TO: Vincent Matthews, State Administrator
& Members of the OUSD Board of Education

FROM: Kirsten Vital, Chief of Community Accountability
David Montes de Oca, Coordinator; Office of Charter Schools

DATE: March 19, 2008

RE: Bay Area Technology School
Charter Renewal Request Application

ACTION REQUESTED:

Approve the Bay Area Technology School petition for charter renewal **as revised**, because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals. The approved charter is amended from the filed petition to incorporate the included revisions, conditions and deadlines below.

SUMMARY:

For the purposes of renewal, Bay Area Technology School (BayTech) has been evaluated based on the following three guiding questions; ***Is the school an academic success? Is the school an effective, viable organization?*** and ***Has the school been faithful to the terms of its charter?***

Based on this evaluation, staff has determined that the schools offers a *sound educational program* and that the *petitioners are demonstrably likely to successfully implement the program*. An analysis of the Renewal Petition demonstrates that it includes *reasonably comprehensive descriptions* of all required elements, as well as meets all statutory requirements pertaining to signatures and affirmations.

School Description and Key Program Elements:
Bay Area Technology School (BayTech) is a small direct-funded charter school, authorized by Oakland Unified School District on June 22, 2004 for a three year charter term. BayTech mutually agreed to a one year charter term extension in August, 2007 which established the end of the charter term as June 30, 2008. BayTech currently operates in District 3, with students living in throughout the OUSD attendance boundaries, as well as serving students deriving from various other parts of the East Bay including; Alameda, Berkeley, Richmond, Hayward, and Emeryville. BayTech opened in fall 2004 and is currently

in its fourth year of operation. BayTech currently serves 220 students in grades 6-9. The following table describes their enrollment growth and projections.

YEAR	2004-05	2005-06	2006-07	2007-08	2008-09
GRADES	6	6, 7	6-8	6-9	6-10
ENROLL	78	146	206	220	325

* Enrollment based on District records, 2008-09 based on projection provided by school.

The school's enrollment demographics* for the 2007-2008 school year are as follows:

ETHNICITY 07-08	
African American	71%
Latino/Hispanic	15%
Native American	0%
White	11%
Asian/Other	3%
SOCIO-ECONOMICS 07-08	
Free/Reduced Lunch Eligibility	75%
SPECIAL NEEDS 07-08	
Students identified as ELL	9%
Students identified as SPED	5%

BayTech Student Ethnicity 2007-08
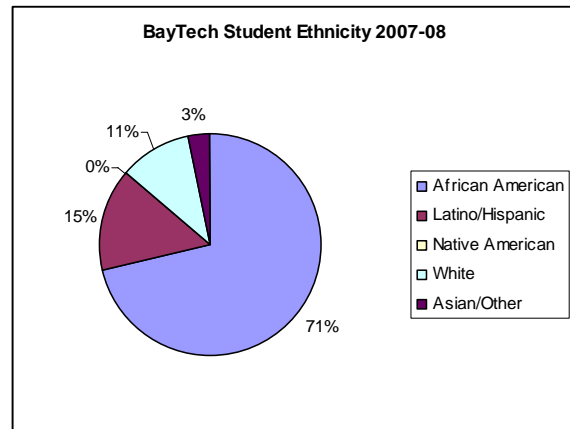
* Current year's demographic data provided by the school through the renewal application process.

The following is a summary of the Key Elements of the Bay Area Technology School program as outlined in their current charter;

Mission and Educational Philosophy

The mission of BayTech is to serve socio-economically disadvantaged 6" through 12" grade students, enabling these students to become literate in math, science, and technology, encouraging these students to be self-motivated, life-long learners equipped with communication and presentation skills indispensable for the technologically-oriented global environment of the 21st century.

BayTech aims to prepare its students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural community.

Education Program Design

The school provides a standards-based curriculum emphasizing math, science, and technology, supported by state-of-the-art science and computer labs and provides academic and recreational after-school activities for academically high and low achieving students. BayTech works to create a supportive and caring environment with small classes and strong student-parent-teacher communication, and provides opportunities for parental involvement, including a student –teacher status portal website which enables effective communication.

Families without home computers are encouraged to come to the school and use one of the available computer stations. Classes for parents are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient.

It is BayTech's goal to increase students' interest in reading, writing, science, and math by innovative, engaging, standards-based curriculum, with carefully selected standards-based teaching materials and state-of-the-art equipment, implemented by highly qualified teachers. BayTech seeks to improve students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond.

BayTech teachers are aware that their students begin their academic journeys at different levels. Therefore, BayTech teachers develop and implement "catch-up" strategies to ensure that all students are prepared for the academic requirements of their grade. In order to achieve grade level proficiency, students who are not performing at their grade level are assisted through a customized program. Furthermore, a variety of enrichment projects are offered to students who are performing ahead of their grade level.

BayTech's educational program has four major components:
- *Results Driven Instruction*
- *Technology Integrated Education*
- *Comprehensive Guidance Program*
- *Advanced Studies Program.*

Academic clubs and competitions are an important extension and integral part of BayTech's program. Students participate in regional and nationwide contests such as: Math Olympiad, MathCounts, Science and Engineering Fairs, Lego® Robot Design, Chemistry Olympiad, National Science Bowl, and SimCity Future City Design. Additionally, BayTech regularly connects its students with universities and with industry through field trips and invited speakers from local universities. Students benefit from both experiences, especially when these connections bring them into contact with professionals, research laboratories, and corporations related to their course work.

BACKGROUND:

Under the California Charter Schools Act, authorizers are required to return to the "standards and criteria" set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act, which delineates charter petition approval and denial criteria.

*A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**.*
*The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:*

    *(1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.*
    *(2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.*
    (3) The petition does not contain the number of signatures required by subdivision (a).
    (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).
    *(5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]*

OUSD Charter Renewal Standards
Oakland Unified School District, in an effort to develop a **Balanced Performance-Based Accountability System**, has established the following standards and expectations for charter renewal based on the intent of California Charter School Act and the "standards and criteria" outlined above (Education Code Section 47605 d(1))
The legislature's intent regarding accountability for charter schools is to:
➢ *"Improve Pupil Learning"* Education Code 47601(a)
➢ *"hold the schools ...accountable for meeting measurable pupil outcomes, and provide schools with a method to change from a rule-based to performance-based accountability systems."* Education Code 47601(f)

Pursuant to CA Education Code section 47605 we ask;
    I.   **Is the school an academic success?**
An evaluation of the soundness of the educational program, for the purposes of charter renewal, by reviewing performance outcomes and program implementation.
    II.   **Is the school is an effective, viable organization?**
An evaluation of the capacity of the petitioner to successfully implement the program, for the purposes of charter renewal, by reviewing the fiscal accountability and governance of the school.
    III.   **Has the school been faithful to the terms of its charter?**
An evaluation of the charter to assess the alignment to the program as approved.

An evaluation of the charter petition submitted for a future charter term is conducted to ensure that:
    A) The petition meets the standards and criteria set forth in Education Code Section 47605.
    B) The petition includes all new laws and regulations relevant to charter schools enacted since the charter was last approved.
    C) Any major amendments to the charter since the last charter term are reviewed, evaluated and incorporated into this staff report.

Prerequisite for Charter Renewal (AB 1137)

The CA Charter Schools Act establishes a perquisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** in order for a charter renewal petition to be considered. This prerequisite applies to a school *after it has been in operation for four years*. Bay Area Technology School is in its fourth year of operation. **This renewal, as it is occurring after the school has been in operation for three years, DOES NOT explicitly apply.**

47607 (a)(2) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later; a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1)   Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2)   Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3)   Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4)   (A) The entity that granted the charter determines that the academic performance of the charter school 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.

(B) 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) for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

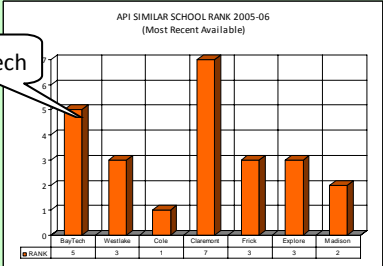| Bay Area Technology School: SB 1137 Criteria for Renewal	Results
1. API Growth Target:	
a. Did school attain API Growth Target in prior year?	**-22**
b. Did school attain API Growth Target in two of last three years?	**-22, 26,** *
c. Did school attain API Growth Target in the aggregate of the prior three years?	**-22, 26,** * (N/A)
2. API Rank:	
a. Is the school ranked 4 or higher on API in prior year?	Unknown
b. Is the school ranked 4 or higher on API in two of last three year?	Unknown, **3, 1**
3. API Similar Schools Rank:	
a. Is the school ranked 4 or higher on API Similar Schools in prior year?	Unknown
b. Is the school ranked 4 or higher on API Similar Schools in two of last three years?	Unknown, **5,** *
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	**YES**
a. If so, is the data clear and compelling?	**YES**
b. If so, does data include STAR Test results compared to similar schools?	**YES**
c. If so, does the data include other information submitted by the charter school?	**YES**

* No Score for that year, typically based on small population sample size.

Renewal Standard I: Is the school an Academic Success?

- **Outputs** are the Academic Achievement Levels reached by the school's students.
- **Inputs** are the Educational Program offered by the school.

OUTPUTS: MEASURABLE PUPIL OUTCOMES

The analysis of the attainment of the Measurable Pupil Outcomes set forth in the Bay Area Technology School charter is as follows:

Measurable Pupil Outcomes set forth in the Charter	Target and Means of Assessment set forth in the charter	Outcome Performance of school
1. Attendance Achieve an average attendance of at least 95%.	**TARGET:** 95%	**MET:** *95.19% attendance rate per statistical Month 5, 2007-08*
2. AYP In either the year prior to first renewal or in one of the three prior years, BayTech will meet or exceed AYP targets.	**TARGET:** Meet AYP in either 2005, 2006, or 2007	**MET:** *Met AYP targets in 2005*
3. API Meet or exceed BayTech's academic performance index growth target in at least two of the three years prior to the renewal.	**TARGET:** Meet API Targets in two of previous three years (2005, 2006, 2007)	**PROGRESS TOWARDS MEETING:** *2005: No Target (new school)* *2006: MET* *2007: NOT MET*
4. API RANK (Similar Schools) BayTech will exceed the similar school API ranking for at least 60% (3 out of 5) of the similar schools listed here prior to renewal. Currently identified similar schools are: Madison MS, Explore College Prep, Claremont MS, Frick MS, West Oakland Middle School.	**TARGET:** Exceed Similar School Ranking for **3 out of 5**: □ Westlake *(added for comparison)* □ Cole *(West Oakland Middle School)* □ Claremont □ Frick □ Explore □ Madison	**MET:** *API Similar Schools Report 2005-06 (most recent available)* <table><tr><td>□ **BayTech:**</td><td>**5**</td></tr><tr><td>□ **Westlake**</td><td>**3**</td></tr><tr><td>□ **Cole**</td><td>**1**</td></tr><tr><td>□ **Claremont**</td><td>**7**</td></tr><tr><td>□ **Frick**</td><td>**3**</td></tr><tr><td>□ **Explore**</td><td>**3**</td></tr><tr><td>□ **Madison**</td><td>**2**</td></tr></table>*BayTech achieved a similar school ranking that exceeded than **5 out of the 6** comparison schools.*

5. CST Performance **A)** BayTech targets to have less than 25% Far Below Basic proficiency in CST in both ELA and Math each year. **B)** In its first three years, BayTech targets to reach the range of 16% to 23% proficient and advanced proficiency level on CST in both ELA and Math. During the next two years, BayTech targets a cumulative minimum in the range of 23% to 30% or above proficient and advanced proficiency level with steady increments of 5% thereafter.	**TARGET:** **A)** Percent Far Below Basic in ELA & Math **below 25%** in each year; 2005, 2006, 2007 **B)** Percent Proficient/ Advanced in ELA & Math **w/in range 16% to 23%**	**MET:** **A) below 25%** **MET:** **B) w/in range 16% to 23%**

A) below 25%

BayTech	% FBB ELA	% FBB Math
2005	19%	16%
2006	12%	19%
2007	18%	10%

B) w/in range 16% to 23%

BayTech	% Prof./Adv.	
2005	ELA: **23%**	
	Math: **22%**	
2006	ELA: **27%**	
	Math: **16%**	
2007	ELA: **21%**	
	Math: **20%**	

6. Parent/Staff Satisfaction BayTech will achieve a minimum 75% satisfaction rate by parents and staff and increase by 5% each year towards a goal of 90%.	**TARGET:** Parent/Staff Satisfaction: By 2007: 85%	**MET:** BayTech Parent/Staff Satisfaction: **2007:** • Communication: ***96% over-all*** • Curriculum: ***98% over-all*** • Enrichment: ***94% over-all*** • Confidence child is meeting standards: ***91%***
7. CELDT: English Proficiency BayTech targets to maintain English proficiency level at a minimum of early advanced in overall score for: • 50% of students started as beginning ELL and enrolled in BayTech's ELL program no less than four years. • 50% of students started as pre-intermediate ELL and enrolled in BayTech's ELL program no less than three years. • 50% of students started as intermediate ELL and enrolled in BayTech's ELL program no less than two years. Reclassification target: BayTech targets 50% of its newly enrolled or current early advanced ELL students to be reclassified each year.	**TARGET:** *See Box to the LEFT.*	**SUBSTANTIAL PROGRESS TOWARDS MEETING:** *(See ATTACHMENT III)* ***Of the 16 ELL students represented, 14 out of 16 demonstrate growth in English Language Development over-time.*** Established targets require a population sample with a longer term of attendance at the school in order to determine whether or not the Outcome has been *MET*.

The Measurable Pupil Outcomes set forth in the Bay Area Technology School renewal petition for the next charter term replace those outlined above. The Measurable Pupil Outcomes delineated in the renewal petition apply increasingly more ambitious goals, as well as incorporate targets applicable to the high school population BayTech has now begun to serve. As required by rising standards in the District's charter petition review process, these proposed Measurable Pupil Outcomes have been amended to ensure their measurability in order to more effectively hold the school accountable for its results. The Measurable Pupil Outcomes proposed [and amended] for the next charter term are;

TABLE 1

Measurable Pupil Outcomes set forth in the Charter

1. Attendance
[Achieve] an average [daily] attendance [rate] of at least 95% [each year of the charter term]

2. AYP
[BayTech will meet or exceed AYP targets in year prior to renewal year, or in two of the three years prior to renewal]
If BayTech is in PI status, it will not maintain PI status for more than two consecutive years.

3. API
BayTech will meet or exceed API Growth Targets in two of the three years prior to renewal.

4. API RANK (Similar Schools)
BayTech will exceed the similar school API ranking as compared to all (100%) local comparison schools in each of the three years prior to renewal. [*Paraphrased from charter text*]
Currently identified local comparison schools are: West Oakland Middle School, Claremont MS, Frick MS, Explore College Prep, and Madison MS, [based on similar ethnic and socio-economic demographics]

5. CST Performance
A) BayTech [will] have less than 25% Far Below Basic [CST performance school-wide] in both ELA and Math each year [of it's charter term].
B) In the first year of the charter term BayTech will achieve a minimum range of 23% to 30% or above Proficient and Advanced CST performance school-wide in ELA and Math.
C) BayTech will achieve a steady increase of 5% Proficient and Advanced CST performance school-wide in ELA and Math each year thereafter. [*Paraphrased from charter text*]

6. Parent/Staff Satisfaction
BayTech will, after its second year of the charter term, achieve a minimum 90% satisfaction rate each year by parents and staff as demonstrated through an annual parent/staff survey.

7. CELDT: English Proficiency
BayTech [will achieve] English proficiency levels at a minimum of Early Advanced as measured by the Over-All CELDT performance as follows:
• 50% of students [entering at] Beginning and enrolled in BayTech's ELL program no less than [three] years.
• 50% of students [entering at] Pre-Intermediate and enrolled in BayTech's ELL program no less than [two] years.
• 50% of students [entering at] Intermediate and enrolled in BayTech's ELL program no less than [one] years.
Reclassification target: 50% of BayTech's current or newly enrolled Early Advanced ELL students to be reclassified each year. [*Paraphrased from charter text*]

7. High School Graduation - UC/CSU Eligibility
□ 90% of BayTech students enrolled a minimum of two years prior to graduation will attain a high school diploma [each year beginning with its first graduating class].
□ BayTech will achieve a High School Graduation rate that is higher than the average graduation rate of [at least three of the neighboring high schools] each year beginning with its first graduating class.
□ BayTech will achieve a CAHSEE passage rate [within grade level performance] that will be higher than the

average passage rate [of at least three of the neighboring high schools] each year of the charter term.
- □ BayTech will [maintain a drop-out rate of less than 6% [each year] [as defined by the *"1 year Drop-Out Rate 9-12"* from the CDE DataQuest web-based data source].

8. Pupil Outcome Goals
- □ [65%] of students will demonstrate at least one [performance level] of growth towards grade-level proficiency in reading and language arts each year [as measured by curriculum embedded assessments, MAP, and ACUITY]
- □ [65%] of students will demonstrate at least one year of growth towards grade-level proficiency on standards in areas of history, math, science, art, and a foreign language each year.
- □ 50% of students will develop a passion for reading and read daily both for information and pleasure [based on the Student Reading Survey]. BayTech's target is to increase this goal by [5%] each year towards its goal of 70%.
- □ All students are required to take a minimum of 5 integrated science and math assignments with computer technology and at least 70% of students are targeted to receive a grade B or better in overall integrated science[/]math assignment.
- □ At least 40% of BayTech students will participate in afterschool programs regularly, [based on ASES reporting].
- □ At least 40% of students will participate in local science fair-competitions [based on science registration logs].

9. Non-Academic Areas
- □ An average daily attendance rate at least as high as OUSD's average [or a minimum of 95% each year, whichever is higher].
- □ Suspension at a rate lower than the District's average [accounting for similar demographics and grade levels served].
- □ 80% attendance by parent[/guardians] at parent/teacher conferences.
- □ 70% of parents that attend parent workshops, Parent's Club and/or school events, exhibits and programs during the academic year.
- □ 100% participation by parent[/guardian] in IEP [meetings].
- □ 100% staff attendance at fall retreat. (Except for pre-approved absences/sick leave)
- □ 100% teacher's attendance at regular professional development workshops. (Except for pre-approved absences/sick leave)
- □ Teachers will demonstrate the following; Knowledge of subject matter, Knowledge of curriculum, Competence in methods and strategies, and professional attitude; through evaluation of test scores, annual evaluation including classroom observations, parent/student assessment, and adherence to contract.
- □ No deficit in operating budget […] [based on annual budget, forecast budget and external audits].

OUTPUTS: COMPARISON

For the purposes of comparing charter school performance to traditional school performance, the District analyzed:

- **CST scores over time** (English Language Arts / Mathematics)
- **API scores over time**
- **AYP results over time**
- **CELDT performance over time** (English Language Proficiency)

The OUSD Charter Renewal Protocol identifies the comparison schools for the purposes of charter renewal to *either be* the schools the majority of the students would have otherwise attended, or demographically similar schools.

Because BayTech's student population represents a fair cross-section of 12 different zip codes throughout Oakland, as well as 14% of its students coming from cities such as Richmond, Berkeley, and Hayward; the comparison schools are therefore most appropriately identified as traditional Oakland schools sharing similar demographics.

Comparison Schools:

- **Cole Middle School**

- **Claremont Middle School**

- **Frick Middle School**

- **Explore College Preparatory Academy**

- **Madison Middle School**
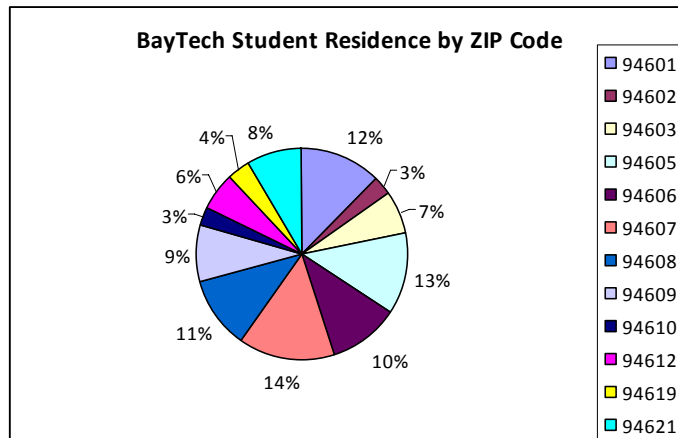
(Grades served during first charter term leading up to renewal, were primarily 6-8th grade)

Comparison Schools Demographics:

School	African-American	Asian/Pacific Islander	Latino	White	Other	SES
BayTech	**78.8%**	**0%**	**10.3%**	**6.8%**	**3%**	**75%**
Cole	79.9%	8.5%	11.2%	0.3%	0%	93%
Claremont	73.5%	3.5%	11.1%	4.7%	6.1%	60%
Explore	76.8%	3%	18.7%	1.0%	0.5%	83%
Frick	56.3%	5.7%	37.1%	0.3%	0%	79%
Madison	41.4%	5.4%	53.2%	0%	0%	87%

* comparison school demographic data based on 2005-06 SARC.

ANALYSIS

Overall, based on the OUSD Charter Renewal Standards, Bay Area Technology School academic performance is **above the median** in comparison with the traditional schools their students would have otherwise attended based on its CST ELA and Math performance over time, AYP performance over time, and API performance over time.

OUTPUTS: OUSD TIERED ACCOUNTABILITY

Based on the OUSD System of Tiered Accountability, Bay Area Technology School would be a *"Yellow School"*. Because the school is small and growing by one grade each year, two analyses were done to assess the school's performance and added-value in this system.

- □ The first analysis (**#1**) looked at all of the standard measures within this system including *Matched Cohort* analysis for the previous year, 06-07.

- □ The second analysis (**#2**) looked at a *Matched Cohort* analysis for which there existed two years of data and compared that cohort's growth from *first year at/or just prior to attending BAYTECH* with the subsequent year. This also allowed for a larger sample size.

Each analysis resulted in a Final Tier of *"Yellow"*. In both cases the three year growth is reduced to two years due to the grade span of the school and a lack of student records for years prior to attending the school.

#1	Starting Tier (Based on PI Status)	Achievement Gap Score	One Year Growth 05-06 to 06-07	Two Year Growth		FINAL TIER
BAYTECH	YELLOW	YELLOW	RED	YELLOW		YELLOW
	PI: **0** 2007 AYP: **NO**	GAP: **Afr. Amer.** % Change: **8%** **Yellow**: Gap changes by -10% to 10%	ELA: 18% Math: 27% Sample: 88	ELA: 29% Math: 25% Sample: 28		

#2	Starting Tier (Based on PI Status)	Achievement Gap Score	One Year Growth 1st Year to Next	Two Year Growth		FINAL TIER
BAYTECH	YELLOW	YELLOW	YELLOW	YELLOW		YELLOW
	PI: **0** 2007 AYP: **NO**	GAP: **Afr. Amer.** % Change: **8%** **Yellow**: Gap changes by -10% to 10%	ELA: 24% Math: 27% Sample: 101	ELA: 29% Math: 25% Sample: 28		

Tiering Thresholds (GREEN):
- □ **Absolute Performance:** *Made AYP in both of past two years*
- □ **Achievement Gap:** *Gap decreases by more than 10% or is less than 15 points for both years.*
- □ **Matched Cohort:** *Moving at least 1/3 of students up performance bands; improvement percentage is higher than percentage of decline.*

NOTE: *Matched Cohort analysis for BayTech only demonstrates a 2 year period, while District schools are allotted 3 years in order to demonstrate performance band growth in 1/3 of its students.*

Comparison School Tiering 2007-08:

SCHOOL	FINAL TIER
Claremont	RED
Frick	RED
Explore	ORANGE
Madison	RED
Cole	RED

BayTech performance, as measured by the District Tiered Accountability System, demonstrates that the **school is performing over-all at rates that are higher than its comparison schools.** However, as a **YELLOW** school in this Tiered Accountability System, BayTech is in need of continued monitoring to ensure improvement efforts are effective. Outlined in the staff report, including the attached charter text revisions, are areas of increased oversight and accountability.

CST English Language Arts (Performance Over Time)

CST ELA 6ᵗʰ Grade performance across **three years**.

STAR ELA 6th Grade Proficient/ Advanced	2005	2006	2007
BayTech	**24%**	**15%**	**23%**
Cole	12%	7%	8%
Claremont	34%	28%	21%
Frick	14%	16%	11%
Explore	9%	15%	18%
Madison	21%	12%	4%

6th Grade STAR ELA Proficient/Advanced
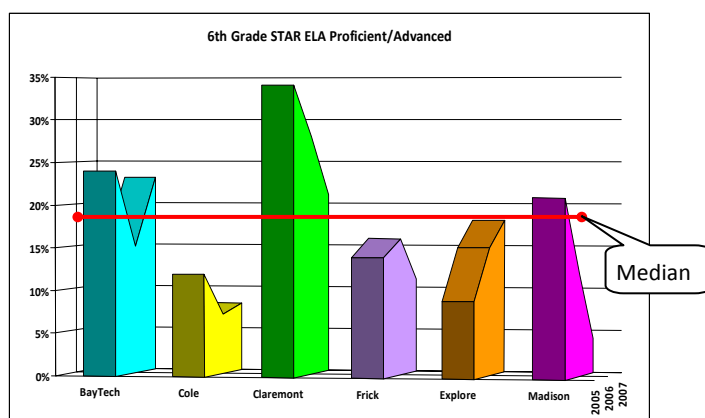
STAR ELA 6th Grade Basic/ Proficient/ Advanced	2005	2006	2007
BayTech	**61%**	**66%**	**53%**
Cole	38%	37%	45%
Claremont	59%	59%	56%
Frick	52%	49%	46%
Explore	60%	45%	50%
Madison	29%	43%	46%

6th Grade STAR ELA Basic/Proficient/Advanced

BayTech is **above the median** 6ᵗʰ grade ELA performance of comparison schools over time scoring at Proficient and Advanced. The 6ᵗʰ grade performance of BayTech student in ELA demonstrate a dip in its second year with an upward trend in its third year. This similar trend is seen in the neighborhood school, Cole. *Of the schools that had an positive trend in 2006-07, BayTech had the **highest increase** in performance with **8% growth in 6th grade students scoring Proficient and Advanced.***

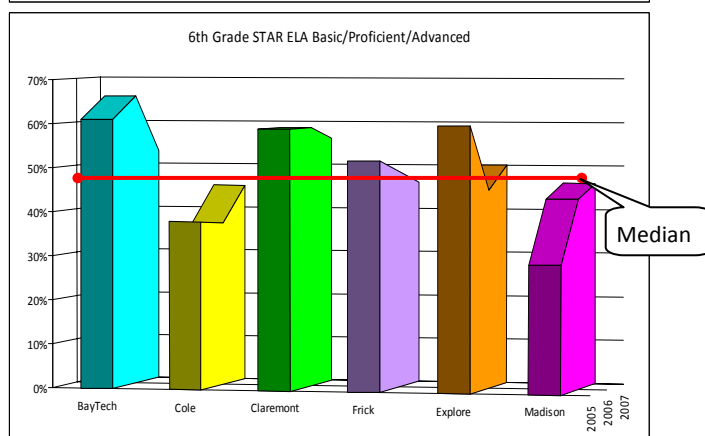3 out of the 5 comparison schools had an increase in the number of 6ᵗʰ grade students scoring at Proficient and Advanced in 2006-07, and 2 out of the 5 comparison schools had a decrease.

BayTech is **above the median** 6ᵗʰ grade ELA performance of comparison schools over time scoring at Basic, Proficient and Advanced. BayTech 6ᵗʰ grade ELA performance of students scoring at Below Basic/Far Below Basic demonstrates a negative trend in 2006-07, with an **increase in the number of students scoring at Below Basic and Far Below Basic** from 34% to 47%. As a comparison Cole School **decreased the number of students scoring Below Basic and Far Below Basic** in the same year going from 63% to 55%.

2 out of the 5 comparison schools had an increase, and 3 out of the 5 comparison schools had a decrease in the number of 6ᵗʰ grade students scoring at Below Basic and Far Below Basic in 2006-07.

CST ELA Performance GROWTH from 6th to 7th Grade across two years.

STAR ELA Proficient /Advanced	6th 2005	7th 2006	% Increase
BayTech	**24%**	**38%**	**14%**
Cole	12%	13%	1%
Claremont	34%	20%	-14%
Frick	**14%**	**28%**	**14%**
Explore	9%	14%	5%
Madison	21%	7%	-14%

% Increase in Proficient and Advanced STAR ELA 6th (2005) to 7th (2006)

	BayTech	Cole	Claremont	Frick	Explore	Madison
% Increase	14%	1%	-14%	14%	5%	-14%
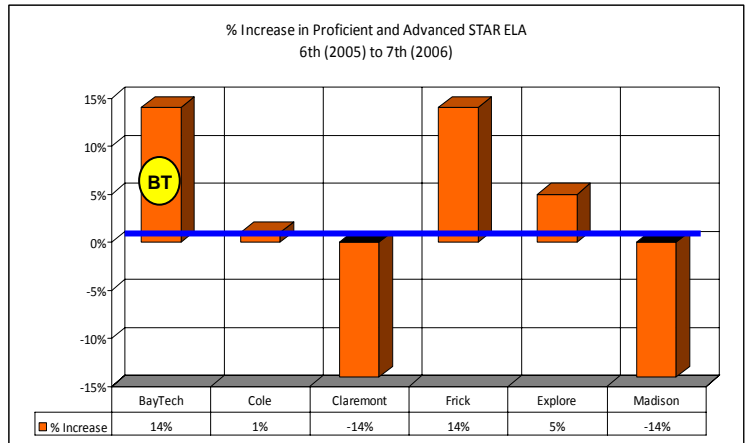
STAR ELA Proficient /Advanced	6th 2006	7th 2007	% Increase
BayTech	**15%**	**21%**	**6%**
Cole	7%	9%	2%
Claremont	28%	30%	2%
Frick	16%	21%	5%
Explore	15%	19%	4%
Madison	**12%**	**22%**	**10%**
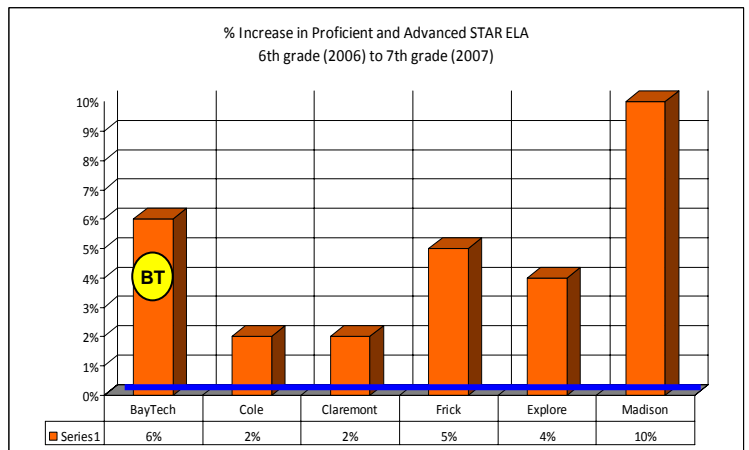
% Increase in Proficient and Advanced STAR ELA 6th grade (2006) to 7th grade (2007)

	BayTech	Cole	Claremont	Frick	Explore	Madison
Series1	6%	2%	2%	5%	4%	10%

The data above illustrates the growth STAR ELA performance from 6th grade students one year, with the 7th grade students the following year. BayTech student performance on STAR ELA demonstrates that among the seven schools compared from 2005 to 2006, BayTech had the **highest increase** in students scoring **Proficient and Advanced** in ELA, along with Frick Middle School, with an increase of 14%.

BayTech student performance demonstrates that among the seven schools compared from 2006 to 2007 it had the **second highest increase** in students scoring **Proficient and Advanced** in ELA, behind only Madison Middle School with an increase of 6%

CST ELA 7th Grade performance across **two years**.
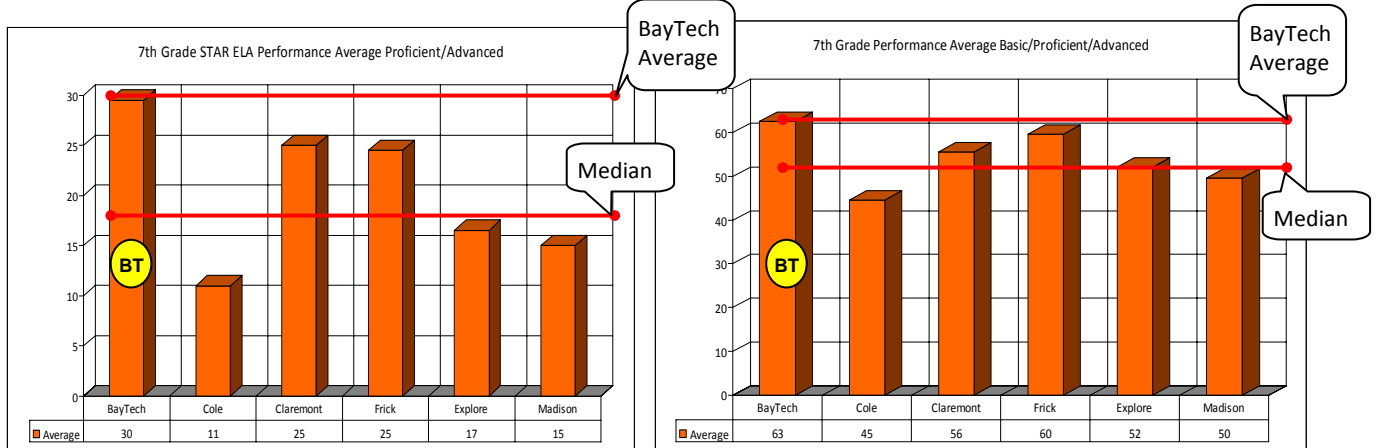
The performance of BayTech 7th grade students scoring at Proficient and Advanced in ELA is **above the median** of comparison schools and has the **highest individual average performance,** of all comparison schools. The performance of BayTech 7th grade students scoring at Basic, Proficient and Advanced in ELA is **above the median** of all comparison schools and has the **highest individual average performance** of all comparison schools.

STAR ELA 7th Grade Proficient/Advanced	2006	2007
BayTech	38%	21%
Cole	13%	9%
Claremont	20%	30%
Frick	28%	21%
Explore	14%	19%
Madison	7%	22%
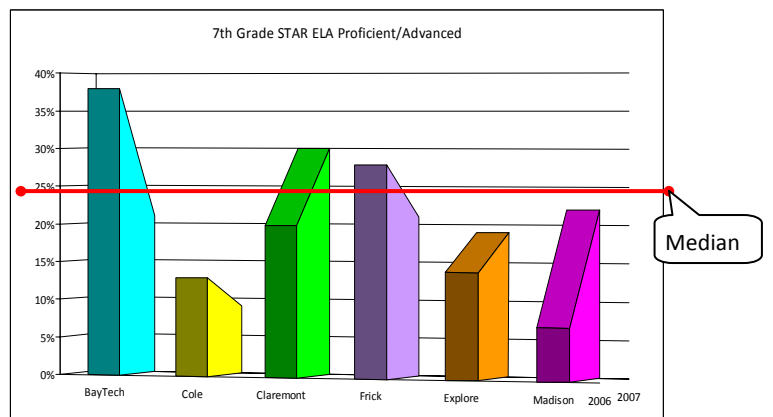
STAR ELA 7th Grade Basic/Proficient/Advanced	2006	2007
BayTech	68%	57%
Cole	44%	45%
Claremont	48%	63%
Frick	57%	62%
Explore	53%	51%
Madison	38%	61%
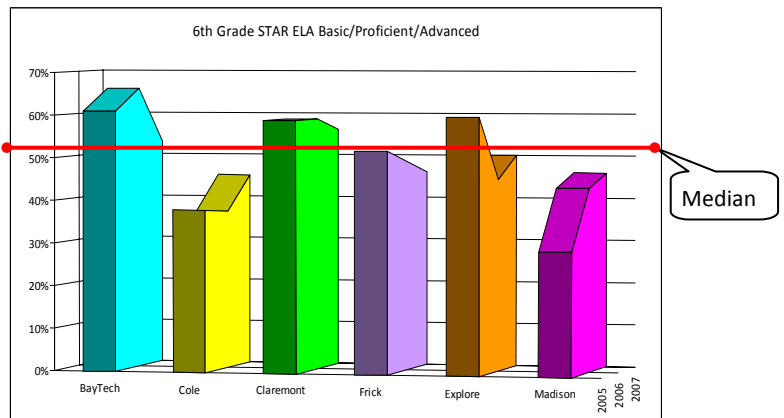
Overall the performance of BayTech 7th grade students across two years **dropped significantly** in ELA from 38% scoring Proficient and Advanced in 2006 to 21% scoring Proficient and Advanced in 2007.

CST ELA Performance GROWTH from 7th to 8th Grade across two years.

	7th 2006	8th 2007	% Increase
BayTech	38%	21%	-17%
Cole	13%	8%	-5%
Claremont	20%	23%	3%
Frick	28%	11%	-17%
Explore	14%	14%	0%
Madison	7%	5%	-2%

% Increase in Proficient/Advanced STAR ELA 7th Grade (2006) to 8th Grade (2007)

% Increase	BayTech	Cole	Claremont	Frick	Explore	Madison
	-17%	-5%	3%	-17%	0%	-2%
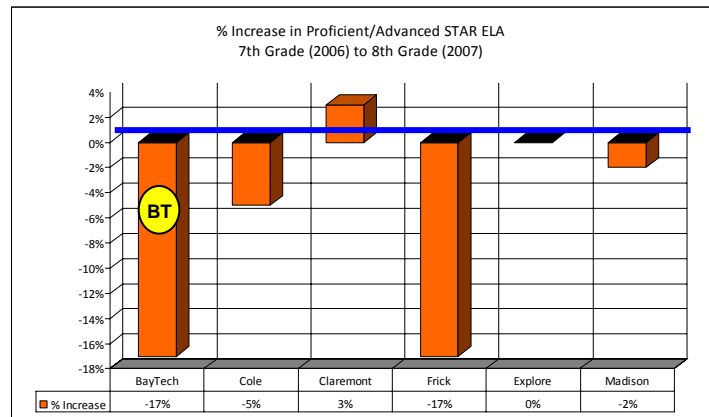
The data above illustrates the growth STAR ELA performance from 7th grade students one year, with the 8th grade students the following year. BayTech student performance on STAR ELA demonstrates that among the seven schools compared from 2006 to 2007, it had the **highest decrease** in students scoring **Proficient and Advanced** in ELA along with Frick Middle School, with a decrease of 17%.

**CST ELA 8th Grade performance over one year.**

8th Grade STAR ELA Proficient/Advanced

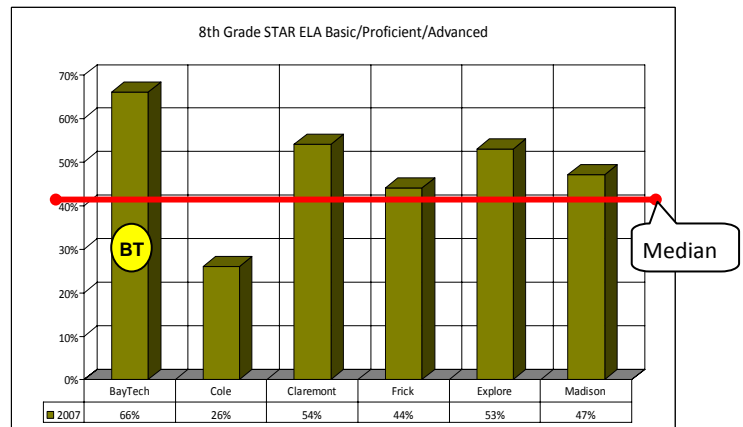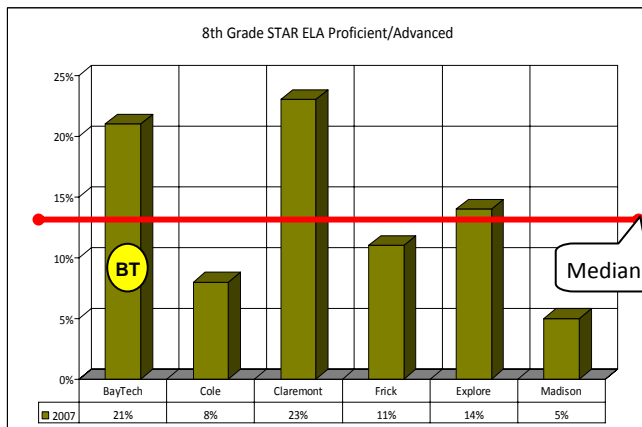| 2007	BayTech	Cole	Claremont	Frick	Explore	Madison
	21%	8%	23%	11%	14%	5%

8th Grade STAR ELA Basic/Proficient/Advanced

2007	BayTech	Cole	Claremont	Frick	Explore	Madison
	66%	26%	54%	44%	53%	47%

The performance of 8th grade students at BayTech achieving Proficient and Advanced is **above the median** of student performance in comparison schools. BayTech 8th grade student achievement at Proficient and Advanced is higher than 4 out of 5 comparison schools. The percentage of BayTech students scoring at Below Basic and Far Below Basic is **lower than all comparison schools** with **36%**, as compared with the average of **60%** of students in the comparison schools.

STAR ELA Schoolwide Proficient/Advanced

STAR ELA Schoolwide Basic/Proficient/Advanced
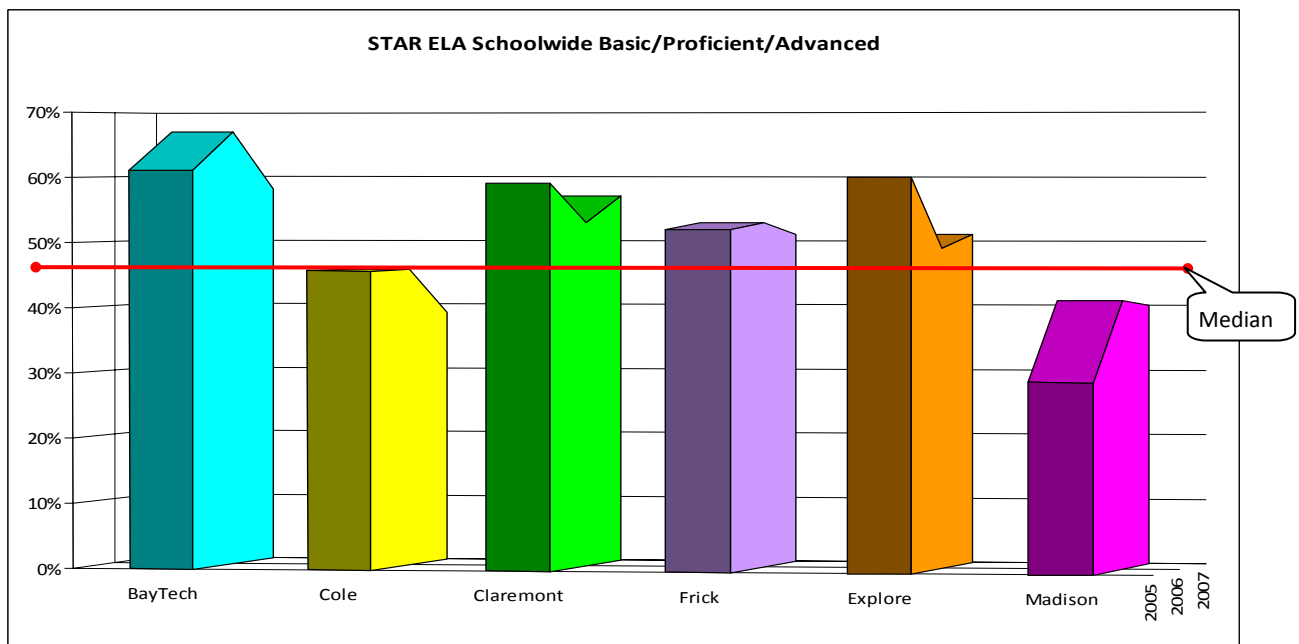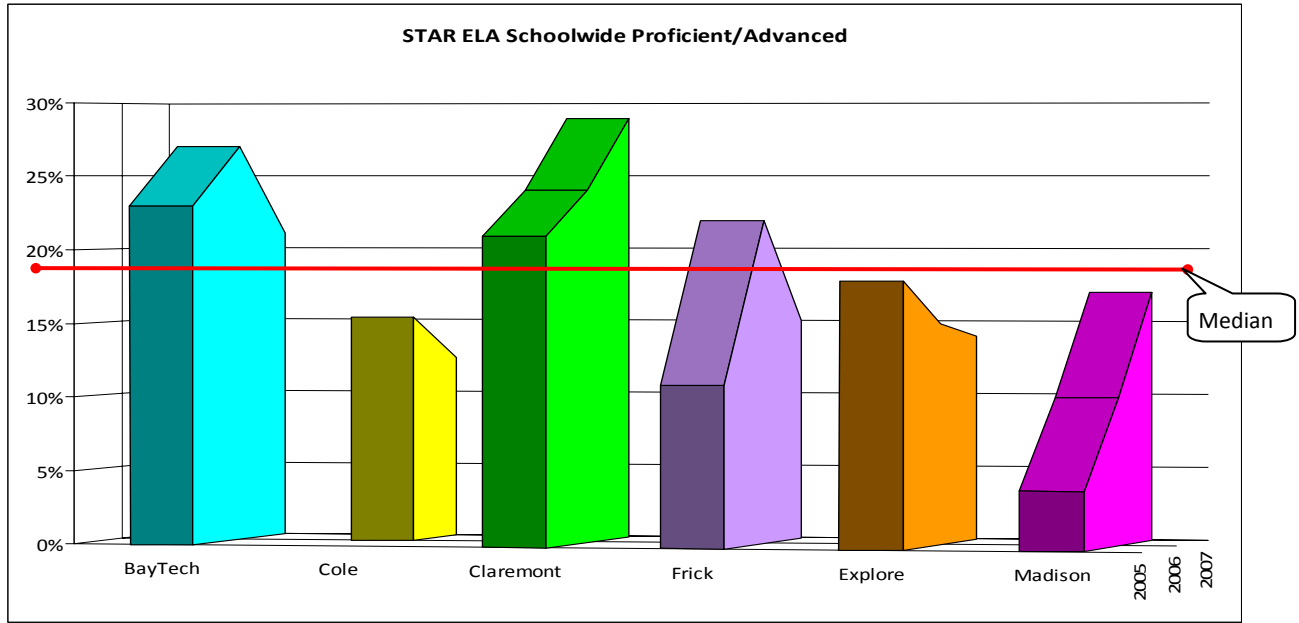
Bay Area Technology School student performance over time in English Language Arts based on schoolwide STAR CST Test results is **above the median** performance rate of students attending the demographically similar comparison schools.

CST Performance Over Time (Mathematics)

CST MATH 6th Grade performance across **three years**.
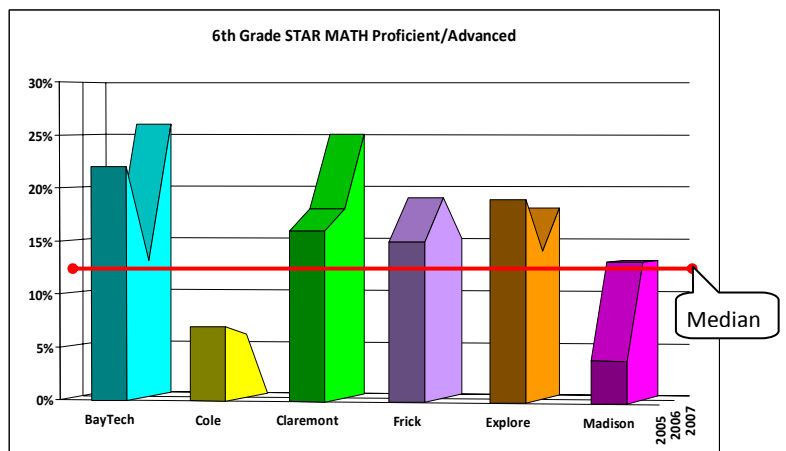
STAR Math 6th Grade Proficient/ Advanced	2005	2006	2007
BayTech	22%	13%	26%
Cole	7%	6%	0%
Claremont	16%	18%	25%
Frick	15%	19%	15%
Explore	19%	14%	18%
Madison	4%	13%	13%

6th Grade STAR MATH Proficient/Advanced

STAR Math 6th Grade Basic/Proficient/ Advanced	2005	2006	2007
BayTech	43%	45%	45%
Cole	19%	22%	17%
Claremont	40%	43%	50%
Frick	42%	46%	45%
Explore	63%	45%	50%
Madison	29%	36%	32%

6th Grade STAR MATH Basic/Proficient/Advanced
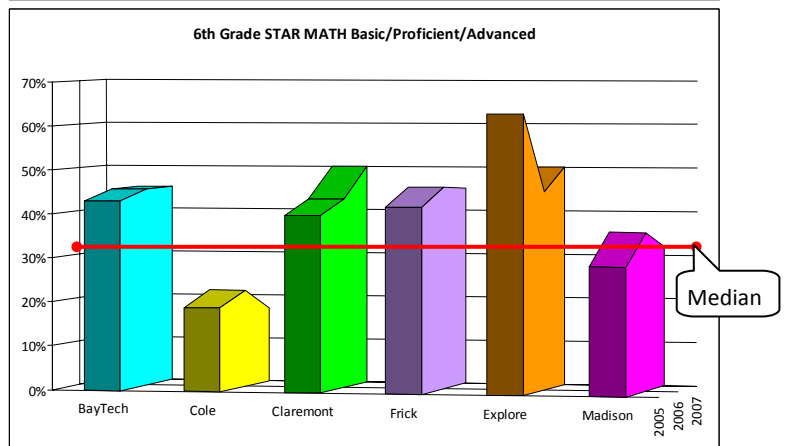
The 6th grade performance of BayTech student in Math demonstrate a dip in its second year with an upward trend in its third year. *Of the schools that had an upward trend in 2006-07, BayTech had the **highest increase** in performance with **13% growth in 6th grade students scoring Proficient and Advanced**.* 2 out of the 5 comparison schools had an increase, 2 out of the 5 comparison schools had a decrease, and one stayed the same in the number of 6th grade students scoring at Proficient and Advanced in 2006-07. BayTech is **above the median** 6th grade ELA performance of comparison schools over time scoring at Proficient and Advanced.

The 6th grade performance of BayTech students in Math scoring at Below Basic and Far Below Basic demonstrate a plateau in 2006-07, with an **consistent number of students scoring at Below Basic and Far Below Basic** from 55%. 2 out of the 5 comparison schools had an increase, and 3 out of the 5 comparison schools had a decrease in the number of 6th grade students scoring at Below Basic and Far Below Basic in 2006-07. BayTech is **above the median** 6th grade Math performance of comparison schools over time scoring at Basic, Proficient and Advanced.

CST Math Performance GROWTH 6th and 7th Grade performance across **two years**.

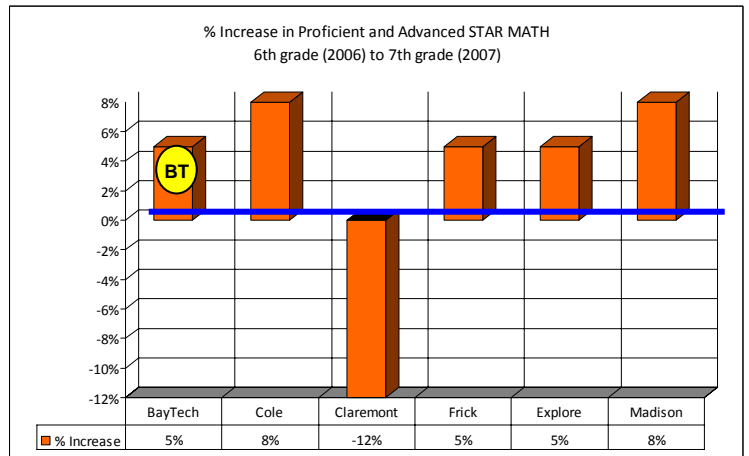| STAR Math Proficient /Advanced	6th 2005	7th 2006	% Increase
BayTech	22%	19%	-3%
Cole	7%	10%	3%
Claremont	16%	17%	1%
Frick	15%	18%	3%
Explore	19%	15%	-4%
Madison	4%	3%	-1%

% Increase in Proficient and Advanced STAR MATH 6th (2005) to 7th (2006)

	BayTech	Cole	Claremont	Frick	Explore	Madison
% Increase	-3%	3%	1%	3%	-4%	-1%
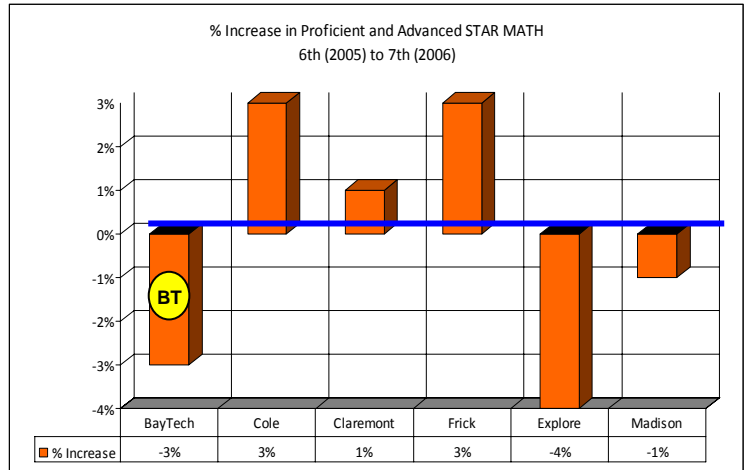
STAR Math Proficient /Advanced	6th 2006	7th 2007	% Increase
BayTech	13%	18%	5%
Cole	6%	14%	8%
Claremont	18%	6%	-12%
Frick	19%	24%	5%
Explore	14%	19%	5%
Madison	13%	21%	8%

% Increase in Proficient and Advanced STAR MATH 6th grade (2006) to 7th grade (2007)

	BayTech	Cole	Claremont	Frick	Explore	Madison
% Increase	5%	8%	-12%	5%	5%	8%

The data above illustrates the growth STAR Math performance from 6th grade students one year, with the 7th grade students the following year. BayTech student performance on STAR ELA demonstrates that among the seven schools compared from 2005 to 2006, BayTech had the **second highest decrease** in students scoring **Proficient and Advanced** in ELA, ahead of Explore Middle School, with a decrease of 3%.

BayTech student performance demonstrates that among the six schools compared from 2006 to 2007 it was among five schools with **increases** in students scoring **Proficient and Advanced** in Math, equal to three out of the five and ahead Claremont, with an increase of 5%

CST MATH 7th Grade performance across **two years**.
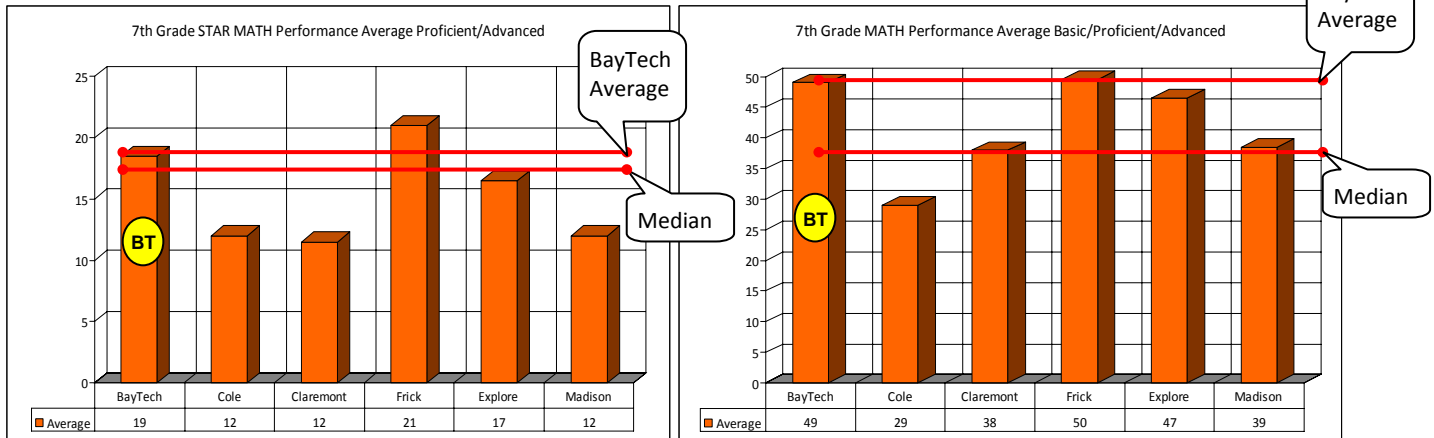
7th Grade STAR MATH Performance Average Proficient/Advanced

Average	BayTech	Cole	Claremont	Frick	Explore	Madison
	19	12	12	21	17	12

7th Grade MATH Performance Average Basic/Proficient/Advanced

Average	BayTech	Cole	Claremont	Frick	Explore	Madison
	49	29	38	50	47	39

The performance of BayTech 7th grade students scoring at Proficient and Advanced in Math is **above the median** of comparison schools and has the **second highest individual average performance** of all 6 schools compared. The performance of BayTech 7th grade students scoring at Basic, Proficient and Advanced in Math is **above the median** of all comparison schools and has the **second highest individual average performance** of all 6 schools compared, behind Frick Middle School.

STAR MATH 7th Grade Proficient/ Advanced	2006	2007
BayTech	19%	18%
Cole	10%	14%
Claremont	17%	6%
Frick	18%	24%
Explore	15%	19%
Madison	3%	21%
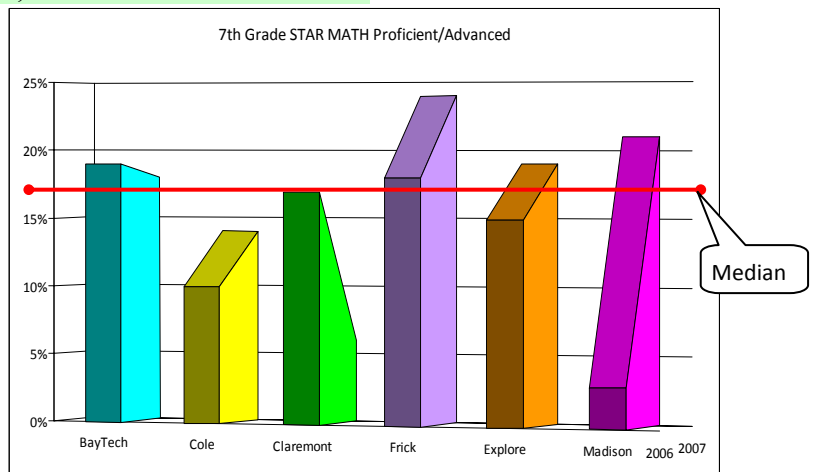
STAR MATH 7th Grade Basic/Proficient/ Advanced	2006	2007
BayTech	47%	51%
Cole	28%	30%
Claremont	42%	34%
Frick	49%	50%
Explore	50%	43%
Madison	29%	48%
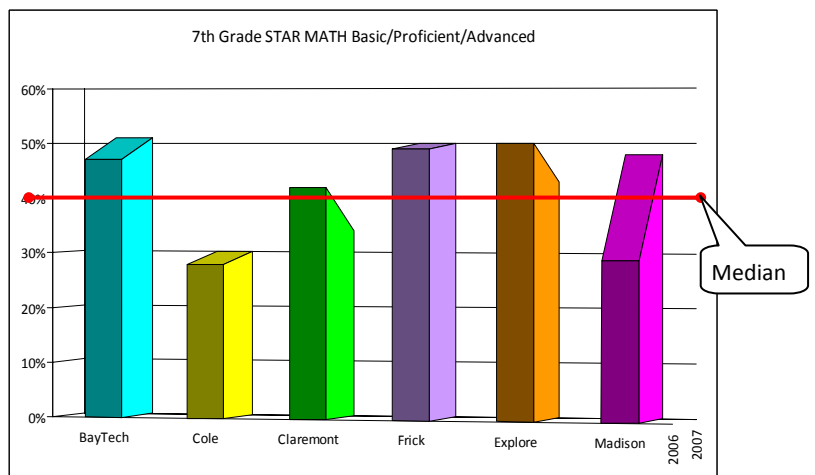
CST Math 8th Grade performance over **one year**.
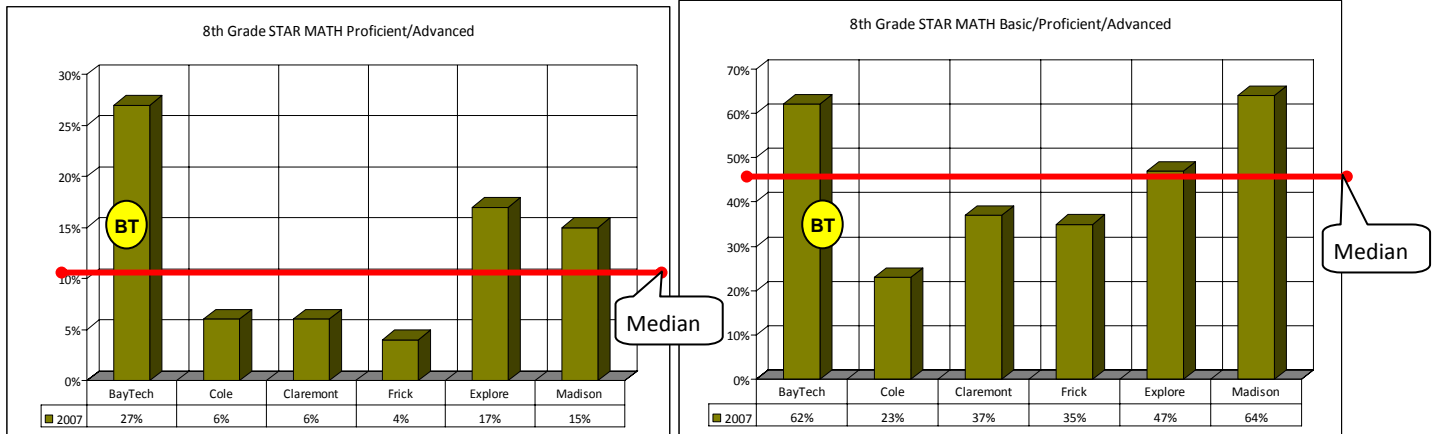
The performance of 8th grade students at BayTech achieving <u>Proficient and Advanced</u> in General Mathematics is **above the median** of student performance in comparison schools. BayTech 8th grade student achievement at Proficient and Advanced is higher than all comparison schools. The percentage of BayTech students scoring at <u>Below Basic and Far Below Basic</u> is **lower than 4 out of 5 comparison schools** with **38%**, as compared with the average of **58%** of students in the comparison schools.

** Westlake Middle School was not included in this comparison, as only **8.2%** of its 8th grade students were testing in <u>General Mathematics</u>. **75.4%** of its 8th grade students tested in <u>Algebra 1</u>, with a proficient and advanced rate of **13%**.*

Below is a table illustrating the percentage of the comparison schools that tested its 8th grade students in General Mathematics.

2007 Comparison Schools % Tested in General Mathematics	
BayTech	**86%**
Cole	64%
Claremont	53%
Frick	70%
Explore	92%
Madison	96%

CST MATH <u>Schoolwide</u> performance across <u>three years</u>.

STAR MATH Schoolwide Proficient/Advanced

STAR MATH Schoolwide Basic/Proficient/Advanced
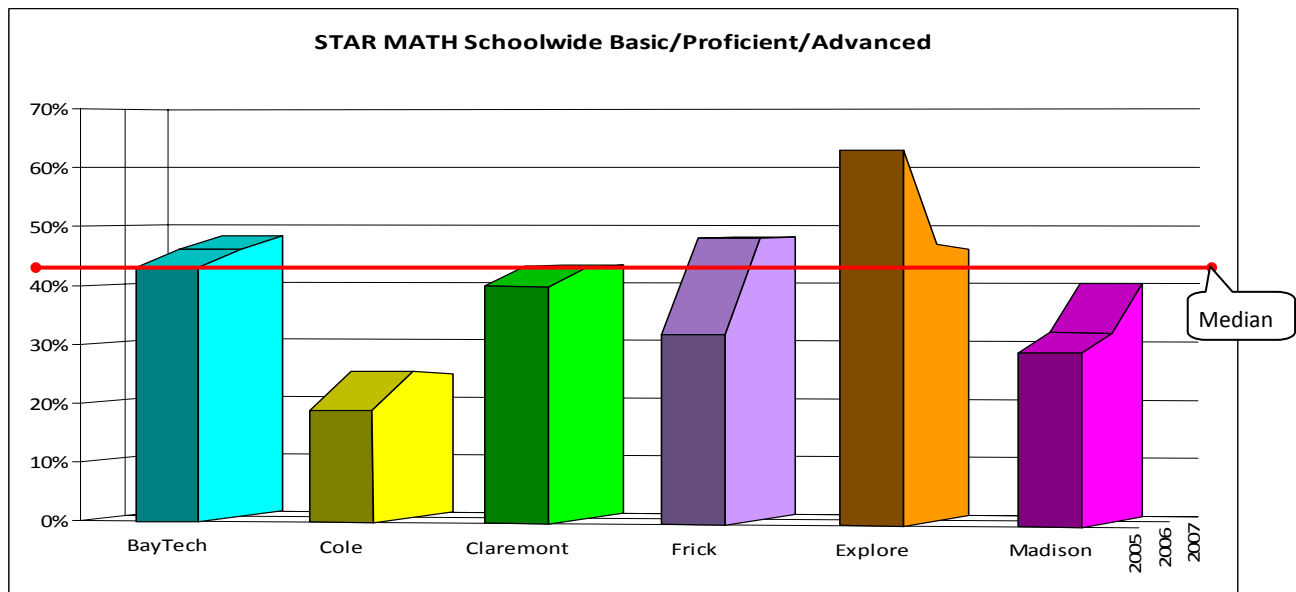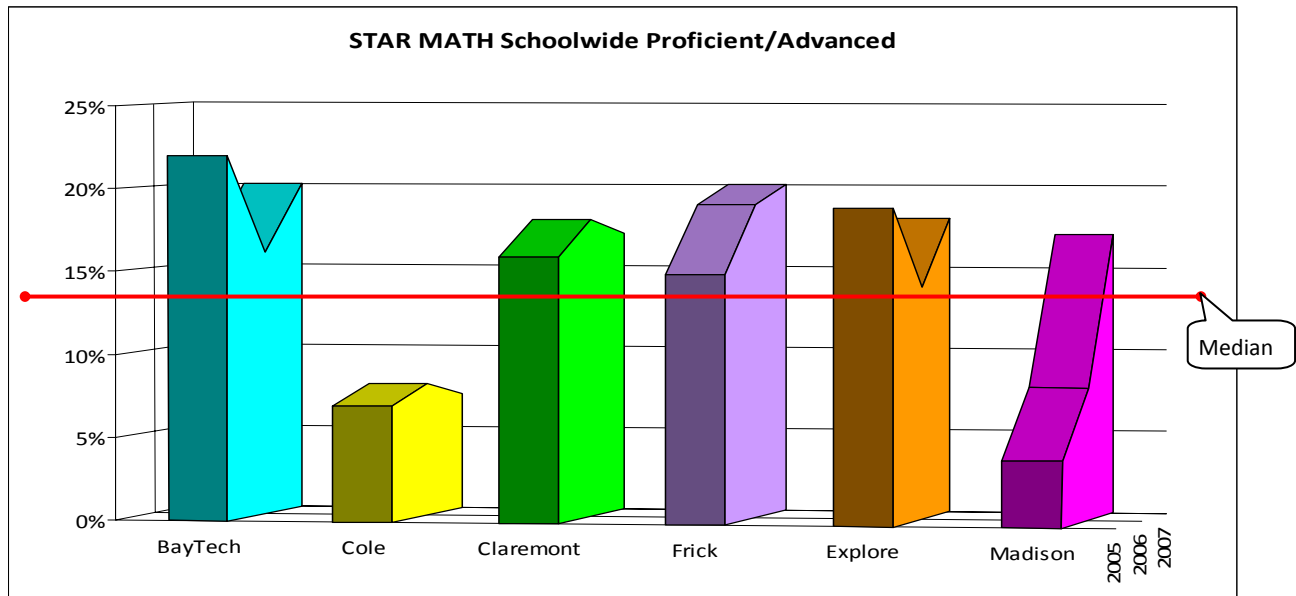
Bay Area Technology School student performance as Proficient and Advanced over time in Mathematics based on STAR CST Test results is **above the median** performance rate of students attending the comparison traditional schools. BayTech is **above the average** performance of its comparison traditional schools, and is **above the absolute performance** of all demographically comparable schools. Additionally, Bay Area Technology School is demonstrating the **growth** in STAR Math performance for 06-07 for students scoring Proficient and Advanced, with a growth of **4%.** BayTech is also showing *steady growth* in moving student out of Below Basic and Far Below Basic in Math, with a growth from 2005 to 2007 of **5%.**

API Performance Over Time

2005-2007 Growth API Score

	BayTech	Cole	Claremont	Frick	Explore	Madison
2004-2005	627	548	626	595	641	496
2005-2006	656	536	631	594	601	551
2006-2007	631	495	622	595	586	604
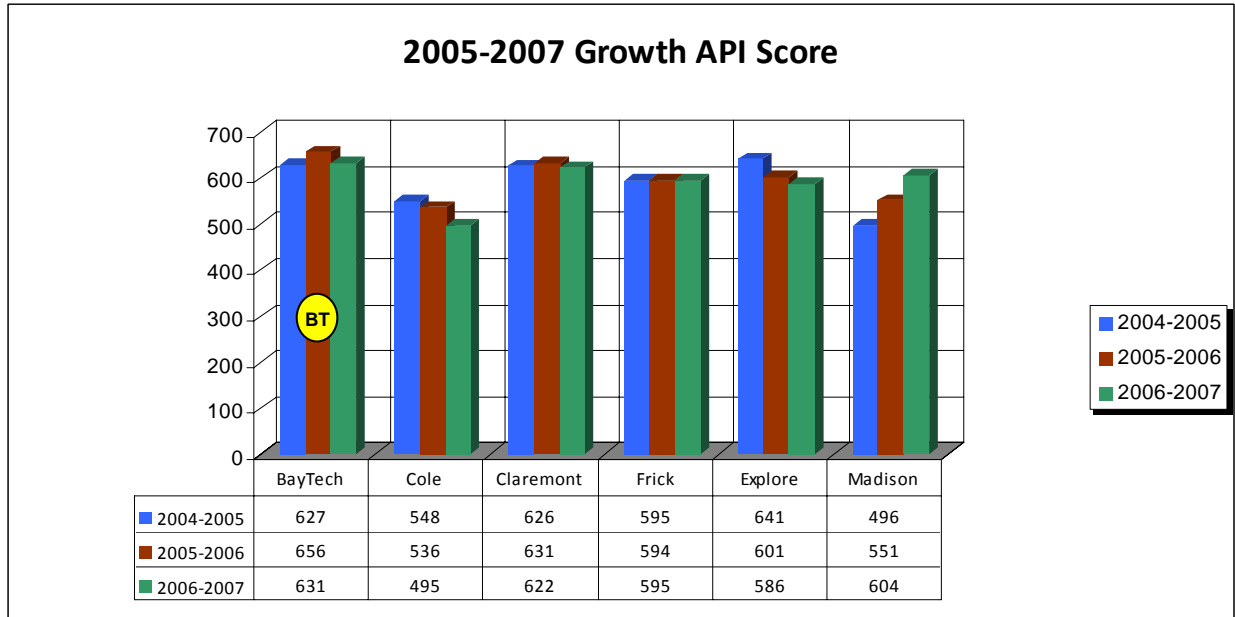
The API performance trend of Bay Area Technology School is *up and down***.** The school made strong growth in its second year with an **increase of 29 points**. The third year resulted in a **drop of 22 points** from a 2006 API Base of **653** to a 2007 API Growth Score of **631**. The performance trends of the comparison schools show Westlake: *steady growth*; Cole: *decline*; Claremont: *up and down*; Frick: *plateau*; Explore: *decline*; Madison: *steady growth*. This suggests that the school is *comparable to its comparison schools* with respect to its API performance trends.

2005-2007 Average Growth API Score

	BayTech	Cole	Claremont	Frick	Explore	Madison
API	638	526	626	595	609	550
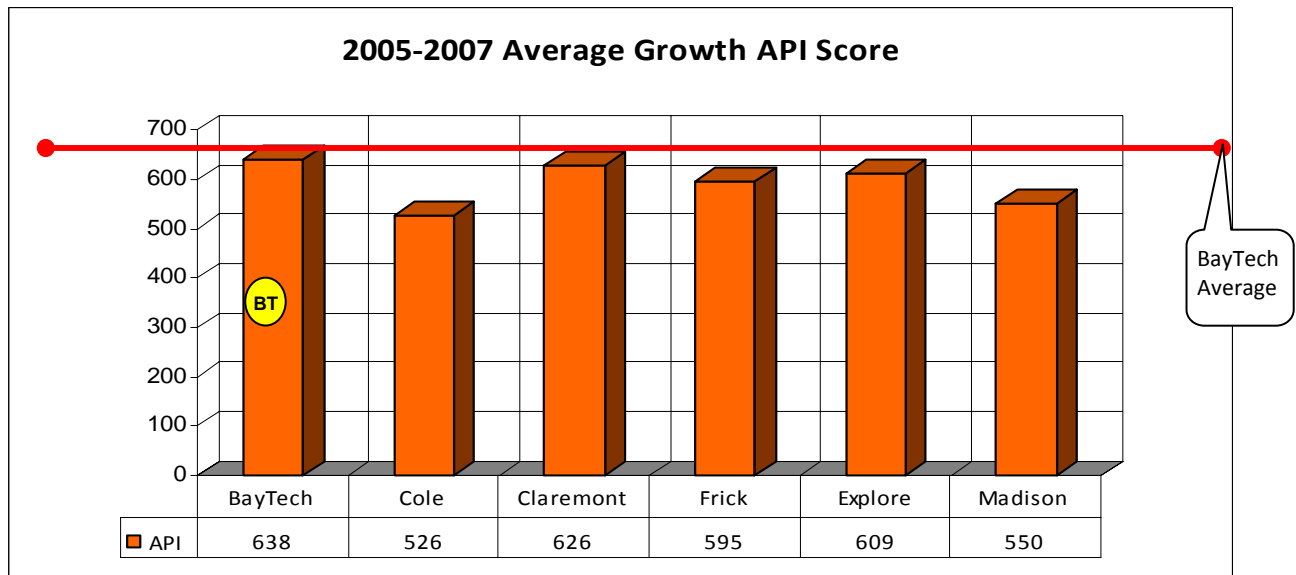
The average API Growth Score for Bay Area Technology School is **higher than all comparison schools**. These scores over time represent a performance by Bay Area Technology School that is **above the median** of the average API performance of its comparison schools.

	2004-2005	2005-2006	2006-2007
BayTech	*	YES	NO
Cole	NO	NO	NO
Claremont	NO	NO	NO
Frick	YES	NO	NO
Explore	*	NO	NO
Madison	NO	YES	YES

Bay Area Technology School student performance over time based on the CA Academic Performance Index standards (API) is **above the median** performance of the traditional schools the students would have otherwise attended, having achieved an average API Growth score of 638 over the past three years.

AYP Performance Over Time (AMO's)

2005-2007 AYP (AMO's) MET

	BayTech	Cole	Claremont	Frick	Explore	Madison
2004-2005	100%	46%	65%	62%	100%	48%
2005-2006	85%	46%	65%	71%	46%	62%
2006-2007	79%	46%	53%	59%	53%	81%

The API performance trend of Bay Area Technology School is a *decline*. The school performed strong in its first year **meeting AYP**. The second and third year resulted in BayTech **not meeting AYP** based on math or ELA CST performance respectively. The performance trends of the comparison schools show Westlake: *steady growth*; Cole: *plateau*; Claremont: *decline*; Frick: *up and down*; Explore: *decline*; Madison: *steady growth*. This suggests that the school is ***comparable to its comparison school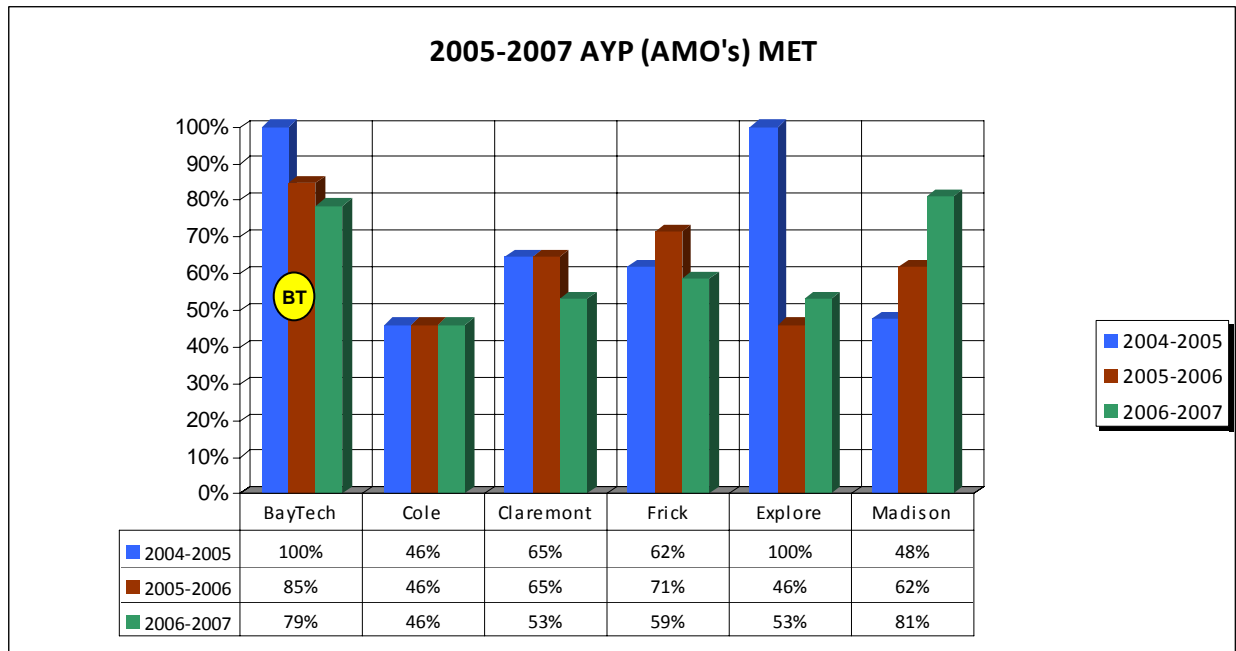s*** with respect to its API performance trends. ***However, BayTech API Performance trend is in a decline which demonstrates that improvement is necessary to remain on par with comparison schools.***

2005 - 2007 Average AYP (AMO's) Criteria Met

	BayTech	Cole	Claremont	Frick	Explore	Madison
% AMO's Met	87.73%	46.15%	60.92%	64.05%	66.50%	63.49%

The average AYP AMO performance for Bay Area Technology School is **higher than all comparison schools**. These scores over time represent a performance by Bay Area Technology School that is **well above the median** of the average AYP performance of its comparison schools.
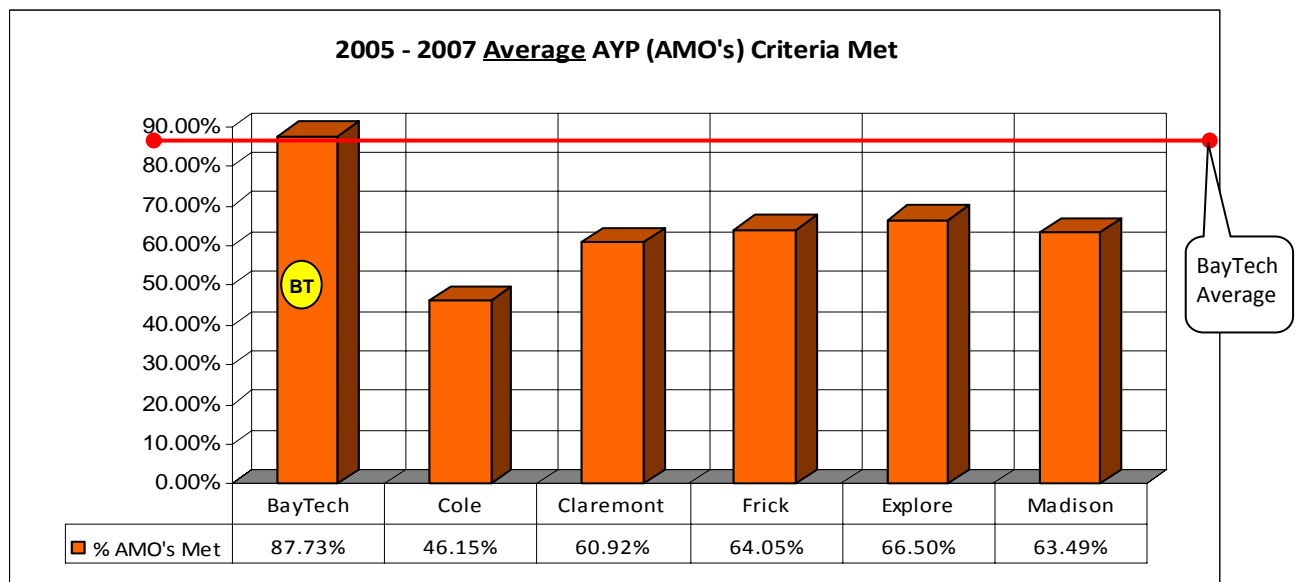
	2004-2005	2005-2006	2006-2007
BayTech	YES	NO	NO
Cole	NO	NO	NO
Claremont	NO	NO	NO
Frick	NO	NO	NO
Explore	YES	NO	NO
Madison	NO	NO	NO

Bay Area Technology School student performance over time based on the Federal Annual Yearly Progress standards (AYP) is **above the median** performance of the traditional schools the students would have otherwise attended, having met 87.73% of its Academic Measurable Outcomes (AMO's) over the past three years. Additionally, it is one of only two schools among the seven schools compared, who has MET AYP at least once over the past three years.

INPUTS: CHARTER SCHOOL RENEWAL QUALITY REVIEW

The quality of the school's educational program has been evaluated through a two-day Site Inspection conducted on **January 14** and **15, 2008** by a Third-Party Reviewer; *Cambridge Education*, as well as evaluated through school site inspections conducted concurrently by staff on **January 14** and **15, 2008**. This inspection evaluated the school's educational program performance against three criteria for the purpose of assessing the school's academic success. The tool uses a 5-point Rubric with 4 = Proficiency.

Criteria 1: Improving Student Achievement

A charter school achieving proficiency in this area promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards and closing achievement gaps of students.

The following findings and evaluation has been determined for Bay Area Technology School based on an analysis of Criteria 1 *(Attachment III: Third-party Quality Review Report):*

This area of the school's work is **UNDERDEVELOPED WITH PROFICIENT FEATURES,** which is scaled as a (3) and a (4).

Criteria 2: Strong Leadership

The leaders of a charter school achieving proficiency in this area are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

The following findings and evaluation has been determined for Bay Area Technology School based on Criteria 2 *(Attachment III: Third-party Quality Review Report)*:

This area of the school's work is **PROFICIENT,** which is scaled as a (4).

Criteria 3: A Focus on Continuous Improvement

A charter school achieving proficiency in this area engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

The following findings and evaluation has been determined for Bay Area Technology School based on Criteria 3 *(Attachment III: Third-party Quality Review Report)***:**

This area of the school's work is **PROFICIENT,** which is scaled as a (4).

IS THE SCHOOL AN ACADEMIC SUCCESS?

The following summary evaluation comes from the Cambridge Education *Charter School Renewal Quality Review Report* :

> *BayTech is demonstrating moderate academic success in its fourth year of operations. Clear growth can be seen in the overall development of the school's curriculum; yet the impact of that curriculum on student achievement, as measured by State standardized test results, is still mixed. The school received an API base score of 627 at the end of its first year in 2005. BayTech then demonstrated strong growth on its API between its first (2005) and second (2006) year with an API gain of 29 points. The school's base API was 653 in 2006. In 2007, BayTech's growth API dropped 22 points, resulting in an API growth score of 631 which places it around the median for middle schools in the Oakland Unified School District. However, BayTech's API current growth score of 631 is higher than other middle schools in OUSD with similar demographics.*

> *BayTech recognizes that it has more to do to meet its academic goals as a fourth-year charter school; but has been diligently collecting data to demonstrate continuing growth. This year, through the implementation of Northwest Evaluation Association's (NWEA) benchmark assessments, the school is utilizing MAP (Measure of Academic Progress) results which show that students are making good growth from quarter to quarter.*

> *The school and its staff are deliberate in implementing a standards-based curriculum as evidenced by teacher lesson plans, teacher portfolios, the school's textbooks and instructional materials. Strong teacher content knowledge in the areas of math, science and technology classes are particularly evident. The school has yet, however, to develop classroom behavior and instructional norms that are consistent. As a result, learning opportunities are limited in a few classrooms.*

> *Both parents and students interviewed feel that the school has done well in providing students with a unique program that focuses on math, science and technology and appreciate that this option exists within the district. Extra-curricular activities in local and state competitions and college events provide students with enhanced opportunities outside of the school and interactions with youth from other schools.*

Based on an analysis of Bay Area Technology School's performance outcomes and an evaluation of its educational program following its first three years, the school is deemed an **Academic Success** for the purposes of renewal. **The school has met or made substantial progress towards meeting** its Measurable Pupil Outcomes identified in its charter. Additionally, **the school has attained achievement rates above the median and in some cases, at or above the absolute performance of the comparison schools** in those areas outlined in the OUSD Charter Renewal Standards. Finally, the school's Educational Program, over-all has been evaluated to be *PROFICIENT with some Underdeveloped Features* by its fourth year of operation.

Value-Added
Charter law makes clear that its *intent* is to increase educational choices for families. During the renewal process staff observed evidence that BayTech provides an added choice for parents and families relative to the existing educational options. Through their advanced mathematics courses offered to students that might not otherwise receive such course offerings in traditional schools, to the provision of a program centered around technology, as well as academic competitions for which other schools including OUSD District schools participate; BayTech is providing a unique educational choice option for families.

Continuous Improvement
During the renewal process, areas for improvement were identified by staff, as well as the Cambridge Education review team. District staff, pending renewal decision-making, will attend an upcoming BayTech Governing Board meeting to discuss these recommendations with school administration. These areas include a need for continued emphasis on best teaching practices and professional development opportunities for teachers; and increased supervision and evaluation of teachers to ensure high quality teaching in all classrooms. Effective recruitment of qualified, skilled teachers will be a critical element to ensure that the school can continue to increase student learning as the school continues to grow its high school programming.

Renewal Standard II: Is the school an Effective, Viable Organization?

This area is divided into **Responsible Governance** and **Fiscal Accountability**.

The effectiveness and viability of Bay Area Technology School as an organization has been evaluated through a two-day Site Inspection conducted on **January 23** and **24, 2008** by a Third-Party Reviewer; *Cambridge Education*, as well as through school site inspections conducted concurrently by staff on **January 23** and **24, 2008**. In addition, the performance of the school within these criteria is assessed based on observations, documentation, and other evidence on record with the District over the term of the charter. **The tool uses a 5-point Rubric with 4 = Proficiency.**

Criteria 4: Responsible Governance
A quality charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

The following findings and evaluation has been determined for Bay Area Technology School based on Criteria 4 *(Attachment III: Third-party Quality Review Report)*:

This area of the school's work is **PROFICIENT WITH EXCELLENT FEATURES,** which is scaled as a (4) and (5).

Criteria 5: Fiscal Accountability
A quality charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

The following findings and evaluation has been determined for Bay Area Technology School based on Criteria 5 *(Attachment III: Third-party Quality Review Report)*:

This area of the school's work is **EXCELLENT,** which is scaled as a (5).

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

The following summary evaluation comes from the Cambridge Education *Charter School Renewal Quality Review Report* and is supported by the staff evaluation:

> *BayTech is an effective, viable organization. The school has a sound financial system managed effectively in-house by a knowledgeable business manager who works closely with the school leadership and Board of Directors. The school is operated by Willow Education and has a committed Board of Directors which has engaged teacher, parent and community representatives in the school's decision-making processes. All members of the board are well-informed and actively support, and provide resources to, the school. The school is direct-funded and manages its own budgets and accounting. BayTech has had clean audit reports for the prior two years that were reviewed. The classrooms have good resources. Learning materials and significant resources have been put into student support programs over the past two years. These include NWEA assessments, smaller class sizes, tutoring and remediation support.*

An evaluation by staff of Bay Area Technology School's Fiscal Accountability and Governance following its first three years, the following areas were reviewed:

- □ Consistently engages in sound board governance.
- □ Maintains positive relationships w/ parents and community.
- □ Consistently maintains safe & orderly school environment.
- □ Consistently engages in timely reporting of required info to OUSD, ACOE, and CDE.
- □ Receives clean annual audits.
- □ Consistently engages in generally acceptable accounting practices.
- □ Consistent, effective board oversight of fiscal operation.

Based on this analysis, the school is deemed an **Effective, Viable Organization** for the purposes of renewal.

Renewal Standard III: Has the school been faithful to the terms of its charter?

Through the Charter School Renewal Quality Review (CSRQR) process, as well as a review of the school's performance and operations throughout the term of its charter, an evaluation of the extent to which the school has been faithful to the terms of its charter has been assessed along the following:

- Adherence to Proposed Educational Program
- Pursuit of Measurable Pupil Outcomes
- Compliance with Regulatory Elements

The following summary evaluation comes from the Cambridge Education *Charter School Renewal Quality Review Report* and is supported by the staff evaluation:

Overall, BayTech has remained faithful to the terms of its charter. The school is currently serving a targeted population of diverse and traditionally underserved students, and is implementing an educational program with a solid focus on math, science and technology. Several student support structures such as small school/class sizes, after-school tutoring, Saturday school, home visits, and participation in fieldtrips and academic competitions are being implemented to good effect as the learning environment at the school is becoming more rigorous and disciplined. The school is also making progress in the use of technology as an instructional and learning tool through the adoption of the assisted education model (in affiliation with the ACCORD Institute in August 2007), but has more work to do to fully realize the full integration of technology in all curricular areas envisioned in its charter.

Staff has reviewed the school's records on file with the District and deemed that Bay Area Technology School has adhered to its proposed educational program, pursued its measurable pupil outcomes as stated and materially revised in its charter, and has been compliant in its regulatory elements under its charter term.

RECOMMENDATION:

It is the recommendation of staff, based on its thorough analysis of the charter school's performance, to **approve** the charter renewal petition for Bay Area Technology School because the charter school has sufficiently met the standards and expectations set forth in the OUSD Charter Renewal Standards, as well as the standards and criteria set forth in the California Charter Schools Act, Education Code 47605, which governs charter school renewals.

This approval is for the charter program and operation in its entirety as proposed and revised herein. Any subsequent material revision of the provision of this charter may be made only with the approval of the District as charter authorizer (*Education Code §47607(a)(1)).* Any material revision to any charter component must be proposed and considered according to the standards and criteria in Education Code §47605 (*Education Code §47607(a)(2)).*

This report recommends that the Oakland Unified School District State Administrator <u>approve</u> the charter renewal petition for Bay Area Technology School for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2008 and expire on June 30, 2013. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

The petition contains 27 signatures from teachers meaningfully interested in teaching at Bay Area Technology School, which exceeds the statutory filing requirement, and the charter contains all of the required affirmations. Staff investigated each teacher's credential and deemed that each teacher is qualified to sign the petition. Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in the attachment to this report. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

This report recommends that the State Administrator approve the Bay Area Technology School petition for charter renewal, under the California Charter Schools Act, and incorporating the text amendments attached to this report. Staff recommends this approval based on factual findings, specific to this particular charter school and renewal petition. Be it here acknowledged, pursuant to the charter petition text submitted by the petitioner, that if renewal is granted the petitioner opts to receive funding directly from the state.

A charter may be revoked by the authority that granted the charter if the authority finds that the charter school committed a material violation of any of the conditions, standards, or procedures set forth in its charter *(Education Code §47607(c)(1))*. The State Administrator's approval of this charter shall incorporate the charter text amendments and associated deadlines as a condition of the charter.

Attachment I: Charter Text Revisions
Attachment II: SUMMARY: OUSD Renewal Protocol: Bay Area Technology School
Attachment III: Charter School Renewal Quality Review

ATTACHMENT I - CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District's Office of Charter Schools one hard copy and one electronic copy in *Word* format of a revised charter to include all revisions outlined below no later than 5pm on Thursday, May 1, 2008.

Charter Text	Text Reference	Required Revision
• Measurable Pupil Outcomes • Pupil Outcomes • Non-Academic Outcomes	Page 36-47	Revise as outlined in Table 1 located on Page 8 of the attached Staff Report dated March 19, 2008.
The term of this Charter will begin on June 30, 2008 and will expire five years thereafter.	Page 76	Revise: *The term of this Charter will begin on ~~June 30~~, July 1, 2008 and will expire five years thereafter.*

ATTACHMENT II: SUMMARY: OUSD Renewal Protocol: Bay Area Technology School

     I.   **Is the school an Academic Success?**

OUSD Tiered Accountability System	YELLOW

Has the school met or made substantial progress towards meeting its Measurable Pupil Outcomes?

1	*Attendance Rate (95%)*	MET
2	*AYP (1 of last 3 years met)*	MET
3	*API (2 of last 3 years met)*	PROGRESS
4	*API RANK (Similar Schools)*	MET
5	*CST Performance (w/in Ranges)*	MET
6	*Parent/Staff Satisfaction*	MET
7	*CELDT Performance*	SUBSTANTIAL PROGRESS

Are their performance rates higher than the performance rates of the traditional schools the students would have otherwise attended?

STAR ELA

Proficient/ Advanced	ABOVE THE MEDIAN
Basic/ Proficient/ Advanced	ABOVE THE MEDIAN

STAR MATH

Proficient/ Advanced	ABOVE THE MEDIAN
Basic/ Proficient/ Advanced	ABOVE THE MEDIAN

API

Total Growth Over Time	ABOVE THE MEDIAN

AYP

AMO's Averages	ABOVE THE MEDIAN

To what extent has the school been evaluated within Criteria 1, Criteria 2, and Criteria 3 set forth in the OUSD Charter School Renewal Quality Review (CSRQR)?

1. Improving Student Achievement

	UNDERDEVELOPED W/ PROF. FEAT.

2. Strong Leadership

	PROFICIENT

3. A Focus on Continuous Improvement

	PROFICIENT

     II.   **Is the school an Effective, Viable Organization?**

This area is divided into Responsible Governance and Fiscal Accountability.

4. Responsible Governance

	PROFICIENT W/ EXCELLENT FEAT.

5. Fiscal Accountability

	EXCELLENT

ATTACHMENT III: BayTech CELDT Performance Over time
Data provided by school at time of renewal.

BayTech Yearly CELDT Scores				
ID#	2005	2006	2007	Performance Growth
600005	Not Enrolled	Beginner	Early Intermediate	YES
600010	Not Enrolled	Beginner	Early Intermediate	YES
600127	Not Enrolled	Beginner	Early Intermediate	YES
600129	Not Enrolled	Beginner	Early Intermediate	YES
600131	Not Enrolled	Beginner	Early Intermediate	YES
600137	Not Enrolled	Beginner	Early Intermediate	YES
600140	Not Enrolled	Beginner	Early Intermediate	YES
600020	Not Enrolled	Beginner	Intermediate	YES
700025	Not Enrolled	Early Intermediate	Intermediate	YES
600025	Not Enrolled	Intermediate	Intermediate	NO
600052	Not Enrolled	Intermediate	Advanced	YES
500122	Intermediate	Intermediate	Advanced	YES
500048	Early Intermediate	Early Intermediate	Intermediate	YES
500046	Early Intermediate	Beginner	Intermediate	YES
500057	Early Advanced	Reclassified		N/A
500128	Early Advanced	Intermediate	Intermediate	NO *

*** Student with IEP, specifically in language.**

ATTACHMENT VI: Charter School Renewal Quality Review

Oakland Unified School District

Charter School Renewal Site Visit Report

Bay Area Technology School (BayTech)

**3001 International Boulevard
Oakland, California 94601**

Principal: Oscar Yildiz

Dates of review: January 23-24, 2008

Lead Reviewer: Ting L. Sun

Cambridge Education (LLC)

Part 1: The School Context

Information about the school

Part 2: Overview

School strengths
School challenges

Part 3: Main findings

Overall evaluation
How well the school meets the renewal site visit criteria

Part 4: School Quality Criteria Summary

Part 1: The School Context

Information about the school

Bay Area Technology School (BayTech) is a small charter middle and high school, serving 230 students in grades 6-9, with plans to expand to grade 12. The school's charter outlines an educational program with a heavy emphasis on math, science and technology. BayTech is in its fourth year of operations and is undergoing its first renewal.

The school's current enrollment consists of 71% African American, 15% Latino, 11% White students and 3% Other. Seventy-five (75%) percent of the students are known to be eligible for the free and reduced lunch program. Approximately 5% of the students have been identified with special needs and 9% have been identified as English Learners (EL).

In 2006, the school had a base Academic Performance Index (API) score of 653, ranking it 3 statewide and 5 among similar schools. BayTech's growth API dropped 22 points in 2007, resulting in an API growth score of 631.

Part 2: Overview

Strengths:

- The school offers students and parents a unique program with a strong focus on math, science and technology.

- The school is lead by a knowledgeable and experienced director who has developed very good management structures to support students and staff members.

- The school has recruited a diverse teaching staff with very strong content knowledge in math, science and technology.

- The school has put in place several support structures (i.e. afterschool tutoring, Saturday school, home visits, etc.) to help struggling students as well as challenging classes and opportunities (computer programming, science fair, etc.) for students who are excelling.

- Participation in local and state competitions, fieldtrips and partnerships with local universities support and enhance students' learning experiences outside of the school campus.

- The school is supported by a committed Board of Directors that is invested in its mission and closely monitors the progress of the school.

- BayTech has a sound fiscal management system and a collaborative budget development process wherein the school leadership, business manager and board of directors work together to best meet the needs of the school.

Challenges:

- The school's overall achievement on state standardized tests is low.

- Classroom behavior and instructional norms are inconsistent, so learning is not fully maximized in all classrooms.

- The integration of technology for teaching and learning has not been implemented to full effect in all curricular areas.

- The current school facilities, though sufficient for the current program, will not be able to sustain the high school program envisioned by the leadership and Board of Directors.

Part 3: Main Findings

Overall Evaluation:

This is a proficient school with underdeveloped features in its academic program.

Is the School An Academic Success?

BayTech is demonstrating moderate academic success in its fourth year of operations. Clear growth can be seen in the overall development of the school's curriculum; yet the impact of that curriculum on student achievement, as measured by State standardized test results, is still mixed. The school received an API base score of 627 at the end of its first year in 2005. BayTech then demonstrated strong growth on its API between its first (2005) and second (2006) year with an API gain of 29 points. The school's base API was 653 in 2006. In 2007, BayTech's growth API dropped 22 points, resulting in an API growth score of 631 which places it around the median for middle schools in the Oakland Unified School District. However, BayTech's API current growth score of 631 is higher than other middle schools in OUSD with similar demographics.

BayTech recognizes that it has more to do to meet its academic goals as a fourth-year charter school; but has been diligently collecting data to demonstrate continuing growth. This year, through the implementation of Northwest Evaluation Association's (NWEA) benchmark assessments, the school is utilizing MAP (Measure of Academic Progress) results which show that students are making good growth from quarter to quarter.

The school and its staff are deliberate in implementing a standards-based curriculum as evidenced by teacher lesson plans, teacher portfolios, the school's textbooks and instructional materials. Strong teacher content knowledge in the areas of math, science and technology classes are particularly evident. The school has yet, however, to develop classroom behavior and instructional norms that are consistent. As a result, learning opportunities are limited in a few classrooms.

Both parents and students interviewed feel that the school has done well in providing students with a unique program that focuses on math, science and technology and appreciate that this option exists within the district. Extra-curricular activities in local and state competitions and college events provide students with enhanced opportunities outside of the school and interactions with youth from other schools.

Is the School an Effective, Viable Organization?

BayTech is an effective, viable organization. The school has a sound financial system managed effectively in-house by a knowledgeable business manager who works closely with the school leadership and Board of Directors. The school is operated by Willow Education and has a committed Board of Directors which has engaged teacher, parent and community representatives in the school's decision-making processes. All members of the board are well-informed and actively support, and provide resources to, the school. The school is direct-funded and manages its own budgets and accounting. BayTech has had clean audit reports for the prior two years that were reviewed. The classrooms have good resources. Learning materials and significant resources have been put into student support programs over the past two years. These include NWEA assessments, smaller class sizes, tutoring and remediation support.

Has the School Remained Faithful to the Terms of Its Charter?

Overall, BayTech has remained faithful to the terms of its charter. The school is currently serving a targeted population of diverse and traditionally underserved students, and is implementing an educational program with a solid focus on math, science and technology. Several student support

structures such as small school/class sizes, after-school tutoring, Saturday school, home visits, and participation in fieldtrips and academic competitions are being implemented to good effect as the learning environment at the school is becoming more rigorous and disciplined. The school is also making progress in the use of technology as an instructional and learning tool through the adoption of the assisted education model (in affiliation with the ACCORD Institute in August 2007), but has more work to do to fully realize the full integration of technology in all curricular areas envisioned in its charter.

Criterion 1: Improving Student Achievement

A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.

This area of the school's work is underdeveloped with proficient features.

Bay Area Technology School's (BayTech) educational program aims to prepare students for the future workforce by providing them with a solid foundation in math, science and technology. It seeks to help students acquire a set of intellectual habits and attitudes from which to develop critical thinking skills. The school's charter defines this as "scientific habits of thinking." One of the school's goals is to serve socio-economically disadvantaged students.

In its fourth year of operations, BayTech is demonstrating moderate academic success in accomplishing this mission. Clear growth can be seen in the overall development of the school's curriculum; yet the impact of that curriculum on student achievement as measured by State standardized test results is still mixed. The school received an API base score of 627 at the end of its first year in 2005. BayTech then demonstrated strong growth on its API between its first (2005) and second (2006) year with an API gain of 29 points. The school's base API was 653 in 2006. In 2007, BayTech's growth API dropped 22 points, resulting in an API growth score of 631, and the school did not meet the "percent proficient" criteria in English/Language Arts last year under No Child Left Behind (NCLB). There is evidence, however, that BayTech is demonstrating higher achievement when compared to other middle schools with similar demographics in Oakland. For example, the school's Performance Report to OUSD shows that BayTech students overall have more students in the "basic, "proficient" and "advanced" categories of the STAR than other middle schools in the area.

This year, the school is implementing the Northwest Evaluation Association's (NWEA) computer adaptive tests to measure student achievement and growth. The results of the assessments are serving as the school's benchmarks for establishing targets and assessing overall student progress on state standards. Thus far, data collected on these results over the past two quarters show overall growth in proficiency or progress towards proficiency in math and in English/language arts.

Until now, the school's means of demonstrating measurable progress towards achieving other aspects of its mission, for example the development of critical thinking and scientific and technological literacy, have been broad and lacking in clear definition. However, implementation of the new computer tests now allows for benchmarking, target-setting and measurement of student outcomes in these important areas. Thus far, data collected on these results over the past two quarters show overall growth in proficiency or progress towards proficiency in math and in English/language arts.

The school and its staff are deliberate in implementing a standards-based curriculum as evidenced by teacher lesson plans, teacher portfolios, the school's textbooks and instructional materials. Strong teacher content knowledge in the areas of math, science and technology classes is particularly evident. The school has made a concerted effort to hire teachers with experience both in teaching as well as in the science or technology fields – the result of which is that many of the teachers at BayTech are from countries outside of the United States. To balance this, BayTech has also hired many teachers who are from the area and/or who have taught in California schools. The teachers report that the diversity of the teaching staff has been positive in stimulating collaboration and ideas.

The overall quality of instruction, primary instructional methodology, and classroom behavior at the school, however, are inconsistent and vary significantly from classroom to classroom. In more effective classes, teachers have established clear routines and behavioral expectations, allowing them to utilize hands-on learning activities to help build students' understanding of concepts. In other classes, behavior is managed; but with instruction that is primarily textbook or worksheet-based with little active student engagement. A small number of classes that were observed lacked appropriate rigor or pacing in its lessons resulting in off-task behavior.

The school has been working to establish a stronger academic culture and consistency of expectations. Schoolwide expectations for coming to school prepared and knowing how to behave, for example, are clearly articulated to students and parents in handbooks and in notices home. Teachers have also been given training on classroom management. Student support structures are in place, including afterschool tutoring, Saturday school and home visits. BayTech is establishing schoolwide routines such as morning Sustained Silent Reading (SSR) and end-of-the-day check-ins for students who have missed assignments and has implemented a school uniform policy. Pull-out programs for students with special needs and for English Learners (EL) are in place with specialist teachers to work with students identified in these areas. There is some good evidence that these initiatives are focusing students' attention towards academics, especially when the policies are carried out consistently. For example, most students are serious about attending the school and feel the teachers care about them. Student behavior during passing time in hallways is boisterous, but not unruly, and the school is having more success in getting students to come to school (and on time) as shown by its 95% attendance rate.

Another aspect of BayTech's educational program currently in development is use of technology assisted education model which integrates technology applications with the learning of core subject content and concepts. The school has two very modern and up-to-date computer labs and has begun to implement the technology-integrated curriculum outlined by the ACCORD Institute. Teachers interviewed discussed how they are working with the computer teacher on content-specific lessons for the computer lab. All students at BayTech also take a computer courses at BayTech begin with basic keyboarding and move to the use software applications. Beyond this, however, the use of technology for teaching and learning was limited to the use of powerpoints in math and science lessons and almost none in other subject areas. Overall the use of technology as a teaching and learning tool, as observed, has yet to be fully embedded in the school's instructional methods and curriculum as described in the school's charter.

A noted feature of BayTech's educational program is its offerings which support its struggling students as well as challenge for students who strive to achieve higher level math or science courses. For example, while the school provides daily afterschool tutoring to students who need additional help, it also offers an afterschool class to students who may wish to learn more about computer programming. A mandatory two-hour Saturday school is in place for students who are behind in grades; but teachers have also made themselves available on Saturdays to work with students on projects for the science fair or to practice for competitions. Partnership with local colleges for afterschool tutoring assistance and language classes and participation in local and state competitions such as Math Counts, SimCity Future City Designs and science fairs allow students extended opportunities to interact with the community and with students from other schools. Parents and students noted these activities, the safe, small school environment and the more personal attention from the teachers as some of the best features of the school.

Criterion 2: Strong Leadership

The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.

This area of the school's work is proficient.

BayTech is led by an experienced and knowledgeable school administrator who has been with the school since its inception and so understands and communicates the mission of the school well. He is supported by the Dean of Academics and the Dean of Students, two positions that were created two years ago to infuse more discipline and rigor into the school environment and to support teachers and students. Altogether, the administrative team is making a positive impact on the school culture through the steady creation and implementation of schoolwide policies.

Parents, students and teachers confirm that professional development activities, clearer schoolwide expectations and more structured student support programs - afterschool tutoring, Saturday school and home visits for example - are starting to make an impact on the development of a more cohesive

school culture at BayTech this year. As a result, students are becoming more focused on their work and the teaching staff is working well together. Policies are in place and followed, but need to be adhered to more closely and consistently by everyone to maximize impact on the learning environment.

The school's director/principal is reflective and has worked continuously during the past four years to make adjustments leading to improvements in the school program overall. The school has been previously reviewed by three other outside organizations over the past two years and has received several recommendations and suggestions, many of which it has addressed. Last year, under the High Priority Schools Grant program, the school developed a comprehensive school action plan with an outside consultant. It has been implementing the action plan and collecting data to support to enable measurement of growth towards its goals. BayTech is now primarily using Northwest Evaluation Association's (NWEA) computer adaptive tests to measure student achievement and growth throughout a school year and is making use of Measure of Academic Progress (MAP) data to inform individual student and class performance each quarter. These serve as benchmark evaluations on the action plan as well. Teachers report that these assessments are helping the school focus on curricular or skill areas of most need.

Teachers report that the administrative team has been supportive in providing the professional development and resources they need to teach effectively. The administrative team conducts both formal and informal evaluations, and this year, the Dean of Students and Dean of Academics have been assigned specific teachers to coach. Professional development is strongly encouraged, and in some cases, required, for improving teaching effectiveness. There are, nevertheless, observed inconsistencies in the quality of instruction throughout the school, so the effectiveness of these support structures is not yet fully evident in terms of impact upon teaching quality.

The school has done well in providing several sources of communication to parents and students. Information packets on school events are sent home weekly, and student performance information is sent through progress reports, report cards and individual student NWEA MAP reports. Additionally, the school uses MagnoXP, a web-based student information system, so that families can access up-to-date assignment and grade information at any time. A small, but active, parent club at the school has also taken the initiative to mobilize parental involvement and has created an electronic mailing list to provide information to parents who have access to email. For parents who may not be engaged in their child's learning, BayTech teachers and staff make home visits to talk to parents about their child's progress and about events at the school.

It is clear that the school leadership has put several structures in place to develop a sense of school community. Parents interviewed report that they are well-informed about their child's progress at the school and that there is good access to school staff and administration. In addition, the school has clear dispute resolution procedures which are distributed to parents at orientation.   The school pursues a myriad of activities involving the community, including partnerships with local universities for tutors, fieldtrips, and academic and sports competitions. Students and parents report that these partnerships with the colleges and activities off campus are building stronger school spirit and pride.

Criterion 3: A Focus on Continuous Improvement
A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.

This area of the school's work is proficient.

Over the past four years, BayTech has worked towards continuous improvement. Processes and structures have been incrementally developed to monitor student progress more closely and to enable necessary adjustments to ensure improvements in teaching and learning. In addition to annual STAR data the school is, for example, currently using two systems for monitoring and analyzing student achievement: These are Magno XP, a web-based student information system to track grades, attendance, transcripts, and discipline reports and NWEA's Measure of Academic Progress (MAP), which provides detailed results on computer adaptive tests administered every quarter. The school also

uses ACUITY, a diagnostic assessment of students' skills. Based on the ACUITY diagnostic test results, low achieving students are assigned to mandatory language arts and math tutoring classes. These students are required to participate in tutoring classes until they become above basic proficiency level according to the next ACUITY diagnostic test, which is administered monthly. During the tutoring classes, students are instructed through ACUITY's online-based instructions.

The school administrators and teachers report that information collected from these systems is reviewed and discussed at its bi-weekly staff meetings. Additionally, teachers are using the results of these assessments to make adjustments to the curriculum, in order to identify elements of the program that need re-teaching or for targeting tutoring strategies for students. For example, based on analysis of student data from STAR and MAP, the school has recently adopted a school wide SSR program to build stronger literacy and reading skills.

Thus far, moderate results on MAP between first and second quarter can be seen at each grade-level in both English/language arts and in math; but full impact of the school's use of data on overall teaching and learning and on student engagement may be better assessed with additional administration of the NWEA adaptive assessments throughout the remainder of the year (i.e. after the third and fourth quarter assessments).

In addition to developing more structured methods to assess student progress, the school has also been previously reviewed by three outside organizations, the Charter School Development Center (CSDC), the Western Association of Schools and Colleges (WASC) and EdTec. A set of recommendations followed each review, and with EdTec, a comprehensive school improvement plan. The school is following up on the recommendations of these reports to infuse more rigor, discipline and support into the program for students who are not at grade-level or not making appropriate progress. This is evidenced through changes in BayTech's policies, by adjustments the school has made in personnel, in its staff development activities and by reallocation of school resources for student remediation strategies. Though the school still has some ways to go to optimize student learning through the impact of these strategies, it is making good progress in focusing students on academics and in increasing student performance over the past two quarters, as measured by MAP.

Most stakeholders interviewed, including parents, teachers, administrators and board members did, however, note that the school's overall progress was impacted last year by the significant amount of time and attention required for its renewal process with the Oakland Unified School District. As a result, the school does not feel it has made as much progress as it had hoped in locating facilities that would better accommodate its expanding high school program.

Criterion 4: Criterion 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.

This area of the school's work is proficient with excellent features.

BayTech is managed by Willow Education, a public non-profit charter management organization. The Willow Education Board of Directors currently consists of five very committed and dedicated individuals with experience and background in the math, science and technological fields. Willow Education has engaged teacher, parent and community representatives in the decision-making of the school through the formation of the BayTech School Board. All members of the School Board remain in close communication with, and actively support and promote, the school. Meeting agendas and interviews demonstrate that the board is well-informed of the school's academic performance and appropriately oversees the school budget. Both Willow Education and the BayTech School Board meetings are held in compliance with the Brown Act and operate under a fully adopted set of bylaws, which include conflicts of interest policies.

There is a uniform complaints procedure, which is provided to parents during orientations, to ensure adequate resolution of any parent or community concerns. Input from parents can also be directed through the parent club and/or the parent representative on the BayTech School Board.

To keep abreast of charter school issues, BayTech maintains memberships of both the California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC), consults with EdTec and participates in OUSD charter school meetings. The school maintains a School Accountability Report Card (SARC), as required by law, and has submitted all required reports to the district. These have been submitted in accordance with established timelines.

Criterion 5: Fiscal Accountability
A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

This area of the school's work is excellent.

The school has a solid financial system managed very effectively in-house by a knowledgeable business manager who works closely with the school leadership and Board of Directors. The school has a well-organized and comprehensive fiscal accountability structure which includes strong checks and balances and fiscal policies to closely monitor its accounts.

BayTech is a direct-funded charter school and ensures that all fiscal reporting requirements are met. The school adheres to the audit requirements in law for charter schools, and audits are preformed in accordance with generally accepted standards. Audit reports reviewed for the past two fiscal years show no exceptions or deficiencies. The classrooms have good resources and learning materials, and it is evident that the school has put a significant amount of resources into its technology labs to support the program outlined in its charter. Significant resources have also been put into student support systems during the past two years. These include NWEA assessments, smaller class sizes, tutoring and remediation support.

BayTech currently operates with a healthy reserve.

School name: Bay Area Technology School

School Quality Review	5	4	3	2	1
Overall evaluation score		X			

Criterion 1: Improving Student Achievement: A charter school promotes student learning through a clear vision and high expectations. It achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, state and federal performance standards, and closing achievement gaps of students.		5	4	3	2	1
	Criterion 1 overall score:			X		
1.1	Achieves clear, measurable program goals and student learning objectives, including meeting its stated performance standards, and state and federal standards			X		
1.2	Achieves comparably improved student learning outcomes relative to students in traditional public schools that students would have otherwise attended			X		
1.3	Demonstrates high expectations for student achievement			X		
1.4	Provides a challenging and coherent curriculum for each individual student			X		
1.5	Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students		X			
1.6	Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement			X		
1.7	Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism			X		
1.8	Productively engages parental and community involvement as a part of the school's student support system		X			
1.9	Shares its vision among the school community and demonstrates its mission in daily action and practice		X			
1.10	Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process		X			

Criterion 2: Strong Leadership: The leaders of a charter school are stewards of the charter's mission and vision and carry out their duties in a professional, responsible and ethical manner. Charter school leaders use their influence and authority for the primary purpose of achieving student success.		5	4	3	2	1
	Criterion 2 overall score:		X			
2.1	Effectively communicates and engages stakeholders in the vision mission of the school		X			
2.2	Consistently puts into practice the educational program outlined in its charter.		X			
2.3	Generates and sustains a school culture conducive to staff professional growth			X		
2.4	Actively monitors and evaluates the success of the school's program		X			
2.5	Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer		X			
2.6	Treats all individuals with fairness, dignity and respect		X			
2.7	Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate		X			
2.8	Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success		X			
2.9	Abstains from any decision involving a potential or actual conflict of interests		X			
2.10	Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter		X			
2.11	Engages community involvement in the school		X			

Criterion 3: A Focus on Continuous Improvement: A charter school engages in a process of continuous self-improvement in order to increase the effectiveness of its educational program. The school regularly assesses and evaluates student learning based on stated goals.	5	4	3	2	1
Criterion 3 overall score:		X			
3.1 Uses information sources, data collection and data analysis strategies for self-examination and improvement.	X				
3.2 Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction		X			
3.3 Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter.		X			
3.4 Uses student assessment results to improve curriculum and instruction.		X			
3.5 Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement.		X			

Criterion 4: Responsible Governance: A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools.	5	4	3	2	1
Criterion 4 overall score:		X			
4.1 Ensure that policies are implemented in a fair and consistent manner.		X			
4.2 Monitor the trends, issues and potential changes in the environment in which charter schools operate.	X				
4.3 Seek input from impacted stakeholders.	X				
4.4 Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter.		X			
4.5 Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status.		X			

Criterion 5: Fiscal Accountability: A charter school fulfils its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.	5	4	3	2	1
Criterion 5 overall score:	X				
5.1 Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability.	X				
5.2 Conducts an annual financial audit which is made public.	X				
5.3 Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely.	X				
5.4 Ensures financial resources are directly related to the school's purpose: student achievement of learning goals.	X				