evaluate students through tests and standards-aligned formative assignments – both teacher and publisher-created -- with aligned rubrics. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills in addition to mastery of core academic subject matter detailed in the CCSS.

Teachers share and discuss these data in PD time, including common trend data from the last several reporting periods, to help guide instruction. For students achieving substantially below grade level, we use educational materials that provide review and re-teach programs, which also allow teachers to monitor the progress of students who are achieving below grade level. They further provide software generated tests and personalized instructional materials based on California CCSS which have not been achieved.

These internal assessments are analyzed individually by teachers and in collaborative groups during planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction.

The following chart illustrates the types of assessments administered by subject, grade level, and frequency.

Assessment, Purpose, Grade Levels and Administration Timeline

<u>Assessment</u>	<u>Purpose</u>	<u>Grade</u>	<u>Administration Timeline</u>
<u>Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects</u>	<u>Measure standards mastery in each subject</u>	<u>6-12</u>	<u>Daily and /or weekly</u>
<u>Publisher-Designed Assessments</u>	<u>Assess standards mastery</u>	<u>6-12</u>	<u>End of each unit</u>
<u>Writing Rubrics</u>	<u>Assess mastery of grade-level writing standards</u>	<u>6-12</u>	<u>Daily and/or weekly</u>
<u>CAASPP/SBAC and</u>	<u>State Criterion-Based</u>	<u>6-8, 11</u>	<u>Once a year</u>

California Alternative Assessment (CAA)	Assessment in ELA and Math		
Interim SBAC	State Criterion-Based Assessment in ELA and Math	6-8, 11	Twice a year
CAST (New NGSS-aligned Science Test)	State Assessment in Science	6-8, high school grade(s) as determined	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	6-11	Beginning and end-of-year
ELPAC	Measure language acquisition	6-12	Upon enrollment; Every Year

32. DATA ANALYSIS AND REPORTING

The results of MAP and SBAC interim block tests, along with school-specific assessment data, are used to evaluate progress. Led by the Dean of Academics, Department Chairs, and Lead Teacher/Curriculum Coach, BayTech can effectively collect, analyze and review the data results from school-wide assessments and recommend modifications, if needed, to the school's curriculum and other programs at the end of every semester.

Coolsis: BayTech's School Information System

BayTech utilizes CoolSIS for its internal school information system (SIS). Aside from providing a very effective online communication tool for teachers, students and parents (for course material, homework assignments, projects, course grade statistics and records of student grades), the system enables administrators to create and print reports within seconds. The system contains more than 70 pre-designed reports (including CA State ADA and CSIS reports), and allows administrators to create reports customized to their needs.

CoolSIS is a great asset to BayTech in the additional following ways:

- CoolSIS empowers BayTech administrators to supervise the school easily from anywhere. Administrators can take a snapshot of the school any time, in any aspect, including with past data.
- As a custom-made system, it is highly adjustable according to BayTech's needs and it continues to be developed to meet BayTech's needs.
- Longitudinal studies can be performed using CoolSIS.

The system is very cost-effective, considering the number of custom-designed reports.

33. GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Parents are apprised of their students' progress through quarterly report cards. The school records grades, attendance, homework, and student progress reports online, and provides regular access to parents. For parents without access to a computer, BayTech provides campus computers for parent use.

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The primary purpose for grading is to provide feedback to students and parents on the achievement of learning goals. At BayTech, course report card grades are represented in letter-grade equivalents to the percentage earned in each course.

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Course report card grades are based on in-class performance tasks (assessments, projects, assignments, and classroom participation), homework, responsibility, and in some instances, additional discretionary components. Each department works with the Department Chair, in conjunction with the School's Academic Coordinator, to develop specific and consistent weights for each component, to be shared with parents and students.

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BayTech follows a standard scale to assign letter grades for semester work. Grading is based on a 4.0 (unweighted) scale for regular courses and a 5.0 (weighted) scale for AP and approved college courses.

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Middle School Grade Promotion

In grades 6 through 8, for year-long courses, the numerical grades of two semesters are averaged to determine an end-of-the-year grade. The average numerical grade is then converted to a letter-grade and grade-point equivalent for GPA calculations. To earn credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7).

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To be promoted to the next grade, a middle school student must have a 2.0 grade point average (GPA) and passing end-of-the-year grades in all core courses before the start of the next school year. Core courses are Math, Science, English Language Arts, and History/Social Science.

Students who fail three or more core courses at the end of the year will not be promoted to the next grade.

Eighth graders who are not being promoted will not be able to participate in eighth grade promotion activities.

Students who fail one or two core courses can attend summer school at a public school or participate in the BayTech Summer School program to make up failed courses during summer. Students may

also receive a work package for their Science or History courses following the end of the school year and will be expected to complete it in three weeks; students will receive a promotion test after completing the summer package. During the summer, if a student earns a passing grade for the failed core courses and has a recalculated GPA of at least 2.0, he or she will be promoted to the next grade.

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A Middle School Promotion Ceremony is held at the end of each school year. Students must be in good standing academically and behaviorally to be eligible to participate in the ceremony. The parents of ineligible students will be notified two weeks prior to the event.

High School Grade Promotion

In high school, course grades are semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course.

To be promoted to the next grade, a high school student must have at least a 2.0 grade point average (GPA) and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Science.)

- To be enrolled in grade 10, a student must have a minimum of 50 credits, including at least 20 credits in core courses.
- To be enrolled in grade 11, a student must have a minimum of 100 credits, including at least 50 credits

in core courses.

- To be enrolled in grade 12, a student must have a minimum of 150 credits, including at least 90 credits in core courses.

Despite various interventions and extra supports (detailed

- extensively above), if students are
-
-

still far below grade level or failing to make passing grades in three or more classes, another possible intervention will be retention. Parents will be informed through SST meetings and in written reports of student progress about possibility of retention by Dean of Academics (March). Although parents will be informed throughout the process, the final decision for retention rests with the BayTech administration and will be made on a case-by-case basis.

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ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: "The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement."Ed. Code §47605(b)(5)(D).

DRL: "As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to the OCS within 30 days of adoption.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section

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49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Add the following text and remove any text to the contrary:

DRL: "BayTech acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including BayTech, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at BayTech and of the District. BayTech further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that BayTech does not have that BayTech needs in order to meet its obligations, the District shall provide the same to BayTech in a reasonably timely manner upon request, under Education Code section 47604.3."

DRL: "BayTech will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."

DRL: "BayTech in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. BayTech acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of BayTech it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by BayTech by law or charter provisions."

DRL: "Members of BayTech's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and OUSD's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools."

BayTech and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school."

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DRL: "To the extent that BayTech is a recipient of federal funds, including federal Title I, Part A funds, BayTech has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. BayTech agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.
BayTech also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."

GOVERNANCE STRUCTURE

BayTech is a direct funded, independent charter school operated by Willow Education (WE), a California Nonprofit Public Benefit Corporation, pursuant to California law.

BayTech operates autonomously from the Oakland Unified School District (OUSD) with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of BayTech, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the District has complied with all oversight responsibilities required by law. BayTech and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Attached, as Appendix C, please find the Articles of Incorporation and Corporate Bylaws of WE.

34. GOVERNANCE STRUCTURE

Organizational Chart

Please see the following figure for organizational chart of BayTech.

Major Roles and Responsibilities

Board of Directors

The Willow Education (WE) Board of Directors ("the Board") is ultimately responsible for BayTech's operation and governance. The principal, appointed by the Board, is responsible for execution of daily management duties on behalf of the Board. The Board shall consist of a minimum of three (3) and a maximum of eleven (11) members, as fixed by resolution of the Board. The District reserves the right to appoint a single representative to the Board pursuant to California Education Code Section 47604(b). One director on the Board will be a parent representative from the school. Please see Appendix C for biographies of the directors of the WE Board of Directors.

The Board is fully responsible for the operational and fiscal affairs of BayTech including but not limited to the following:

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The Board meets at least bimonthly

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- Hire, supervise, evaluate, discipline, and dismissal of the Principal of BayTech
- Approve major contractual agreements [\(over \\$5,000\)](#)
- Approve and monitor the implementation of general policies of BayTech, [including](#) effective human resource policies for career growth and compensation of the staff,
- Approve and monitor BayTech's annual budget and budget revisions
- Act as a fiscal agent. This includes the receipt of funds for the operation of BayTech in accordance with charter school laws and the receipt of grants and donations consistent with the mission of BayTech.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly oversee the progress of both student and staff performance
- Involve parents and the community in school related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Strategic Planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for District consideration
- Approve annual fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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The Board may initiate and carry [out](#) any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which the school is established.

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The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of BayTech any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation, and require an affirmative vote of a majority of Board members.

Principal.

The Principal is responsible of the school operation and is accountable to the Board. Please see [Element 5](#) for a [detailed description of](#) the Principal's responsibilities and duties.

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35. COMPOSITION OF THE SCHOOL'S GOVERNING BOARD.

[Directors will be voted on the Board based on their experience, qualifications and commitment to the mission and vision of BayTech. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more.](#)

Current Board Members

Alretta Gray Tolbert, *President*. Gray Tolbert is currently serving as COO of Adult Educational Technologies (AET), a service provider for mild and severely mentally disabled population for four Regional (State) Centers. She additionally provides grant writing and consulting support to Community leaders via her agency, BESOREAL Consulting.

Kairat Sabyrov, *Treasurer*. Sabyrov is a Postdoctoral Research Fellow at UC – Berkley and Lawrence Berkeley National Laboratory, author of 12 professional publications and speaker at many prestigious professional presentations.

Fatih Dagdelen, *Director*. Dagdelen is a RF Design Engineer currently working at Fiber-Span. He received his MBA from the New York Institute of Technology.

Arceli De Los Reyes, *Director*. Arceli is General Manager at Print & Copy.

Val Uluk, *Secretary*. Uluk is a software engineer with extensive experience and management skills. He holds a M.Sc. in Computer Science from CSU, Eastbay.

36. CRITERIA AND PROCESS FOR SELECTING GOVERNING BOARD MEMBERS.

Each director serves a two (2) year term; terms are staggered so that they don't all expire in one year. At each annual meeting, each seat on the incoming Board shall be filled by a separate vote of the current directors; a majority vote of a quorum of directors shall be sufficient to fill each seat. Any member of the school community may recommend a candidate to the Board for consideration.

GOVERNANCE PROCEDURES AND OPERATIONS

37. MEETING REQUIREMENTS AND PROCEDURES

BayTech is governed in accordance with all applicable laws and regulations relating to public agencies and charter schools and its corporate bylaws. The Board complies with the Brown Act and Roberts Rules of Order.

The Board meets at least bimonthly; additional meetings may be called as necessary. All meetings of the Board are held at the school site. At its Annual Meeting each year (held in August), the Board approves the schedule of Board meetings for the upcoming year. The schedule for regular Board meetings is included in the school's monthly calendar distributed to all parents at the school. Board meeting agendas with date, time, and location are posted at the school campus near the office and on the school's website at least 72 hours in advance of scheduled meetings, in compliance with the Brown Act. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. A book of minutes of all meetings, proceedings, and actions is kept at the school or such other place as the Board may direct according to its Bylaws.

38. BYLAWS AND DECISION-MAKING PROCEDURES

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In accordance with the Bylaws of the corporation, a majority of the authorized number of directors shall constitute a quorum for the transaction of business, except that a majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

Every act taken or decision made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, subject to the provisions of the California Nonprofit Corporation Law. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for that meeting.

Directors may participate in a meeting through use of conference telephone, or other electronic transmission in compliance with the Bylaws so long as:

- 1) Each director participating in the meeting can communicate with all of the other directors concurrently and;
- 2) Each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection specific to, a specific action to be taken by the corporation.
- 3) For any meeting with board member telephonic participation, the agenda identifies the teleconferenced location and that location is open to the public. The agenda is also posted at the teleconferenced location. All votes taken at a meeting with telephone participation shall be roll call vote. At least a quorum of the board must be present within the jurisdiction of the corporation.

STAKEHOLDER INVOLVEMENT & DISPUTE RESOLUTION

School Site Council (SSC)

The School Site Council (SSC) is mainly an advisory body that works with the principal to develop, review, and evaluate school improvement programs. The SSC at BayTech consists of:

- The school principal
- 1 Teacher representative elected by the faculty
- 1 Parent representative elected by the Parent Club
- 1 Student representative elected by the Student Council

SSC recommends suggested courses of action for the board to adopt regarding site-specific issues. The SSC is also instrumental in providing feedback for the annual LCAP goal setting and review process. The school principal communicates the SSC's recommendations to the Board.

English Learner Advisory Committee (ELAC)

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at BayTech when the school has 21 or more students of LEP. The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council on programs and services for English Learners.

Parent Involvement

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As noted above, while parent satisfaction with BayTech is high, increasing parents' active participation in their student's education is a primary goal, given the significant impact this engagement can have on student outcomes. BayTech promotes active parent involvement with school activities, governance/decision-making processes, and student achievement. The school actively seeks to engage with parents in meaningful ways and keeps them informed of their children's learning progress throughout the year.

- Parent/Student Orientations (English & Spanish) are held at the beginning of each school year and offer separate sections for new and returning students. Students and parents attend sessions on accessing the COOLSIS online grade book application; academics and Edmentum programs; new after-school tutoring options, Revolution K-12 test prep, and school expectations, discipline, and operations.
- Parent/Teacher conferences are held twice per year, with Spanish translation available. Parents can utilize the COOLSIS grade book application to continually monitor their child's progress; they can meet with teachers throughout the year to discuss student progress and any concerns. Teachers set up additional conferences after each semester-end Progress Report to meet with parents of students who fail to make progress on their goals.
- Parents, students and the College Counselor and Dean of Academics collaborate to establish a 4-Year Plan for students, which details the credits/courses a student will need to complete for graduation and post-graduation goals. Students set up profiles on Naviance and learn to track their own credits and progress towards goals, create work portfolios, and more. Students' 4-Year Plans are reviewed periodically with the College Counselor and parents are notified of student progress toward graduation.
- Twice each year, the Dean of Academics and College Counselor host College Night to help educate parents about students' post-secondary options, the college application and admissions process, financial aid and more.
- The Home Visit Program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers.
- The BayTech Parent Club meets monthly and organizes school and community wide events including the Harvest Festival, Cultural Food Fair, STEM Expo, and more. The Parent Club is led by a parent board (with officers) and the Principal appoints teacher and student liaisons to facilitate communication between the stakeholders. In the last year, the Club has resulted in a significant increase in parent participation, student excitement, community interest; annual traditions such as the Harvest Festival and Cultural Food Fair have become part of the BayTech culture.
- Parent advisory groups formed in recent years for activities such as LCAP goal setting and reflection, the WASC re-accreditation process, ELAC and more have provided additional avenues for parents to provide feedback to school leaders on school policies and procedures. Annual surveys gauge parent satisfaction with school programs.
- COOLSIS tracks student behavior/academics/attendance, with immediate updates for parents. Parents are contacted via School Reach, a telephone communication system; messages are sent

in English and Spanish. Social media is also utilized to connect with a broader audience.

- [Thanks to new communication strategies including phone calls from teachers, Back to School Night is now one of BayTech’s most well attended events. Teachers provide information to parents on the curriculum covered for the school year; classroom rules and policies; and brief updates on student progress.](#)
- [Parents are contacted via School Messenger, our telephone and communication system. Messages are delivered in English and Spanish.](#)
- [BayTech will continue to create and distribute newsletters for each semester in English and Spanish to inform parents of accomplishments, school life, and upcoming events.](#)
- [The school website will continue to update and inform parents of upcoming school-sponsored events and activities.](#)

39. COMPLAINT AND DISPUTE RESOLUTION PROCESS

BayTech has established

complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. BayTech will not, at any time, refer complaints to the District.

The complaint procedures include clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures are clearly articulated in the school’s student and family handbook and distributed widely.

BayTech will designate at least one employee at each site to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with BayTech alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. BayTech will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

BayTech will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

BayTech will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

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4.9 ORGANIZATIONAL CHART

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ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

DRL: "EQUAL EMPLOYMENT OPPORTUNITY"

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

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Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

40. JOB DESCRIPTIONS AND MINIMUM DESIRED QUALIFICATIONS,

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-

Principal, Assistant Principals

The principal manages the overall program and service delivery to students through teaching and auxiliary staff. Assistant Principals/deans will assist the principal in instructional program administration and student activities and services.

Skills and Qualifications:

- B.S. degree in Education, Engineering, or Natural Sciences
- Experience in teaching science and/or technology and administrative duties
- Up-to-date computer and technology knowledge
- Knowledge of school law, finance, and curriculum
- Ability to manage personnel
- Ability to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills.

Principal's Responsibilities and Duties:

- Monitor instructional and administrative processes to ensure that program activities are related to program outcomes and use findings to take corrective actions.
- Report to and consult with the Board.
- Hire, supervise, and evaluate the faculty and school site staff.
- Comply with state and federal laws and regulations affecting the school.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required by law and BayTech policy, including accurate and timely reports of maximum attendance to requisition textbook.

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5.3.1 Hiring Process and Schedule .
Schedule .

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Moved up [66]: The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator and a teacher of the relevant subject from BayTech. If applicable, the interview process includes, but is not limited to a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested and BayTech's years of success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process: -

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- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly and safe campus.
- Direct and manage extracurricular and intramural programs.
- Work with faculty and students to implement a student discipline management system that encourages positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with the student handbook.
- Conduct conferences about student and school issues with parents, students, and teachers.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.
- Use appropriate and effective techniques to encourage community and parent involvement.
- Communicate with the chartering agency and attend necessary meetings.
- Report to the chartering agency when required.

Dean of Academics

Academic Program

- Assist with curriculum developments and improvement
- Supervise textbook review and textbook ordering
- Oversee the development of curriculum, lesson plans and instruction in the classroom
- Update course descriptions and offerings to UC, school manual and school website
- Coordinate teacher and student involvement of after school program including payment issues
- Evaluate course credits for all incoming high school students
- Responsible for developing and changes of daily class schedule
- Coordinate all academic activities with the department chairs
- Oversee all fieldtrip planning
- Coordinate failing letters and summer school/preparation
- Bring academic and event calendar to administrative meetings weekly

Student Performance

- Help students prepare a four-year plan
- Conference with students/parents on academic issues
- Manage the tutorial program and afterschool/Saturday school activities
- Assess grade reports and mid-quarter reports before they go home to families
- Manage standardized testing schedules and inventory
- Oversee effective use of CoolSIS

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- Report weekly at administration meeting any teachers who are not using CoolSIS properly
- Review student progress at the end of each quarter and notifies parents of students on academic probation
- Maintain list of high honor/honor students

School Improvement

- Assist in organization of school improvement plan with staff, parents and community members

Personnel Management

- Hold employee evaluation conferences based on records of performance evaluation
- Provide Fiscal/Facilities Management
- Oversee school operations in principal's absence
- Assist in scheduling student activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Oversee student attendance records and assist the office manager on truancy issues
- Aid in safety drill practices and inspections.

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Staff Development

- Hold teacher orientation and in-service training throughout the year
- Regularly prepare items for staff development for weekly faculty meetings and attend weekly administrative meetings
- Conference with teachers on academic issues in the classroom
- Conduct formal and informal teacher observations

Dean of Students

Student Management

- Provide for supervision of students during non-instructional hours
- Help students develop positive behavior through a student discipline management system
- Provide for uniform enforcement of school rules and oversee appropriate and reasonable student discipline
- Hold parent/teacher/student conferences in regard to student and school issues
- Demonstrate use of productive and efficient skills to raise community and parent involvement

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Supervision

- Supervise teachers with their before/after school and lunch duties
- Supervise at transition periods, lunch, before and after school

Discipline

- Oversee discipline issues for teachers in CoolSIS

- Coordinate and chair the school discipline committee

Support Services

- Supervise safety and welfare of students
- Manage support services including transportation, custodial and cafeteria

Teachers

The Principal establishes a hiring committee to interview teacher candidates. The hiring committee may consist of the principal, an administrator, and a teacher of the relevant subject from BayTech. If applicable, the interview process includes, but is not limited to the delivery of a lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills are tested.

Skills and Qualifications:

- BA or BS (as appropriate) degree in subject matter with emphasis in engineering or natural science
- California Commission on Teacher Credentialing credential, certificate, permit or other documentation equivalent to what a teacher in other public schools would be required to hold
- Highly qualified in core courses as defined in section 6.2
- Understanding of subjects assigned
- Knowledge of curriculum and instruction
- Capability of effectively instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

Teacher's Responsibilities and Duties:

Instructional Strategies

- Design, write and use lesson plans that conform to the charter's curriculum. Ensure written plans are available for review. The dean of academics will review all lesson plans
- Ensure lesson plans provide for differentiated instruction to address student learning styles
- Teach instructional subjects according to guidelines established by California Department of Education, charter polices and administrative regulations
- Implement appropriate instructional and learning strategies, activities, materials and equipment to ensure comprehension of learning styles and student needs
- Design instructional activities by using data from student learning style assessments
- Collaborate with special education teachers on student Individual Education Plans to ensure all modifications are met
- Collaborate with staff to determine charter requirements for the instructional goals, objective and methods.
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

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Growth and Development

- Help students assess and enhance their study methods and habits
- Produce formal and informal testing to evaluate student success
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior in agreement with the student handbook
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities
- Provide input on book, equipment and material selection

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences.
- Create and maintain a professional relationship with colleagues, students, parents and community members.
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Teachers

The primary role and responsibility of a Special Education Teacher is to provide services to special education students with appropriate learning activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. The Special Education teacher will develop student ability level instructional materials through modified curriculum and prepared lesson plans. The Special Education teacher will conduct work in self-contained, team, departmental or itinerant capacity as necessary.

Skills and Qualifications:

- B.A. or B.S. degree
- Knowledge of special needs of students in assigned area
- Knowledge of Individual Education Plan (IEP) goal setting process and implementation
- Knowledge of curriculum and instruction

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- California Commission on Teacher Credentialing certificate, permit or other documentation equivalent to what a special education teacher in other public schools would be required to hold
- Highly Qualified in accordance with the No Child Left behind Act

Special Education Teacher's Responsibilities and Duties:

Instructional Strategies

- Work in conjunction with students, parents and other members of staff to develop IEPs
- Design, write and use instructional, therapeutic or skill development programs for assigned students and ensure written plan is available for review
- Ensure comprehension of learning styles and student needs are met through creation and implementation of appropriate instructional and learning strategies, activities, materials and equipment
- Collaborate with classroom teacher on student IEP to ensure all modifications are met and help special education students in regular class when appropriate
- Design instructional activities by using data from student learning style assessments
- Ensure IEP guidelines are met when presenting subject matter
- Use an assortment of media and techniques to meet the needs and capabilities of each student assigned
- Produce and oversee teacher aide and volunteer assignments
- Employ technology practices to strengthen the instructional process

Growth and Development

- Produce formal and informal testing to evaluate student success
- Oversee or ensure personal care, medical care and feeding of students as stated in IEP
- Coordinate and manage extracurricular duties as assigned
- Sponsor outside activities approved by the charter principal
- Serve as an example for students, support mission of the charter

Classroom Management and Organization

- Prepare classroom to enhance learning and to aid in physical, social and emotional development of students
- Control student behavior and implement discipline plan. This includes handling crisis situations and physically restraining students as necessary according to IEPs.
- Collaborate with the classroom teachers regarding student behavior management programs according to IEPs
- Collaborate with charter and outside resource people regarding education, social, medical and personal needs of students
- Ensure necessary and reasonable measures are taken to protect students, equipment, materials and facilities

- Provide input on book, equipment and material selection

Communication

- Ensure good communication rapport with parents, students, principals and teachers through conferences
- Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

Other

- Enrich job skills through professional development activities
- Keep up to date on and abide by state and charter regulations and policies for classroom teachers
- Gather, manage and file all reports, records and other documents required
- Be active in faculty meetings and assist in staff committees as necessary

Special Education Aide

The primary role and purpose of a Special Education Aide is to provide assistance to the Special Education teacher for the physical and instructional needs of the charter students with disabilities in the special education program. The Special Education Aide will help implement educational programs, including self-help, behavior management and instructional programs for students. The Special Education Aide will work under direct supervision of a certified teacher and indirect supervision of the principal.

Skills and Qualifications:

- Capable of working with children with disabilities
- Capable of following verbal and written instructions
- Capable of communicating effectively
- Able to use general office equipment

Special Education Aide's Responsibilities and Duties:

Instructional Support

- Prepare educational materials and displays for the classroom with the assistance of the classroom teacher
- Assist in keeping class neat and orderly
- Assist teacher in handling administrative records and reports
- Help substitute teachers with classroom layout, or other pertinent classroom management
- Assist with inventory, care and maintenance of equipment

Student Management

- Help physically disabled students according to their needs, including but not limited to transferring to and from wheelchairs, lifting, or positioning
- Help students with physical needs and personal care, including but not limited to feeding, bathroom

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needs, and personal hygiene

- Assist in student behavior management; this includes handling crisis situations and restraining disruptive or dangerous students as needed
- Take responsibility for learning and conforming to each student's special medical, physical, communicative and emotional needs
- Coordinate educational activities assigned by the teacher; help individual students or small groups
- Assist in overseeing students throughout school day, inside and outside classroom; this includes lunchroom, bus and playground duty
- Advise teacher on special needs or problems of individual students

Other

- Ensure confidentiality
- Enhance job skills by participating in staff development programs
- Be active in faculty meetings and special events as assigned

Substitute Teachers and Tutors

A pool of daily substitute teachers and tutors will be established for tutoring activities during weekdays and weekends under the flexible education program. All tutoring activities at BayTech will be free of charge for all students.

Other Certificated, Classified and Other Personnel

The Principal will select other classified and other personnel based on an application and interview. Selection will depend on the ability to perform the job duties for that position.

- Other certificated personnel will perform duties as suitable for their job positions
- Office personnel will perform daily school business such as answering phone calls, typing letters, filing reports, and other necessary administrative duties.
- Maintenance duties will include janitorial services, light maintenance, and limited gardening duties. Food service duties may include food preparation, distribution, and maintaining a clean kitchen area

All employees' job descriptions and work schedules will be reviewed and modified as needed to meet the needs of the school and its students.

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ELEMENT 6: HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

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DRL: "HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of

school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

COMPETITIVE ATHLETICS

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495."

SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

The health and safety of BayTech staff and pupils is a high priority for the school.

41. HOW BAYTECH WILL SUPPORT AND PROMOTE HEALTH AND WELLNESS

Pursuant to the Healthy, Hunger-Free Kids Act of 2010, BayTech offers the National School Lunch Program, and provides a nutritious breakfast, hot lunch and snack program via OUSD Nutrition Services. Through P.E., students receive health and wellness curriculum including nutrition education, fitness, substance abuse, sexual health, healthy relationships and more.

42. SAFETY AND SECURITY PLAN

BayTech has adopted and implemented a comprehensive health and safety plan to create a safe and secure learning environment, which is kept on file for review, and conducts staff training annually on the safety procedures outlined in the plan. School administration monitors all activities consistently to provide safety and security for the students. A "team-on-duty" supervises students at all times. The health and safety policies include, but are not be limited to, the following topics:

Facilities

In the event BayTech occupies a facility other than one provided by the District, BayTech shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. If BayTech fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If BayTech moves or expands to another facility during the term of this charter, BayTech shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with the Education Code Section 47610, to the District for each facility at least 30 days before the school is scheduled to begin operations in the facility or facilities. BayTech shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

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The school site will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard, and that the school will maintain appropriate facility compliance documents on file. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills at least twice a year.

BayTech shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Dependent on the facility lease requirements, BayTech will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Auxiliary Services

School administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

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Immunizations and Tuberculosis Testing

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools pursuant to Health and Safety Code Sections 120325-120375 and Title 17, California Regulations Section 6000-6075. Records of student immunizations shall be maintained. BayTech will follow education Code Section 49406 with regard to tuberculosis testing.

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Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated as per Education Code Section 49423. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

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Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

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Diabetes

BayTech will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

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1. A description of type 2 diabetes.

2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Blood Borne Pathogens

BayTech shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

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Emergency Situations

BayTech shall utilize its School Safety Plan in responding to emergency situations. The School will ensure that the staff has been trained in health, safety, and emergency procedures. Staff will receive internal memos regarding relevant health and safety issues. Schoolwide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations will be conducted at regular intervals throughout the year. The School will create and maintain a record of each drill. Additionally, important safety and health topics will be addressed in the School’s newsletter.

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Fire Drills

BayTech shall conduct fire drills at least twice a year. The Office will maintain a record of each drill conducted with the amount of time it takes for complete evacuation. Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

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Students are to remain with their teacher in the evacuation area. Teachers shall take their roll to ensure that all students are accounted for and be prepared to identify missing students to the office staff and the administrators. Students will remain with their teachers at the designated evacuation area until the administrative staff gives the “all clear” signal. In a successful fire drill, orderly evacuation begins immediately and is completed within five minutes of the initial alarm. The students and staff will then return to their appropriate classrooms and the teachers will take roll once more. Missing students will be reported to the attendance office.

Earthquake and Other Disaster Drills

BayTech shall conduct bimonthly disaster drills to prepare students and staff for any seismic activity and other disasters. The practice drills include the “duck, hold, cover” procedure. A disaster drill commencing with the “duck, hold, cover” procedure will be initiated by an announcement over the intercom. Students and staff will hear, “This is an emergency drill. Duck, hold, and cover.” Teachers will then turn off the lights and have

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students get under a desk/table or against the wall away from the windows. Students are to remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck, hold, cover” procedure immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an “all clear” or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other natural disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

BayTech has prepared general classroom safety rules to help make classrooms safer in the event of serious seismic activity. This list of rules advises teachers, for example, to have their emergency clipboards readily available near the entrance/exit to their classrooms, instructs teachers-and staff-not to store heavy objects on top of cabinets, exits and ways of travel are to be kept free of obstructions and have their earthquake buckets at a visible location in the classroom. BayTech also participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

Bomb Threats

Every person receiving the call must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance. Therefore, the person receiving the threat will get as much information as possible from the caller. This includes the time of the day, wording of the message, background noises, quality of the voice and information about where the bomb is, what time it will go off, etc. The person receiving the threat should delay the caller as long as possible while s/he alerts another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter notify the police via 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office staff will coordinate information requests from/to law enforcement, the telephone company, and the parents/guardians. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or

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unknown packages without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas including outdoor facilities.

Evacuation Plans

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom.

Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their emergency clipboards that include class attendance rosters with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities, will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Drug Free/Alcohol Free/Smoke Free Environment

BayTech shall function as a drug, alcohol and tobacco free workplace.

Criminal Background Checks

Each employee and contractor of the school will submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237 and 45125.1. Employees and contractors will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start working until results are received from the Department of Justice and they are cleared to begin work. The Principal shall monitor compliance with this policy and report to the Board on a regular basis. The Board shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Comprehensive Sexual Harassment Policies and Procedures

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BayTech is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. BayTech has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

Child Abuse Reporting

BayTech will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. BayTech staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only to “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Principal and/or proper authorities.

All suspected cases of child abuse will be brought to the Principal and/or proper authorities. A written report of the situation will be completed and the Department of Child Support Services will be immediately notified. If necessary, the Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or the Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, BayTech staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent /guardian.

Workplace Safety

All employees are responsible for their own safety, as well as that of others in the workplace. BayTech will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the school premises, or in a product, facility, piece of equipment, process, or business practice for which BayTech is responsible, the employee will bring it to the attention of their supervisor or Principal immediately.

Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Principal the problem.

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Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis BayTech will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in BayTech's employee handbook will not be tolerated.

Insurance

BayTech will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.

43. CUSTODIAN(S) OF RECORDS

The Principal will serve as the Custodian of Records.

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ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

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44. DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS CHART

Please see Appendix F. As noted, BayTech's student population is very diverse: 100% of our students qualified for FRPL; 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% RFEF, 7% Special Education students and <1% foster youth.

45. DEMOGRAPHICS AND RECRUITMENT OF DIVERSE STUDENTS

BayTech implements a special recruitment process that successfully achieves a racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. This process involves the following:

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- Discussion and distribution of application materials at places where diverse populations may be reached, including community centers, neighborhood meeting areas, and existing schools;
- Distribution of materials in English and Spanish to reach the limited English proficient populations that exist in the target area;
- Employment of bilingual individuals who specialize in public relations with underrepresented communities and neighborhoods;
- Host Open Houses and provide tours of the school;
- Monthly or biweekly public presentations;
- Advertising that includes electronic media, flyers, and direct mail.
- Distribution of flyers at playgrounds, recreation centers and/or sports clubs in our neighborhood;
- Direct mailing to the parents/guardians of 5th and 6th grade children.

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BayTech maintains an accurate accounting of the ethnic and racial balance of students enrolled in the school. Such data drives additional recruitment measures should the data indicate that the racial and ethnic distribution is not reflective of the surrounding communities. BayTech documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

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ELEMENT 8: ADMISSION REQUIREMENT

Governing Law: Admission requirements, of the charter school, if applicable. Education Code Section 47605(b)(5)(H).

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DRL: "DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES"

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

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HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School."

ADMISSION REQUIREMENTS

46. SPECIFIC ADMISSIONS REQUIREMENTS

BayTech is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the school is open to any resident of the State of California. BayTech will enroll all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

BayTech complies with all applicable state laws pertaining to student admission and enrollment including California Education Section Code 47605(b) and 47605(d). BayTech will admit all students residing in California who wish to attend on a space-available basis as outlined in Education Code 47605(d)(2). BayTech is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate against any pupil on the basis of the characteristics listed in Section 220. Student diversity is expected to reflect the ethnic and racial balance of people residing within the territorial jurisdiction of OUSD. There is no district residency requirement for the student or for the student's parent or guardian.

BayTech does not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

A written admissions application is required for each student. A student's IEP will never be required prior to participation in any enrollment lottery or as a condition for enrollment. An open application period will be publicly announced each year.

The school will include specific information in its outreach materials, on the school website, at community meetings and open forums notifying parents of the school's open application period and lottery dates as well as the District's contact information to access additional information regarding enrollment. As part of the Fall Information Update, BayTech will notify the District in writing of the application deadline and proposed lottery date. BayTech will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Parents/guardians will be encouraged to either attend BayTech workshops or meet with a designated BayTech staff or faculty member before admission to learn about the school mission, teaching philosophy, and how parents can contribute to the school. In these meetings and workshops, our staff will explain the expectations from the parents at home to enable their students to comply with the school schedule and homework requirements, as well as how parents can participate in the activities of subcommittees that help operate the school.

LOTTERY PREFERENCES AND PROCEDURES

47. ADMISSION PREFERENCES

Enrollment preferences in the case of a lottery will be given in the following order:

- 1. Siblings of existing students

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Deleted: (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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Deleted: BayTech will not require any pupil to attend the charter school. BayTech will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

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[2. Children of employees or board members of BayTech](#)

[3. Students residing in District boundaries](#)

No other preferences shall be given.

48. PUBLIC RANDOM DRAWING

If the number of pupils who wish to attend the charter school exceeds the school's capacity, [enrollment](#), except for existing pupils of the charter school, shall be determined by a public random drawing ("lottery") will take place within [three weeks](#) of the closing of the open application period. The school will choose a date and time (preferably on the weekend or on a weekday evening) so that most interested parties will be able to attend.

The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery through various media outlets prior to the lottery date. The lottery will be held at the school site if the school facility can accommodate all interested parties. Otherwise, the school will secure a meeting room that is large enough to accommodate all parties and to allow them observe the lottery.

In the lottery, all names are drawn and listed in order, separately, for each grade level. Once the school capacity is met, the remaining students' names will continue to be drawn randomly and placed in the order they are drawn on the waiting list. The students who do not apply in the open enrollment period are added to the end of the waiting list in the order they applied. All waiting lists expire annually at the end of the formal academic year, or as otherwise determined by the Board of Directors. BayTech will maintain auditable records of the above activities.

BayTech will invite District representatives as official observers of the lottery to verify the lottery procedures are fairly executed. The lottery will be video-recorded and the School will keep documents in record including a written statement signed by the principal that identifies the procedures used, details of the event, lists of all applicants and applicants who secured a spot at the School through the lottery.

Notifications of Admission Status

Notifications of admission status will be mailed to all applicants [within two weeks of the lottery date](#). Enrollment packets will be sent to admitted students; students not admitted will be informed of their waiting list priority number as determined by the admissions lottery or application order.

If the enrollment packets are not returned within 10 business days from the date of postage, then admission for that student is forfeited. In addition, the School shall attempt on at least two separate occasions to contact

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Enrollment preferences in the case of a lottery will be given in the following order:

1. Siblings of existing students
2. Children of employees or board members of BayTech
3. Students residing in District boundaries

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the parents/guardians of promoted students by telephone. Students on the waiting list will be notified by phone immediately if space becomes available and, if it is still at least two weeks prior to the start of the new school year, they will have two weeks to return the enrollment forms; if it is less than two weeks to the start of the new school year or school has already begun, families will have 72 hours to return the enrollment forms and secure their child's place. If the enrollment forms are not returned within the allotted time, then admission for that student is forfeited, and the next student on the waiting list will be contacted. As students' parents/guardians are called from the wait list, the front office personnel will make a notation of the date and time of the call, if a contact was reached or a message left, and whether the student accepted or declined to be enrolled.

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ELEMENT 9: ANNUAL FINANCIAL AUDITS

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

DRL: "In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year"*

ANNUAL AUDIT PROCEDURE

Each fiscal year, the WE Board contracts and oversees the preparation and completion of an annual audit of the school's financial affairs. The Board will be responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract. The Board President is responsible for ensuring that any auditor selected by the WE Board is from the State Controller's list of approved charter school auditors.

The Principal will be responsible for providing requested information to the Auditor, in collaboration with BayTech's back office services provider.

At the conclusion of the audit, the Principal and Board of WE will be responsible for reviewing the results of the annual audit, identifying any audit exceptions or deficiencies, and determining how to resolve them. The Board will review and approve the audit no later than December 15.

The Board will submit a report to the District describing how the exceptions or deficiencies (if any) have been or will be resolved to the satisfaction of the District along with an anticipated timeline.

The Principal will provide a final copy of the audit to OUSD, OCOE and the CDE as required, by the December 15 annual deadline.

Results of annual independent audits, as well as regular financials reviewed by the Board, will be made available to the District and the public via publicly-noticed and open Board meetings and reports.

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Deleted: Each fiscal year, an independent The Board contracts and oversees the preparation and completion of an annual audit of the school's financial affairs. WE retains independent auditors with educational audit experience. The audit is conducted in accordance with generally accepted accounting principles applicable to the school. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. WE reviews any audit exceptions or deficiencies and report to the Board with recommendations and a timeline no longer than 90 days to resolve them. - ... [234]

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ELEMENT 10: SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(j).

The BayTech Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at BayTech. [In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.](#)

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as BayTech's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook which is sent to each student at the beginning of the school year. The BayTech administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. [The notice shall state that this Policy and its Procedures are available on request at the Principal's Office.](#)

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom BayTech has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. BayTech will follow all applicable federal and state laws, including, but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with

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disabilities or for whom BayTech has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Positive student behavior and improvements will be acknowledged and encouraged. Teachers will not only report discipline issues on the school information system, CoolSIS, but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

10.1 GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

- e) while on school grounds;
- f) while going to or coming from school;
- g) during the lunch period, whether on or off the school campus; or
- h) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

5. Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

- y) Caused, attempted to cause, or threatened to cause physical injury to another person.
- z) Willfully used force or violence upon the person of another, except self-defense.
- aa) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- bb) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- cc) Committed or attempted to commit robbery or extortion.
- dd) Caused or attempted to cause damage to school property or private property.
- ee) Stole or attempted to steal school property or private property.
- ff) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- gg) Committed an obscene act or engaged in habitual profanity or vulgarity.

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Deleted: Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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- hh) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ii) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- jj) Knowingly received stolen school property or private property.
- kk) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ll) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- mm) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- nn) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- oo) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- pp) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- qq) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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rr) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

ss) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

tt) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

4) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

v. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

vii. Causing a reasonable student to experience substantial interference with his or her academic performance.

viii. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

5) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

iv. A message, text, sound, video, or image.

v. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a

profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

vi. An act of cyber sexual bullying.

(c) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(d) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

6) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

uu) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

vv) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

6. Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

b) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

7. Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

y) Caused, attempted to cause, or threatened to cause physical injury to another person.

z) Willfully used force or violence upon the person of another, except self-defense.

aa) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- bb) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- cc) Committed or attempted to commit robbery or extortion.
- dd) Caused or attempted to cause damage to school property or private property.
- ee) Stole or attempted to steal school property or private property.
- ff) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- gg) Committed an obscene act or engaged in habitual profanity or vulgarity.
- hh) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- ii) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- ij) Knowingly received stolen school property or private property.
- kk) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- ll) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- mm) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- nn) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- oo) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

pp) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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qq) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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rr) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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ss) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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tt) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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3) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- v. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- vi. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- vii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- viii. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

4) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

iv. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

v. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

uu) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

vv) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

8. Non-Discretionary Expellable Offenses:

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- b) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal, or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians

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At the time of [the](#) suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If [Charter](#) School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed [a period of five](#) (5) consecutive school days per suspension.

Upon a recommendation of placement/expulsion by the Principal or Principal's designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. [In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.](#)

This determination will be made by the Principal or designee upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

EXPULSION PROCEDURES

Authority to Expel

A student may be expelled either by the Willow Education Board following a hearing before it or by the Willow Education Board upon the recommendation of an Administrative Panel, to be assigned by the Willow Education Board as needed. [The Administrative Panel should consist of at least three \(3\) members who are certificated and neither a teacher of the student or a Board member of the Willow Education Board.](#) [The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.](#)

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Willow Education Board for a final decision whether to expel. The hearing shall be held in closed session [\(complying with all pupil confidentiality rules under FERPA\)](#) unless the student makes a written request for a public hearing [in open session](#) three (3) days prior to the [date of the scheduled](#) hearing.

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Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- i) The date and place of the expulsion hearing;
- j) A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- k) A copy of BayTech's disciplinary rules which relate to the alleged violation;
- l) Notification of the student's or parent/guardian's obligation to provide information about the student's status at the [Charter](#) School to any other school district or school to which the student seeks enrollment;
- m) The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- n) The right to inspect and obtain copies of all documents to be used at the hearing;
- o) The opportunity to confront and question all witnesses who testify at the hearing;
- p) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

BayTech may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Board, Administrative Panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- k) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five (5) days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- l) BayTech must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- m) At the discretion of the [entity](#) conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- n) The [entity](#) conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- o) The [entity](#) conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- p) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the [entity](#) presiding over the hearing from removing a support person whom the presiding [entity](#) finds is disrupting the hearing. The [entity](#) conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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- q) If one or both of the support persons is also a witness, BayTech must present evidence that the witness' presence is both desired by the witness and will be helpful to BayTech. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- r) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- s) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- t) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel, determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the student recommended for expulsion, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Willow Education Board, who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- c) Notice of the specific offense committed by the student; and
- d) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with BayTech.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

- c) The student's name; and
- d) The specific expellable offense committed by the student.

Disciplinary Records

BayTech shall maintain records of all student suspensions and expulsions at BayTech. Such records shall be made available to the District upon request.

Expulsion Appeal

An expulsion may be appealed to the Board of Directors within ten working days and must be submitted in writing to the Principal. The appeal will be considered by the Board of Directors and the family will have a meaningful opportunity to be heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied.

The appeal decision of the Board of Directors will be impartial and final. BayTech will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. BayTech shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

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BayTech shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves BayTech without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. BayTech shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

Rehabilitation Plans

Students who are expelled from BayTech shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to BayTech for readmission.

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Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Willow Education Board following a meeting with the Principal or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon BayTech's capacity at the time the student seeks readmission.

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Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

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Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

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Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the

student's file, including the student's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- c) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- d) If the conduct in question was the direct result of the LEA's failure to implement the IEP/504 plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the student's disability, the IEP/504 Team shall:

- d) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such student, provided that BayTech had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- e) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- f) Return the student to the placement from which the student was removed, unless the parent and BayTech agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then BayTech may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or BayTech believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or BayTech, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and BayTech agree otherwise.

Special Circumstances

BayTech personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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- d) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- e) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- f) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

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Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

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Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated BayTech's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if BayTech had knowledge that the student was disabled before the behavior occurred.

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BayTech shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- d) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to BayTech supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- e) The parent/guardian has requested an evaluation of the student.
- f) The student's teacher, or other BayTech personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other BayTech supervisory personnel.

If BayTech knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible students with disabilities, including the right to stay-put.

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If BayTech had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. BayTech shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by BayTech pending the results of the evaluation.

BayTech shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Outcome Data

Outcome data will be maintained including suspensions, expulsions and expulsion placements, and reinstatements.

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ELEMENT 11: RETIREMENT PROGRAMS AND EMPLOYMENT MATTERS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

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All full-time teaching employees who are eligible participate in the State Teachers' Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS. All full-time non-teaching employees who are eligible participate in the Public Employees Retirement System (PERS). Social Security payments will be contributed for all qualifying non-STRS/PERS members. All full-time eligible employees will be covered by the Federal Social Security program.

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BayTech will make any contribution that is legally required of the employer, including STRS, PERS, social security, and unemployment insurance. All withholdings from employees and the charter school will be forwarded to the STRS and PERS funds as required. BayTech will submit all retirement data and will comply with all policies and procedures for payroll reporting.

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The Principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made. The WE Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

The School may establish other retirement plans for employees that include, but shall not be limited to, establishment of section 403(b), 457 or 401(k) plans.

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ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend the charter school. Education Code Section 47605(b)(5)(L).

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DRL: "Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA."

DRL: "Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings."

BayTech is a school of choice and no students shall be required to attend. Pupils who choose not to attend BayTech may choose to attend other public schools in their district of residence or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the district. Parents and guardians of each student enrolled in the charter school will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in BayTech, except to the extent that such a right is extended by the local education agency.

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ELEMENT 13: EMPLOYEE RIGHTS AND RESPONSIBILITIES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

Any employee of an LEA including OUSD, who leaves the employment of the LEA to work at BayTech, shall only have the rights to return to the LEA, to carry over sick/vacation leave rights from BayTech back to the LEA and to continue earning service credits (tenure) at the LEA while employed by BayTech as may be specified by the LEA pursuant to its policies, applicable collective bargaining agreements and applicable law.

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ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

DRL: "Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Charter School will not, at any time, refer complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."

DRL: Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

DRL: "The staff and Governing Board members of BayTech agree to attempt to resolve all disputes between the District and BayTech regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

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Any controversy or claim arising out of or relating to the charter agreement between the District and BayTech except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o Principal
Bay Area Technology School
8251 Fontaine St.,
Oakland, CA

To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...

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(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

ELEMENT 15: SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(b)(5)(P).

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The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

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Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the OUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the OUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the OUSD Board of Education, must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the OUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses or is surrendered.

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CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure Requirements and Recommendations (Revised 08/2009)" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

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Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.
3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If

the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- 1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.*
- 2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.*
- 3. An assessment of the disposition of any restricted funds received by or due to Charter School.*

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School

understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court."

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ADDITIONAL REQUIREMENTS

REQUIRED NOTIFICATION TO DISTRICT

DRL: "BayTech shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves BayTech without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. BayTech shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."

"BayTech shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the BayTech under its disciplinary procedure, as an "expulsion" under the Education Code."

Add the following text and remove any text to the contrary:

"In the case of a special education student, or a student who receives 504 accommodations, BayTech will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine, 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."

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FACILITIES

Add the following text and remove any text to the contrary:

DRL: "If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

DRL: "If BayTech fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that

the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.”

ADMINISTRATIVE SERVICES

Add the following text and remove any text to the contrary:

DRL: “The District may charge for the actual costs of supervisory oversight of BayTech not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if BayTech is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.”

DISTRICT IMPACT STATEMENT / CIVIL LIABILITY EFFECTS

DRL: “BayTech agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- BayTech is subject to District oversight.*
- The District’s statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of BayTech.*
- The District is authorized to revoke this charter for, among other reasons, the failure of BayTech to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit BayTech books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,*
- Internal controls, both financial and operational in nature,*
- The accuracy, recording and/or reporting of school financial information,*
- The school’s debt structure,*
- Governance policies, procedures, and history,*
- The recording and reporting of attendance data,*
- The school’s enrollment process, suspension and expulsion procedures, and parent involvement practices,*
- Compliance with safety plans and procedures, and*
- Compliance with applicable grant requirements.*

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BayTech shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to BayTech. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to BayTech operations is received by the District, BayTech shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by BayTech by law or charter provisions."

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FISCAL MATTERS

Add the following text and remove any text to the contrary:

DRL: "Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

• The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

• The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

Add the following text and remove any text to the contrary:

BayTech/OUSD shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.”

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Moved up [167]: ADMINISTRATIVE SERVICES

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Deleted: BayTech will be responsible for all fiscal operations such as payroll, staff benefits, purchasing, contracts, accounting, student attendance bookkeeping, and financial budgeting and reporting. The school will cooperate with OUSD to report STRS data, as necessary. OUSD can require a reasonable fee for this service. For business services, WE will support BayTech with the services provided by private vendors and contractors. The related contractors will work closely with the school administration on administrative and financial matters. The WE will have the responsibility to keep the school operations within the proposed budget and apply BayTech's purchasing and contracting principles as described in this petition. WE will utilize its successful three-year experience in BayTech in these matters. The following are some of the details related to how WE plans to perform business tasks (these details may change over time): i) Payroll services are outsourced to an agency, Paychex, ii) Health benefits are negotiated and purchased by the BayTech business manager, as BayTech managed to receive health benefits for its employees at lower rates than the OUSD, iii) WE appointed financial committee is responsible for certain aspects of other major school services such as the lunch program and its compatibility and compliance with the National School Lunch Program, iv) BayTech business manager will prepare financial reports required by the school District as well as the annual audit.

Coverage Limit (per occurrence): ... [299]

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Bay Area Technology

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CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an "X" in the appropriate box (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools via e-mail to silke.bradford@ousd.org and leslie.jimenez@ousd.org in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. The **final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

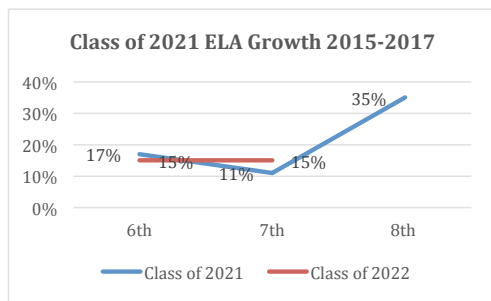
Charter Renewal Performance Report

1 What is distinctive about your school?

Bay Area Technology School (BayTech) originally opened in 2004, founded by a dedicated group of scientists and engineers who saw a need for a quality STEM-themed high school in Oakland. After eight years in downtown Oakland, in 2012-13 BayTech moved 10 miles to its current home in Deep East Oakland (District 7). In 2016-17 we enrolled 294 diverse students in grades 6-12: 100% of our students qualified for free or reduced-price lunch (FRPL); 47% Hispanic/Latino, 37% African American, 20% English Learners with another 27% Reclassified as English Fluent-Proficient (RFEP), 7% Special Education students and <1% foster youth. Our students face intense daily challenges: extreme poverty, including food and housing instability, gang exposure/involvement, high crime rates, substance abuse, domestic violence and more. Many of our students have responsibilities in providing income for their families or caring for siblings, parents and other family members. In other words, BayTech serves extremely "underserved" students, 70% of whom arrive at BayTech at least one, if not several grade levels behind in all core subjects.

Despite these challenges, we are incredibly proud of our accomplishments to date:

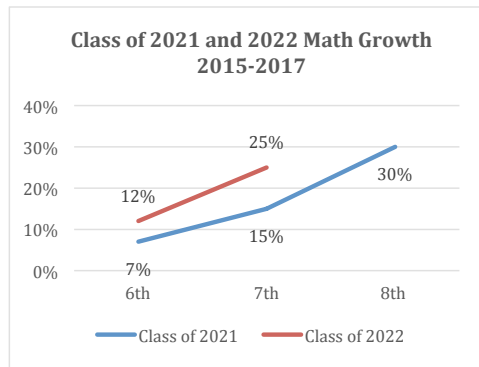
- **100% cohort graduation rate in 2016-17**, up from 91% in 2015-16⁵⁸ and 96% in 2014-15 – all significantly higher than our nearby comparison schools (69% average in 2015-16),⁵⁹ Oakland Unified (65% graduation rate) and the state (83%).
- **100% A-G completion rate each of the last five years**, again, significantly higher than comparison schools (40-60% averages), OUSD (49-62%) and state (39-45%).
- **83% of our 2016-17 graduates and 90% of our 2015-16 graduates are enrolled in a 2 or 4-year college/university**, including UC Berkeley, UC Davis, UC Santa Cruz, SF State and many more.
- Average SAT scores for the Class of 2017 were 432 in Reading and 433 in Math, up from 372 and 402 the previous year (and comparable to OUSD's 2016 averages of 436 and 443).
- Growth on the California Assessment of Student Performance and Progress (CAASPP/SBAC) tests the past three years, including (preliminary/not-yet-published) 2017 results indicating that:
 - **60% of our 11th graders Met/Exceeded grade level standards in ELA and 33% in Math;**
 - 27% of our 6th-8th graders Met/Exceeded grade level standards in ELA and 36% in Math.
 - Over the past three years, our middle grades students have shown promising growth:
 - ELA Met/Exceeded for the Class of 2021 cohort (the only cohort to take three years of the SBAC tests) went from 17% in 6th grade to 35% in 8th while the percent of Not Met declined from 62% in 6th grade to 32% in 8th grade. The Class of 2022 cohort maintained ELA proficiency at 15%.



- Math Met/Exceeded for this cohort went from 7% in 6th grade to 30% in 8th grade and Not Met declined from 58% in 6th grade to 49% in 8th grade. The Class of 2022 cohort doubled math proficiency from 12% to 25%.

⁵⁸ It is important to note that as such a small school, **one or two students have a larger statistical impact**. In 2015-16, one 12th grade student returned to Mexico due to a family emergency; this is recorded as a dropout. A second student did not complete our graduation requirements in time but did stay on and graduated in 2016-17. These two students resulted in a graduation rate of 91% instead of 100%. Similarly, in 2014-15, just one student did not graduate on time, resulting in a graduation rate of 96%.

⁵⁹ In order to provide a meaningful analysis of our performance, we have identified the six closest traditional public schools serving the same grades as BayTech: Alliance Academy MS (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12). These schools have relatively similar demographics to BayTech, though with a smaller percentage of FRPL (90% v. BayTech's 100%), higher percent of Hispanic/Latino (64% v. 47%), higher EL (38% v. 20%) and lower RFEP (12% v. 21%), lower percent of African American than BayTech (28% v. 37%) and lower Asian/White/Other (4% v. 14%). (Source: <http://dq.cde.ca.gov/dataquest/>)



- On the Science CSTs, 2016 scores also show that the longer students are at BayTech, the stronger their performance: 20% of our 8th graders and 37% of our 10th graders scored Proficient/Advanced on the Science CSTs.
- In 2016-17, BayTech reclassified 21% of our English Learners, a significant increase from 5% the previous year; 65% of ELs tested “proficient” on the CELDT test in 2017.
- BayTech is fully WASC-accredited through 2023; all core, college-prep courses meet the UC/CSU A-G requirements and our graduation requirements exceed A-G requirements (e.g., 3 years of social sciences, 3 years of science, 1 year of technology and 40 hours of community service).
- In 2016-17, 20% of our students participated in dual enrollment courses at Berkeley City College, Merritt College, and Laney College, including courses such as Calculus, Government and Politics in the U.S., Biology and Chemistry.
- BayTech’s students are engaged and want to be at school – our ADA the past four years has exceeded 95%; suspension rate has ranged from 4-7% over the last four years with just one expulsion (one student in 2014-15 was expelled for possession of a controlled substance and distributing narcotics on school grounds).
- BayTech students now participate in six CIF sports teams (up from one in 2013-14), including Cross Country, Girls Volleyball, Boys Basketball, Girls Basketball, Boys Soccer and Baseball; 30% of our high school students participate on one or more of these teams, maintaining an average GPA of 3.13. In 2016-17, our Girls Basketball and Boys Baseball teams both won the BACSAC Championships. Starting in 2017-18, all student athletes will be required to attend once weekly tutoring during their varsity season to ensure these students are staying on track and continuing to set a strong example for their peers.
- We offer free, high-quality after-school tutoring and activities for all students free of charge. In the past, our teachers led after-school tutoring as well as clubs and sports teams. Starting in 2017-18, BayTech has contracted with Higher Ground to provide comprehensive after-school tutoring and enrichment services four days each week (other than Wednesday early release day). We also have partnered with Boys to Men to provide an engaging mentoring program once weekly for 15-20 of our most at-risk male students. Finally, Revolution K-12 is providing daily tutoring for 20 of our most in-need students on SBAC test prep, supplemented by their comprehensive interactive test prep software, as well as weekly tutoring for our entire junior class on SAT prep.
- A comprehensive Counseling Services/Restorative Justice program addresses students’

social/emotional and personal needs (e.g. conflict resolution, peer challenges, bullying prevention). A full-time Counselor supports our most at-risk students with one-on-one and group counseling. School culture and climate have shifted positively in recent years; students have strong relationships with their teachers, adhere to higher expectations, and experience more positive outcomes.

- Our highly qualified teaching staff loves what they do: we've maintained a staff retention rate of more than 80% since 2013-14 with three teachers leaving each year.
- Demand for our school is high: in 2017-18 we are fully enrolled with 330 students; we have 130 students on our waiting list for enrollment.

Our newly revised mission statement reflects our commitment to our students: *Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century. "It's going to be a great day at BayTech!"*

Our E.A.G.L.E.S. values further define BayTech's distinctive approach to ensuring our "at risk" students are prepared for post-secondary school and the 21st century workplace:

BAYTECH

Expected Schoolwide Learning Results



- E** **ffective Communicators Who Will:**
Be able to ask and answer relevant, higher level questions.
Listen actively to varying points of view.
Utilize technology as a tool for learning and communicating.
Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations.
- A** **cademic Achievers Who Will:**
Produce quality of work across the curriculum.
Be eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
Acquire and apply knowledge about new technology.
Apply research and analysis skills to form factual, fact based perspectives and responses.
- G** **oal-Oriented Students Who Will:**
Earn a high school diploma and complete A-G requirements for college.
Pursue higher education or vocational goals / professional training.
Demonstrate time management skills to meet the academic deadline.
- L** **ifelong Learners Who Will:**
Explore a variety of academic, athletic, artistic, and extracurricular areas.
Be open to discovery and develop an enthusiasm and interest for learning.
Be adaptive to a wide array of professional and cultural settings.
Be goal-oriented and understand the importance of continual goal setting.
- E** **xcellent Critical Thinkers Who Will:**
Locate, gather, interpret, evaluate, and analyze data.
Define and analyze problems, propose, implement, and evaluate solutions.
Apply problem-solving skills to achieve a personal or academic goal.
Identify and use resources effectively to gather, communicate, and evaluate information.
- S** **ocially Responsible Students Who Will:**
Be culturally aware and who will be understanding and appreciative of the histories and values of different cultures.
Be leaders within their community who contribute to the improvement of life in their school and community.
Demonstrate conscientiousness and honesty through personal and academic performance.
Has integrity and take responsibility for personal choices and actions.
-

BayTech has purposefully and continuously built a safe, positive, supportive, and respectful culture that nurtures student learning and promotes success despite the many challenges our students face. We have established a strong sense of school pride and community at BayTech – and a critical sense of “belonging” for our vulnerable students through school events and a commitment to competitive sports. We require all students to maintain a minimum 2.5 GPA to participate in CIF sports these teams, above the CIF requirements of 2.0. Dances, festivals, food fairs, staff v. student games and assemblies further develop a strong school culture and bonds between staff and students. At our small school, every student is known and valued.

Through an engaging, inquiry-driven approach to learning, our students continuously apply their standards-based knowledge and skills and develop deeper understandings of the material. During school, students are offered extra tutoring by dedicated tutoring staff. Juniors and Seniors are encouraged to mentor students one-on-one to help give guidance; our full-time counselor works individually with students to help with

academic, emotional, and social issues. After school tutoring is offered to all students regardless of grade or academic standing, though our students most in-need receive specialized support. Teachers and counselors encourage students to drop in before and after school to receive additional support with curricular and extracurricular needs. When students know they will be supported, they are more likely to come to school.

2 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

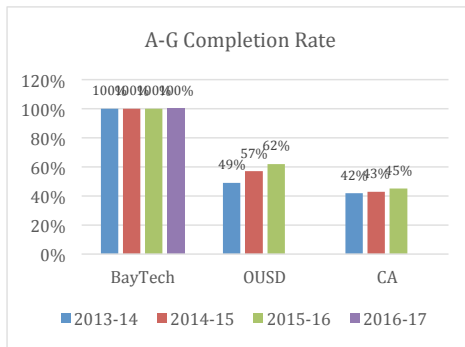
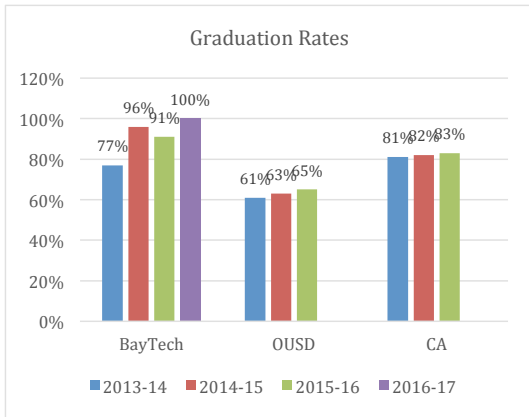
How do you know?

BayTech uses summative and formative assessment data (SBAC and Interim SBAC, CELDT/ELPAC, NWEA MAP); graduation and college enrollment data; suspension/expulsion data; human resource data; attendance data; parent/teacher/student surveys; and teacher and staff observations to continuously assess our programs and impact on individual student, subgroup and schoolwide outcomes. Our efforts have resulted in overall improvement in both student academics and behavior.

What are its notable strengths?

BayTech offers a comprehensive, standards-aligned learning experience with effective instruction by highly qualified and engaging teachers, and hands-on learning experiences that are relevant and inspiring for our diverse students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction. BayTech provides a supportive and caring environment with small classes and strong student-parent-teacher collaboration. BayTech’s programs and policies highlight our deep commitment to graduating students who go on to college and meaningful careers.

As detailed under Question 1, above, BayTech’s most notable strengths include our high graduation rates (100% in 2016-17), A-G completion rates (100%) and college enrollment rates (83%), among other accomplishments noted above.



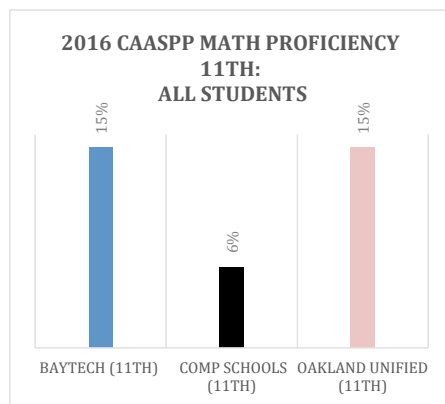
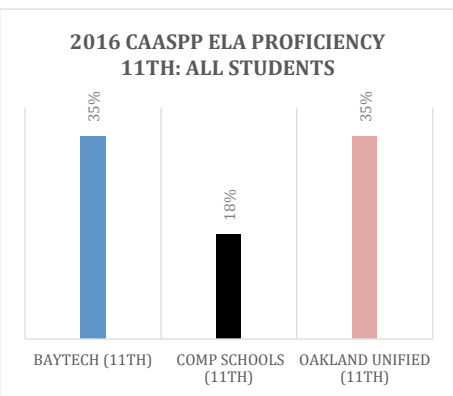
The significance of these accomplishments is amplified when looking at BayTech compared to the nearby resident schools our students would otherwise attend:

- While Coliseum College Prep Academy had a 2016 graduation rate of 88%, Castlemont HS's graduation rate was 68% and Fremont HS graduated just 50%.
- A-G completion rates at these three high schools ranged from 38-79%.

Notably, while BayTech did have one 11th grade student drop out in 2015-16 (1.6% of the students in grades 9-12) Castlemont had 39 dropouts (12.6%) and Fremont had 71 students drop out that year (15%). Our small, personalized school helps ensure that every student is personally known and supported.

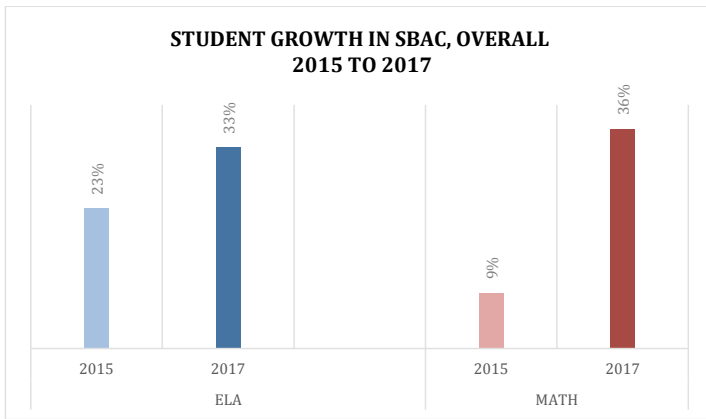
While our SBAC scores leave significant room for improvement, we are pleased with recent growth and the preliminary results of the new initiatives and staffing changes we have implemented.

Notably, preliminary (not yet published) results for 2017 SBACs indicated particularly strong performance for our 11th graders, with **60% Met/Exceeded in ELA and 33% in Math**. In 2016 our 11th graders measured 35% Met/Exceeded in ELA and 15% Met/Exceeded in Math. This matched OUSD results for 11th grade and significantly outperformed our nearby schools:

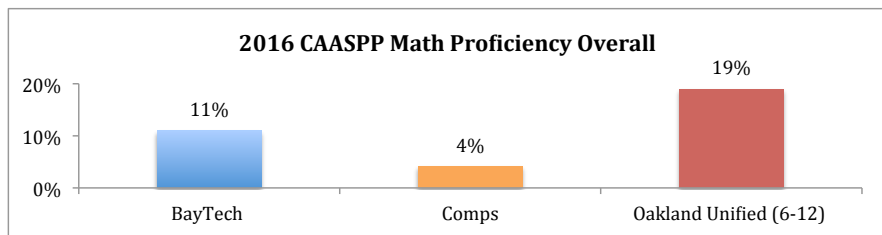
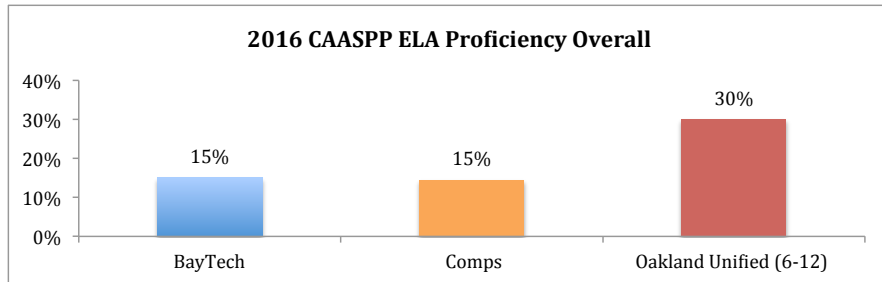


We of course want to see this continue to grow, but are encouraged that the more time students spend at BayTech, the higher the SBAC results.

Schoolwide, overall growth trends look positive (including preliminary 2017 results):



While the 2016 middle grades SBACs were not as strong, we note that the BayTech’s Met/Exceeded rate was equal to the average of the nearby comparison resident schools, and higher than these schools in Math:



As detailed more fully below, we are continuously improving and strengthening our program, including changing curriculum and implementing more benchmark/interim assessments to track student growth and progress. We believe – based on recent SBAC scores, graduation rates and other data -- that these changes are creating a positive trend that will continue across grade levels and over the years as our students matriculate through BayTech.

Beyond academic success, we also note that our program is strong financially with “clean” audits with no findings every year and a growing reserve in excess of 3% every year. BayTech weathered the great

recession and state deferrals – including a major facilities move in 2012-13 -- and is in a strong fiscal position. Enrollment continues to be at capacity with a significant wait list this year for the first time since our facilities move in 2012-13. Parent engagement is increasing, as are stakeholder satisfaction rates. Our governance and operations is also strong, led by an accomplished and experienced non-profit Board of Directors and experienced lead staff.

What are the main priorities for improvement?

As part of our annual update and goal setting Local Control Accountability Plan (LCAP) process, we have identified key priorities; recent SBAC data has reinforced the need for these areas of focus:

1. Math/ELA Proficiency: While we have confidence in the growth we are seeing from our students who are at BayTech for several years, we know there is much more room for improvement and inconsistencies in the growth highlighted above. For example, the Class of 2020 saw a decline from 2015 to 2016 (as 9th graders, they did not take SBACs in 2017): ELA Met/Exceeded dropped from 17% to 9% and Not Met increased from 45% to 59%, and Math Met/Exceeded dropped from 9% to 2% and Not Met increased from 63% to 75%. Though they did not take the 2017 SBACs, based on internal data, we are pleased that in 2016-17, 68% of these 9th graders met their NWEA MAP growth targets in ELA and 49% met their growth targets in Math. The Class of 2023 cohort also saw a decline between 2016 and 2017 SBACs (6th to 7th grade): ELA Met/Exceeded stayed steady at 15% but the percent of Not Met increased from 53% to 71% and while this cohort's Math Met/Exceeded increased from 12% to 25%, Not Met stayed fairly consistent from 66% in 6th grade to 60% in 7th.

Improving academic performance on the SBAC – and overall grade-level standards mastery in core subjects -- is a main priority. We have taken a number of steps that are already resulting in increased student achievement, including:

- In 2014-15 we hired a part-time RTI specialist (now full-time) to provide additional support for students not meeting their targeted growth on benchmark assessments. The RTI Specialist works each day with small groups of 4-5 students based on assessment data, providing targeted intervention and support. We are currently seeking to hire a new ESL teacher for 2017-18 to provide dedicated full-time instruction and expertise for our growing EL population.
- In 2015-16, we adopted a rotational model, blended learning approach with new online, interactive curriculum through Edmentum to increase the rigor of the English Language Arts program in particular, and personalization that meets students where they most need development, including for English Learners. We began implementing Chromebook usage in classrooms instead of a dedicated computer lab; each class now has a Chromebook for every student, along with more powerful desktops available for coding and other advanced classes. Our faculty is better able to integrate supplemental and differentiated instructional resources with readings, lectures, videos, music, art, and other materials to deliver content. We provided training for all faculty on using this software and integrating Edmentum into the curriculum; this effort gained strength in 2016-17 as usage of the program increased significantly across classrooms and grade levels. Most importantly, our students now benefit from interactive, personalized online curriculum through Edmentum and starting this year, test prep with Revolution K-12.
- We have adopted several additional assessment tools in addition to ongoing use of NWEA MAP benchmark assessments: Edmentum's interactive curriculum provides real-time, standards-aligned data for our teachers, Accuaccess online assessments and SBAC interim assessments all provide a

rich array of standards-aligned and specific/personalized data about each student, classroom, subgroup and whole school proficiency and growth over time. Our teachers utilize data from these assessments for increased data-driven decisions that support student achievement. Faculty analyze results and use the data for lesson planning, differentiated instruction, and targeted tutoring.

- In 2016-17 we also adopted the Atlas Curriculum Design program. Atlas enables us to streamline lesson and curriculum plans, providing more time for teachers to focus on student needs and improving academic achievement. Atlas provides standards-aligned course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more, aligned and in one place. Our Dean of Academics reviews teachers' lesson plans weekly online, providing feedback and suggestions. Teachers are able to see one another's lesson plans and collaborate online.
- In the past two years we have made several staffing additions and changes to support student learning and our faculty:
 - In 2016-17, we added a new Dean of Academics position, promoted our former Dean of Students to assume the Vice Principal role (when the previous Vice Principal resigned), and added a Lead Teacher/Curriculum Coach position. The latter resigned the end of the year to pursue a career in coaching other schools, and rather than replace her, our Dean of Academics is assuming several of her responsibilities and we are adding two new positions:
 - In 2017-18, we have added a Testing Coordinator position to help facilitate our faculty's focus on data-driven instruction and student growth. The Testing Coordinator will oversee timely administration of benchmark assessments, collate and disaggregate data, lead data analysis with individual teachers and PLCs, and help coach teachers in using data to differentiate instruction for individual students.
 - As noted above, we have an open search to add a full-time ESL Teacher in 2017-18.
- Our administrative team (Principal, Dean of Academics, Vice Principal/Dean of Students, College Counselor (who is a certified teacher) and two Department Chairs (Humanities and Math/Science)) each visit classrooms to evaluate instructional practices, coach and train teachers and set PD goals. The Dean supports and guides teachers to improve their lessons, identify individual student needs, and differentiate instruction. Through our PLC model, teachers also conduct peer observations and provide meaningful feedback. The teachers and administration remain focused throughout the process on the desired outcome of continually improving student learning.
- Also for 2017-18, we have added three new external partners to support student learning and support our faculty:
 - Our new after-school partner, Higher Ground, is providing tutoring four days each week after school at a ratio of 20:1 for up to 100 students each day through an ASES grant; this supplements bi-weekly teacher office hours each Tuesday and Thursday after school where our teachers are available to meet with individual and small groups of students. Adding Higher Ground now frees up our teachers from daily after-school tutoring commitments, so that Mondays and Fridays will now include collaborative planning time and PLCs after school, in addition to 2-2.5 hours of weekly formal professional development and staff meetings on Wednesday "early release" days. Following tutoring each day, Higher Ground is offering an array of engaging clubs and activities based on student interest to supplement our existing clubs (Student Council and Yearbook/Photography) and varsity sports teams.

- Revolution K-12 is providing focused test prep support for both SBACs and SATs. In addition to comprehensive online interactive test prep software for these tests, Revolution K-12 is providing in-person tutoring daily after school for 20 students that our administration identifies as most in need of intervention on the SBACs, as well as two hours of weekly test prep for our entire junior class to prepare them for the SAT. Juniors will take five practice SAT tests on Saturdays throughout the fall.
- Boys to Men, through a grant they received, is providing a comprehensive mentoring program for 15-20 of our most at-risk male students. (An effort is underway to start a similar program for girls.) This group meets weekly after school on Thursdays.
- Professional development is heavily focused on the effective use of our new tech-based tools to facilitate the use of formative and summative assessments, in and out of the classroom, for data-driven instructional planning and implementation, including differentiation. Monthly grade level and department level meetings facilitate collaborative vertical and horizontal planning with an emphasis on data analysis and differentiation of instruction as teacher exchange “best practices” and collaboratively identify specific student needs across different classes. Teachers receive training individually and in grade and department level groups on the use of assessment data. Additional PD and coaching is planned to help teachers analyze and interpret data, and then use it to identify and address individual student needs.

We are confident that this continued focus on data-driven instruction, differentiation and teacher PD/coaching will help us continue to realize growth in the achievement of our students.

2. Increasing English Learner Proficiency: Prior to our facilities move in 2012-13, BayTech’s enrollment was predominantly African American with approximately one-quarter Hispanic/Latino enrollment and a small percentage of English Learners (less than 10%). Since the move, our African American population has decreased as our Hispanic/Latino and English Learner populations have increased. In 2016-17, our 58 ELs (20%) included 42 Spanish speakers, 14 Arabic, 1 Vietnamese and 1 Turkish.

	Total # ELs	% of Total Enrollment	%Reclassified
2013-14	16	7%	25%
2014-15	38	15%	6%
2015-16	58	20%	5%
2016-17	58	20%	21%

While several of our newly enrolling EL students each year are recent immigrants to the U.S. and speak little to no English, the number of Long Term English Learners (LTELs) has increased as well. For example, in 2015-16, half of the new 6th grade ELs we enrolled were already designated LTELs, bringing our LTEL total to 26 students. In 2016-17, seven out of 12 of our new 6th grade ELs were designated LTELs, for a total of 32 LTELs.

BayTech has made a focused effort on improving EL proficiency and reclassification rates, resulting in a 21% reclassification rate in 2016-17. In 2016-17, 65% of ELs demonstrated proficiency and annual growth on the CELDT, an increased from 35% in 2015 and 25% in 2014. But more needs to be done. Thus, we are

continually implementing strategies to improve our ELD program and ensure structures are in place to help EL students learn to read, write, and speak English.

- New adaptive online curriculum, tech-integration, teacher PD and coaching have been a significant benefit for our EL students. Edmentum's ESL ReadingSmart supports teachers in differentiating instruction for ELs by enabling them to create customized lessons, collaborate with others, and measure proficiency within the same platform. We also implemented ReadingMate, which helps EL students develop proficiency in reading (as well as other students needing ELA assistance).
- To increase the progression of EL students, particularly the significant number of LTELs that enroll at BayTech, students who are Level 2 and above receive daily pull-out ELD support with our RTI teacher (who is BCLAD certified) in small groups (and soon will receive dedicated support from an ESL teacher). They also receive supplemental ESL ReadingSmart online curriculum for use outside of school.
- We have offered – and will continue to offer – increased time during teacher PD focused specifically on ELD standards, strategies, differentiation for ELs and data-driven instruction focused on EL proficiency development. During collaborative planning time, teachers discuss differentiation and intervention strategies that support EL student needs, based on data analysis (CELDT/ELPAC, online assessments, and benchmarks). Our EL Coordinator (the Dean of Academics) continuously reviews EL student data and collaborates with the RTI teacher to ensure that individual student needs are being met, particularly for hard-to-serve LTEL students.
- Knowing that peer interactions can have a profound impact on EL's language development, we encourage our strongest bilingual students to mentor and assist their EL peers through formal and informal tutoring, partnering during class and project-based work.
- A new focus specifically on LTEL students' unique and challenging needs includes determining what has prevented each of these students from reclassifying (MAP score, CELDT/ELPAC score, ELA grade, etc.). Domains of growth will be noted in their ELD portfolios. This information is then shared with teachers and a plan of action will be created to facilitate each student's growth and proficiency. If the student has an IEP, language goals and objectives will be carefully reviewed and incorporated into the plan. Once BayTech hires a new ESL teacher, we will determine additional steps we can take to support our LTELs in gaining proficiency through targeted pull-out support/tutoring, online curriculum, test prep and more.

3. Increase Parent/Guardian Involvement: While survey responses we receive indicated parent satisfaction rates with BayTech are high, as detailed in the next Question below, like many urban secondary schools we are working to increase parent *engagement* and involvement in school life and in their children's education. This is a priority not only due to the profound impact parent engagement can have on student persistence in their education, but also because BayTech experiences above-average student attrition each year (11.6% in 2016-17, down from 17.5% in 2013-14). Two key factors create this turnover:

- (1) our 98% FRPL rate does not fully capture the fact that many of our students live in severe poverty with a high rate of housing "instability," even if they are not technically homeless (though we do believe that homeless rates, as defined by the state, are significantly under-reported among our population). Students transition from living with one parent to another, moving in with grandparents or extended family, parents losing their apartments causing a move and more. This causes many of our students to leave the school each year as they relocate too far

from campus.

- (2) BayTech shares a campus with Rudsdale Continuation School. Student safety – particularly for our younger middle grades students – is a concern expressed by many parents, and students themselves. While BayTech has a full-time security guard on campus and takes several steps to ensure student safety, some parents choose to transfer their students to another school/campus.

We strongly believe that when parents are engaged in our school – including participating in activities on campus – they see that BayTech is a safe and engaging school community. This not only can negate transfers due to concerns about safety, but also encourage families who are changing residence to ensure their child stays at BayTech. The following efforts are being made:

- New communication strategies are being used to try to capture parents' attention. Last year, rather than email parents about Back to School Night, teachers personally contacted parents in their classes by phone. This resulted in more than 200 parents attending, representing 51% of our families – the previous two years were just 40% attendance. We have begun distributing flyers about important news and events to parents as they drop off their children, rather than sending flyers home with the students.
- The Vice Principal has instituted breakfast/coffee meetings the first Tuesday of each month as a means of informally talking with parents, soliciting feedback, and providing information about school programs. Attendance at these sessions has been growing.
- Building on the momentum of last year's WASC and LCAP process, during Orientation Sessions in August 2017, the Vice Principal specifically encouraged parents to volunteer to participate in ongoing discussions about school programs and policies. Already more than 20 parents have indicated interest in participating this year in regular discussions. We are looking to formalize this structure into an Advisory Council for school leaders.
- The Parents Club, described in more detail below, has gained new energy and increased attendance at monthly meetings, helping to spur new interest in parent volunteerism.
- The Home Visit Program has also increased in participation, with more anticipated growth this coming year. This voluntary program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. Teachers/staff receive a small stipend for each visit they conduct. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers. One of our science teachers, who is the coordinator of our STEM EXPO program, last year conducted more than 70 home visits; our Dean of Academics conducted 10 home visits for 12th grade students to engage families specifically in conversations about post-graduation goals and plans. Ultimately, we would like to see all students have a Home Visit at least once as a matter of course.
- The Board of Directors recently approved a new Mission Statement for BayTech that emphasizes a commitment to stakeholder engagement and collaboration: "Through a combined effort of staff, students, parents, and community . . ." We are confident our continued efforts to this end will help to strengthen our school community and student outcomes.

3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation:	Excellent	X				Unsatisfactory

How do you know?

BayTech utilizes surveys, home visits, and participation in school events, parent club meetings, and verbal and written feedback to evaluate how students and parents regard the school. WASC self-study assessments and student council surveys provide feedback as well.

What do (a) students and (b) parents most like about the school?

According to recent survey results and our WASC self-study process during the 2016-17 school year, students most like:

- the small school environment at BayTech
- positive rapport with their teachers, who care about and notice their success, and are there to help them if needed
- the positive environment promoted by BayTech
- increased athletic offerings, added student council, and mock job interviews/resume builder exercises.

According to recent survey results and our WASC self-study process during the 2016-17 school year, parents most like:

- high expectations the school has for their children and motivates them to learn
- the learning environment is inviting and offers high-quality instruction
- teachers care about and recognize their child’s success and treat parents with respect
- the school encourages parents to be actively involved in their child’s education
- home visits conducted by BayTech staff, which help establish a positive rapport, increases academic performance, and reduces behavior problems.
- School events such as the STEM EXPO, Harvest Festival, and Cultural Food Fair that build community within the school.

What do they feel needs improvement, and what action is being taken?

Parents in particular have expressed confusion about issues such as college and career prep and our 4-Year Plan process. Based on parent feedback, we are working to streamline our calendar of college education and awareness events, including college tours to local campuses and on-site visits from college representatives, and provide better advance communications to families about these opportunities. We also are creating a more streamlined and concise 4-Year Plan format that will be more individualized for each student and easier for families and students to understand.

We also are working to increase our college and career prep activities for students to ensure they are well-prepared for life after BayTech. Our juniors identify potential summer internships and job opportunities and prepare formal resumes and cover letters, culminating with mock interviews with our Vice Principal. Finally, we are increasing teacher PD and training on social/emotional support for our students. In August 2017, our partners from Cultura y Bienestar (Culture and Wellness), a project of La Clínica de La Raza in collaboration with La Familia Counseling Service and Tiburcio Vázquez Health Center, provided a comprehensive training for our entire faculty and staff on Trauma with School-Aged Children. We will continue to facilitate teacher training in this area.

While BayTech now has a full-time Counselor and regularly refers students and families to counseling, social services and other supports through organizations such as La Clinica, La Familia, Tiburcio Vasquez Health Center, Alameda County Behavioral Health Services, Alameda County Social Services, Berkeley Mental Health Division and the Alameda County Medical Center’s Psychiatric Outpatient Services, we aim to incorporate more social-emotional development and support for our students into school life.

Bay Area Technology School has hired a full-time support counselor in order to address the student’s social/emotional and personal needs. The Counselor has been working to support students by offering them various opportunities to express their needs and concerns. The counseling program works toward building a safe and supportive environment. Students are supported with conflict resolution, peer challenges, and bullying prevention. The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice once a week. Counseling is used as a supportive tool for students but it also serves as a preventative measure to keep students from expressing harm towards themselves and others. Walk ins are open and available to all students if needed. Students who may be struggling with behavior and are having issues with other students are seen by the counselor in order to receive guidance and support to help them make safe decisions. With the help from teachers, parents, and the Vice Principal/Dean of Students; the Counselor strives to ensure an overall safe school environment for all students.

Within the Counseling program, Restorative Justice is being utilized as a tool to help students deal with conflict and as a way to settle their differences within a safe and supportive setting. Restorative Justice meetings are held as needed and are open to all students. Restorative Justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community. This contrasts to more punitive approaches where the main aim is to punish the offender. Restorative Justice focuses on repairing the harm that was done through cooperative processes that include all stakeholders.

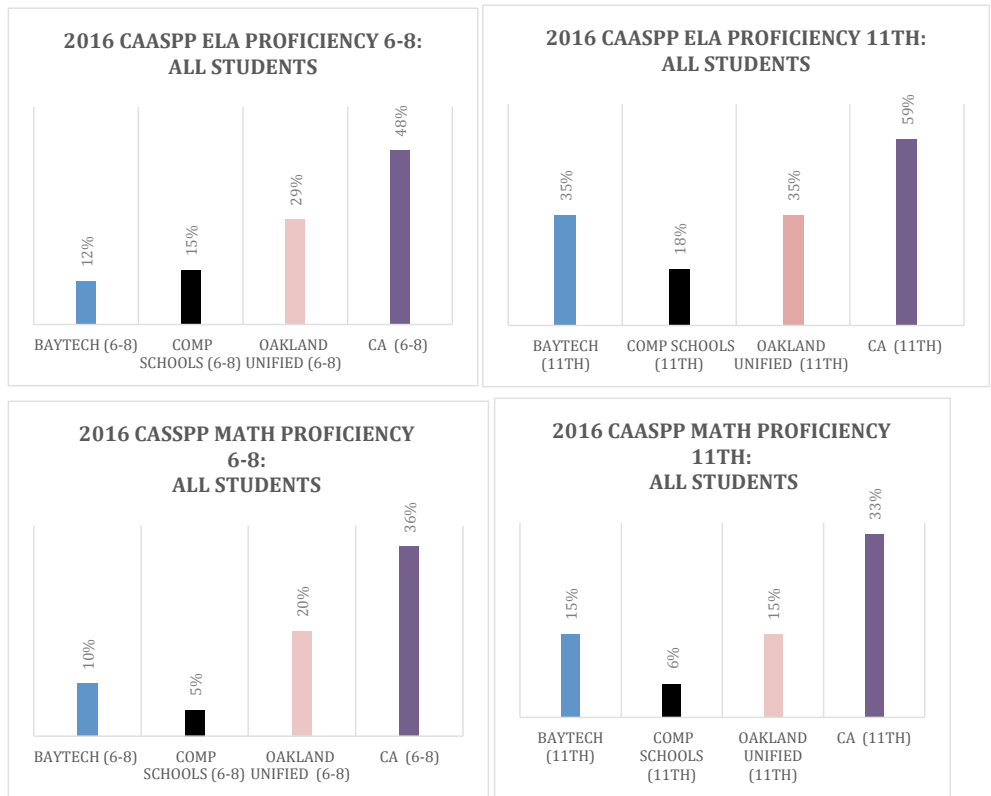
For the past four years, Next Generation Momentum Group provides an all-day annual workshop for our middle grades students, focused on empathy, building understanding, bullying and depression issues.

Going forward, we are working to incorporate more targeted PD for staff on dealing with trauma, depression, self-harm and other risk factors.

4 How well do students achieve?							
		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
How do you know?							
Summative and formative assessment data (e.g. SBAC, CELDT/ELPAC, NWEA MAP, SBAC Interim); grades, graduation rates, A-G completion and college admission data.							
In which subjects and grades do students do best, and why?							
Overall, our students perform better the longer they have been at BayTech. As highlighted in Questions 1 and 2 above, we have seen much higher rates of achievement on the SBACs for our 11 th graders than lower grades, e.g., preliminary (not yet published) results for 2017 SBACs indicated particularly strong performance for our 11 th graders, with 60% Met/Exceeded in ELA and 33% in Math . Our Class of 2021 cohort (the only cohort to take three years of the SBAC tests) went from 17% Met/Exceeded in 6 th grade to 35% in 8 th grade in ELA, and 7% Met/Exceeded in 6 th grade to 30% in 8 th grade in Math. This data indicates that the longer students are at BayTech, the stronger their performance becomes.							

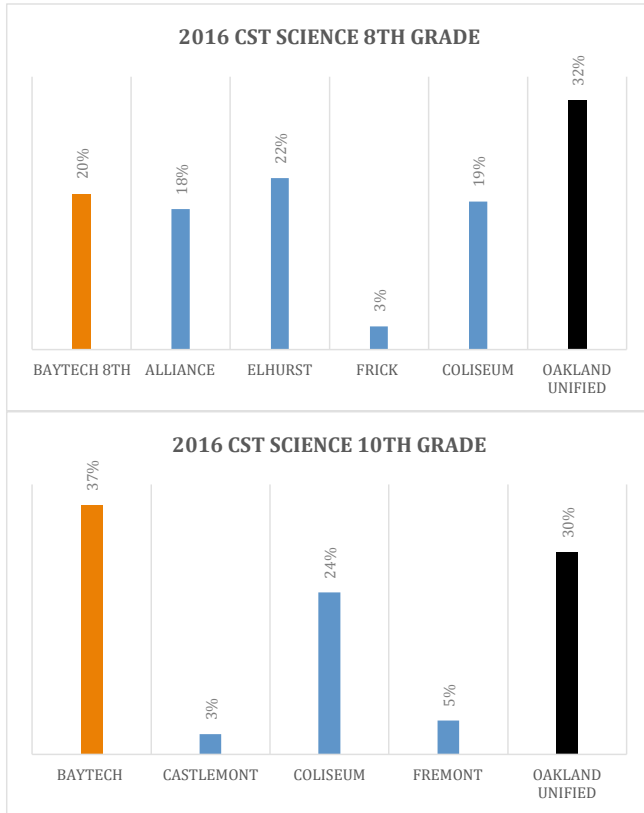
In terms of identifying our students' "best" performance, a comparison of BayTech students to our nearby neighbors and OUSD grade-level averages is illustrative. On 2016 SBACs, the most recent year for which comparison data is publicly available, while performance was significantly lower than preliminary 2017 data indicate, we believe it is important to note that our students' performance was on par with or exceeded our neighboring schools: Alliance Academy Middle School (6-8), Elmhurst Community Prep (6-8), Frick Middle School (6-8), Castlemont High School (9-12), Fremont High School (9-12), Coliseum College Prep Academy (6-12) (collectively, "Comps").

In ELA, BayTech's 15% Met/Exceeded rate matched the average of the nearby Comps and in Math, BayTech's 11% exceeded the Comps by seven percentage points. When breaking out the data by grade spans, our 11th graders' performance is even more impressive:



Notably, Castlemont High School in particular is struggling with just 6% proficiency in ELA and 0% proficiency in Math on the 2016 SBAC. We are confident that once 2017 SBAC data is publicly available, these comparisons will show much stronger performance by BayTech compared to nearby schools, OUSD and state averages.

In addition to the SBACs, thanks to our STEM focus, our state testing in Science is also quite strong, particularly for our older (10th grade) students:



In which subjects and grades is improvement needed, and what action is being taken?

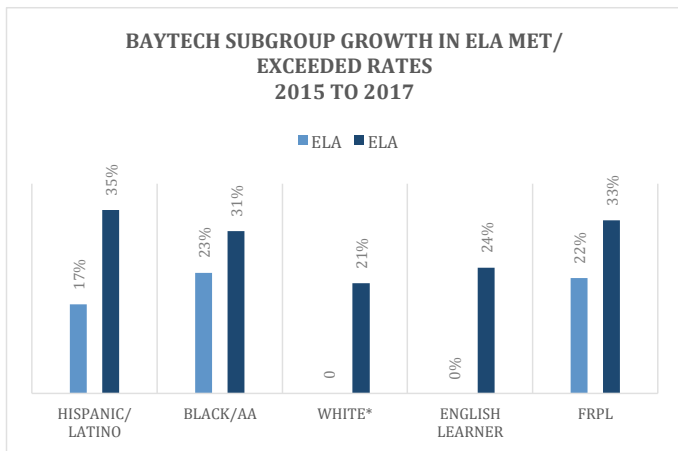
BayTech is committed to improvements across all subjects and all grades, doing all we can to best ensure each and every one of our students is prepared for post-secondary college and careers. We will continue to build on the success of 2016-17, with a particular focus on data-driven instruction, as detailed extensively above.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

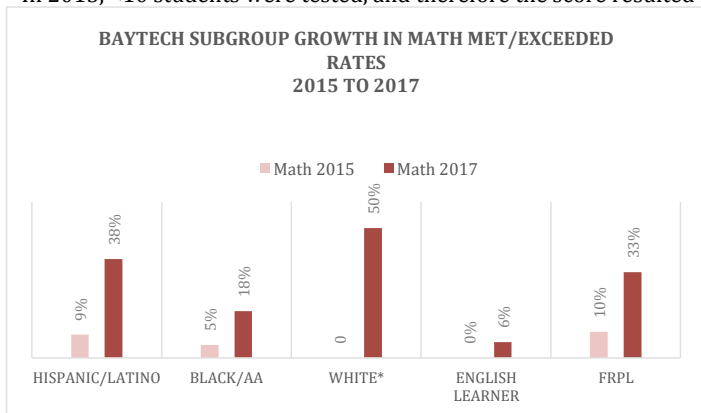
While we are pleased that there are no differences at BayTech between subgroups in terms of graduation or A-G completion (100% for both), we do have areas where we are seeking to eliminate subgroup achievement differentials.

On the 2017 SBACs (preliminary data), our Hispanic/Latino students outperformed all other subgroups in

ELA, while our White students outperformed other groups in Math.



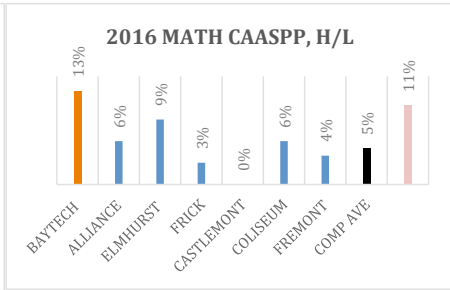
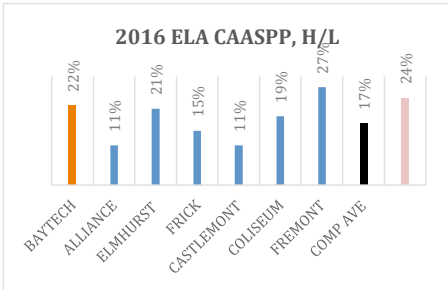
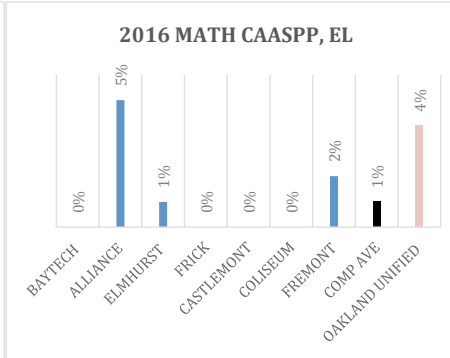
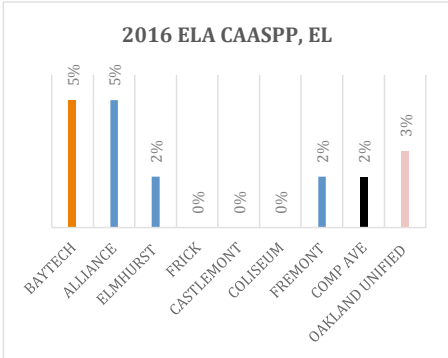
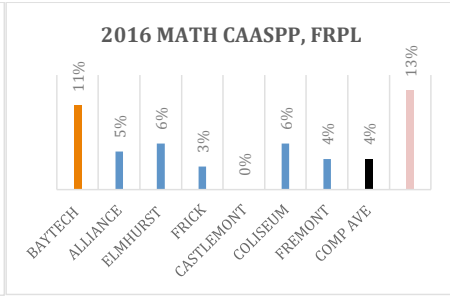
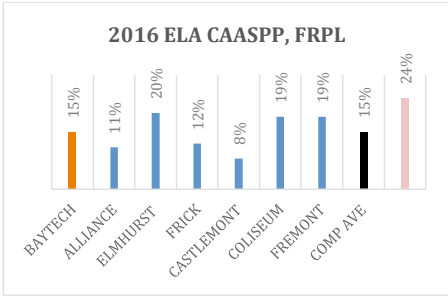
* In 2015, <10 students were tested, and therefore the score resulted in "NA"

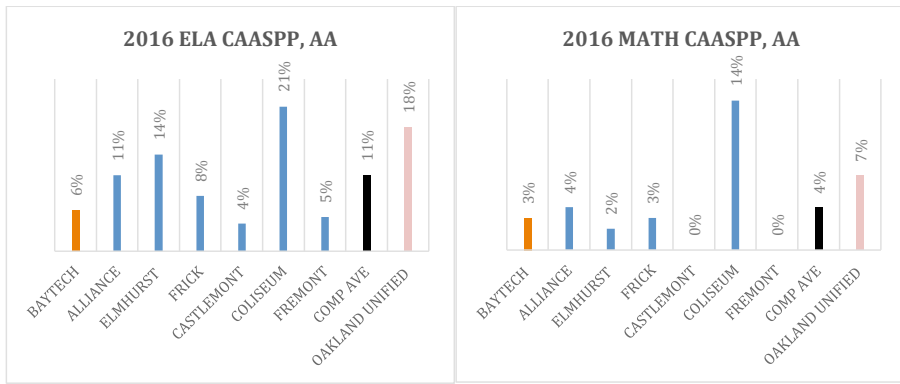


* In 2015, <10 students were tested, and therefore the score resulted in "NA"

While the differentials appear to be significant in some cases, two things are important to note: first, with our small school size, percentages can be misleading. BayTech had just 17 White students in grades 6-8 and 11 in 2016-17. Thus a single student's score can reflect 6 percentage points.

Second, compared to their peers at nearby schools, almost all of our statistically significant subgroups realized stronger or comparable performance in both ELA and Math (because our 11th grade class was so small – just 20 SBAC scores for the grade – grade span comparisons are not possible, though as indicated above, our 11th graders' performance is significantly stronger than our lower grades):





Through our increasing focus on data-driven instruction detailed above and new staffing/initiatives, we are confident these subgroup gaps will close over the coming years – including comparisons to the nearby schools -- as the performance of all of our students increases.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?
 Summative and formative assessment data, student grades, graduation and college admission rates, and teacher observations/coaching notes.

Which are the strongest features of teaching and learning, and why?
 Our strong emphasis on teacher quality and support is designed to impact student learning.

- Our faculty is diverse and well trained. All teachers have a Bachelor’s degree and hold a valid CA teaching credential, and almost half have an advanced degree. The average number of years teaching is five. Ethnic composition includes 17% African American, 8% Latino, 8% Middle Eastern, 4% Asian, and 50% White. More than half are bilingual and we are unique in that 70% of our faculty are male.
- Our two Department Chairs and the Dean of Academics observe teachers monthly; all other administrators conduct observations at least twice a year. Teachers conduct at least two internal peer observations each semester and one external observation annually. A uniform rubric guides observation and facilitates feedback.
- All teachers are evaluated annually in a comprehensive process that includes a review of student academic performance. A pre-conference and post-conference are scheduled for each evaluation.
- The school is divided into Professional Learning Communities (PLCs) by grade level and department. PLCs foster cooperation, emotional support, personal growth, and a synergy of effort toward

improved student achievement. PLCs work together on school improvement goals, assessments, lesson plans, data analysis, and instruction to support learning.

- In response to teacher feedback, BayTech has implemented tutoring via outside vendors this year (Higher Ground, Revolution K12 and Boys to Men) in order to free up teacher time after school for more collaborative planning and PD. On Mondays after school, teachers meet for collaborative planning during “7th Period” (3:40-4:20). Teachers hold office hours for students on Tuesdays and Thursdays during 7th Period, and on Fridays are in PLCs. Wednesdays are early release and allow 2-2.5 hours for formal PD, data analysis and collaboration.
- A two-week summer workshop/in-service program is held annually and consists of intensive teacher training specific to academic and education program goals for the year; an additional three pupil-free days during the school year are focused on reviewing data and collaboratively planning differentiation and interventions.

BayTech’s comprehensive learning experience is designed to support students through engaging, inquiry-based instruction with hands-on learning presented in ways that are relevant and inspiring.

- Our STEM-focused curriculum is innovative, engaging, and standards-aligned (including humanities and social science). Critical thinking skills are developed through hands-on, inquiry-based activities. STEM education increases science literacy and facilitates the next generation of innovators. Most jobs now and in the future, will require STEM proficiencies.
- BayTech teachers now utilize the Atlas Curriculum Design program, which provides standards-aligned course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more, aligned and in one place. The Dean supports and guides teachers to improve their lessons, identify individual student needs, and differentiate instruction. Teachers are guided by the following standards in curriculum and lesson planning:
 - Learning objectives are clearly stated for the students.
 - Exemplars are provided to guide and inform students.
 - Multiple measures are used, including formal and informal formative assessments.
 - Students are given specific and immediate feedback about their learning.
 - Assessment data informs ongoing instruction modification and provides for curriculum revision.
- Small class sizes (26:1) and online/blended learning in a rotational model, facilitated by Edmentum, increase teacher’s ability to provide differentiated instruction and intervention for students, including our growing population of ELs. Edmentum’s Plato Courseware (300+ middle school, high school and advanced level courses, including credit recovery) supports individualized learning, where students are engaged in their own learning and pacing (e.g., move ahead to more challenging material, replay a lecture, retake a quiz). Data from these programs provide real-time snapshots of student mastery of specific standards-aligned content strands. Technology integration facilitates teachers’ provision of a personalized learning environment conducive to targeted academic and social support, as teachers and students work together based on individual and small group student needs.
- Teachers implement differentiated instruction daily to support students’ individual needs (e.g., at-risk, advanced, EL, SPED) and help them learn better; and they collaborate weekly to share experiences and discuss strategies/best practices for individualized instruction, such as integrating multimedia and

technology.

- Data-driven practices and habits are core components in differentiating instruction (i.e., you can't fix what you don't know). Using data to identify and address students' individual learning needs is a school wide priority that is being integrated into PLC meetings, professional development, and teacher instructional practices and activities in the classroom.
- Our college preparatory program includes both AP classes and dual enrollment opportunities to equip students with the skills and attributes needed to attend and be successful in college. Our graduation requirements exceed UC/CSU A-G course requirements. Faculty works with students and parents to develop 4-year high school plans, track progress, and plan for college. High school seniors attend college advisory class 4 days/week.

What aspects of teaching and learning most need improvement, and what action is being taken?

As noted above, a current priority is providing more support, time and resources for our faculty. We have seen very positive results from our initial implementation of a blended/rotational model and data-driven instructional strategies. Through increased after-school support, our teachers will have more time for collaboration and planning; we are also working to facilitate school day collaboration time through master bell schedule changes. Staffing changes – Vice Principal, Dean of Academics, Testing Coordinator, full-time RTI Specialist and full-time ESL Teacher (the latter still to be hired) – all have bolstered our efforts to differentiate instruction and improve teacher impact for our high-needs students. We are also looking to increase formal professional development to strengthen teachers' ability to interpret data and use it effectively to address student needs, specifically with EL/LTEL students.

6 How effective are the professional development opportunities provided to teachers and administrators?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Teacher surveys annually seek explicit feedback on PD; self-reflection and discussion occurs during and after professional development (PD) which is then used to determine applicability in the school and classroom; our teacher evaluation process also includes annual goal setting that relates to PD needs; student achievement data and class observations also inform the efficacy of teacher PD.

Which are the strongest features of professional development, and why?

Over the past two years in particular, BayTech has implemented a reinvigorated focus on targeted teacher PD and coaching – in large part based on teacher feedback -- in order to strengthen teacher efficacy and increase the richness of instruction provided to students; PD offers a high level of support for teachers.

- BayTech has been organized into Professional Learning Communities (PLC) as a way for teachers to work together, support each other's growth and development, and integrate efforts. The PLCs also collaboratively establish improvement goals, learn from each other, and work collectively to identify and address students' instructional and behavioral needs. With the new addition of after-school services provided by outside vendors. Mondays and Fridays will now include collaborative planning time and PLCs after school, in addition to 2-2.5 hours of weekly formal professional development and staff meetings on Wednesday "early release" days.
- PD is heavily focused on the effective use of our new tech-based tools to facilitate the use of formative

and summative assessments, in and out of the classroom, for data-driven instructional planning and implementation, including differentiation. Monthly grade level and department level meetings facilitate collaborative vertical and horizontal planning with an emphasis on data analysis and differentiation of instruction as teacher exchange “best practices” and collaboratively identify specific student needs across different classes. Teachers receive training individually and in grade and department level groups on the use of assessment data. Additional PD and coaching is planned to help teachers analyze and interpret data, and then use it to identify and address individual student needs.

- Our administrative team (Principal, Dean of Academics, Vice Principal/Dean of Students, College Counselor, and two Department Chairs (Humanities and Math/Science)) each visit classrooms to evaluate instructional practices, coach and train teachers and set PD goals. Through our PLC model, teachers also conduct peer observations and provide meaningful feedback. The teachers and administration remain focused throughout the process on the desired outcome of continually improving student learning.
- Outside consultants lead teacher PD workshops on-site, with recent examples including: Edmentum training, Atlas Curriculum Builder, Revolution K12, teaching ELD standards, Trauma with School-Aged Children, and more.
- Individual opportunities for PD are encouraged, which enable teachers to choose trainings that fit their own needs and ambitions. While group PD is built into the calendar, the Administration also supports teachers in attending external workshops that align with their interests and goals. In recent years, our teachers have attended external PD including: National Charter Schools Conference, California Charter Schools Association Annual Conference, Alameda County Office of Education workshops (e.g., Common Core implementation), OUSD workshops (e.g., implementing blended learning).

How are professional development activities selected and evaluated?

Teachers themselves are our primary source of determining appropriate PD. In addition to ongoing, school wide PD during summer, pupil free days and weekly early release sessions, BayTech’s Administration assess individual staff needs through formal/informal observations, surveys, and feedback. The PLCs identify a list of educational literature, which is available for all staff to read and use in making school and system-wide improvement recommendations. Teachers are encouraged to pursue PD’s that are of personal interest to them, their subject competency, and their professional goals. The Administrative Team manages and shares a list of free and low-cost seminars and webinars; stipends are available to pay for low-cost PDs. Additionally, all administrators are sent to a variety of PD seminars and conferences for not only their own development, but also to bring back information, instructional techniques, STEM curricula, and best practices for the teaching staff.

BayTech staff participates in end-of-the-year meetings specifically focused on the evaluation of student achievement data in the context of assessing the effectiveness of programs (e.g. testing, curriculum, intervention, counseling, after-school). These meetings help staff review what worked well during the school year and prepare a professional learning plan for themselves for the upcoming school year. The plans and feedback are subsequently addressed in a summer in-service program.

The effectiveness of PD is evaluated through surveys, staff feedback, and class observations. The Board also evaluates the efficacy of PD and its related expenditures as part of the annual LCAP and goal setting process. Over the past eight years, BayTech has annually surveyed its faculty to determine their satisfaction with teaching at BayTech. In both 2015-16 and 2016-17, faculty indicated a 95% or higher satisfaction rate with PD, indicating they feel the PD offered is helpful and pertinent to their teaching. Teachers express

appreciation for the additional training and support they are given. We are pleased that our renewed focus on PD and implementation of PLCs has been well received.

What aspects of teaching and learning most need improvement, and what action is being taken?

As noted throughout this report, improved data-driven instructional techniques continue to be our focus. Preliminary results of our efforts are quite promising, and we believe as all of our faculty become more fluent and effective in using data-driven analysis to drive differentiation and intervention, we will continue to see growth. Additional PD training is needed to help teachers interpret and understand the data, and to develop their abilities to use data more effectively and regularly for targeted student instruction.

Based on teacher feedback, summer PD before the 2017-18 school year included a focus on ELD strategies, SpEd resources/strategies and trauma response (self-harm, suicide prevention and counseling referrals). These sessions were led by outside consultants. ELD and SpEd strategies will continue to be important themes in PD and coaching throughout the year.

New after-school support and changes in the master bell schedule are designed to ensure all of our faculty can benefit from collaborative planning time. Many of our teachers and staff help coach varsity sports teams and lead student clubs after school.

Documentation and sharing of informal collaboration will help administration know the extent to which true collaboration is happening for all faculty.

7 How effective is the assessment of student learning?

	5	4	3	2	1	
Evaluation:	Excellent	X				Unsatisfactory

How do you know?

Improved state standardized test scores, graduation and A-G completion rates and other external accountability data reflect improvements in our ongoing use of internal assessments (e.g. NWEA MAP, SBAC Interim, Edmentum Accucess) throughout the year to drive instruction.

What are the strongest features of assessment?

In recent years, BayTech has implemented several new assessment tools to help drive improvements in student learning and performance on state standardized tests. In addition to ongoing textbook, online and teacher-created classroom assessments, BayTech incorporates the following:

- NWEA's adaptive MAP tests for English and Math are administered twice a year in grades 6-11, which enables comparison of beginning to end-of-year progress as well as year over year growth. Results determine individual student levels, pinpoint where support is needed, and inform lesson plans. Teachers meet with students to share what is expected for the next MAP test and what they must do to achieve it. Growth targets are discussed and data is broken down to help students understand what is needed to become college ready. Results also are used by our Administrative team to monitor teacher efficacy over time and identify areas for coaching and targeted PD.
- Interim comprehensive SBAC tests are performed once each semester for grades 6-8 and 11, providing information on student progress on the various sections of the SBAC. This data helps teachers better establish targets for student support and track their progress in preparation for the spring test. In addition, Interim SBAC Block tests are administered at least four times throughout the year (before

progress reports) for grades 6-8 and 11. This provides disaggregated student data and helps guide differentiated instruction, and determine where resources should be allocated to help close the achievement gap.

- Edmentum Accuaccess is a diagnostic assessment test used at BayTech that enables quick identification of a student’s strengths and learning needs in reading, writing, and math; the assessment are particularly useful with ELs and other students with special needs. The program also prescribes specific content to fill identified learning gaps. This program is helping teachers personalize instruction and enable students to receive more targeted tutoring and academic programming.

Teachers share and discuss these data in PD time, including common trend data from the last several reporting periods, to help guide instruction.

What aspects need improvement, and what action is being taken?

Our implementation of new curriculum, assessments, targeted PD and PLCs are all demonstrating desired results, yet much remains to be done to realize far greater outcomes for all of our students. As noted above, more targeted efforts regarding our growing EL population is an area of need.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

We track demographic data from enrollment records as reported in CALPADS.

What are the strongest aspects of efforts to a diverse student population?

BayTech's student population is remarkably diverse; in 2016-17 our enrollment includes: 100% FRPL; 47% Hispanic/Latino, 37% African American, 20% EL with another 27% RFEP, 7% SpEd and <1% foster youth. (In recent years we have had one or two foster youth each year.)

In order to ensure BayTech enrolls a diverse population, we engage in both broad and targeted outreach efforts to recruit new students. Notably, for the 2017-18 school year, BayTech received more applications than space available for each grade and currently has a waiting list of 130 students and is enrolled at capacity of 330 students. Specific recruitment efforts include the following:

- Ensuring outreach includes places where diverse populations might be found (e.g. community centers, neighborhood meeting areas, existing schools)
- Distribution of materials in English and Spanish
- Bilingual individuals who specialize in public relations conducting outreach with under-represented communities
- Distribution of flyers at playgrounds, recreation centers and/or sports clubs in the area
- Direct mailing to parents/guardians who have 5th and 6th grade children

BayTech monitors the ethnic and racial balance of students enrolled in the school on an ongoing basis. If/when data indicate that the racial and ethnic composition is not reflective of the surrounding communities, additional recruitment measures may be employed. We ensure all homeless/foster youth have equal access to

the same free, appropriate public education as provided to other children and youth; a student's IEP is not required as a condition for enrollment or participation in an enrollment lottery. We conduct outreach with the various social services agencies to whom we refer students/families to ensure that the “hardest to reach” students, including foster and homeless youth, know about BayTech. With our charter renewal, and in consideration of recent demand for our program, we are seeking to add an enrollment preference for foster/homeless youth to ensure these students are able to enroll in BayTech if they desire.

What aspects need improvement, and what action is being taken?

We must continue to provide outreach in the neighborhood we serve. Students from all over Oakland are enrolling at BayTech due to the positive reputation and school’s progress. We will continue to send postcards, attend option fairs, and be involved in the District 7 community.

9 How effective is the leadership and management of the school?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

Stakeholder surveys; employee evaluations/folders; Board assessment.

How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?

BayTech’s Administrative Team (Principal, Vice Principal, Dean of Academics, College Advisor, Department Chairs) engages in regular reflections, walkthroughs, and formal observations throughout the school year to give support and instruction to teachers to improve student learning.

- One formal, in-class observation is conducted by each of the executive administrative staff each semester; and a rubric, which allows for the development of constructive feedback, is used to guide these observations. Our two Department Chairs and the Dean of Academics observe teachers monthly.
- All teachers are evaluated annually in a comprehensive process that includes a review of student academic performance. A pre-conference and post-conference are scheduled for each evaluation.
- Our PLC model facilitates teacher leadership and ownership of their teaching practice and continuous improvement. Teachers are responsible for two internal peer observations each semester and one external observation annually.
- The Dean of Academics meets with each teacher at least once a month for guidance and mentoring; lesson plans are reviewed weekly via the Atlas system, with continuous feedback and revision. The entire Administrative Team works closely with teachers in their PLCs and during weekly early release time to strategize curriculum choices, instructional practices, assessment methods, and reflection on their teaching practice and also helps teachers to identify student needs, improve their lessons, and add appropriate differentiation, thus ensuring lessons are accessible to students with various learning differences, diagnosed and otherwise.

Teachers post lesson plans via the Atlas Lesson Planning system, which allows them to collaborate and also view other teachers’ plans. Atlas further provides reports of the CCSS/NGSS standards being taught in each

class, enabling BayTech administration to verify curricular coverage of the standards.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Information gathered from classroom visits and observations are utilized by BayTech’s administration to evaluate instructional practices, set PD goals, and provide additional training as needed (e.g. application of assessment, checking for understanding). The teachers and administration remain focused throughout this process on the desired outcome, which is continually improving student learning. In the event administrators determine that a teacher is not effectively implementing the curriculum or classroom behavior management, they first meet to discuss the deficiencies and what can be done to effectively implement change. The teacher is asked for an action plan and the administration provides feedback and offers resources such as peer observations, PD, subject expert advice, external support, etc. These teachers and classes will be observed more frequently to document progress. In the event a teacher fails to make necessary improvements, his/her contract would not be renewed.

Formal evaluations are conducted for all teachers twice annually. Each teacher sets beginning of the year goals in collaboration with the administration; evaluations reflect on progress towards these goals.

Which aspects of leading and managing the academic performance of the school work best, and why?

Based on stakeholder input, BayTech’s administrative team has been successful in providing a strong vision of success for the entire school community, leading staff in setting academic goals, basing decisions on student achievement data, incorporating faculty feedback into decision-making and priority setting, and willingness and resourcefulness to provide extra support to students and staff based on academic needs. All of these attributes put students first and directly address student needs.

10 How well does the charter school collaborate with parents to encourage active participation in their student’s education?							
		5	4	3	2	1	
Evaluation:	Excellent			X			Unsatisfactory
How do you know?							
Parent participation data (school events, parent-teacher conferences, volunteerism); Home Visits; stakeholder surveys.							
Which are the strongest features, and why?							
As discussed in Question 2, above, while parent satisfaction with BayTech is high, increasing parents’ active participation in their student’s education is a primary goal, given the significant impact this engagement can have on student outcomes. BayTech promotes active parent involvement with school activities, governance/decision-making processes, and student achievement. The school actively seeks to engage with parents in meaningful ways and keeps them informed of their children’s learning progress throughout the year.							
<ul style="list-style-type: none"> Parent/Student Orientations (English & Spanish) are held at the beginning of each school year and offer separate sections for new and returning students. Students and parents attend sessions on accessing the COOLSIS online grade book application; academics and Edmentum programs; new after-school tutoring options, Revolution K-12 test prep, and school expectations, discipline, and 							

operations.

- Parent/Teacher conferences are held twice per year, with Spanish translation available. Parents can utilize the COOLSIS grade book application to continually monitor their child's progress; they can meet with teachers throughout the year to discuss student progress and any concerns. Teachers set up additional conferences after each semester-end Progress Report to meet with parents of students who fail to make progress on their goals.
- Parents, students and the College Counselor and Dean of Academics collaborate to establish a 4-Year Plan for students, which details the credits/courses a student will need to complete for graduation and post-graduation goals. Students set up profiles on Naviance and learn to track their own credits and progress towards goals, create work portfolios, and more. Students' 4-Year Plans are reviewed periodically with the College Counselor and parents are notified of student progress toward graduation.
- Twice each year, the Dean of Academics and College Counselor host College Night to help educate parents about students' post-secondary options, the college application and admissions process, financial aid and more.
- The Home Visit Program encourages teachers and staff (in pairs) to conduct visits to students' homes in order to establish stronger bonds with the students and their families, learn more about the student's home experience, communicate with parents about school expectations for the student's success, answer questions and more. These visits have led to a noticeable increase in parent engagement in their student's success and participation in school life, as well as stronger relationships between students and their teachers.
- The BayTech Parent Club meets monthly and organizes school and community wide events including the Harvest Festival, Cultural Food Fair, STEM Expo, and more. The Parent Club is led by a parent board (with officers) and the Principal appoints teacher and student liaisons to facilitate communication between the stakeholders. In the last year, the Club has resulted in a significant increase in parent participation, student excitement, community interest; annual traditions such as the Harvest Festival and Cultural Food Fair have become part of the BayTech culture.
- Parent advisory groups formed in recent years for activities such as LCAP goal setting and reflection, the WASC re-accreditation process, ELAC and more have provided additional avenues for parents to provide feedback to school leaders on school policies and procedures. Annual surveys gauge parent satisfaction with school programs.
- COOLSIS tracks student behavior/academics/attendance, with immediate updates for parents. Parents are contacted via School Reach, a telephone communication system; messages are sent in English and Spanish. Social media is also utilized to connect with a broader audience.
- Thanks to new communication strategies including phone calls from teachers, Back to School Night is now one of BayTech's most well attended events. Teachers provide information to parents on the curriculum covered for the school year; classroom rules and policies; and brief updates on student progress.
- Parents are contacted via School Messenger, our telephone and communication system. Messages are delivered in English and Spanish.
- BayTech will continue to create and distribute newsletters for each semester in English and Spanish to

inform parents of accomplishments, school life, and upcoming events.

- The school website will continue to update and inform parents of upcoming school-sponsored events and activities.

What most needs improvement, and what action is being taken?

As noted under Question 2, above, increasing parent involvement and engagement in school life and their student’s academic success is a continuing priority.

Based on parent feedback, we are working to improve communication, particularly in making complex information more readily understandable for parents. Additional education and access to information about college and career readiness is a goal moving forward. We are beginning that process this year by seeking specific parent feedback about our 4-Year Plans and college readiness programs. We will seek to identify external resources – including potential partners – that may assist us in better helping our parents understand post-secondary planning and options.

Also in response to parent feedback, we are working to provide more advance notice to parents of school events/a more comprehensive school calendar.

11 How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Through PD sessions, PLC meetings, student achievement data.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

As detailed above throughout this Performance Report, BayTech has placed a heavy emphasis on data-driven instruction through the implementation of new benchmark assessment tools, teacher PD and coaching, online curriculum and more. These changes have led to promising early results in student achievement outcomes. In addition to ongoing data review by faculty in PLCs, pupil-free PD days and early release weekly sessions, and teacher meetings with Administrative Team members, the following

- BayTech assesses student grades in November/December to gauge improvement. Administration and teachers meet in grade/departamental meetings to discuss results; plan for each student who has not met their goals; and to discuss next steps in advancing students making sufficient progress. This process occurs again in late January and again in April.
- BayTech’s Single Plan for Student Achievement is informed by multiple data sources (CAASP, CELDT/ELPAC, benchmark data). Data analysis is used to support equitable outcomes for all subgroups (e.g. ethnicity, socioeconomic status, gender). Goals related to the data guide professional and program development work throughout the year.
- BayTech staff participates in end-of-the-year meetings that focus on the evaluation of student achievement data. The Administrative Teams meets again before each school year to reflect on progress made the previous school year; and to establish priorities and goals for the upcoming school year. Activities include reviewing key metrics and analyzing data to determine progress. Teacher/student/parent surveys are shared and reviewed for reflection and improvement.

- A new Data Team is being created for the 2017-18 school year, including the Testing Coordinator, Dean of Academics, Vice Principal, Department Chairs, volunteer teachers and parents. The team will review data for continuous school improvement, including academic data, as well as stakeholder satisfaction data.

Describe how the school is training administrators and teachers to understand and use assessment data.

As detailed extensively above, comprehensive and ongoing PD has led teachers through the use of new online curriculum and assessment tools, the use and interpretation of benchmark assessments, gathering data within their classrooms and using data to drive instruction. The Administrative Team works with groups of teachers and individually to provide additional training and coaching. The goal is to improve teachers' recognition of individual student needs by strengthening their ability to analyze and synthesize data from various sources; and to then use it to drive instruction that improves student learning.

To what extent are parents and students informed of student performance data individually and schoolwide?

Parents can access the COOLSIS grade book application to monitor their child's academic performance; they also receive progress reports, report cards, and standardized performance results. More strategies are being discussed to help parents understand the standards on which students are being assessed and are expected to progress.

Students are updated on their academic performance in a variety of ways. All students meet with their teachers to review their grades and progress towards promotion and/or graduation on a formal basis at least twice annual, with more frequent informal check-ins. The College Counselor and Dean of Academics meet with all students starting in 8th grade regarding their long-range goals including college/careers, and starting in 9th grades, students' 4-Year Plans detail the credits/courses a student will need to complete for graduation and post-graduation goals. Students set up profiles on Naviance and learn to track their own credits and progress towards goals, create work portfolios, and more. Students' 4-Year Plans are reviewed periodically with the College Counselor to ensure they are on track and parents are notified of student progress toward graduation. Juniors and seniors meet regularly with the College Counselor to discuss their progress (and any related implications), and to align their current academic goals with future goals.

Schoolwide data (such as SBAC scores) is published on the school's website and communicated to families via Back to School Night, newsletters and emails, as well as discussions during Home Visits. The District, Board and community can review this performance data on the BayTech website.

What most needs improvement, and what action is being taken?

As noted throughout this Report, significant efforts are underway to improve how BayTech examines and uses data throughout out program, with very promising early results. We have added support and are maximizing time in the schedule to ensure teachers have sufficient time to collaborate on data and planning.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Through state and internal benchmark test data, student grades, behavior records, EL reclassification data, IEP meetings, and parent and teacher feedback.

Which are the strongest features, and why?

BayTech supports students with disabilities, ELs, and other students with special needs through our personalized program with attention to each individual student’s needs. All students are integrated in general education classrooms, with pull-out services as needed with our RTI specialist (and soon, ESL teacher) and SpEd services as proscribed in students’ IEPs. All faculty and staff receive comprehensive training on differentiating instruction and meeting the needs of students with disabilities, language needs and more. Reporting and compliance issues are also covered. The Administrative Team, RTI specialist, and SELPA staff/service providers collaborate with faculty to ensure student needs are met.

Edmentum online curriculum has been a tremendous boost in our ability to provide targeted, customized support for individual students with its interactive platform that meets students at their level and provides additional support, practice and new strategies for learning. Our emphasis on data-driven instruction and multiple methods of assessment, with a variety of ongoing benchmark assessments, ensure we track individual student growth. Comprehensive tutoring support and test prep supplement daily classroom learning.

All students, regardless of special needs, are held to high expectations for success.

What most needs improvement, and what action is being taken?

As both EL and SpEd enrollment have increased in recent years, school resources have been reallocated to the extent possible to meet these needs, e.g., the addition of the RTI specialist (at first part-time, now full-time) and a new ESL teacher position. We also are seeking additional support from the District SELPA to meet the needs of our growing SpEd population. As noted above, the growing number of LTELs has also posed challenges for our faculty and we are implementing new strategies and staffing to meet these needs. Further parent involvement is another priority, as we have discussed above. While much work remains to be done, we are confident our efforts are showing success, as evidenced by recent SBAC scores showing tremendous gains for both our EL and SpEd populations.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
How do you know?	Benchmark assessments, CELDT/ELPAC testing, EL reclassification data, CAASPP results, IEP meetings, graduation/A-G data, and parent and teacher feedback.					
Which are the strongest features, and why?	BayTech’s commitment to helping each student achieve his or her full potential is our strongest feature. The School effectively identifies ELs, students with special needs, and low or high achieving students through a variety of ways, including but not limited to: home language surveys, student records, parent and teacher feedback, Student Study Team (SST), and assessments. Placements and support strategies are determined					

through assessment results and parent/teacher recommendations, which include Least Restrictive Environment, academic intervention/enrichment classes, accelerated programs, EL teaching strategies, appropriate accommodations/modifications, after-school tutoring, and competitions, among others.

- Faculty works jointly at grade/department level meetings to identify students with academic challenges, exceptional needs, and/or behavioral issues. The Response to Intervention (RTI) model aids in identifying the level of support that each student needs. The students, parents and staff then collaborate to identify interventions. Strong commitment, communication, and collaboration helps ensure students' needs are identified and addressed.
- BayTech convenes SST meetings for at-risk students as needed, comprised of the student, teachers, and parents. The SST defines specific interventions within our RTI model, including, if necessary, the team determining any need for further evaluation, with the parent and/or teachers beginning the IEP assessment or 504-Plan process.
- BayTech teachers implement appropriate behavioral and/or academic accommodations for students immediately after identification. If an IEP is put in place, the RTI Specialist helps implement the accommodations. The Dean of Academics circulates menus of common accommodations and works with teachers throughout the year to tailor these for individual students. The RTI Specialist meets with teachers before the school year and periodically throughout the year to discuss individual student needs, including EL, SpEd, low-achieving and GATE students.
- Teachers use multiple strategies to deliver the curriculum to ELs, and technology has been instrumental in this regard. One-on-one access to computers, coupled with online curricular resources have been a tremendous asset for differentiation. For example, ESL ReadingSmart supports teachers in differentiating instruction for ELs by enabling them to create customized lessons, collaborate with others, and measure proficiency within the same platform.
- AP classes are offered for advanced students and online resources allow for advanced students to move ahead and find more challenging material. At-risk students are assigned to tutoring. Students are identified by assessment and differentiation is proactive and qualitative.

What most needs improvement, and what action is being taken?

As detailed throughout this Performance Report, BayTech's faculty has made recent improvements in differentiating instruction based on data for our diverse student body. The addition of third-party vendors for after-school and test prep support will provide crucial resources and free up time for our faculty to engage in additional collaborative planning and PD time, while providing additional support and resources to our students.

14 How effective is the governing board of the school?							
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
How do you know?							
Through Board self-reflection, community input/feedback and District oversight visits.							
Describe the process for selecting your governing board members. List all current board members, board committees and							

provide a current resume for each individual as an attachment to this report.

BayTech is governed by the Board of Directors of Willow Education (WE), a California nonprofit benefit corporation with 501(c)(3) status from the IRS. WE's Board of Directors (Board) is selected in accordance with the terms of its Bylaws and California law. The Board includes 3 to 11 directors, as set by Board resolution. Currently, WE's Board includes five directors. The WE Board is representative of the student body and community. The Board consists of five highly educated, well-respected individuals including:

- Aletta Tolbert, *Board President*, COO, Adult Educational Technologies (also a parent of a current BayTech student)
- Dr. Kairat Sabyrov, *Treasurer*, Postdoctoral Research Scientist at UC Berkeley/Lawrence Berkeley National Laboratory
- Val Uluk, *Secretary*, Software Engineer
- Arceli De los Reyes Tan, Office Manager
- Fatih Dagdelen, Engineer, Guttman & Blaevoet Consulting Engineers

Resumes for each Director are attached as requested.

Pursuant to Education Code Section 47604(b), the District may appoint a single representative to the WE Board. If it chooses to do so, the WE Board may choose to appoint an additional member to ensure it maintains an odd number of directors. According to the Bylaws of Willow Education (WE), each director holds office for two years (with staggered terms) and until a successor director has been designated. A majority vote of the Board is required to seat a new Director.

WE does not currently have any Board Committees.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The Board is fully responsible for the operational and fiscal affairs of BayTech including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the Principal of BayTech
- Approve major contractual agreements above \$5,000
- Approve and monitor the implementation of general policies of BayTech, including effective human resource policies for career growth and compensation of the staff
- Approve and monitor BayTech's annual budget and budget revisions
- Act as a fiscal agent. This includes the receipt of funds for the operation of BayTech in accordance with charter school laws and the receipt of grants and donations consistent with the mission of BayTech.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Regularly oversee the progress of both student and staff performance
- Involve parents and the community in school related programs
- Execute all applicable responsibilities provided for in the California Corporations Code
- Strategic Planning
- Approve the school calendar and schedule of Board meetings
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit material revisions as necessary for District

consideration

- Approve annual fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board of Directors meets bimonthly; notices and agendas are posted in accordance with the Brown Act. The Principal and other lead staff update the Board at each meeting with relevant information regarding the school's academic performance at every Board meeting; the school's back-office provider and the Principal present detailed financial reporting for the Board's review. Ultimately, the Principal is accountable to the Board of Directors for achievement of the school's vision, mission and goals.

In addition to the numerous recent initiatives detailed throughout this Performance Report (implementing blended learning, Edmentum curriculum, new assessment tools, staffing changes, teacher PD initiatives, etc. – all requiring Board approval and appropriate fiscal authorizations/planning), an example of a recent policy that the Board is working on is improving and expanding BayTech's annual STEM EXPO. The STEM EXPO is a day-long event held each year that includes industry and university experts in STEM fields and students from BayTech plus other local schools. Students present their STEM projects (robotics, engineering, science, tech and more) for expert judging panels, and our guest experts make presentations that are intended to encourage and inspire students to pursue post-secondary education and careers in the STEM fields. In 2017, STEM EXPO included more than 300 students from 11 schools and experts from companies such as Google, Tesla, Chabot Science and more. The event is a fun and engaging of STEM learning in action. The Board is currently working on ways to expand and enhance the STEM EXPO, with a particular focus on building more interest in STEM among female students.

What are the notable features of the governing board in the school?

Members of the Board have leadership experience at high-tech companies, prestigious universities, and local businesses. Their experience, wisdom, academic backgrounds, achievements, and personal characteristics as leaders in the community have proven to be of great value to BayTech. With the Board's oversight and guidance, BayTech's administration, teachers, students, parents, and school community have raised the bar of expectations to higher levels of success.

What aspects of the governing board need improvement, and what action is being taken?

Like many charter school and non-profit boards, we have had some challenges with succession planning and recruiting new board members when long-time directors resign. We also are attentive to the need for continuous training of our Board; in September 2017 the Board will have a comprehensive training on the Brown Act, conflicts of interest and other legal updates from the California Charter Schools Association. Our back-office services provide, CSMC, provides regular training on fiscal oversight for the Board.

How effectively does the governing board work with the school leader/s?

WE Directors are actively engaged with school administration. The Board defines and oversees the school's mission and vision, and holds school leaders and staff accountable for achieving these overarching objectives, as well as annual goals included as part of the annual Local Control Accountability Plan (LCAP) and strategic planning process. Ultimately, the Principal is accountable to the Board of Directors for achievement of the school's vision, mission and goals. The Board works closely with the school Principal for input – including reporting on stakeholder input, ongoing progress on academic achievements, finances, staffing and operations -- and demands results and accountability.

The Principal and Board both work closely with BayTech's back-office management firm, Charter School

Management Corporation (CSMC). The Principal maintains responsibility for day-to-day finance and accounting, budget planning and compliance, while the Board reviews detailed financials at each meeting and approves annual budgets.

The Board and Administrative Team meet regularly and review a variety of metrics related to school governance and student performance, including LCAP requirements and school wide learner outcomes. The Principal attends all board functions and updates the Board regarding the school's academic performance and progress; the Principal and other Administrative Team members present student achievement data to the school board formally at least twice a year, but update the Board on academic progress at every meeting.

The Principal also gathers feedback from the school community (administration, staff, students, parents), and recommends policies to improve academic and operational performance to the Board for approval. BayTech's Board-approved policies are published in the Parent/Student Handbook, the Employee Handbook, the Board book, and on the school's website. Adherence to, and implementation of, the policies is monitored by the school administration.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

Board meeting minutes, stakeholder surveys and feedback.

Which are the strongest features, and why?

While the governance of the school is, by law and pursuant to the WE Bylaws, the responsibility of the WE Board, the Board continuously seeks input and feedback on all facets of school operations and programs from stakeholders via a variety of means. Through publicly posted notices and agendas for Board meetings, along with the annual published Board meeting calendar, stakeholders are encouraged to attend Board meetings and welcome to speak during public comment periods, as well as formal presentations included on the agendas.

- Teachers are actively involved in BayTech's curricular and instructional decision making, and all faculty members are welcome to attend board meetings. The Principal and Administrative Team regularly report to the Board on teacher/staff feedback and requests such as the need for more collaborative planning time, which ultimately led to the decision to contract with three new vendors for after-school tutoring, enrichment, mentoring and test prep support. BayTech's leadership team receives feedback from the faculty to ensure appropriate consideration is given to all departments and student needs when going through the annual budgeting and LCAP goal setting process.
- The current WE Board President is a parent of a child who attends BayTech. Community members are encouraged to be involved in school governance by becoming a board member. Board openings are posted on the school's news board (outside of the office) and on its website.
- BayTech's Parent Club serves as the primary organizer of parent activities and provides parent input to the Administrative Team, and as needed, the Board, including regarding LCAP reflection and goal setting. As noted above, in 2017-18, building on momentum from last year's WASC and LCAP process, during Orientation Sessions in August 2017, the Vice Principal specifically encouraged parents to volunteer to participate in ongoing discussions about school programs and policies. Already more than 20 parents have indicated interest in participating this year in regular discussions.

We are looking to formalize this structure into an Advisory Council for school leaders.

- BayTech’s website provides detailed information and updates on all aspects of school operations, establishing a positive line of communication, and notifying all stakeholders about opportunities to be involved in state and district reports. Feedback is welcome from families and the community, which the Principal collects and uses to inform policy recommendations to the Board.
- Student volunteer groups are involved in the LCAP reflection and goal setting process and the WASC re-accreditation process in 2016-17. The Student Council is also involved to learn more about the students’ understanding of their expectations and what we can do as a school to improve. The groups are composed of a wide range of students who eagerly provided a large amount of feedback, and enjoyed being a part of the school improvement process. We plan on continuing this program annually.
- Parents are encouraged to join the Continuous School Improvement Team throughout the school year and during August orientations. Back to School Night provides another opportunity for parents to participate in school governance. In 2017-18, the Vice Principal will begin Tuesday morning coffee sessions to discuss academic progress, critical learner needs, and engage with parents on school related topics.

What most needs improvement, and what action is being taken?

BayTech is constantly encouraging and seeking parental involvement. School personnel communicate via email, phone, school messenger, newsletter, website, and flyers about events and activities parents can attend and participate in. One approach to improve parent participation is to have each teacher call their respective class roster or grade level guardian and invite them to Back to School Night, PT Conferences, and Award Ceremonies. This personal approach has resulted in increased attendance at these events.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
How do you know?		X					

Through annual audits, annual LCAP, and ongoing financials.

Which are the strongest features, and why?

BayTech was pleased to receive the OUSD Charter School Excellence award in 2015 for our fiscal operations. BayTech’s financial position is strong, with a healthy reserve and clean audits with no findings each year. The Board, the school administration and Charter School Management Corporation (CSMC) ensure fiscal soundness and legal compliance at BayTech (the Board is ultimately responsible), including but not limited to: developing a sustainable budget in alignment with accurate revenue projections; meeting fiscal targets; and closely monitoring fiscal operations and compliance.

- The Board reviews the budget bi-monthly with the assistance of CSMC, reviewing actuals v. projections, monthly cash flow, check registers and more. The Principal bears day-to-day

responsibility for financial management, collaborating with CSMC.

- Feedback from faculty, parents, and student groups help form annual priorities and resource allocation as part of the budget and LCAP process; ultimately the Board is responsible for approving the budget. When planning resources for the future – both short and long-term – the Board and Administrative Team ensure transparency and that resources are allocated to help fulfill the school’s mission, while making sure the budget is balanced and planned conservatively. In addition to the annual budget, BayTech maintains a multi-year financial projection (3-5 years) that is shared annually.
- BayTech receives approximately \$9,786 per student per year in LCFF State Funding with a total of approximately \$3.5M in government funding. This is supplemented with roughly \$5,000 per year from foundations, individuals, and corporations and \$20,000 in school-site fundraising. BayTech has reserve cash of approximately \$725,000.
- BayTech submits all required reports to the California Department of Education, County and District and all necessary information to the OUSD Board of Education for the Charter renewal process. Fiscal statements (audit reports, budget summaries, financial conditions) also are available on BayTech’s web site.

What most needs improvement, and what action is being taken?

BayTech will continue to encourage stakeholder engagement when planning the annual LCAP update and budget. Additional private fundraising would facilitate additions to our program that are not covered by government funding sources.

17 How effectively is the school managed fiscally?

		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
How do you know?							
Through annual independent audits, District site-visits, and COOLSIS information system.							
Which aspects of the school’s fiscal operations work best?							
As evidenced by the 2015 award BayTech received from OUSD, our fiscal management practices is strong. There are multiple levels of checks and balances in regards to internal controls, which has proven to be an effective and transparent procedure for handling institutional funds. BayTech works with an independent back office service -CSMC - on all financial matters.							
<ul style="list-style-type: none"> • The school’s internal control is organized and structured via COOLSIS; all requests are submitted through the COOLSIS program, which fosters transparency. The Dean of Academics first reviews a request. If approved, it is sent to the Principal for review, who determines budget availability and importance. Upon Principal approval, the request is forwarded to the Office Manager to ensure the purchase and delivery of the specific item. • The Principal has the authority to approve all purchase requests under \$5,000. Any purchase request over \$5,000 requires an additional approval from the Board. The Principal and the board approve each payroll, which is sent to CSMC for review and approval. The Principal and CSMC representative also review all bank reconciliations. There is one credit card for the Principal; and the Principal approves 							

the use of the credit card and submits receipts for transparency. Supporting staff may use the card once approved by the Principal. Submitting a receipt is required for all transactions.

- BayTech manages its financial operations with strong internal controls and ethical accounting practices. BayTech has always had completely clean external audit reports, and has received recognition from Oakland Unified School District for financial transparency and compliance. BayTech received an award in 2015 for our accounting efforts.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

As a small school, BayTech does not have capacity to handle many fiscal and administrative functions in-house. CSMC provides crucial fiscal management and operational/reporting support and expertise, though over time we will explore the most appropriate course of handling all fiscal and reporting operations internally.

18 What are the most significant aids and/or barriers to raising student achievement?

Like many – if not most – schools, we have found that advances in technology have been a tremendous aid to our school and student achievement. As the field of online learning and assessment continues to develop at a rapid pace, we will continue to evaluate the best programs and resources for our students to maximize their individual and collective success. Just as our students must learn to adapt to a rapidly changing world and master imperative STEM skills for 21st century success, our teachers and staff also are learning to adapt and continuously improve their teaching practice through new strategies such as our emphasis on data-driven instruction and differentiation. Providing our teachers with sufficient time, resources and support is critical for their success, which in turns leads to impacts student achievement.

Beyond specific challenges such as meeting the needs of our growing EL and SpEd populations or continuously striving to increase student achievement on state testing, our largest barrier to student success is one of expectation and culture. We continuously seek to instill in our students a belief that they can achieve, they can succeed in college, and they can realize better futures for themselves and their families. Our students face tremendous challenges outside of school, and arrive at BayTech with a variety of educational disadvantages. Our first and foremost task is ensuring our students are learning in a safe environment in which they feel cared for and known – establishing a crucial sense of “belonging” for our at-risk youth. Creating a school culture of success and achievement, developing self-confidence in each of our students, and motivating them to work hard and persist in their education are challenging tasks. We are proud of our recent accomplishments and progress at BayTech. Our faculty and staff’s hard work is showing promising growth for our school and our students, yet much remains to be done. We look forward to continuing to partner with the Oakland Unified School District to help our students realize ambitious goals for their futures.

Charter Renewal Data Document

Name of school: Bay Area Technology School			Name of School Leader: Hayri Hatipoglu			
Financial Information (5th year of renewal)						
Total Operational Budget	\$3,708,243	Per Student Revenue		\$11,237		
Total Expenditure	\$3,363,887	Expenditure Per Student		\$10,183		
Balance brought forward from previous year	\$1,125,796	Projected balance carried forward to next year		\$1,470,152		
Special Populations	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal	
# / % of students receiving free/reduced lunch (Socioeconomically disadvantaged)	218/90%	250/95%	267/94%	291/98%	tbd/	
# / % of ELs	22/11%	39/15%	58/284/20%	58/294/20%	tbd/	
# / % of Students with Disabilities (SPED)	7/3%	8/3%	15/5%	19/7%	21/7%	
Pupil Mobility	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal	
# / % Students who joined the school other than at the usual time of admission	42	41	26	31	/	
# / % Students who left the school other than at the usual time of leaving (excluding expulsions)	48	43	33	29	/	
Enrollment (as of CBED's Date)	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal (as of 8/20/17)	Attendance Rate to Date
School data	239	262	284	294	317	95% ADA
Background of students 5th year of renewal	#/% of Students	Discipline - prior school year 2016-17		Suspension # of Incidents	Expulsion # of Incidents	
Schoolwide	317	Schoolwide		19	0	
Asian	6/2%	Asian		0	0	
Black/African-American	117/37%	Black/African-American		14	0	
Filipino	3/1%	Filipino		1	0	
Hispanic/Latino	149/47%	Hispanic/Latino		3	0	
Native American/Alaskan Native	/	Native American/Alaskan Native		0	0	
Native Hawaiian/Pacific Islander	/	Native Hawaiian/Pacific Islander		0	0	
White	35/11%	White		1	0	
Two or More Races	7/2%	Two or More Races		0	0	
Not Reported	/	Not Reported		0	0	
Gender (male/female)	192/125	Gender (male/female)		11/8	0/0	
Homeless Students	/	Homeless Students		0	0	
		ELs		3	0	
		Students with Disabilities (SPED)		3	0	

Lottery/Waitlist Information								
	Date of Lottery	Number of Applicants (per grade)			Number of Available Spaces (per grade)		Number of Students on Waiting List (per grade)	
EXAMPLE (add rows as necessary to capture all grade levels served)		6 th - 150			100		50	
		7 th - 200			100		100	
		8 th - 160			100		60	
1st year of renewal		6 th - 40	9 th - 38	12 th - 19	50	50	30	NA
		7 th - 45	10 th - 23		50	30		NA
		8 th - 46	11 th - 28		50	30		NA
2nd year of renewal		6 th - 47	9 th - 49	12 th - 25	50	50	30	NA
		7 th - 45	10 th - 22		50	30		NA
		8 th - 49	11 th - 25		50	30		NA
3rd year of renewal		6 th - 48	9 th - 51	12 th - 23	50	60	30	NA
		7 th - 46	10 th - 40		50	30		NA
		8 th - 45	11 th - 21		50	30		NA
4th year of renewal		6 th - 55	9 th - 41	12 th - 17	60	60	30	NA
		7 th - 49	10 th - 53		50	60		NA
		8 th - 42	11 th - 37		50	50		NA
5th year of renewal	3/8/2017	6 th - 138	9 th - 95	12 th - 4	58	52	35	10 54 2
		7 th - 51	10 th - 21		60	52		40 4
		8 th - 38	11 th - 21		52	50		24 2

Graduation Information (HS only)	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
HS Cohort Graduation Rate	77% (22 in cohort)	96% (22 in cohort)	91% (22 in cohort)	100% (17 in cohort)	
HS Cohort Drop-out Rate	4.5% (1	0%	4.5% (1	0%	
Post-Graduation Plans (HS only)					
% Attending 4-year college	72%	50%	32%	22%	
% Attending 2-year college	11%	41%	41%	61%	
% Attending vocational/ technical training	0	0	0	0	
% Joined military	0	0	5%	0	
% Working exclusively	0	0	0%	6%	

Teacher Recruitment/Retention					
	1 st year of renewal	2 nd year of renewal	3 rd year of renewal	4 th year of renewal	5 th year of renewal
Total # of Teachers	14	15	18	18	18
# New Hires	3	3	6	3	3
# Retained from Prior Year	11	11	12	15	15
Total # of vacant teaching posts (FTEs) currently 1 ESL Teacher					

SBAC (Standard Met/ Exceeded)	1st year of renewal N/A	2nd year of renewal 14-15	3rd year of renewal 15-16	4th year of renewal 16-17	5th year of renewal N/A
ELA					
Schoolwide		21/1	13/2	26/7	
Asian		-	-	-	
Black/African-American		22/1	6/0	25/7	
Filipino		-	-	-	
Hispanic/Latino		17/0	18/4	28/6	
Native American/ Alaskan Native		-	-	-	
Native Hawaiian / Pacific Islander		-	-	-	
White		NA	13/0	21/0	
Two or More Races		-	-	-	
English Learners		0/0	5/0	0/0	
Students with Disabilities (SPED)		NA	0/0	NA	
(Socio)economically Disadvantaged (FRPM)		21/1	13/2	26/7	
MATH					
Schoolwide		8/1	8/3	9/25	
Asian		-	-	-	
Black/African-American		5/0	3/0	8/0	
Filipino		-	-	-	
Hispanic/Latino		9/0	8/5	0/32	
Native American/ Alaskan Native		-	-	-	
Native Hawaiian / Pacific Islander		-	-	-	
White		NA	27/0	14/36	
Two or More Races		-	-	-	
English Learners		0/0	0/0	0/52	
Students with Disabilities (SPED)		NA	8/0	NA	
(Socio)economically Disadvantaged (FRPM)		9/1	9/2		
CAHSEE	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
10 th grade pass rate	Math 81%/ELA	Math 68%/ELA	NA	NA	

MPOs and LCAP Goals

MPOs

Insert the MPOs for the charter term under review (2013/14-2017/18). If the Collective MPOs were adopted, this section should include two sets of charts. The first chart should include the data for the former MPOs for the first two years of the charter term (2013-14 and 2014-15); and, the second chart should include the data for the Collective MPOs for the 2015-16 and 2016-17 school year and, if available, for 2017-18.

For each MPO, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

Please see attached MPO updates (2013-2015 and 2015-2017).

LCAP Goals

In regard to the LCAP goals you have had in place for the past two years, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

Please see attached LCAP.

Facilities and Future Plans

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED) – N/A	
Is the facility meeting the needs of your staff and students?	Y/
Will the facility continue to accommodate your growth needs?	Y/
If applicable is your current lease still valid?	Y/
Does your lease extend through the end of your requested charter term?	Y/
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision making process that may be 	
Describe the condition of your current facility.	
<p>What procedures are in place for handling facility repairs?</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p>	

FUTURE	
<i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.	Y/N

As applicable: Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.

Y/N

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school’s governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budge may or will be impacted in the current school year and in the subsequent school years.

23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.