OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Renewal Petition Staff Report

Bay Area Technology School

Decision Hearing: January 28, 2026

School Overview

Bay Area Technology School			
Charter Management Organization (CMO):	N/A	**Previous Renewal Year(s):**	2008, 2013, 2018
Year Opened:	2004	**Campus Address:**	1445 23rd Ave, Oakland, CA 94606
OUSD Board District:	2	**Current Enrollment: [1]**	198
Current Grades Served:	6-12	**2-Year Projected Enrollment**	265, 290

Staff Recommendation

Per Education Code §47607.2(a)(1), an authorizer shall not renew a charter school in the low renewal tier, except with written factual findings that the charter school is taken meaningful steps to address the underlying cause or causes of its low performance, and those steps are or will be reflected in a written plan adopted by the charter school's governing board, for a renewal term of 2 years. Bay Area Technology School ("BayTech" or "Charter School") has been placed by the California Department of Education into the low renewal tier, indicating a presumption of non-renewal. However, the Board may grant a renewal term of two years with the above-referenced written factual findings.

Staff recommends **denial** of the renewal petition for 2 years, beginning July 1, 2026, until June 30, 2028, to serve students in Grades 6-12 and a projected annual enrollment as outlined in the table above.

Summary of Findings:

Strengths	Challenges
• ELA proficiency and average DFS increased, with significant increases in 2024-25 for Black students and Students with Disabilities. • Math Proficiency and average DFS generally increased, with significant increases in 2024-25 for Students with Disabilities. • High graduation and A-G completion rates, with Green CCI indicator on most recent Dashboard. • PIP provides ambitious annual improvement targets for academic indicators.	• Placement in the Low Renewal Tier by CDE. • Math proficiency and average DFS below District average, with Red indicator on most recent Dashboard. • Average DFS declined for Hispanic students over last three years in both ELA and Math. • ELA proficiency and average DFS below District average. • PIP lacks sufficient root cause analysis, particularly of operational factors such as fiscal sustainability and governance. • Projected cash solvency is based on assumption of 43% enrollment growth over two years, which is inconsistent with recent enrollment declines averaging 17% per year. • Large increase in chronic absenteeism in 2024-25. • Over 60% of teaching assignments considered "Ineffective". • Significant enrollment decline over last four years. • Identified for Differentiated Assistance in 3 of 4 annual cycles.

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[1] Per census day enrollment spreadsheet submitted to OUSD on October 17, 2025.

Criteria for Evaluation and Procedural Background
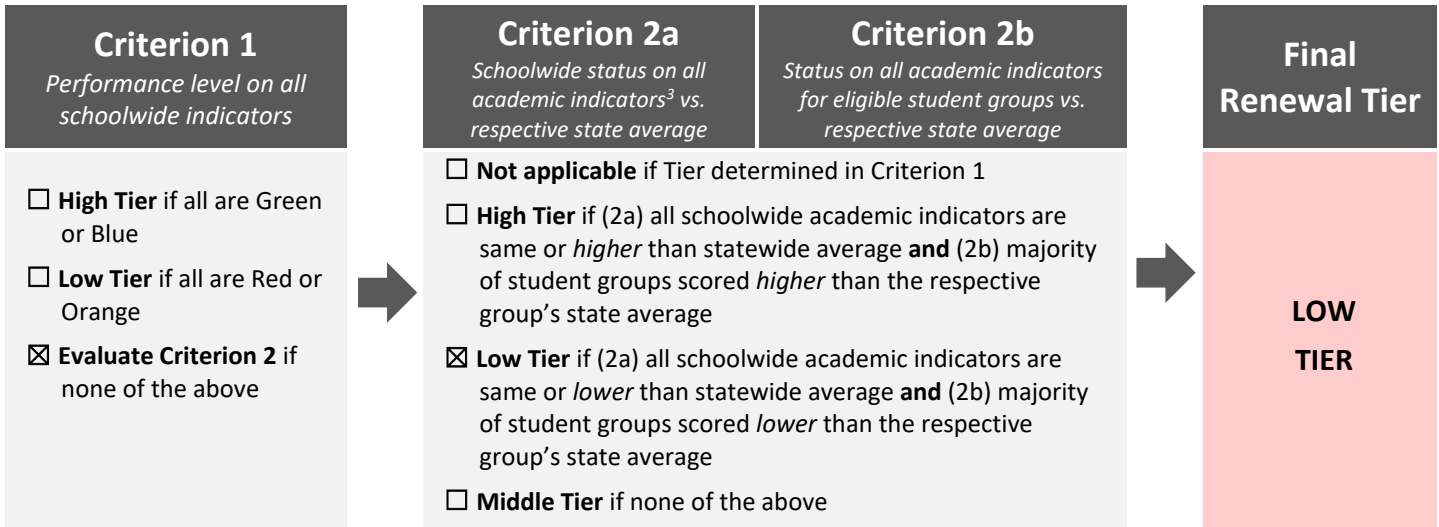
Criteria for Renewal

The Charter Schools Act of 1992 and subsequent amendments established the criteria by which charter renewal applications must be evaluated. In order to recommend the approval of a charter school renewal, Office of Charter Schools ("OCS") Staff must determine that the charter school has met the requirements set forth in Education Code ("Ed Code") Sections 47605, 47607, and 47607.2.

Renewal Tier Analysis

Education Code outlines a three-tiered system of performance categories for most[2] charter schools seeking renewal. This system provides additional criteria and conditions for evaluating the charter school's renewal petition based on the performance category, or "Tier", in which the school is placed. Figure 1 below shows a summary of the criteria used by the California Department of Education ("CDE") to determine BayTech's Renewal Tier. A more detailed analysis of the Charter School's Renewal Tier, including analyses of each criterion and sub-criterion, can be found in Figures 2-4.

Staff evaluates a Charter School's renewal petition under the CDE Renewal Tier classification in effect as of the date the petition was submitted. Accordingly, this report evaluates Baytech's renewal petition under the Renewal Tier in effect at the time of submission. The 2025 Dashboard data was available during the preparation of this report and is included for informational purposes. Updated renewal tiers were released by CDE on January 8, 2026, immediately prior to the publication of this report.

Figure 1: BayTech Renewal Tier Analysis

Criterion 1 *Performance level on all schoolwide indicators*	Criterion 2a *Schoolwide status on all academic indicators[3] vs. respective state average*	Criterion 2b *Status on all academic indicators for eligible student groups vs. respective state average*	Final Renewal Tier
☐ **High Tier** if all are Green or Blue ☐ **Low Tier** if all are Red or Orange ☒ **Evaluate Criterion 2** if none of the above	☐ **Not applicable** if Tier determined in Criterion 1 ☐ **High Tier** if (2a) all schoolwide academic indicators are same or *higher* than statewide average **and** (2b) majority of student groups scored *higher* than the respective group's state average ☒ **Low Tier** if (2a) all schoolwide academic indicators are same or *lower* than statewide average **and** (2b) majority of student groups scored *lower* than the respective group's state average ☐ **Middle Tier** if none of the above		**LOW** **TIER**

Sources: California School Dashboard; CDE Charter School Performance Category Data File; CDE "Determining Charter School Performance Category" Flyer

Criterion 1 Analysis

Criterion 1 is based on the performance colors received for **all** state indicators on the Dashboard for the two previous State Dashboard years. Per Education Code, if all state indicators are Blue or Green, the Charter School is assigned to the High Tier. If all state indicators are Orange or Red, the Charter School is assigned to the Low Tier. In all other circumstances, an evaluation of Criterion 2 is necessary to determine the Charter School's Tier. As shown in Figure 2 below, BayTech did not fit the requirements for Low Tier or for High Tier in Criterion 1, thus, an evaluation of Criterion 2 is necessary.

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[2] The three-tiered system does not apply to schools that qualify for the Dashboard Alternative School Status (DASS) program.
[3] "Academic indicators" refer to the ELA, Math, English Learner Progress, and College and Career Readiness Indicators on the California School Dashboard.

Figure 2: Criterion 1 Analysis – Schoolwide Results

Indicator	2023	2024
ELA	Yellow	Orange
Math	Orange	Orange
EL Progress	Red	Yellow
College/Career	N/A	N/A
Graduation Rate	N/A	N/A
Suspension Rate	Red	Green
Chronic Absenteeism	Red	Orange

Source: California School Dashboard

Criterion 2 Analysis

Criterion 2 is based on the "Status" (or the current year data) for all **academic** indicators (ELA, Mathematics, EL Progress, and College/Career) with a performance color for the two previous Dashboard years. Performance determinations are then based on the overall status compared with the statewide averages for the previous two Dashboard years. Criterion 2 is broken into two sub-criteria – Criterion 2a evaluates the Charter School's schoolwide performance and Criterion 2b evaluates the Charter School's student group performance, specifically for student groups which scored below the statewide average[4]. Per Education Code, if (Criterion 2a) all **schoolwide** academic indicators are same or higher than the statewide average *and* (Criterion 2b) the majority of eligible student groups are higher than their group's respective statewide average, then the Charter School is placed in the High Tier. If (Criterion 2a) all **schoolwide** academic indicators are same or lower than the statewide average *and* (Criterion 2b) the majority of eligible student groups are lower than their respective statewide average, then the Charter School is placed in the Low Tier. In all other circumstances, the Charter School is placed in the Middle Tier. As shown in Figure 3 and Figure 4 below, the Charter School met the requirements for Low Tier, thus, BayTech is placed in the Low Tier[5].

Figure 3: Criterion 2a Analysis

Academic Indicator	2023			2024		
	School Status	State Status	Result	School Status	State Status	Result
ELA	-55.1	-13.6	Lower	-56	-13.2	Lower
Math	-117.7	-49.1	Lower	-111.4	-47.6	Lower
EL Progress	29%	48.7%	Lower	40.9%	45.7%	Lower
College / Career	N/A	N/A	N/A	N/A	N/A	N/A

Source: California School Dashboard

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[4] For more information regarding which student groups are included in the analysis for Criterion 2b, please see the CDE's Performance Categories Flyer: https://www.cde.ca.gov/sp/ch/documents/categoryflyer.pdf
[5] Charter school performance categories for all California charter schools can be found here: https://www.cde.ca.gov/sp/ch/performcategorydf.asp

Figure 4: Criterion 2b Analysis

Indicator	Student Group	2023			2024		
		School Status	State Status	Result	School Status	State Status	Result
ELA	African American	-73.1	-59.6	Lower	-75.8	-58.9	Lower
	English Learner	-91	-67.7	Lower	-89	-67.6	Lower
	Hispanic/Latino	-49.6	-40.2	Lower	-55.6	-39.3	Lower
	SED	-58.4	-42.6	Lower	-63.9	-40.9	Lower
	SWD	-124	-96.3	Lower	-157.1	-95.6	Lower
Math	African American	-137	-104.5	Lower	-116.5	-102.2	Lower
	English Learner	-123.6	-93.4	Lower	-134.3	-93.4	Lower
	Hispanic/Latino	-112	-80.8	Lower	-112.5	-79.2	Lower
	SED	-114.9	-80.8	Lower	-111.8	-78.2	Lower
	SWD	-185.7	-127.3	Lower	-205.1	-124.3	Lower
EL Progress		29%	48.7%	Lower	40.9%	45.7%	Lower

Source: *California School Dashboard*

Additional Guidance for Low Tier Schools

As noted previously, there are additional criteria and conditions for evaluating a Charter School's petition depending on the assigned Renewal Tier. Figure 5 below outlines the renewal conditions and additional evaluation guidance applicable to schools placed in the Low Tier.

Figure 5: Renewal Tier Additional Guidance

LOW TIER - Additional Guidance and Decision Criteria	
Term	May only be renewed for a 2-year term.
Additional Renewal Conditions	Shall generally not renew; however, the chartering authority shall consider the following factor and may renew only upon making the following written factual finding: *The charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the governing body of the charter school.*

Source: *Education Code §47607.2(a)*

Procedure

1. The OUSD review team conducted a site visit on November 4, 2025. This site visit involved classroom observations and focus group interviews with students, families, teachers, and school leadership.
2. The Charter School submitted a renewal petition to the District on November 12, 2025.
3. OCS Staff conducted an interview with 3 members of the BayTech Governing Board on December 11, 2025 after all 7 members submitted a self-evaluation to assess strengths and gaps in the Governing Body.
4. The review team conducted a review of the school's documents, policies, financials, academic performance, and renewal petition to assist in developing the staff report.
5. The initial public hearing was held on December 10, 2025.
6. Staff findings were made public by the 15-day posting requirement, which was January 13, 2026.
7. The decision public hearing is being held on January 28, 2026.

Table of Contents

I. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

In order for a charter school's renewal petition to be approved, it must present a sound educational program for its students. For schools in the Middle Tier, the District is required to consider the school's performance on California School Dashboard indicators, providing greater weight to performance on academic indicators. Although Education Code does not specifically reference similar criteria for schools meeting the Low Tier criteria (outside of the Renewal Tier Analysis), the following is being included for context. To provide a comprehensive overview of the educational program, the evaluation below includes evidence from the California School Dashboard as well as results from the California Assessment of Student Performance Progress ("CAASPP") Smarter Balanced Assessment Consortium ("SBAC") assessments, graduation data, CORE growth data, ELPAC results, a summary of the renewal site visit, and verified data submitted by the Charter School. As a high-level summary, Figure 6 below represents the academic indicator results from the California School Dashboard over the course of the charter term, details for which can be found in the subsequent sections.

Figure 6: California School Dashboard Academic Indicator Summary

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English Language Arts	Orange ⟷ -1.90 pts	No Color ⟷	No Color ⟷	No Color ⟷	Yellow ⬆ 10.40 pts	Orange ⟷ -0.90 pts	Orange ⟷ 2.80 pts
Math	Red ⬇ -8.10 pts	No Color ⟷	No Color ⟷	No Color ⟷	Orange ⬆ 13.90 pts	Orange ⬆ 6.30 pts	Red ⟷ 2.50 pts
English Learner Progress	No Color ⟷	No Color ⟷	No Color ⟷	No Color ⟷	Red ⟷ -26.70 pp	Yellow ⟷ 11.90 pp	
College/Career Readiness	Orange ⬇ -20.90 pp	No Color ⟷	No Color ⟷	No Color ⟷	No Color ⟷	No Color ⟷ 3.30 pp	Green ⟷ 4.30 pp

Source: California School Dashboard

A. SBAC Performance Summary – English Language Arts

The below section represents a summary of the results from the ELA SBAC assessment at the Charter School including schoolwide average proficiency rates disaggregated by grade span, average Distance from Standard ("DFS") results disaggregated by student group, and CORE growth results, if applicable. Results for the California Alternate Assessments (CAAs) were not included as BayTech did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found in the subsequent sections, a summary of these data is below:

- **Schoolwide Trends:** *From 2022-23 to 2024-25, BayTech's schoolwide proficiency remained at a similar level to but was below the District average. Average DFS has been similar to the District average.*
- **Grade Span Trends:** *Post-pandemic, Baytech's 6-8 grade proficiency rate has been relatively stable and remained below the District average for all of the charter term. Post-pandemic, Baytech's 9-12 grade proficiency rate initially saw an increase in 2022-23, then stabilized and remained above the District average.*

- **Student Group Trends:** *In 2024-25, average DFS increased for Black/African American, Students with Disabilities, and Socioeconomically Disadvantaged student groups and decreased for English Learner and Hispanic student groups.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the ELA SBAC assessment are provided in this and subsequent sections. Below, Figure 7 represents the Charter School's average proficiency rates on the ELA SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. The results have been disaggregated by grade span and the figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- Post-pandemic, Baytech's 6-8 grade proficiency rate has been relatively stable. In 2024-25, Baytech's 6-8 grade proficiency rate was about 6 percentage points below the District average.
- Post-pandemic, Baytech's 9-12 grade proficiency rate increased and has been relatively stable. In 2024-25, Baytech's 9-12 grade proficiency rate was about 6 percentage points above the District average.
- Post-pandemic, Baytech's 6-12 grade proficiency rate has been similar to the District average. In 2024-25, the schoolwide proficiency rate was about 3 percentage points below the District average.

Figure 7: Schoolwide ELA SBAC Proficiency Rates Over Time – BayTech and OUSD*
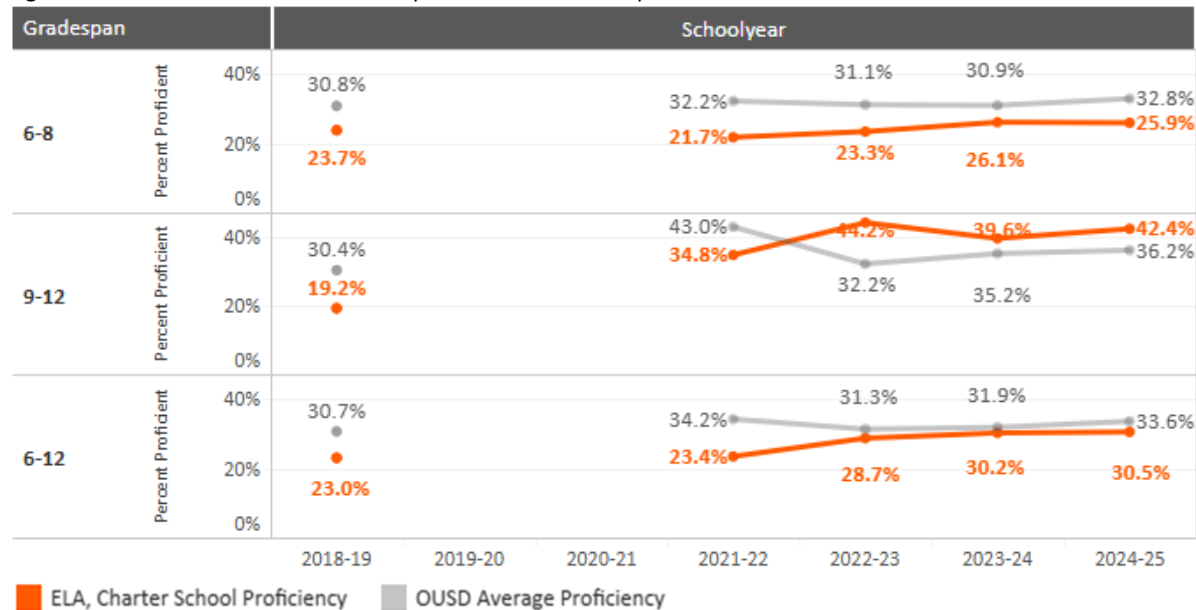
Source: Downloadable CAASPP Research Files
**Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.*

Distance from Standard (DFS) and Student Group Results

Figures 8 and 9 below represent the Charter School's average Distance from Standard ("DFS") on the ELA SBAC assessment over the course of the charter term[6]. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 8 below:

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[6] In order to disaggregate DFS results by both student group and grade level, data was sourced directly from CAASPP rather than from the California School Dashboard. Because different business rules are applied during the calculation process between the two entities, the results seen in this section may differ slightly from the Dashboard. For more information, see the Dashboard Technical Guide here: https://www.cde.ca.gov/ta/ac/cm/dashboardguide.asp

- *Average DFS for the Black/African American and Students with Disabilities student group increased significantly in 2024-25.*
- *Average DFS for the Hispanic and English Learner student group remained relatively stable between 2022-23 and 2023-24 but decreased in 2024-25.*

Figure 8: BayTech ELA DFS Over Time*
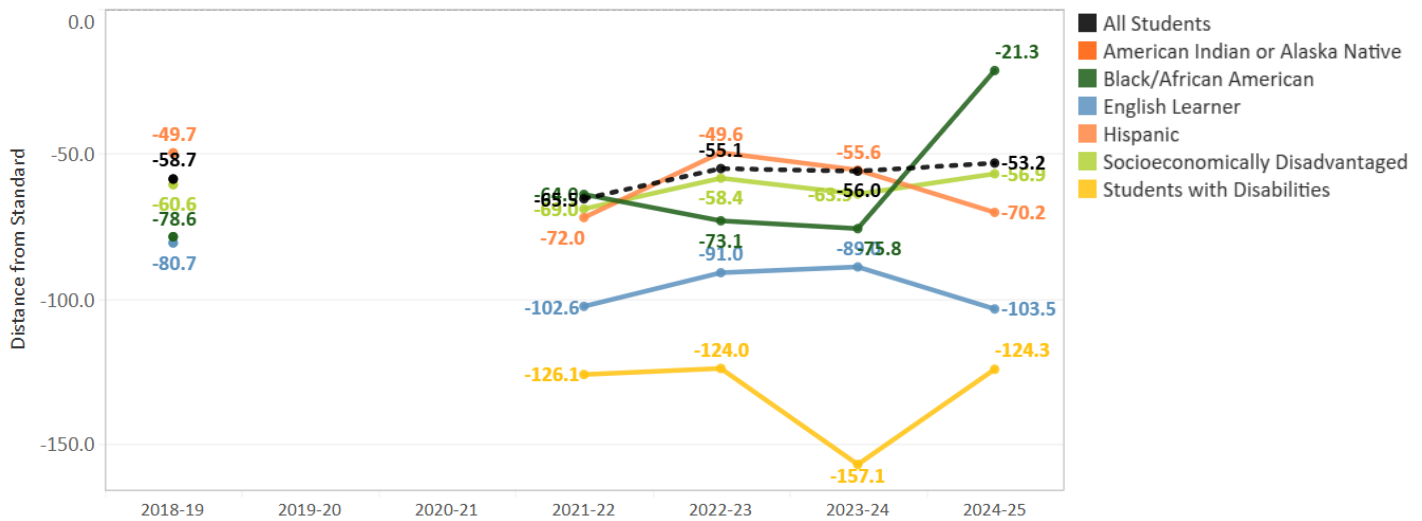
Figure 9 below again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- *Average DFS for Baytech's Black/African American, Hispanic, and Socioeconomically Disadvantaged student groups have been consistently higher than the respective District average.*
- *Average DFS for BayTech's English Learners and Students with Disabilities was slightly below the respective District average in 2024-25.*

**Figure 9:** BayTech and OUSD ELA DFS Over Time*
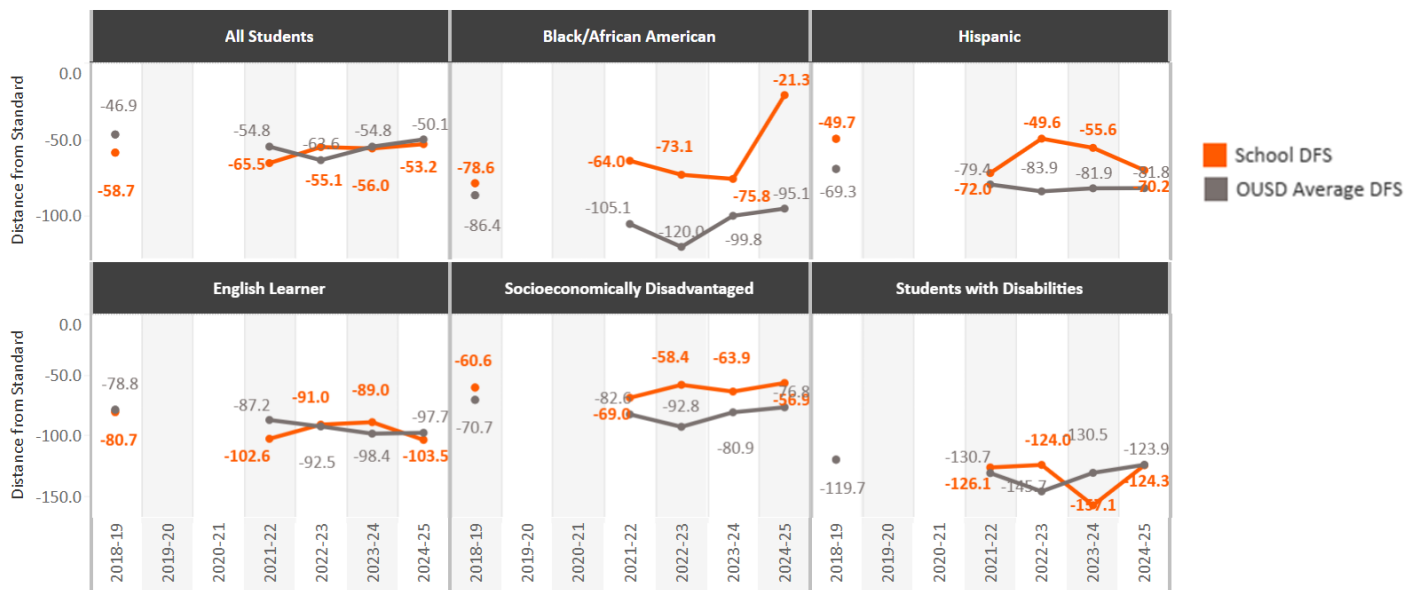
CORE Growth

Figure 10 below represents the Charter School's most recent CORE Growth results. CORE Growth results for the 2025 Dashboard are not yet available and as such, only the most recent years of CORE Growth results for which the Charter School completed its required data submissions are shown in the figure below. The CORE Growth metric measures the year-over-year growth of students on the SBAC exams, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- "Below Average" or "Low" growth: 30% or below
- "Average" or "Medium" growth: above 30% and less than or equal to 70%
- "Above Average" or "High" growth: above 70%

According to CORE and the figure below:

- *In 2022-23, middle school and high school students at BayTech had above average growth in ELA compared with similar students, with growth estimated to be in the 94th and 73rd percentile, respectively.*

Figure 10: ELA CORE Growth by Grade Span
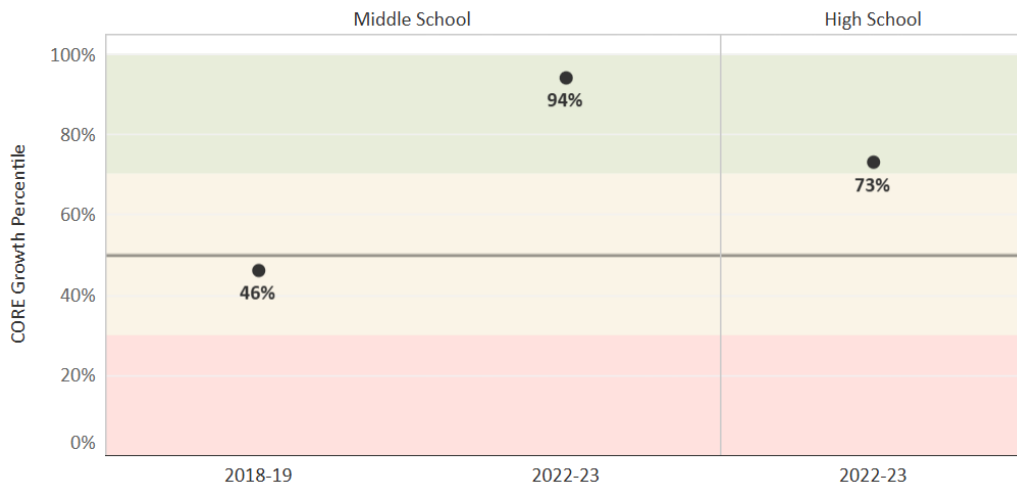
Source: CORE360 Dashboard

B. SBAC Performance Summary – Mathematics

The below section represents a summary of the results from the Math SBAC assessment at the Charter School including schoolwide average proficiency rates disaggregated by grade span, average Distance from Standard ("DFS") results disaggregated by student group, and CORE growth results, if applicable. Results for the California Alternate Assessments (CAAs) were not included as BayTech did not surpass the required threshold of tested students and, therefore, no data is available. While a more detailed analysis can be found below, a summary of these data is below:

- **Schoolwide Trends:** *Baytech's Math proficiency rate and average DFS has been steadily increasing but remained lower than the District average for each year of the charter term.*
- **Grade Span Trends:** *Baytech's 6-8 grade and 9-12 grade proficiency rates were lower than the District average for each year of the charter term.*
- **Student Group Trends:** *In 2024-25, the Students with Disabilities student group saw a sharp increase in average DFS. Post-pandemic, average DFS for the Black/African American student group had been steadily increasing before declining slightly in 2024-25, and average DFS for the Hispanic, English Learner, and Socioeconomically Disadvantaged student groups remained relatively steady.*

Average Proficiency Rates and Grade Span Results

To supplement the information provided in the California School Dashboard, additional analyses of the results from the Math SBAC assessment are provided in this and subsequent sections. Below, Figure 11 represents the Charter School's average proficiency rates on the Math SBAC over the course of the charter term, or the percentage of students who have met or exceeded the "Standard" threshold for this exam. The results have been disaggregated by grade span and the figure additionally includes average proficiency rates for the corresponding grade spans at OUSD for further context. As shown below:

- Post-pandemic, Baytech's 6-8 grade proficiency rate was steadily increasing until 2024-25, when it decreased about 3 percentage points. Baytech's 6-8 grade proficiency rates have been consistently lower than the District average.
- Baytech's 9-12 grade proficiency rate steadily increased from 2022-23 to 2024-25. Baytech's 9-12 grade proficiency rates have been consistently lower than the District average.
- Baytech's 6-12 grade proficiency rate has been consistently lower than the District average and in 2024-25 was about 7 percentage points below the District average.

Figure 11: Schoolwide Math SBAC Proficiency Rates Over Time – BayTech and OUSD*
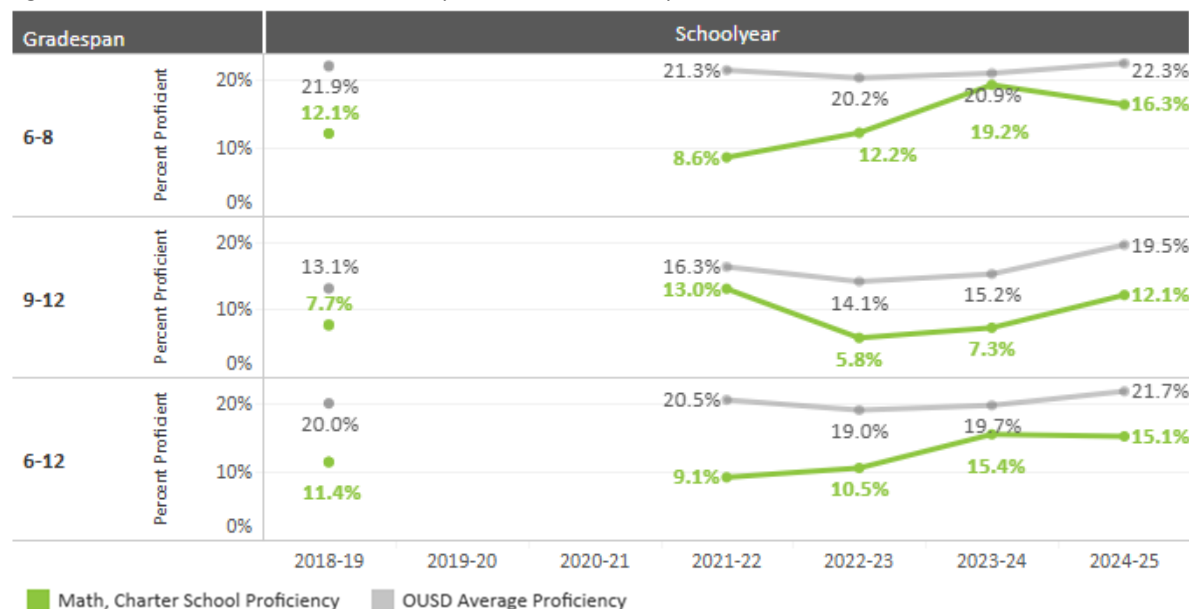
Source: Downloadable CAASPP Research Files
*Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

Distance from Standard (DFS) and Student Group Results

Figures 12 and 13 below represent the Charter School's average Distance from Standard ("DFS") on the Math SBAC assessment over the course of the charter term[7]. While average proficiency rates illustrate the percentage of students scoring at or above the "Standard Met" threshold on the SBAC assessment, average DFS measures how far, on average, student results deviate from the "Standard Met" threshold, providing a more granular analysis. As shown in Figure 12 below:

- *Average DFS for each student group with available data is similar to pre-pandemic levels.*
- *Average DFS for the Students with Disabilities student group initially declined in 2023-24, then had a significant increase in 2024-25.*

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[7] In order to disaggregate DFS results by both student group and grade level, data was sourced directly from CAASPP rather than from the California School Dashboard. Because different business rules are applied during the calculation process between the two entities, the results seen in this section may differ slightly from the Dashboard. For more information, see the Dashboard Technical Guide here: https://www.cde.ca.gov/ta/ac/cm/dashboardguide.asp
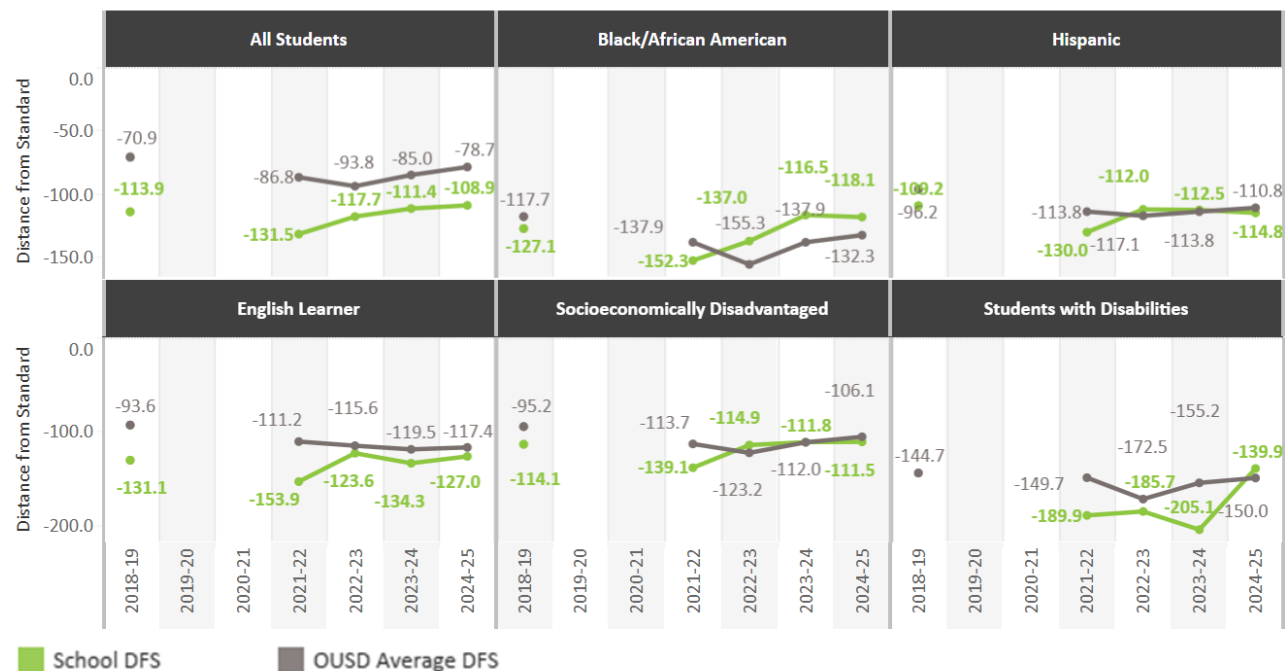
Figure 12: BayTech Math DFS Over Time*
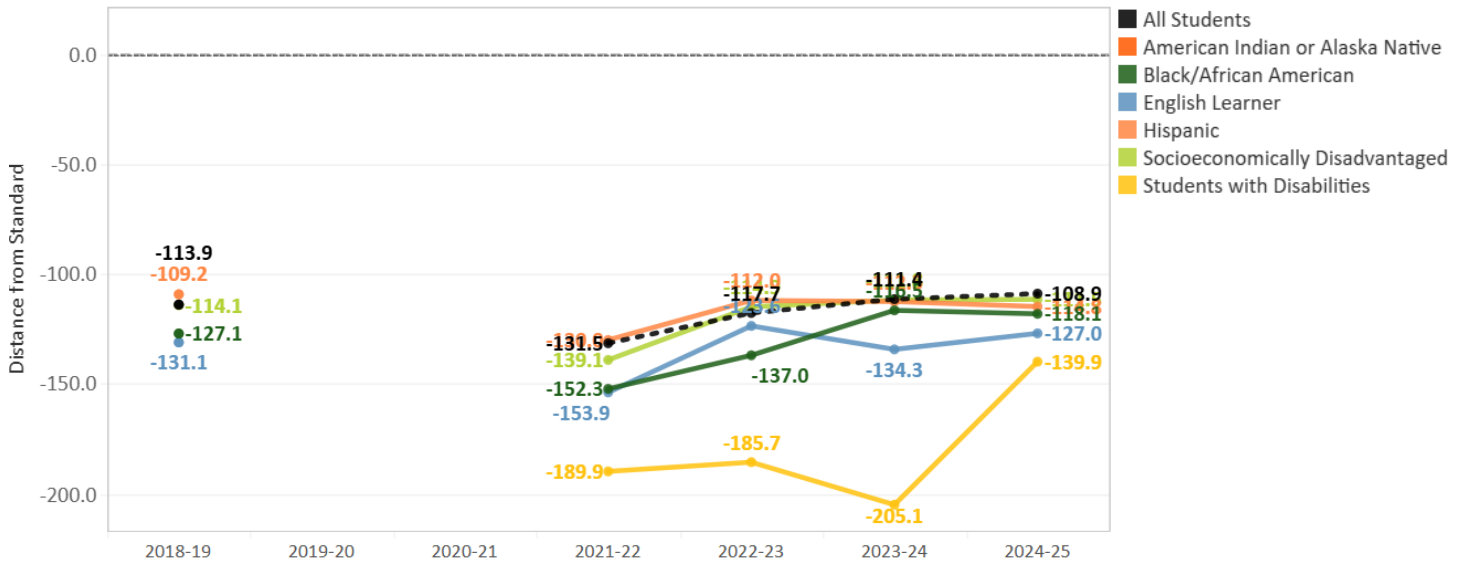
Source: *Downloadable CAASPP Research Files*
Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

Figure 13 again shows the average DFS, both schoolwide and for key student groups, over the course of the charter term, but also compares these results with the OUSD average for each corresponding group. Please note, despite the comparisons below, students within the same group may be quite different from one another (e.g. severity of disability for special education students, progress levels for English Learners). As shown below:

- *Schoolwide average DFS is below the District average for all of the charter term.*
- *Post-pandemic, average DFS for the Black/African American student group steadily increased and has been above the District average since 2022-23.*
- *Post-pandemic, average DFS for the Hispanic, English Learner, and Socioeconomically Disadvantaged student groups initially increased, then remained relatively stable and similar to the District average.*

Figure 13: BayTech and OUSD Math DFS Over Time*

Source: *Downloadable CAASPP Research Files*
Testing for 2019-20 was cancelled due to COVID-19. Testing for 2020-21 was optional.

CORE Growth

Figure 14 represents the Charter School's most recent CORE Growth results. CORE Growth results for the 2025 Dashboard are not yet available and as such, the most recent years of CORE Growth results for which the Charter School completed its required data submissions are shown in the figure below. The CORE Growth metric measures the year-over-year growth of students on the SBAC exams, compared to similar students across the state based on prior test score history and several demographic factors. The growth percentile indicates the percentage of similar students that students at the school outperformed (i.e. 50th percentile indicates average growth). CORE categorizes growth percentile rankings as follows:

- "Below Average" or "Low" growth: 30% or below
- "Average" or "Medium" growth: above 30% and less than or equal to 70%
- "Above Average" or "High" growth: above 70%

According to CORE and the figure below:

- *In 2022-23, middle school and high school students at BayTech had above average growth in Math compared with similar students, with growth estimated to be in the 98th and 73rd percentile, respectively.*

Figure 14: 2024 Math CORE Growth by Grade Span and Grade
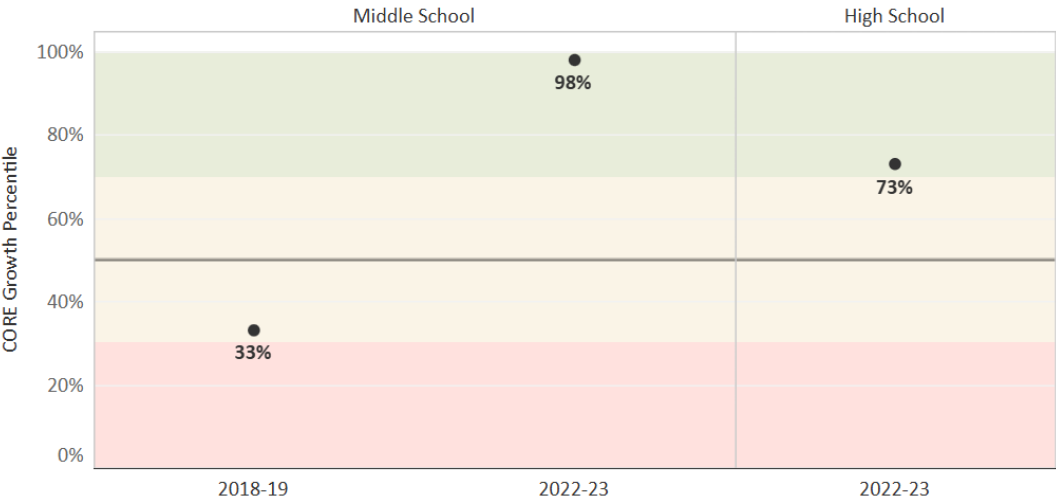
Source: CORE360 Dashboard

C. College and Career Readiness Measures

The below section represents a summary of the results from various college and career readiness measures, including results from the California School Dashboard College/Career Indicator ("CCI") and graduation metrics.

Graduation Metrics

The figures below compare the four-year cohort graduation [8]and A-G graduation rates[9] between OUSD and BayTech. As shown below:

- *BayTech's four-year cohort graduation rate and A-G graduation rates have been higher than the OUSD graduation and A-G rate for all years of the charter term.*
- *In 2024-25, BayTech's four-year cohort graduation and A-G graduation rates were higher than its respective OUSD rate for all key student groups with available data.*

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[8] The four-year cohort graduation rate is the number of students who graduate from high school in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.
[9] The A-G graduation rate refers to the percentage of high school graduates who successfully complete the A-G course sequence with a grade of "C" or better, making them eligible to apply to the University of California (UC) or California State University (CSU) systems.

Figure 15: Four-Year Graduation Rate – Charter School and OUSD

Legend: School 4 Year Grad Rate, OUSD 4 Year Grade Rate
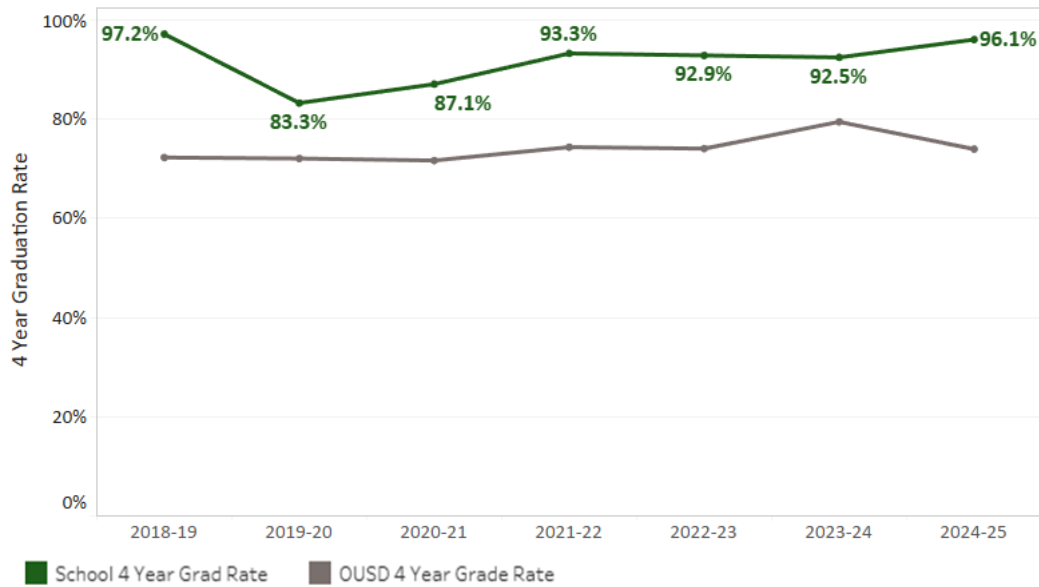
Source: CDE Downloadable Data Files

Figure 16: 2024-25 Four-Year Graduation and A-G Rate – Charter School and OUSD

	4 Year Grad Rate	A-G Rate
African American		
English Learners	88.9%	100.0%
Hispanic or Latino	95.1%	97.4%
Socioeconomically Di..	95.7%	97.7%
Students with Disabili..		
All Students	96.1%	98.0%
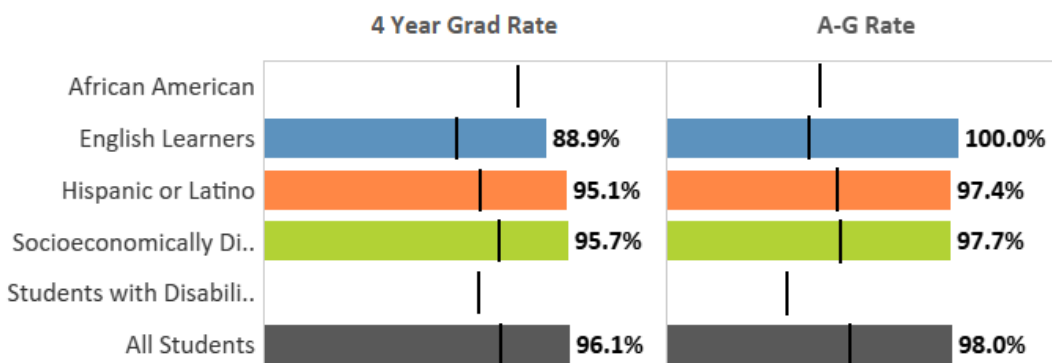
Source: CDE Downloadable Data Files

Figure 17: A-G Graduation Rate – Charter School and OUSD

Legend: Charter School A-G Rate, OUSD A-G Rate
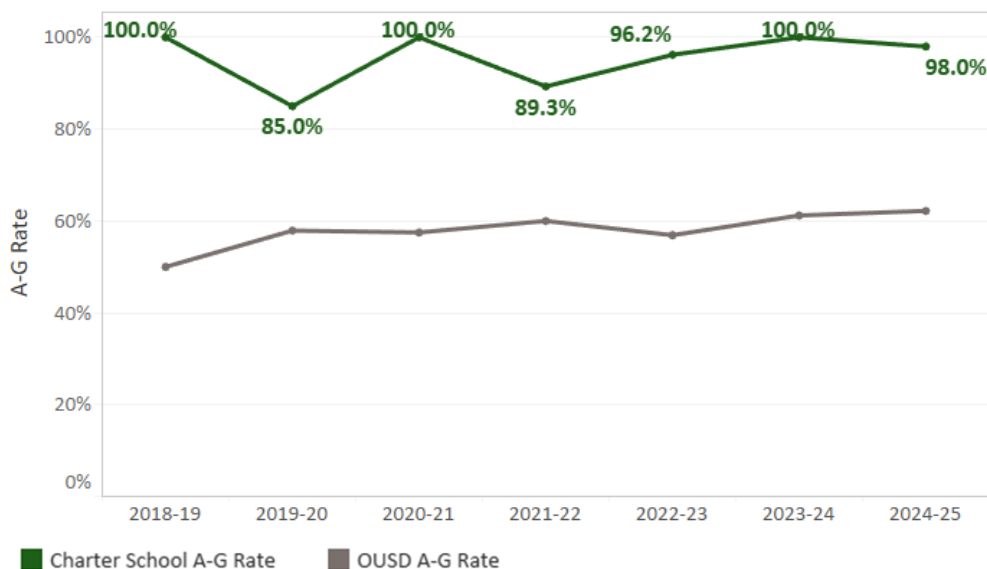
Source: CDE Downloadable Data Files

CCI Indicator Summary

The figure below represents the percentage of students in various student groups who were considered "Prepared"[10] on the CCI Indicator in the 2024-25 school year. CCI "Prepared" rate is only available for a student group with a size of 11 or more. As shown below:

- *BayTech's Hispanic student group had the highest rate of "Prepared" on the CCI Indicator while the English Learner student group had the lowest rate.*

Figure 18: 2024-25 CCI Indicator "Prepared" Rate by Student Group
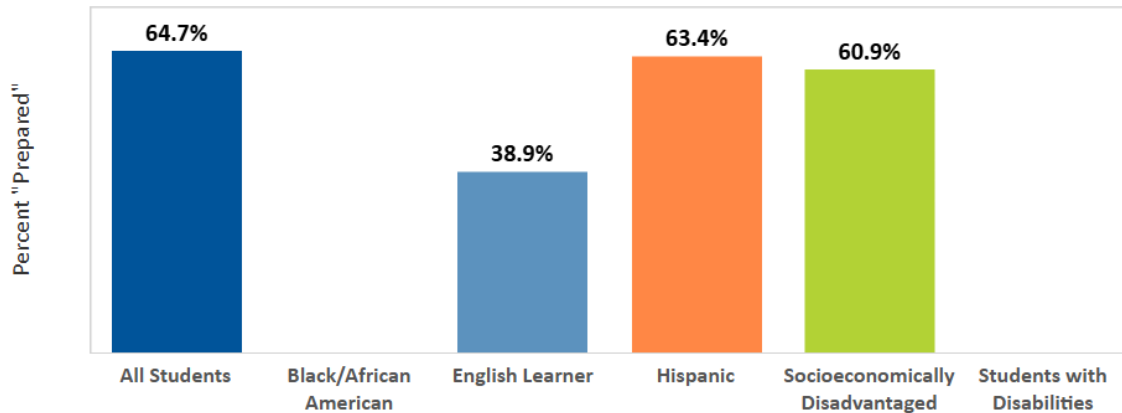
Source: CDE Downloadable Data Files

F. English Learner Progress

In the past four years with available data, BayTech tested 43, 70, 68, 43, and 41 students on the Summative English Language Proficiency Assessment (ELPAC), respectively. The figure below shows the percentage of these students who progressed at least one English Learner Progress Indicator (ELPI) level, maintained ELPI level 4, maintained lower ELPI levels, and decreased at least one ELPI level. As shown below:

- *Approximately 36.6% of English Learner students at BayTech made progress towards English language proficiency in 2024-25, representing a 5.3% decrease from 2023-24.*

Figure 19: Summative ELPAC Results
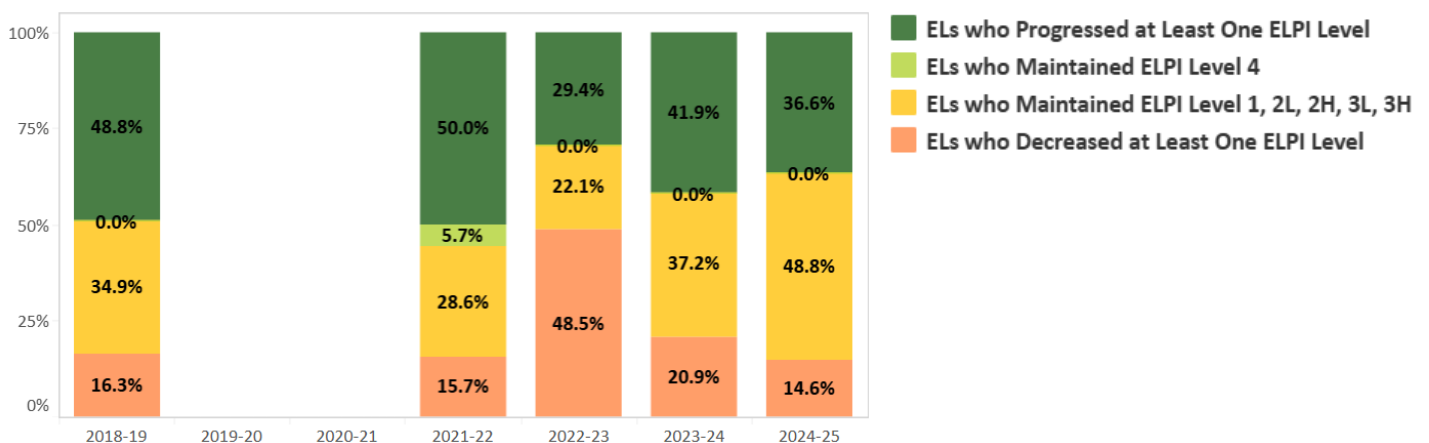
Source: California School Dashboard

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[10] For more information on how graduates can meet the CCI "Prepared" Criteria, please see https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf

G. Differentiated Assistance Eligibility

Differentiated Assistance ("DA") is a system of targeted technical assistance to support school districts and charter schools to improve student outcomes and address equity gaps. Eligibility for DA[11] for charter schools is based on two years of results on the California School Dashboard. Charter schools became eligible for DA beginning with the 2019 California School Dashboard results. However, due to the requirement of two consecutive years of data and the disruption to state testing, charters have been eligible for DA only 4 times: in 2019-20, 2023-24, 2024-25, and 2025-26. School districts and charter schools may also become eligible for Intensive Intervention, based on persistent performance issues over more than two years.

BayTech was identified for Differentiated Assistance or Intensive Intervention 3 times: in 2019-20 (based on the 2018 and 2019 Dashboards), in 2023-24 (based on the 2022 and 2023 Dashboards) and in 2025-26 (based on persistent underperformance). The figures below show the specific 2022, 2023 and 2025 Dashboard indicators that qualified BayTech for DA/Intensive Intervention. The 2024 Dashboard did not produce qualifying results, and detailed pre-pandemic data is not included in this report.

Figure 20: 2025 Dashboard Intensive Intervention Eligibility Criteria for BayTech

	Priority 4: Pupil Achievement			Priority 5: Pupil Engagement	Priority 6: School Climate
	ELA	**Math**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension**
English Learner	Red	Orange	Red		Red
Hispanic	Red	Red		Red	Red
Socioeconomically Disadvantaged				Red	Red

Source: Alameda County Office of Education

Figure 21: 2023 Dashboard Differentiated Assistance Eligibility Criteria for BayTech
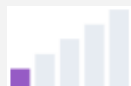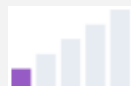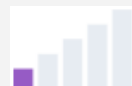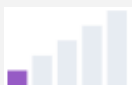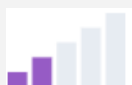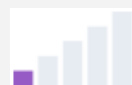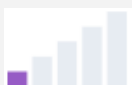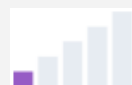
	Priority 4: Pupil Achievement			Priority 5: Pupil Engagement	Priority 6: School Climate
	ELA	**Math**	**English Learner Progress**	**Chronic Absenteeism**	**Suspension**
African American	Red			Red	Red

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[11] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

	Priority 4: Pupil Achievement		Priority 5: Pupil Engagement	Priority 6: School Climate
English Learner		Red	Red	Red
Hispanic			Red	Red
Socioeconomically Disadvantaged			Red	Red
Students with Disabilities			Red	Red

Source: Alameda County Office of Education

Figure 22: 2022 Dashboard Differentiated Assistance Eligibility Criteria for BayTech

	Priority 4: Pupil Achievement		Priority 5: Pupil Engagement	Priority 6: School Climate
	ELA	**Math**	**Chronic Absenteeism**	**Suspension**
African American	Low	Very Low	Very High	Very High
English Learner	Very Low	Very Low	Very High	
Hispanic	Very Low	Very Low	Very High	
Socioeconomically Disadvantaged	Low	Very Low	Very High	Very High
Students with Disabilities	Very Low	Very Low	Very High	Very High
Homeless				Very High

Source: Alameda County Office of Education

The Alameda County Office of Education ("ACOE") provided the Differentiated Assistance to BayTech in 2019-20 and 2023-24, and will provide Intensive Intervention in 2025-26. For the 2023-24 cycle, BayTech, with ACOE staff, selected Chronic Absenteeism as the indicator of focus for Differentiated Assistance. Per ACOE staff, BayTech used a four-part continuous improvement process to address underlying causes of chronic absenteeism, including analyzing school attendance data and testing interventions such as targeted incentives, increased family communication, and mandatory attendance tied with school event participation. While ACOE staff emphasized in a report summary that Differentiated Assistance is not about "quick fixes" in a six-month period, but is rather an ongoing process of planning supports and system changes, chronic absenteeism rates at BayTech did decline both schoolwide and for all student groups per the 2023-24 California School Dashboard and as shown in Figure 30 in this report. However, in 2024-25, schoolwide chronic absenteeism increased by 13% with significant increases for Socioeconomically Disadvantaged, African American, and Students with Disabilities student groups.

H. Renewal Site Visit Summary

School Quality Review Rubric Report

Charter school renewal site visits are guided by the District's School Quality Review (SQR) process. The process is based on a rubric[12] which describes three key domains (Mission and Vision, Quality Program Implementation, and Collective Leadership and Professional Learning) which are further broken into three threads (Instruction, Culture, and Systems and Structures). In order to gather evidence for each of these domains, the OUSD Review Team conducted classroom observations, document reviews, an interview with Charter School leadership, and focus groups with students, families, and teachers. Following the renewal site visit, the OUSD Review Team rated each domain and sub-domain collaboratively using the SQR Rubric Ratings range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 23: Renewal Site Visit Summary

BayTech Renewal Site Visit, November 4, 2025			
OUSD Review Team: Kelly Krag Arnold (OCS Director), Madison Thomas (OCS Deputy Director), Marwa Doost (OCS Compliance Specialist), Kristy Lu (OCS Analytics Specialist), Tim Morris (OCS Policy Specialist), Jennifer Corn (OUSD Director of Continuous School Improvement), Kilian Betlach (OUSD Executive Director of Enrollment), Jason Yamashiro (Academic Consultant)			
SQR Domains and Threads	**Domain 1: Mission and Vision**	**Domain 2: Quality Program Implementation**	**Domain 3: Collective Leadership and Professional Learning**
Thread A: Instruction	2.3	2.6	2.3
Thread B: Culture	2.4	2.2	3.3
Thread C: Systems and Structures	2.0	3.0	2.2

Within each Domain and Thread in the SQR Rubric, there are multiple "sub-domains". The following represent the three highest rated and the three lowest rated sub-domains for BayTech.

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[12] The School Quality Review Rubric can be found here: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal

Figure 24: Highest and Lowest Rated SQR Sub-Domains

	Highest Rated Sub-Domains	
Score	**Sub-Domain**	**Description of Sub-Domain**
3.6	**2C.2 Safety**	The school has a comprehensive safety plan that is focused on building and implementing systems and structures to ensure a physically safe campus. The plan includes an articulated crisis plan to respond to immediate and acute emergencies. All members of the school community know what to do in case of emergency and report feeling safe on the campus.
3.5	**3B.1 Collaborative Professional Culture**	The school has a professional culture in which educators have authentic opportunities for collaboration and are able to leverage each other's knowledge and skills in service of the school's vision, mission, priorities and goals. Adults have interdependent, trusting relationships, and address conflict productively in the service of student learning and well-being. The school prioritizes the mental health and wellness of educators on campus.
3.0	**2A.2 Standards-Based Assessment**	Common assessments guide standards-based grading, feedback and tiered support for students. The school has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. The school uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation.
	Lowest Rated Sub-Domains	
Score	**Sub-Domain**	**Description of Sub-Domain**
1.5	**3C.5 Partnerships with Community Based Organizations**	School utilizes the community schools model to build meaningful partnerships with community based organizations that support and honor youth and community and expand access to family supports, enrichment, and health services.
1.7	**1C.1 School Mission**	The school mission explains how the school will work together to implement best practices to achieve the vision. The mission actively lives in the school, and drives the work of the school staff and community in service of the school vision.
1.9	**2B.3 Meaningful Student Engagement**	The school community uses Universal Design for Learning (UDL) guidelines to ensure that diverse learners are authentically engaged and can easily access school activities and programs inside and outside the classroom. Additionally, students' prior knowledge and cultural and linguistic assets are activated and built upon using culturally and linguistically responsive practices.

Renewal Site Visit Strengths and Areas for Improvement

The OUSD Review Team noted the following strengths and areas for improvement based on the evidence collected throughout the site visit.

Strengths:

1. **Safety**: The leadership at Bay Tech has invested in safety support, and designed supports for the physical safety of its students. In addition, students expressed confidence in staff and felt they had staff members to talk with if needed around any psychological or physical safety concerns.
2. **Collaborative Professional Culture:** Teachers and staff have a high degree of confidence in each other and expressed appreciation for the collaborative approach around curriculum and instruction from leadership. The vast majority of staff have worked at Bay Tech for multiple years and credit the culture for the longevity.
3. **Standards-Based Assessment**: The monthly progress report and grading system that is aligned with an all A-G class schedule, Bay Tech has committed to ongoing standards- based assessment within its core curriculum. In addition, leadership has paid close attention to its personalized learning program, recently shifting to a new program that it believes will provide better personalized standards-aligned assessment and pathway work for students in reading, language arts, and mathematics.

Areas for Improvement

1. **Partnerships with Community Based Organizations**: Bay Tech leadership has an opportunity to build strong partnerships with community organizations located near its new school building. While work in this area is beginning, currently there are minimal formal partnerships between Bay Tech and CBO's.
2. **School Mission**: Beyond the general commitment to preparing students for college and career, it was not clear in focus discussions or classroom visits that there was a unified mission driving the work of staff and students at Bay Tech.
3. **Meaningful Student Engagement**: Student on task behavior varied considerably from classroom to classroom and there did not appear to be a focus in many classrooms on designing learning experiences that meaningfully engaged the student with the work.

I. Additional Verified Data Provided by the School

Verified Data Background

The legal provision that an authorizer must consider "verified data" has sunsetted – for both Low Tier schools as of July 1, 2025, and for Middle Tier schools as of January 2, 2026[13]. Verified data, as defined by the California State Board of Education, refers to any assessment or data source from an SBE-approved list that includes results from at least 95% of eligible students. Although the District is no longer required to consider verified data in this renewal, this report includes the verified data submitted by BayTech that would have previously been required for consideration under this provision.

The Charter School provided the district with data from i-Ready to be considered as an academic progress indicator for the purposes of verified data. Upon review, BayTech did surpass the 95 percent participation threshold, and thus, the District's analysis is included below. Additionally, the Charter School's Performance Report, included in the renewal petition, includes the Charter School's own analysis of the results.

Verified Data Analysis – i-Ready (Grades 6-12)

i-Ready assessments assign an annual typical growth target for each student. This typical growth target is the average growth achieved by students nationally and is determined by the student's grade and Fall starting diagnostic level. For the purposes of California's requirements, educators should examine the growth for an entire school. Applying i-Ready's most recently available publisher guidance, from the 2023-24 school year, schools that meet or exceed the median Progress to Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year. **For grades 6-8, if the median Progress to Typical Growth within the school is 60% or higher for Math and 45% or higher for Reading, that school can be said to have met the minimum growth expectations to demonstrate one year's progress for the purposes of California's Verified Data and Progress Indicator requirements**. **For grades 9-12, median Progress to Typical Growth is calculated using a similar methodology. However, the publisher recommends using these metrics for low-stakes purposes only.** Figures 25 and 26 show BayTech's proportion of students meeting the median Progress to Typical Growth in Math and Reading, respectively. According to this data, the analysis is below:

- *i-Ready Math*
  - *In 2024-25, 71% of all students met their Typical Growth goal in Math.*
- *i-Ready Reading*
  - *In 2024-25, 67% of all students met their Typical Growth goal in Reading.*

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[13] Ed Code §47607.2(b)(5) (version effective prior to January 1, 2026)

Figure 25: Percent of Students Meeting Annual Typical Growth for Math and Reading by Grade Level; i-Ready 6-12 by Curriculum Associates

Grade	Year	Math	Reading
6th	2021-22	43%	55%
	2022-23	58%	52%
	2023-24	63%	63%
	2024-25	59%	69%
7th	2021-22	86%	58%
	2022-23	79%	69%
	2023-24	87%	87%
	2024-25	80%	55%
8th	2021-22	79%	51%
	2022-23	76%	65%
	2023-24	91%	91%
	2024-25	83%	66%
9th	2021-22	60%	53%
	2022-23	57%	46%
	2023-24	79%	71%
	2024-25	67%	73%
10th	2021-22	49%	52%
	2022-23	50%	57%
	2023-24	59%	59%
	2024-25	74%	79%
11th	2021-22	36%	68%
	2022-23	57%	54%
	2023-24	56%	52%
	2024-25	58%	56%
12th	2022-23	17%	27%
	2023-24	53%	51%
	2024-25	70%	68%

Percent Met Annual Typical Growth · Percent Met Annual Typical Growth

Source: Charter School Verified Data Submission

Figure 26: Percent of Students Meeting Annual Typical Growth for Math and Reading by Student Group; i-Ready 6-12 by Curriculum Associates

Group	Year	Math	Reading
All	2021-22	60%	55%
	2022-23	61%	56%
	2023-24	70%	68%
	2024-25	71%	67%
African American	2021-22	50%	54%
	2022-23	62%	53%
	2023-24	77%	72%
	2024-25	69%	60%
English Learner	2021-22	59%	49%
	2022-23	62%	57%
	2023-24	58%	58%
	2024-25	75%	72%
Latino	2021-22	63%	56%
	2022-23	62%	57%
	2023-24	69%	67%
	2024-25	70%	67%
Socioeconomically Disadvantaged	2021-22	61%	56%
	2022-23	64%	58%
	2023-24	72%	71%
	2024-25	68%	70%
Students with Disabilities	2021-22	70%	52%
	2022-23	72%	51%
	2023-24	64%	56%
	2024-25	59%	65%

Percent Met Annual Typical Growth · Percent Met Annual Typical Growth

Source: Charter School Verified Data Submission

I. Performance Improvement Plan

Charter schools meeting the Low Renewal Tier criteria may only be renewed if the District determines that the charter school is taking meaningful steps to address the underlying cause(s) of low performance, which are or will be written in a plan adopted by the charter school's governing board.[14] A comprehensive Performance Improvement Plan (PIP) should address the following:[15]

- **Performance**: All Red and Orange California School Dashboard indicators (including all school-wide and individual student group indicators) from either of the most recent two years of California School Dashboard data.
- **Operations**: The Charter School's finances, enrollment and/or ADA, demographics of student population, and/or board health and effectiveness, as necessary.

A performance improvement plan was adopted by the BayTech's governing board, and the goals are summarized in the following table. The full PIP is included in the Charter School's Renewal Petition. It should be noted that while BayTech is requesting and is only eligible for a two-year renewal term, from July 1, 2026 to June 30, 2028, the PIP includes improvement targets only for the current 2025-26 school year and for the 2026-27 school year. The Charter School's baseline uses the 2024 Dashboard because the 2025 dashboard was released after the submission of the PIP.

Figure 27: Summary of BayTech Performance Improvement Plan Targets

Growth Area	Baseline (2023-24)	Year 1 PIP Targets (2025-26)	Year 2 PIP Targets (2026-27)
ELA (all students)	DFS: **-56.0** Color: Orange	DFS: **-46.0** (+10 from baseline) Color: Yellow	DFS: **-36.0** (+20 from baseline) Color: Yellow
EL	DFS: -89.0 Color: Red	DFS: -74 Color: Orange	DFS: -59 Color: Yellow
SWD	DFS: -157.1 Color: Red	DFS: -142 Color: Orange	DFS: -127 Color: Orange
Black	DFS: -75.8 Color: Red	DFS: -60 Color: Yellow	DFS: -45 Color: Yellow
SED	DFS: -63.9 Color: Orange	No goal	No goal
Latino	DFS: -55.6 Color: Orange	No goal	No goal
Math (all students)	DFS: **-111.4** Color: Orange	DFS: **-95.0** (+16.4 from baseline) Color: Yellow	DFS: **-85.0** (+26.4 from baseline) Color: Yellow
EL	DFS: -134.3 Color: Red	DFS: -115 Color: Orange	DFS: -95 Color: Orange
SWD	DFS: -205.1 Color: Red	DFS: - 185 Color: Orange	DFS: -165 Color: Orange
Black	DFS: -116.5 Color: Orange	No goal	No goal
SED	DFS: -111.8 Color: Orange	No goal	No goal
Latino	DFS: -112.5 Color: Red	No goal	No goal

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[14] EC §47607.2(a)(4)

[15] The optional OUSD Charter Renewal Performance Improvement Plan Template can be found at: https://www.ousd.org/officeofcharterschools/for-charter-school-staff/charter-petitions#renewal.

Chronic Absenteeism (all students)	Chronically absent: **25.5%** Color: Orange	Chronically absent: **20.0%** (5.5% improvement from baseline) Color: Yellow	Chronically absent: **15.0%** (10.5% improvement from baseline) Color: Yellow
EL	Chronically absent: 33.3% Color: Orange	Chronically absent: 25.0% Color: Orange	Chronically absent: 20% Color: Orange
SWD	Chronically absent: 31.0 Color: Not provided	Chronically absent: 25.0% Color: Not provided	Chronically absent: 20% Color: Not provided
Black	Chronically absent: 22.2% Color: not provided	No goal	No goal
SED	Chronically absent: 25.6% Color: Orange	No goal	No goal
Latino	Chronically absent: 26.6% Color: Orange	No goal	No goal
EL Progress Indicator	Percent making progress: **40.9%** Color: Yellow	Percent making progress: **43.0%** (+2.1% from baseline) Color: Yellow	Percent making progress: **45.0%** (+4.1% from baseline) Color: Yellow
Enrollment	Actual enrollment: 309 students (*Per BayTech PIP: 228 students*)	200 students	265 students

The Charter School's PIP is somewhat comprehensive and addresses key performance areas including ELA, Math, chronic absenteeism, and EL progress, as well as enrollment. The targets for all students and for several student groups appear to be sufficiently ambitious. Baytech's strategies focus on implementing high quality curriculum, establishing tiered intervention systems, providing targeted professional development, offering transportation support, and engaging families. The PIP includes detailed implementation timelines and monitoring calendars.

However, the PIP lacks sufficient root cause analysis to explain why current performance is low or why previous improvement efforts have not yielded desired results. Without understanding the underlying causes of the Charter School's placement into the low tier, it is unclear whether the proposed strategies will effectively address the Charter School's challenges.

Additionally, many of the interventions outlined in the PIP have already been in place for at least a year. The PIP does not explain how these existing strategies will be modified, intensified, or improved to generate the targeted improvements.

The PIP also has gaps in addressing both performance and operational indicators. The 2024 Dashboard, which Baytech uses as the baseline, includes several subgroups with Red or Orange Dashboard indicators for which the Charter School did not develop corresponding goals, as recommended by OUSD. Missing subgroup targets include Socioeconomically Disadvantaged students (Orange in ELA, Math, and Chronic Absenteeism), Hispanic/Latino students (Red in Math, Orange in ELA and Chronic Absenteeism), and Black/African American students (Orange in Math).

The improvement targets that are included in the PIP are adequately ambitious. For example, the PIP proposes to improve all-student ELA DFS by 10 points annually and Math by 16 and 10 points in 2024-25 and 2025-26 respectively. For several subgroups, Baytech sets even higher targets, including 15-point annual increases in ELA and 20-point increases in Math for English Learners and Students with Disabilities.

The PIP addresses enrollment as the only operational indicator. The PIP reports 228 students enrolled in 2024-25 (actual 2024-25 enrollment was 255), with a target of 200 students in 2025-26 and 265 students in 2026-27. The 2026-27 target represents a 33% increase from the current school year's enrollment of 198 students. The enrollment strategies outlined

in the PIP include community outreach, student tours, family engagement events, transportation support, in addition to other strategies. However, the PIP does not provide detail on how these strategies differ substantially from current or previous student recruitment efforts.

The PIP does not address any further operational factors beyond enrollment, and notes that the 2025-26 enrollment decline is "budgeted". The plan does not discuss the Charter School's finances or whether resources are adequate to implement the proposed interventions, including new curriculum, tutoring programs, transportation options, and professional development. Furthermore, the PIP does not address board health or effectiveness, staffing capacity, or leadership stability. These operational factors are relevant to understanding whether the Charter School has the organizational infrastructure necessary to successfully implement the strategies outlined in the PIP. Without addressing these elements, the PIP does not fully consider the operational conditions that may contribute to the Charter School's ability to improve student outcomes and to increase enrollment.

If the Charter School is renewed, the school will be expected to meet all 2025-26 goals from their PIP prior to submitting a renewal petition for a renewal term beginning in July 2028. Failure to meet all PIP goals may result in a nonrenewal recommendation, and if all PIP goals are not met, OCS Staff expects the Charter School to submit a renewal petition that includes a major intervention to address the causes of low performance. This might require submitting a material revision at the same time as the renewal petition to revise the Charter School's educational program, including but not limited to, grade truncation.

II. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

In order for a charter school's renewal petition to be approved, it must be demonstrably likely to successfully implement the program set forth in the petition.[16] Evidence considered for this criterion include an analysis of the Charter School's operations, financial condition, enrollment, enrollment demographics, compliance with regulatory elements (Notices of Concern), board health and effectiveness, and staffing and credentialing.

A. Enrollment

Total Enrollment by Year – Actual and Projected
The figure below includes the total enrollment of the Charter School over the course of the term, the 2025-26 enrollment as of October 1, 2025, and the projected enrollment included in the Multi-Year Projection ("MYP"). Although BayTech is only eligible for a two-year renewal term, they provided enrollment projections for years three and four, which are shown below:

- *BayTech total enrollment was relatively stable until 2022-23, when it began declining year over year for the remainder of the charter term.*
- *The 2025-26 enrollment total reported as of October 1, 2025 is significantly less than the 2026-27 projected enrollment total per the MYP.*
- *Incoming 6th grade cohorts remain small (18 in 2024-25 and 20 in 2025-26), while graduating cohorts are larger.*

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[16] EC §47605(c)(2)

Figure 28: Total Enrollment Over Time, Actual and Projected

Bay Area Technology Enrollment as of Census Day and Projected Enrollment
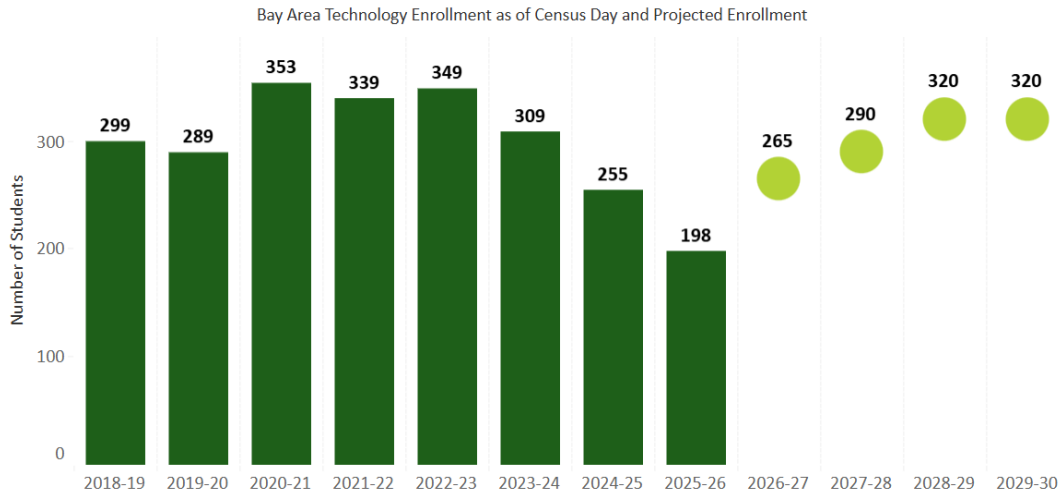
Source: CDE Downloadable School Enrollment Data Files; August Enrollment Submission to OCS, MYP

Enrollment by Grade Level

Figure 29: 2024-25 Enrollment by Grade Level
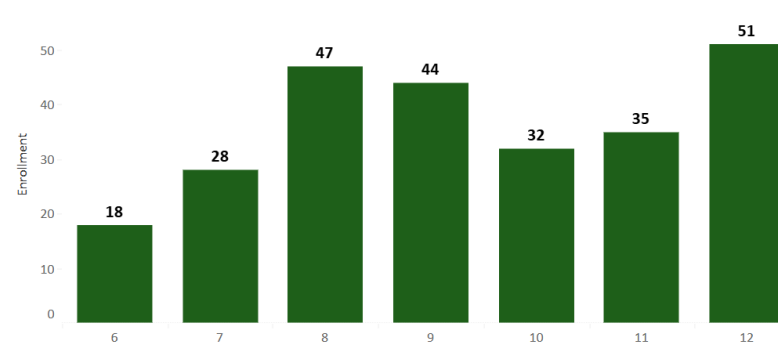
Source: CDE Downloadable School Enrollment Data Files

Chronic Absenteeism

The figure below shows the percentage of students at the Charter School who were chronically absent, which is defined as students who were absent for 10 percent or more of the instructional days they were enrolled. As shown below:

- *In 2024-25, chronic absenteeism increased significantly for each student group, with the exception of the Hispanic and English Learner student groups.*

Figure 30: Chronic Absenteeism Rate by Student Group
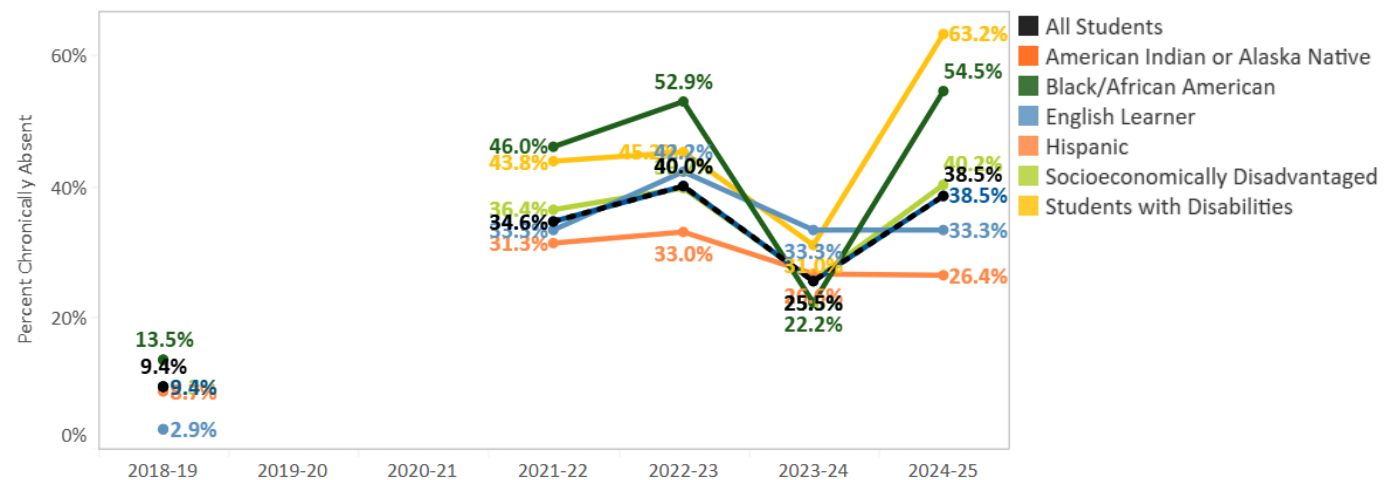
Source: CDE Downloadable Data Files

B. Financial Outlook

Summary

The Charter School's financial outlook is poor based on its fiscal health indicators and multi-year budget projections. Although the Charter School continues to have a relatively high fund balance as of the most recent unaudited actuals, and as reflected in the Charter School's 2025-26 MYP, the enrollment projections on which the multi-year budget projections are based appear unrealistic. Further, the Charter School's cash reserves are projected to remain below FCMAT's recommended 5% floor.

Fiscal Health

The figure below summarizes key fiscal indicators throughout the current charter. As shown below:

- *The Charter School increased the fund balance by $2,758,002, or 291%, as of the end of the 2023-24 school year, the most recent audited year.*
- *Although the debt ratio increased from 0.17 to 0.89, this level indicates the school retains some ability to borrow additional funds if needed.*
- *The Charter's cash reserves fell below FCMAT's recommended 5% floor over the past year and are projected to remain below 5% in current and forthcoming school years.*

Figure 31: Fiscal Health Summary

Financial Indicator	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26 1st Int.
Annual Surplus or (Deficit) *Indicates whether the school spent more or less than it received in revenue during the year. Deficits are shown in parentheses.*	(43,512)	435,801	758,709	22,584	1,423,298	108,812	(574,128)	433,193
Ending Fund Balance *Typically represents unrestricted funds, although in some cases, restricted funds that were not fully spent in previous years may be included.*	947,880	1,392,479	2,151,188	2,173,772	3,597,070	3,705,882	3,131,754	3,890,441
Debt Ratio *A ratio less than 1 indicates the school has lower debts than assets, representing a lower level of financial risk.*	0.17	0.13	0.18	0.26	0.32	0.90	0.85	Unavailable
Budgetary Reserve *Given the school's ADA, FCMAT[17] prescribes a minimum 5% reserve (calculated as Unrestricted Net Assets / Total Expenditures) as a set aside to prepare for potential liabilities. Reserve rates below this rate indicates poor financial condition.*	25%	36%	49%	39%	56%	58%	49%	62%

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[17] *Financial Crisis and Management Assistance Team*

Cash Reserve *FCMAT recommends 5%+ cash reserve of the total of all budgeted expenditures (calculated as Unrestricted Cash / Total Expenditures). Below 5% is indicative of a poor financial condition.*	12%	8%	24%	18%	18%	228%	**1.5%**	**0.6%**

Source: 2018-19 through 2024-25 Annual Audit Reports and 2025-26 First Interim Budget Projections

Annual Financial Audit Reports

Education Code requires charter schools to submit annual audits by December 15 of each year.[18] As shown below:

- *BayTech received unmodified audit opinions throughout the charter term and the most recent two audit reports were submitted by December 15th.*
- *BayTech had statutory compliance findings in the previous two audit reports, but no material weaknesses or significant deficiencies throughout the charter term.*

Figure 32: Annual Financial Audit Reports Summary

Indicator		2018-19, 2019-20, 2020-21, and 2021-22	2022-23	2023-24	2024-25
Timely Audit Submission *State law requires annual audits to be submitted by December 15.*		Yes	No	Yes	Yes
Audit Opinion *"Unmodified" indicates the financial statements fairly represent the school's financial position in accordance with accounting standards. "Modified, qualified" opinion indicates a material issue or insufficient evidence in a specific area of the financial statements, while the remainder are considered reliable.*		Unmodified	Unmodified	Unmodified	Unmodified
Material Weakness(es) *A material weakness is a deficiency in internal controls that creates a reasonable possibility that a material error in the financial statements could occur and go uncorrected.*	*Number of Findings*	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Significant Deficiency *A significant deficiency is a flaw in internal controls that is less severe than a material weakness, but still merits attention.*	*Number of Findings*	-	-	-	-
	Initial Year of Finding(s)	-	-	-	-
Statutory Compliance *Statutory compliance is adherence to specific state and federal laws and regulations that govern operations, funding, and program requirements within the scope of the audit.*	*Number of Findings*	-	1	1	-
	Initial Year of Finding(s)	-	2022-23	2023-24	-

Source: 2018-19 through 2023-24 Annual Audit Reports

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[18] *Education Code 47605(m), 41020(h)*

Attendance and Enrollment in Multi-Year Budget Projections

The enrollment and attendance rate assumptions underlying the Charter School's Multi-Year Budget Projections ("MYP") included with the renewal petition, as shown in the figure below, are aligned to the projected enrollment listed in Element 1 of the charter petition but appear unrealistic. As shown below:

- *BayTech's forecasted enrollment appears unrealistic when compared with historical trends.*
- *Projected attendance rates are generally consistent with the Charter School's historical patterns.*

Figure 33: MYP Summary: Projected Enrollment and Attendance Rates

	2025-26 Actuals	2026-27	2027-28	2028-29
Projected Enrollment	198	265	290	320
Projected Attendance Rate	90.9%	93.0%	93.0%	93.0%

Source: Census day enrollment spreadsheet submitted to OUSD on October 17, 2025 and Multiyear Budget Projections submitted with renewal petition

Enrollment Over Time

BayTech's total enrollment increased by 22.1% from 2019-20 to 2020-21, stabilized, and then fell 43.3% from the 2022-23 to 2025-26 school years. The table below illustrates the projected and actual enrollment over the course of BayTech's current charter term in order to illustrate the Charter's historical accuracy in projecting and achieving enrollment targets.

Figure 34: Projected Enrollment in MYP vs. Actuals

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
	Enrollment						
Projected	303	315	315	340	337	325	285
Actuals	299	289	353	339	349	309	255
Difference	+4	+26	-38	+1	-12	+16	+30
	Year over Year % Change						
Projected		4.0%	0.0%	7.9%	-0.9%	-3.6%	-12.3%
Actuals		-3.3%	22.1%	-4.0%	2.9%	-11.5%	-17.5%
Difference		7.3%	-22.1%	11.9%	-3.8%	7.9%	5.2%

Source: 2018-19 through 2024-25 projected (Multiyear Budget Project packages) and actual enrollment (CDE Downloadable School Enrollment Data Files)

The table below illustrates the enrollment underlying the Charter School's Multi-Year Budget Projections included in the renewal petition and the corresponding enrollment growth rates. In 2025-26, the Charter's projected enrollment of 255 was consistent with 2024-25 actuals. However, actual 2025-26 enrollment is 198, 22.4% lower than both the prior year's actuals and the current year's projected enrollment. Taking 2025-26 actual enrollment into consideration, BayTech's enrollment has declined on average 4.8% per year since 2018-2019. Since the highest enrollment growth rate of 22.1% occurred in 2020-21 and enrollment has declined on average 17.1% per year from 2022-23 to 2025-26, growth rates of 33.8%, 9.4%, and 10.3% appear unlikely to materialize.

Figure 35: MYP Summary: Projected Annual Enrollment and Growth Rates

	2025-26[19] Actual	2026-27	2027-28	2028-29
Projected Enrollment	198	265	290	320
Year over Year % Change	-22.4%	33.8%	9.4%	10.3%

Source: Multiyear Budget Projections submitted with renewal petition

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[19] *The 2025-26 year over year percentage change measures the percentage change between 2025-26 and 2024-25 actual enrollment.*

The figure below models the impact to BayTech's funding should the projected enrollment growth rates not materialize. This model holds existing total enrollment constant, despite the historical year over year declines.

Figure 36: Projected Enrollment Impact on LCFF Funding

	2026-27	2027-28	2028-29
Projected Enrollment	265	290	320
2025-26 Actual Enrollment	198	198	198
Difference [A]	+67	+92	+122
Average Charter Attendance Rate [B]	91.08%	91.08%	91.08%
Charter Estimated LCFF / ADA [C]	$ 16,551	$ 17,072	$ 17,612
Estimated Impact [A x B x C]	$ 1,010,002	$ 1,430,524	$ 1,957,003

Source: Multiyear Budget Projections submitted with renewal petition

Cash Reserves and Days Cash on Hand

BayTech has planned for cash reserves below the floor recommended by the Fiscal Crisis & Management Assistance Team (FCMAT) starting in the 2024-25 first interim and has maintained this plan through the 2025-26 first interim. The guidance from FCMAT on cash reserves states:

> *"FCMAT recommends that charter schools adopt a minimum cash reserve of 5% of the total of all budgeted expenditures and develop a five-year plan to increase that reserve from at least 5% to 10% of total budgeted expenditures"[20].*

One way to assess how lower cash reserves impact charter schools' operational risk is through *Days Cash on Hand*, a metric that measures the number of days an organization can continue to pay its operating expenses given the amount of cash available. The table below summarizes trends in BayTech's days cash on hand over time.

Figure 37: Days Cash on Hand Trends through 2025-26 First Interim[21]

School Year	2023-24		2024-25		2025-26	
Data Source	Annual Report	1st Interim	2nd Interim	Annual Report	MYP	1st Interim (Projected)
	Days Cash on Hand					
Actuals and Projected	843	12	10	5	15	2
FCMAT Implied Floor[22]	19	19	19	16	19	19
Difference	825	-7	-9	-11	-4	-17

Source: 2023-24 and 2024-25 Annual Audit Reports, 2024-25 and 2025-26 First Interim Budget Projections, 2024-25 Second Interim Budget Projections and 2025-26 Multiyear Budget Projections submitted with renewal petition

The chart above demonstrates that BayTech's 2025-26 MYP was projecting cash availability for fiscal year 2025-26 at **15 days**. OCS sent BayTech of a Letter of Inquiry regarding cash reserves, enrollment variances, and debt servicing

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[20] *FCMAT 2023 Charter School Accounting and Best Practices Manual.*

[21] *See Appendix C for an unabridged version of Days Cash on Hand Trends Table, which provided a detail illustration of how these figures were computed.*

[22] *As disclosed in excerpt from FCMAT's 2023 Charter School Accounting and Best Practices Manual, FCMAT expresses minimum cash reserves as a percentage total budget expenditure. Therefore, the FCMAT Implied Floor – Days Cash on Hand is an expression of the minimum days cash on hand based on BayTech's budgeted expenditure as of given reporting interval. See Appendix C for an unabridged version of Days Cash on Hand Trends Table, which provided a detail illustration of how these figures were computed.*

obligations after observing the decline cash reserves from the 2024-25 first interim through 2025-26 MYP with sustained, elevated debt ratios.[23]

After responding to OCS's Letter of Inquiry, BayTech submitted its 2025-26 first interim. The chart above demonstrates BayTech's First Interim is projecting cash availability for fiscal year 2025-26 at **2 days**, a 13 day decline from the 2025-26 MYP. Given the Days Cash on Hand declined between the 2025-26 MYP and the 2025-26 First Interim, OCS prepared the tables below to assess when BayTech's Days Cash on Hand would exceed the floor implied by FCMAT's prescribed 5% minimum cash reserve and the risk of insolvency would abate according to FCMAT's metric.

Figure 38: Days Cash on Hand Trends – 2026-27 to 2027-28 School Years

	Projected							
	2026-27				**2027-28**			
	Q1	**Q2**	**Q3**	**Q4**	**Q1**	**Q2**	**Q3**	**Q4**
	Days Cash on Hand							
Projected	11	10	22	15	22	23	37	31
FCMAT Implied Floor[24]	18	18	18	18	18	18	18	18
Difference	-7	-8	4	-3	4	5	19	13

Source: 2026-27 and 2027-28 Cash Flow Forecasts submitted with renewal petition

The table above suggests BayTech's days cash on hand will consistently exceed the days cash on hand implied by FCMAT's prescribed 5% minimum cash reserve by the start of the 2027-28 school year. However, it should be noted that the improvement in BayTech's cash reserves is primarily attributable to its large projected enrollment increases for the 2026-27 and 2027-28 school years, in which it assumes cumulative enrollment growth of 43.2%. As discussed in the Enrollment Over Time Section above, historical trends suggest the projected growth rates are unlikely to materialize. If the projected enrollment growth does not materialize in 2026-27 and 2027-28, BayTech would likely have fewer Days Cash on Hand than in the figure above.

C. Enrollment Demographics

Per California Education Code Section 47605(c)(5)(G), a charter school must include in the renewal petition a reasonably comprehensive description of "*the means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted*". This description is included on page 249 of the charter petition. The current section includes a summary of the school's enrollment demographic data for further context.

For the 2025-26 school year, BayTech **did not** participate in an Oakland-wide common charter enrollment system, Oakland Enrolls. However, beginning in the 2026-27 enrollment cycle, BayTech **will be** participating in Oakland Enrolls. OCS strongly encourages all OUSD-authorized charter schools to coordinate participation in an Oakland-wide common charter enrollment application system. OCS believes that a unified charter enrollment approach supports educational equity by reducing barriers that can disproportionately affect families whose primary language is not English, have limited technology access, or lack the time and resources to navigate many application processes with different deadlines, websites, and requirements.

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[23] *See Appendix C for BayTech's response to the Letter of Inquiry, dated November 5, 2025.*

[24] *As disclosed in excerpt from FCMAT's 2023 Charter School Accounting and Best Practices Manual, FCMAT expresses minimum cash reserves as a percentage total budget expenditure. Therefore, the FCMAT Implied Floor – Days Cash on Hand is an expression of the minimum days cash on hand based on BayTech's budgeted expenditure as of given reporting interval. See Appendix C for an unabridged version of Days Cash on Hand Trends Table, which provided a detail illustration of how these figures were computed.*

Enrollment Demographics Comparison

Enrollment demographics for the 2024-25 school year are included in the table below. Although Education Code specifies that a charter school should aspire to achieve a demographic balance which is reflective of the *entire* District, the average enrollment demographics of the District schools which serve a similar grade span and are located in the High School Attendance Area (HSAA) in which the Charter School is located[25], Castlemont/CCPA/Madison, is included for reference.

Figure 39: 2024-25 Enrollment Demographics

Student Group Type	Student Group	Charter School	OUSD schools in Comparison HSAA[26]	OUSD
Race/ Ethnicity	Hispanic/Latino	69.0%	76.5%	48.3%
	Black/African American	20.8%	15.7%	19.2%
	Asian	0.8%	1.5%	9.5%
	White	0.4%	1.7%	11.6%
	Two or More Races	2.4%	1.1%	6.8%
	Other Race/Ethnicity	2.0%	2.2%	1.7%
	Not Reported	4.7%	1.4%	2.9%
Other Student Groups	Socioeconomically Disadvantaged	86.7%	98.7%	81.4%
	Homeless Youth	2.4%	10.0%	6.6%
	Foster Youth	0.0%	0.4%	0.4%
	English Learners	23.1%	48.9%	32.2% (6-12 only: 29.6%)
	Special Education	19.2%	17.1%	17.2% (6-12 only: 17.9%)

Source: Ethnicity/English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report

English Learner Enrollment

As shown previously, during the 2024-25 school year, 23.1% of BayTech's total enrollment were English Learners. The following tables are included to further disaggregate this data to give a fuller context of the English Learners served at BayTech and their level of need. As a note, this data does not provide any indication as to how well the Charter School is serving these students. The English Learner Progress Indicator on the California School Dashboard is a more appropriate metric for evaluating the strength of the English Learner program. As shown below:

- *The Charter School has a smaller percentage of English Learner students who were placed in a higher ELPAC level compared with OUSD in the same grade span.*
- *Less than ½ of the Charter School students, or about approximately 40%, are considered Reclassified Fluent English students.*
- *The Charter School has fewer students who have been English learners between 0-3 years compared to OUSD, which may suggest a smaller population of recent newcomer students. However, the Charter School does have a larger percentage of English Learners classified as Long-Term English Learners than OUSD.*

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[25] *The Castlemont/CCPA/Madison HSAA is used as the comparison HSAA based on BayTech's 2024-25 location, not its current Oakland High HSAA location, to align with the 2024-25 demographic data when BayTech was location in the Castlemont/CCPA/Madison HSAA.*

[26] Includes 6 OUSD-operated schools serving students in Grades 6-12 located in the Castlemont/CCPA/Madison HSAA. Specifically, Castlemont High, Coliseum College Prep, Elmhurst United, Frick, Greenleaf, and Madison Park Upper.

Figure 40: 2024-25 ELPAC Levels – Charter School vs. OUSD (Grades 6-12 only)

ELPAC Level	Charter School	OUSD (Grades 6-12 Only)
Level 4 – Well Developed	10.0%	10.6%
Level 3 – Moderately Developed	10.0%	22.8%
Level 2 – Somewhat Developed	46.0%	22.5%
Level 1 – Minimally Developed	34.0%	44.1%

Source: 2023-24 Summative ELPAC Results

Figure 41: 2024-25 Enrollment by English Language Acquisition Status and Grade

Grade	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English (RFEP)	To Be Determined (TBD)
6	44.4%	0.0%	44.4%	11.1%	0.0%
7	25.0%	3.6%	39.3%	32.1%	0.0%
8	51.1%	2.1%	17.0%	29.8%	0.0%
9	36.4%	2.3%	15.9%	40.9%	4.5%
10	21.9%	3.1%	28.1%	46.9%	0.0%
11	28.6%	5.7%	17.1%	48.6%	0.0%
12	25.5%	0.0%	19.6%	54.9%	0.0%

Source: CDE Downloadable Data Files

Figure 42: 2024-25 English Learner Breakdown by Grade Span and Category

	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL
Charter School	28.8%	1.7%	45.8%	23.7%
OUSD (6-12 Only)	36.3%	7.1%	41.7%	14.9%

Source: CDE Downloadable Data Files

Special Education Enrollment

As shown previously, during the 2024-25 school year, 19.2% of BayTech's total enrollment were Students with Disabilities. The following figures are included to further disaggregate this data to give a fuller context of the Students with Disabilities served at BayTech and their level of need. As shown below:

- *The majority of Students with Disabilities at BayTech have a specific learning disability or other health impairment as the primary disability.*
- *Almost all Students with Disabilities at BayTech are in a regular classroom setting for 80 percent or more of the school day. The percentage of students who are in a regular classroom setting for less than 80% of the day is significantly less than the District.*
- *Approximately 90% of Students with Disabilities at BayTech are receiving less than 450 service minutes weekly.*

Figure 43: Special Education Enrollment by Disability Type

Disability Type	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Autism	N/A	5%	2%	2%	6%	4%	4%
Deaf-Blindness	N/A	0%	0%	0%	0%	0%	0%
Deafness/Hearing Impairment	N/A	0%	0%	0%	0%	0%	0%
Emotional Disturbance	N/A	3%	3%	4%	4%	6%	4%
Established Medical Disability	N/A	0%	0%	0%	0%	0%	0%
Hard of Hearing	N/A	0%	0%	0%	0%	0%	0%
Intellectual Disability	N/A	3%	5%	4%	6%	4%	2%
Multiple Disabilities	N/A	0%	0%	0%	0%	0%	0%
Orthopedic Impairment	N/A	0%	0%	0%	0%	0%	0%
Other Health Impairment	N/A	25%	30%	27%	25%	23%	23%
Specific Learning Disability	N/A	63%	58%	62%	53%	62%	64%
Speech or Language Impairment	N/A	1%	2%	2%	6%	2%	2%
Traumatic Brain Injury	N/A	0%	0%	0%	0%	0%	0%
Visual Impairment	N/A	0%	0%	0%	0%	0%	0%

Source: CALPADS End-of-Year SELPA 16.12 Report - Students with Disabilities – Education Plan by Primary Disability (EOY 4)

Figure 44: Special Education Enrollment by Program Setting
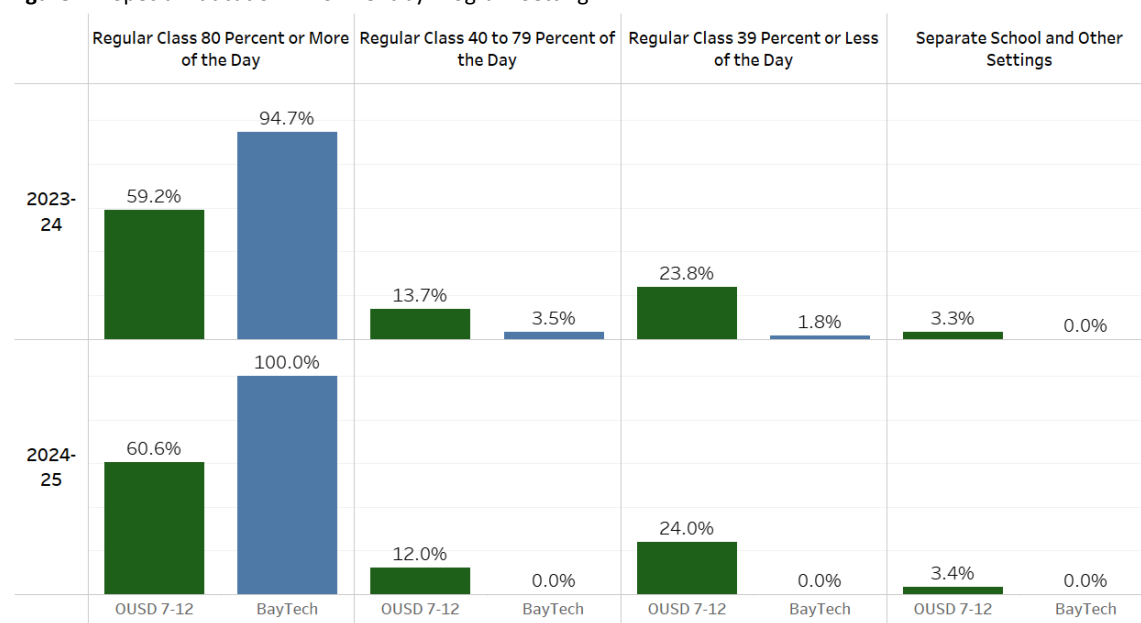
Source: CDE Downloadable Data Files

Figure 45: Special Education by Placement and Weekly Service Minutes

	2023-24	2024-25
Percentage of students with IEPs receiving fewer than 450[27] service minutes weekly	90.4%	89.4%
Percentage of students with IEPs receiving more than 450 service minutes weekly	9.6%	8.5%
Percentage of students with IEPs in nonpublic school (NPS) placement	0.0%	2.1%

Source: Charter School Performance Report

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[27] The 450 minute threshold was chosen as a conservative estimate of the point at which a student may be considered to have moderate needs.

D. Notices of Concern and/or Notices to Cure and Correct

If credible evidence suggests that a charter school has violated state or federal law or the terms of its charter petition, the Office of Charter Schools will send the school, charter school board, or charter management organization a Notice of Concern regarding the issue, which includes remedies the charter school must implement to rectify the issue and resolve the Notice of Concern.[28] BayTech has been issued 8 Notices of Concern during the current charter term as of the date of submission.

Figure 46: Notices of Concern and/or Notices to Cure and Correct

School Year	Notices of Concern	Area(s) of Concern	Remedy
2018-19	5	Fiscal Practices; Visa Contribution Allegations; Failure to Comply with Terms of the Facilities Use Agreement ('FUA'); Failure to Follow Child Abuse Reporting Requirements; Failure to Protect Rights of Transgender Students	BayTech responded to all remedies regarding fiscal practices, including working with a third-party investigator and finalizing a new fiscal policies and procedures manual with its Board; BayTech addressed all remedies, including adopting a new hiring policy to ensure no employee is compelled to contribute to any individual or organization; BayTech addressed all remedies related to its FUA; BayTech responded to all remedies by reporting the incident to Child Protective Services and providing additional staff training; BayTech responded to all remedies by establishing policy regarding the rights and protections of transgender students.
2019-20	0	-	-
2020-21	0	-	-
2021-22	1	AB361 (Virtual Meeting Violation)	BayTech acknowledged and responded to all remedies in accordance with the Ralph M. Brown Act
2022-23	2	Failure to Abide by Suspension/Expulsion Procedures; Failure to Certify CALPADS Data and Impact on CalSAAS	BayTech responded to all remedies in accordance with the requirements of the Suspension/Expulsion Procedures; BayTech acknowledged the concern, responded to all remedies, and worked with the CDE to remediate impacts of missing CALPADS data.
2023-24	0	-	-
2024-25	0	-	-
2025-26	0	-	-

Source: *OUSD Office of Charter Schools Notice of Concern documentation*

E. Board Health and Effectiveness

A charter school governing board's decisions have a significant impact on the health and viability of its schools, as well as the quality of education students receive. Governing boards are responsible for decisions on the operations, vision, and policies of the charter school. Most importantly, governing boards are also responsible for ensuring that the charter school and its charter management organization (if applicable) is serving the best interest of students. The below table provides an overview of the Bay Area Technology School Governing Board and its composition.

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[28] If, after sending a Notice of Concern, the Office of Charter Schools determines based on the school's response that the violation listed in the notice did not occur, the notice may be rescinded.

Figure 47: Charter School Governing Board Overview and Composition

Bay Area Technology School Governing Board Overview			
Schools Overseen	1	**Total Enrollment of all Schools Overseen**	198 students
Required Minimum # of Members	3	**Current # of Members (as of November 12, 2025)**	7
Regular Meeting Frequency	Monthly	**Brown Act Committees**	None
Virtual Meeting Access	Yes	**Minutes and Board Packet Posted Publicly**	Yes
Bay Area Technology School Governing Board Composition			
Name, Role	**Time on Board**	**Name, Role**	**Time on Board**
Christina Filios Yiannakopoulos, Board Chair	3 years	Shannon Ortland, Board Member	5 years
Moon Qi Li, Board Member	1 year	Ámbar Merino, Board Member	5 months
Cindy Barisione, Board Member	6 months	Kevin Dale Quimbo Pardo, Board Treasurer	3 years
Lily Bramble, Board Member	2 years		

Source: Charter School Board Self-Evaluations submitted to OUSD, CDE Dataquest

As part of the renewal process, Staff evaluates the governing board's overall health and effectiveness using the Charter School's performance report, a governing board interview, governing board audits, a board self-evaluation tool, the governing board's meeting agendas, minutes, and related documentation, and Element 4 of the charter renewal petition (along with any supporting documentation). These components are used as evidence in order to evaluate the Charter School governing board on the "Board Effectiveness Core Competencies" found below. The scale used for rating is aligned with the SQR Rubric Ratings, where the scores range from 1 (low) to 4 (high): 1 = Emerging, 2 = Developing, 3 = Implementing, and 4 = Sustaining.

Figure 48: Board Core Competency Ratings

Core Competency	Description	Score
Board Composition	Board members possess a diversity of backgrounds and an array of appropriate and relevant skills with which to oversee the school/CMO.	3.3
Mission Alignment	Board members have a shared understanding of and commitment to the school's mission and vision.	2.3
School Familiarity	Board members are knowledgeable about the school's operations, successes, and challenges.	2.3
Role Familiarity	Board members demonstrate an understanding of their role in providing oversight to the charter school.	2.3
Community Engagement	Board members actively engage with school staff, families, and community members in order to govern effectively.	2.3
Accessibility	All governing board meetings are accessible to the community and the decision-making process is clear and transparent.	3.0
Compliance	The board complies with (and has systems in place to ensure compliance with) its own board policies and bylaws as well as with applicable state and federal laws regarding governance. The board is free of real or perceived conflicts of interest.	3.0
Effectiveness	The governing board is an effective decision-making body which is active and meets its governance obligations.	2.0

Source: Staff evaluation of Charter School performance report, Charter School renewal petition, Charter School board member self-evaluations, Charter School board member interview, Charter School board observations

F. Staffing and Teacher Credentialing

Education Code sections 47605(l)(1) and 47605.4 require all charter school teachers to hold the credential required for their assignment[29]. Pursuant to Education Code Section 44258.9, all charter schools must participate in annual teacher assignment monitoring through the California Statewide Assignment Accountability System ("CalSAAS"). The OUSD Office of Charter Schools acts as the "Monitoring Authority" for all charter schools authorized by OUSD, which requires the annual review of educator assignments. The figures below represent the CalSAAS results for the 2024-25 school year and the educator assignment data for the 2023-24 school year, the most recent year for which each dataset is available. As shown below:

- *During the 2023-24 school year, the majority of assignments at BayTech were considered "Ineffective", or were authorized by an emergency credential, variable term waiver, or substitute permit, which is significantly above the OUSD average.*
- *During the 2024-25 school year, there were 63 total misassignments at BayTech out of 131 total assignments. Over half of these were either misassignments or vacancies in elective courses.*

Figure 49: 2023-24 Educator Credentials by Type

	Charter School	OUSD
Clear *Authorized by clear or preliminary credential or by local assignment option*	27.2%	52.8%
Intern *Authorized by intern credential*	0.0%	2.9%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	0.0%	2.5%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	62.7%	39.6%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	4.6%	1.9%

Source: CDE Teaching Assignment Monitoring Outcomes by FTE Report

Figure 50: 2024-25 California Statewide Assignment Accountability System ("CalSAAS") Results
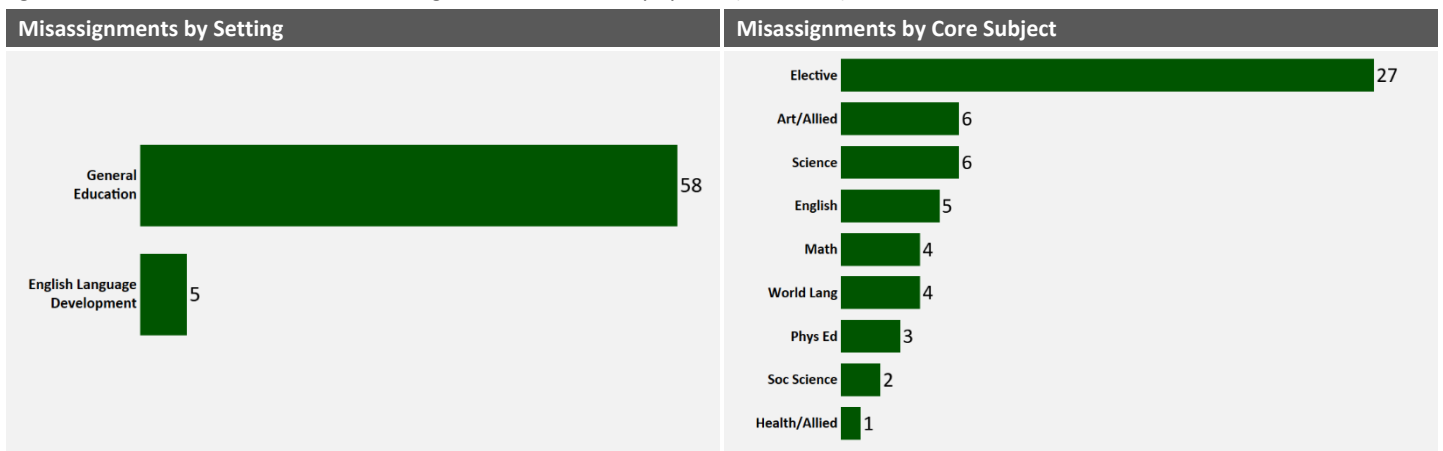
Source: 2024-25 CalSAAS Monitoring Audit Report

In addition to the CalSAAS results, the Charter School submitted information regarding educator retention as part of its Renewal Performance Report. As shown below:

- *The Charter School has retained the majority of its educators every year of the charter term.*
- *The Charter School has had minimal separations in each year of the charter term.*

Figure 51: Educator Retention Over Time (Self-Reported)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Percent of Educators Retained from Prior Year	56%	80%	80%	80%	80%	80%	71%
Early Separations	1/14	3/14	1/14	1/14	1/14	0/14	-

Source: *Charter School Renewal Performance Report*

III. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

In order for a charter school's renewal petition to be approved, the petition must include all of the following, which are described in detail in this section:

- Reasonably comprehensive descriptions of all 15 required elements
- All other information required by the Ed Code
- All OUSD-specific requirements

Evidence considered for this criterion includes a review of the corresponding sections of the charter petition, including changes made from the prior petition, as well as checks for any additional requirements enacted since the charter was last approved.

A. The Required Fifteen Elements

All charter petitions must include a "reasonably comprehensive" description of 15 required elements related to the school's operation. [30] The following table summarizes staff findings related to whether this standard was met for each element.

Figure 52: Petition Element Analysis

Element	Reasonably Comprehensive?	Additional Information
1. Description of the educational program of the school, including what it means to be an "educated person" in the 21st century and how learning best occurs.	Yes	
2. Measurable student outcomes	Yes	
3. Method by which student progress is to be measured	Yes	
4. Governance structure	Yes	
5. Qualifications to be met by individuals employed at the school	Yes	
6. Procedures for ensuring health and safety of students	Yes	
7. Means for achieving a balance of racial and ethnic, English learner, and special education students	Yes	
8. Admission policies and procedures	Yes	

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[30] EC §47605(c)(5)

	Included in Petition?	
9. Manner for conducting annual, independent financial audits and manner in which audit exceptions and deficiencies will be resolved	Yes	
10. Suspension and expulsion procedures	Yes	
11. Manner for covering STRS, PERS, or Social Security	Yes	
12. Attendance alternatives for students residing within the district	Yes	
13. Employee rights of return, if any	Yes	
14. Dispute resolution procedure for school-authorizer issues	Yes	
15. Procedures for school closure	Yes	

Source: Ed Code §47605(c)(5) subsection (A) thru (O) and staff analysis of the charter renewal petition

B. Other Required Information

In addition to the required 15 elements, the Education Code also requires all charter petitions to include the following information.

Figure 53: Other Required Information

Required Information	Included in Petition?
An affirmation of each of the conditions described in EC §47605(h).	Yes
A declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Government Code §3540 through 3540.2 (California's public school collective bargaining law).	Yes
Information regarding the proposed operation and potential effects of the charter school on the authorizer, including: ● The facilities to be used by the charter school, including specifically where the charter school intends to locate. ● The manner in which administrative services of the charter school are to be provided. ● Potential civil liability effects, of the charter school on the authorizer.	Yes
Financial statements that include the annual operating budget and 3-year cashflow and financial projections, backup and supporting documents and budget assumptions (i.e. anticipated revenues and expenditures, including special education, and projected average daily attendance).	Yes
If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

Source: Ed Code §47605(c)(4), §47605(c)(6), and §47605(h); staff analysis of the charter renewal petition

C. OUSD-Specified Requirements

Figure 54: OUSD-Specified Requirements

OUSD-Specified Requirement	Included in Petition?
District Required Language	Yes

Source: Staff analysis of the charter renewal petition

IV. Renewal Criteria IV: Is the Charter School Serving All Students Who Wish to Attend?

In order for a charter school's renewal petition to be approved, the school must be serving all students who wish to attend.[31] By State law, evaluation of this criteria is limited to consideration of two sources of information (1) State-provided enrollment data and (2) any substantiated complaints related to noncompliance with suspension/expulsion requirements included in law and/or the charter school's procedures. Denial under this criterion may only occur if (1) there is sufficient evidence in the abovementioned information sources demonstrating that the charter school is not serving all students who wish to attend and (2) the school has been given a reasonable opportunity to cure the violation. Therefore, evidence considered for this criterion includes:

- State-provided enrollment data
- Substantiated complaints and notices of concern related to noncompliance with suspension/expulsion requirements

A. State-Provided Enrollment Data

State law mandates that, upon request, the State provide charter school authorizers with certain aggregate data, specified in the law, reflecting student enrollment patterns for authorized charter schools. The State does not provide any guidance regarding how this data should be interpreted. This data includes the following for each year of the charter term[32]:

- **Data Set 1 (Mid-Year Exits):** The percentage of students enrolled at any time between the beginning of the school year and the census day who were not enrolled at the end of the same school year, and the average State test results for these students from the prior school year, if available.
- **Data Set 2 (Year-to-Year Exits):** The percentage of students enrolled during the prior school year who were not enrolled as of the census day of the school year in question (excluding students who completed the highest grade served by the school), and the average State test results for these students from the prior year, if available.

The tables below summarize the data provided by the State. Additionally, it is important to note the data provided is limited in that it can only show correlation, *not causation*. Therefore, while an analysis is included below, the data, on its own, cannot definitively show whether or not the school is serving all students who wish to attend. With this limitation in mind, the analysis is below:

- **Data Set 1 (Mid-Year Exits)**: For the first set of data, students who left the Charter School performed below the Charter School's schoolwide average for the first three years of available data, but performed above the schoolwide average in 2023-24. The difference does not appear to be substantial or consistent enough to suggest that the school is not serving all students who wish to attend, particularly given the small number of students with test results.
- **Data Set 2 (Year-to-Year Exits):** For the second set of data, students who left the Charter School performed above the Charter School's schoolwide average in each year and subject, with the exception of 2018-19 ELA and 2023-24 Math in which they scored slightly below the schoolwide average. The data does not suggest that the school is not serving all students who wish to attend.

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[31] EC §47607(e)

[32] At the time of this report, the State provided data for 2016-17 through 2019-20 and 2022-23 through 2023-24. Due to the impact of the COVID-19 pandemic, there was insufficient data available for the 2020-21 and 2021-22 school years.

Figure 55: Charter School Enrollment Data – Education Code Section 47607(d)(1)(B)

Data Set 1: Mid-Year Exits	2018-19	2019-20	2022-23	2023-24
Percent of students enrolled at the Charter School between start of the school year and census day who were not enrolled at the end of the school year	10.94% (36 of 329)	7.28% (26 of 357)	11.98% (46 of 384)	8.81% (31 of 352)
Number of these students with State test results from the prior year	18	9	15	11
ELA: Difference between average DFS of unretained students and schoolwide average	-14.1 Unretained = -76 School= -61.9	-63.97 Unretained = -122.67 School= -58.7	-12.43 Unretained = -77.93 School= -65.5	+30.92 Unretained = -24.18 School= -55.1
Math: Difference between average DFS of unretained students and schoolwide average	-18.32 Unretained = -131.72 School= -113.4	-103.77 Unretained = -217.67 School= -113.9	-1.1 Unretained = -132.6 School= -131.5	+24.88 Unretained = -92.82 School= -117.7

Source: Aggregate enrollment-pattern data provided by the State

Figure 56: Charter School Enrollment Data – Education Code Section 47607(d)(1)(C)

Data Set 2: Year-to-Year Exits	2018-19	2019-20	2022-23	2023-24
Percent of students enrolled at the Charter School during the prior school year who were not enrolled as of the census day for the specified year (excluding graduating students)	23.56% (82 of 348)	29.79% (98 of 329)	14.68% (58 of 395)	19.53% (75 of 384)
Number of these students with State test results from the prior year	ELA: 34 Math: 35	56	21	ELA: 44 Math: 43
ELA: Difference between average DFS of unretained students and schoolwide average	-6.81 Unretained = -68.71 School= -61.9	+12.59 Unretained = -46.11 School= -58.7	+9.4 Unretained = -56.1 School= -65.5	+3.05 Unretained = -52.05 School= -55.1
Math: Difference between average DFS of unretained students and schoolwide average	+8.09 Unretained = -105.31 School= -113.4	+5.42 Unretained = -108.48 School= -113.9	+13.07 Unretained = -118.43 School= -131.5	-0.49 Unretained = -118.19 School= -117.7

Source: Aggregate enrollment-pattern data provided by the State

B. Substantiated Complaints and Notices of Concern Related to Noncompliance with Suspension / Expulsion Requirements

During the current charter term, the Office of Charter Schools issued 1 substantiated Notice of Concern related to noncompliance with suspension and/or expulsion requirements for the Charter School. The Notice, issued on June 13, 2023, addressed the school's failure to timely process a student's expulsion following a suspension. Specifically, following an administrative panel's recommendation to expel, BayTech's Board did not finalize the expulsion until six weeks later, violating the required 10 day timeline outlined in their charter petition. Overall, the timeline delays resulted in an expulsion process which took approximately four months between the original incident and the Board decision. Since then, and prior to the start of the 2023–24 school year, the school addressed all remedies, including providing the guardian the opportunity to appeal the expulsion decision and adopting the OCS Discipline and Expulsion Policy to ensure proper expulsion processing timelines are met going forward.

V. Recommendation Summary

Staff considered evidence gathered from the school's petition and supporting documentation, the site visit, and the school's performance during its previous charter term. The following section outlines the Charter School's identified strengths and challenges related to each renewal criteria.

A. Renewal Criteria I: Has the Charter School Presented a Sound Educational Program?

Strengths	Challenges
• ELA proficiency and average DFS increased in each of the four post-pandemic years, with significant increases for Black/African American and Students with Disabilities student groups in 2024-25. • Math proficiency and average DFS generally increased post-pandemic, with a significant increase for Students with Disabilities in 2024-25 after a decline the prior year. • Four-year cohort graduation rate and A-G completion rate consistently remained high throughout the charter term. • Green status on College/Career Indicator on the 2025 Dashboard. • Renewal site visit findings indicate strengths in safety systems and collaborative professional culture. • Submitted Performance Improvement Plan with ambitious annual improvement targets for academic indicators.	• Placement in the Low Renewal Tier by the State, based on Dashboard data. • Schoolwide Math proficiency and average DFS remain below the District average, with Red status on Math indicator on the 2025 Dashboard. • Schoolwide ELA proficiency and average DFS remain slightly below the District average. • Average DFS declined for Hispanic students over the past three years in both ELA and Math. • Performance Improvement Plan lacks sufficient root cause analysis, does not explain modifications to existing interventions, and does not address operational factors such as financial sustainability, board governance, or staffing capacity. • Site visit revealed limited formal partnerships with community-based organizations.

Determination:
While the school's placement in the Low Tier creates a presumption of non-renewal, staff believes the findings in this report could support a conclusion that the BayTech renewal petition presents elements of a sound educational program**.**

B. Renewal Criteria II: Is the Charter School Demonstrably Likely to Successfully Implement the Proposed Educational Program?

Strengths	Challenges
• The Charter School has retained the majority of its educators every year of the charter term, with 80% retention in most years. • The Charter School serves a higher percentage of students with disabilities than the District average.	• Projected cash solvency is based on assumption of 43% enrollment growth over two years, which is inconsistent with recent enrollment declines averaging 17% per year. • Enrollment declined substantially over the charter term, decreasing year over year from 2022-23 through 2025-26. • Enrollment projections appear overly optimistic, potentially leading to overestimated budget projections and revenue.

	Chronic absenteeism increased significantly in 2024-25 after declining in 2023-24, with the largest increases among Students with Disabilities and Black/African American students.
	• Over 60% of teaching assignments considered "Ineffective".
	• BayTech was identified for Differentiated Assistance in three of the last four cycles due to gaps in achievement between student groups.
	• BayTech received 8 Notices of Concern during the current charter term.

Determination: Based on this analysis, BayTech is not demonstrably likely to successfully implement the proposed educational program or Performance Improvement Plan.

C. Renewal Criteria III: Is the Petition Reasonably Comprehensive?

Strengths	Challenges
• Charter petition contains reasonably comprehensive descriptions of the required 15 elements. • OUSD-specified requirements are included in the petition.	N/A

Determination: Based on this analysis, the petition for BayTech is reasonably comprehensive.

D. Renewal Criteria IV: Is the School Serving All Students Who Wish to Attend?

Strengths	Challenges
• No evidence in State-provided enrollment data that suggests the school is failing to serve all students who wish to attend. • Although there was one substantiated complaint related to noncompliance with suspension/expulsion requirements, it does not appear that this incident suggests that the Charter School is not serving all students who wish to attend.	N/A

Determination: Based on this analysis, BayTech is serving all students who wish to attend.

E. Analysis of Other Public School Options if Renewal is Denied

When determining whether to recommend denial, OCS Staff consider other public-school options available to the Charter School's current students. Although BayTech was placed in the Low Tier, the following analysis is still being included for informational purposes. The following provides an overview of the attendance areas where BayTech

students live, where students who have transferred from the school enroll in the subsequent year, and how nearby schools serving middle and high school students perform relative to BayTech.

BayTech Students Attendance Areas

Students attending BayTech in 2024-25 lived in 13 different OUSD attendance areas. Additionally, 22 of its students resided outside of Oakland. The table below shows all middle and high school attendance areas where at least 5% BayTech of students lived.

Figure 57: 2024-25 Charter School Enrollment by Attendance Area and Grade Span

Attendance Area Grade Level	Attendance Area	Number of BayTech Students Living in Attendance Area
High	CASTLEMONT/CCPA/MADISON	136 (53.5%)
Middle	ELMHURST UNITED	41 (16.1%)
	FRICK	27 (10.6%)
	Outside of Oakland	22 (8.7%)

Source: OUSD Department of Research, Assessment, and Data Live/Go Dashboard

Performance Comparison with Nearby Schools/Target Student Population Area

The two tables below evaluate the performance of BayTech relative to other public-school options available to the Charter School's current students. The first table includes: (a) any schools serving grades 6-8 within the Middle School Attendance Area(s) ("MSAA") for which at least 5% of students currently live, and (b) any schools serving similar grade 6-8 within the MSAA for which the school is located. The second table includes (a) any schools serving grades 9-12 the High School Attendance Area(s) ("HSAA") for which at least 5% of students currently live, and (b) any schools serving grades 9-12 within the HSAA for which the school is located. The Figure below summarizes 2024-25 State test outcomes (in terms of Distance from Standard (DFS)) and 2024-25 Four-Year Adjusted Cohort Graduation Rates for these schools, comparing outcomes to BayTech. The table also includes some demographic information from that same year for additional context. As shown in Figure 58:

- **Middle School Performance**
  - **ELA:** BayTech had a DFS which was greater than 3 of 5 comparison schools.
  - **Math:** BayTech had a DFS which was greater than 3 of 5 comparison schools.
- **High School Performance**
  - **ELA:** BayTech had a DFS which was greater than 8 of 12 comparison schools.
  - **Math:** BayTech had a DFS which was greater than 10 of 12 comparison schools
  - **Graduation Rate:** BayTech had a higher graduation rate than 12 of 12 comparison schools.

Figure 58: 2024-25 Performance Comparison of Nearby Schools for Schools Servings Grades 6-8

MSAA *(Percent of Total Enrollment)*	School	Grade Span	% SED	% EL	% SWD	ELA DFS	Math DFS
FRICK **(10.6%)**	*Bay Area Technology*	*6-12*	*87%*	*23%*	*19%*	*-53.2*	*-108.9*
	Francophone Charter School of Oakland	**K-8**	38%	16%	7%	**7.8**	**-2.8**
	Frick United Academy of Language Middle	**6-8**	100%	61%	17%	-151.9	-200.2
	Independent Study, Sojourner Truth	**K-12**	97%	30%	24%	-161.5	-174.2

| ELMHURST UNITED (16.1%) | East Bay Innovation Academy | 6-12 | 43% | 11% | 20% | 3.6 | -65.2 |
| | Elmhurst United Middle | 6-8 | 99% | 48% | 15% | -89.0 | -136.2 |

Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data

Figure 59: 2024-25 Performance Comparison of Nearby Schools for Schools Servings Grades 9-12

HSAA (Percent of Total Enrollment)	School	Grade Span	% SED	% EL	% SWD	ELA DFS	Math DFS	Graduation Rate
CASTLEMONT/CCPA/MADISON (53.5%)	*Bay Area Technology*	*6-12*	*87%*	*23%*	*19%*	*-53.2*	*-108.9*	*96%*
	Alternatives in Action	9-12	94%	53%	18%	-162.5	-172.7	73%
	Aspire Golden State	6-12	95%	26%	18%	-54	-148.1	93%
	Aspire Lionel Wilson College Preparatory Academy	6-12	88%	18%	18%	-28.7	-115.6	93%
	Castlemont High	9-12	99%	50%	19%	-176.7	-221.6	65%
	Coliseum College Prep Academy	6-12	99%	41%	20%	-68.6	-134.6	93%
	Independent Study, Sojourner Truth	K-12	97%	30%	24%	-161.5	-174.2	61%
	Lighthouse Community Charter High	9-12	94%	35%	20%	-14.9	-109.4	90%
	Lodestar: A Lighthouse Community Charter Public	K-12	97%	44%	14%	-74.9	-83.4	86%
	LPS Oakland R & D Campus	9-12	78%	34%	14%	-72.4	-165.3	84%
	Madison Park Academy 6-12	6-12	99%	40%	17%	-110.2	-171.5	88%
	Oakland Unity High	9-12	79%	20%	17%	32.8	-78.3	92%
	Rudsdale Continuation High	9-12	100%	74%	6%	-310.1	-326.7	52%

Source: English Learners – CDE Downloadable Data Files (School Enrollment, English Learners); Socioeconomically Disadvantaged/Special Education – CDE DataQuest School Enrollment by Subgroup Report; OUSD Special Education/Distance From Standard/CORE Growth Percentile – OUSD Department of Research, Assessment, and Data

F. Recommendation

Per Education Code §47607.2(a)(1), an authorizer shall not renew a charter school in the low renewal tier, except with written factual findings that the charter school is taken meaningful steps to address the underlying cause or causes of its low performance, and those steps are or will be reflected in a written plan adopted by the charter school's governing board, for a renewal term of 2 years.

Based on the analysis outlined therein, Staff recommends denial of the renewal petition for Bay Area Technology School for 2 years, beginning July 1, 2026 until June 30, 2028, to serve students in Grades 6-12.

VI. Appendices

Appendix A. Additional California School Dashboard Analyses – including Local Indicators

Impact of COVID-19 Pandemic on California School Dashboard Indicators

Typically, the California School Dashboard displays colors for each indicator (see below) which are assigned based on two factors: the current year's data and the difference between the current year's data and the prior year's data, or "Change". Due to the impacts of the COVID-19 pandemic on statewide testing and accountability systems, there was insufficient data to calculate "Change" for the 2022 California School Dashboard, and thus the 2022 California School Dashboard displayed "Status levels" (Very High, High, Medium, Low, and Very Low) in place of colors. For purposes of the Renewal Tier Analysis and the School Performance Analysis, these Status Levels were used as proxies for color as shown below.

Figure 60: 2022 and 2023 California School Dashboard Indicator Levels
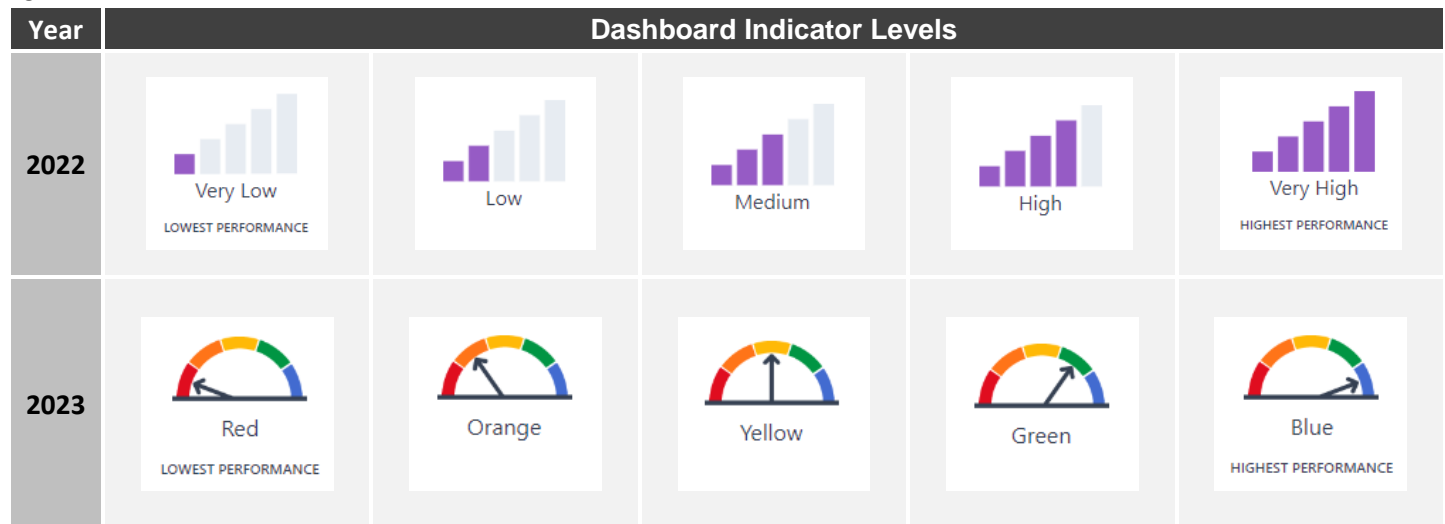
Source: *California School Dashboard*

The only exceptions to the categorization rules above are the Chronic Absenteeism and Suspension Indicators for which the 2022 scale is reversed such that "Very High" corresponds to the lowest performance, or the "Red" color. Additionally, there was insufficient data to assign a status level to the College and Career Readiness indicator for the 2022 California School Dashboard, so the indicator is not available for the 2022 California School Dashboard and is categorized using a status level, not a color, for the 2023 California School Dashboard. For more information about the California School Dashboard, please visit the CDE's support page at www.cde.ca.gov/ta/ac/cm/index.asp.

California School Dashboard Local Indicators

Charter schools are required to report annually on five State Board of Education (SBE)-approved local indicators aligned to State priority areas where other State data is not available. In order to meet each local indicator, the SBE requires charter schools to (1) annually measure their progress based on locally available data, (2) report the results at a public charter school board meeting, and (3) report the results to the public through the California School Dashboard. The school uses self-reflection tools included within the California School Dashboard to report its progress on the local indicators. If a charter school does not submit results to the California School Dashboard by the given deadline, including completing the self-reflection tool, the school's California School Dashboard will reflect *Not Met* for the indicator by default. Earning a performance level of *Not Met* for two or more years for a given local indicator may be a factor in being identified for differentiated assistance, provided by an outside agency (typically the county office of education) as required by State law.[33]

Figure 61: California School Dashboard Local Indicators

Local Indicator	2019	2022	2023	2024	2025
Basics: Teachers, Instructional Materials, Facilities	Met	Met	Not Met	Met	Met
Implementation of Academic Standards	Met	Met	Met	Met	Met
Parent and Family Engagement	Met	Met	Met	Met	Met
Local Climate Survey	Met	Met	Met	Met	Met
Access to a Broad Course of Study	Met	Met	Met	Met	Met

Source: California School Dashboard

2024-25 California School Dashboard Indicators Determined for "Informational Purposes Only"

The 2024-25 California School Dashboard included three additional Indicators which are to be used for "*informational purposes only".* While OCS Staff did not consider these indicators as part of the analysis to determine the renewal recommendation included in this report, the results have been included below for informational purposes only.

Figure 62: California School Dashboard Indicators – "Informational Purposes Only"

ELA Growth	Math Growth	Science
ACCELERATED	**ACCELERATED**	Orange
78.1% of students at BayTech improved their score from the prior year.	*77% of students at BayTech improved their score from the prior year.*	*Students at BayTech had an average DFS of -39.1 points below standard, a 1 point decrease from the prior year, on the California Science Test.*
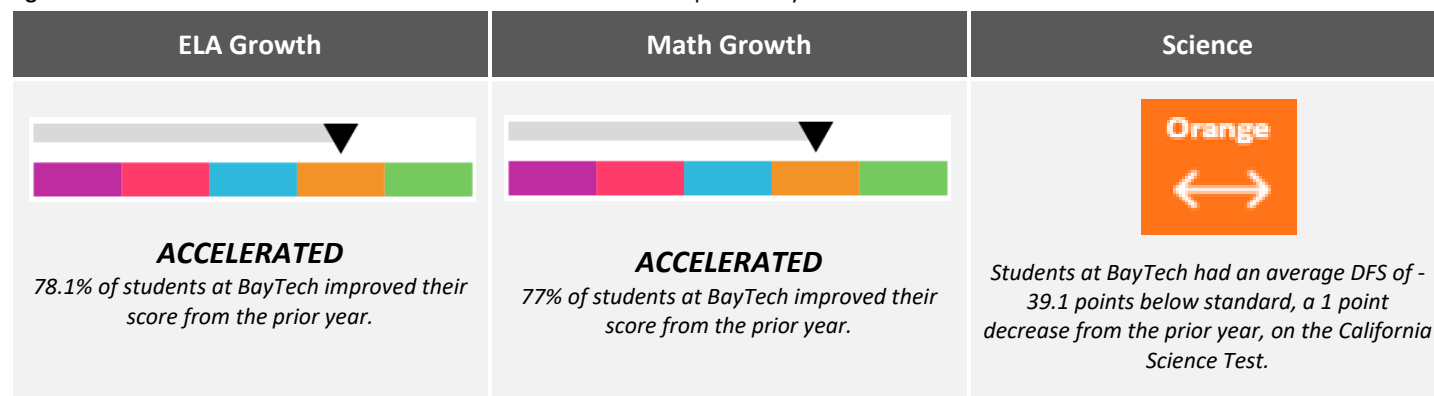
Source: California School Dashboard

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[33] Detailed criteria for differentiated assistance can be found at https://www.cde.ca.gov/ta/ac/cm/leaproposedcrit.asp.

Appendix B. Additional Program Implementation Information

Proposed Charter School Projected Student Enrollment and Grade Levels Served (as outlined in petition)
In its renewal petition (pg. 31), BayTech is proposing to serve a projected student enrollment at each grade level, and at all grade levels combined, in each of the years of the term of the Charter as follows:

Figure 63: Projected Enrollment

Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**
6	40	40	45	45
7	33	40	45	45
8	32	40	45	45
9	40	43	47	47
10	40	43	46	46
11	40	42	46	46
12	40	42	46	46
Total	**265**	**290**	**320**	**320**

Source*: BayTech renewal petition*
Note: Although BayTech is only eligible for a two-year renewal term, they provided enrollment projections for years three and four, which are included in this table

Admissions Preferences
In the event of a public random drawing, the BayTech admissions preferences are as shown below:

Figure 64: BayTech Admissions Preferences

#	Admissions Preference
1	Siblings of currently enrolled students.
2	Children of current BayTech staff members (not to exceed 10% of total enrollment).
3	Students residing within OUSD boundaries.

Source*: BayTech renewal petition*

Charter School Enrollment Demographics Over Time

Figure 65: BayTech Enrollment Demographics

Type	Student Group	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Ethnicity	**Hispanic/Latino**	53%	60%	60%	64%	65%	74%	69%
	Black/African American	36%	35%	34%	28%	25%	19%	21%
	Asian	2%	1%	1%	2%	1%	1%	1%
	White	5%	2%	2%	2%	1%	1%	0%
	Two or More Races	1%	0%	1%	2%	3%	1%	2%
	Other Race/Ethnicity	2%	2%	2%	2%	1%	1%	2%
	Not Reported	0%	0%	0%	1%	3%	3%	5%
Other Student Groups	**Socioeconomically Disadvantaged**	60%	68%	77%	70%	84%	84%	87%
	Homeless Youth	2%	9%	9%	6%	5%	6%	2%
	Foster Youth	0%	1%	0%	1%	0%	1%	0%
	English Learners	15%	19%	25%	27%	26%	26%	23%
	Special Education	9%	12%	18%	17%	16%	18%	19%

Source*: ETHNICITY/SOCIOECONOMICALLY DISADVANTAGED/ENGLISH LEARNERS/SPECIAL EDUCATION – CDE Dataquest (School Enrollment by Subgroup Report)*

Stability Rate

The figure below shows the Charter School's stability rate as reported by the California Department of Education. For this metric, students are determined to have a "stable" enrollment during the academic year if the enrollment record is a minimum of 245 consecutive calendar days at the same school without a disqualifying exit.

Figure 66: Annual Student Stability Rate

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Stability Count	*Stability Rate*	*Stability Count*	*Stability Rate*	*Stability Count*	*Stability Rate*	*Stability Count*	*Stability Rate*	*Stability Count*	*Stability Rate*
Schoolwide	269	78.9%	318	86.6%	319	80.8%	319	83.1%	288	83.0%
African American	88	71.5%	108	87.1%	85	67.5%	74	69.8%	54	80.6%
Hispanic or Latino	166	85.1%	193	87.3%	208	87.0%	213	89.5%	212	84.1%
English Learners	57	77.0%	78	84.8%	87	82.9%	82	84.5%	58	79.5%
Homeless Youth	25	73.5%	31	91.2%	20	64.5%	16	94.1%	16	88.9%
Students with Disabilities	35	76.1%	61	88.4%	54	77.1%	58	82.9%	53	81.5%
Socioeconomically Disadvantaged	189	78.1%	263	88.0%	234	82.4%	280	83.3%	241	82.3%

Source: CDE DataQuest

Charter School Educator Credentials

Figure 67: Educator Credentials by Type Over Time

	2021-22[34]	2022-23	2023-24
Clear *Authorized by clear or preliminary credential or by local assignment option*	N/A	62.9%	27.2%
Intern *Authorized by intern credential*	N/A	4.8%	0.0%
Out-of-Field *Authorized by GELAP, SELAP, short-term waiver, emergency EL permit, or Local Assignment Option*	N/A	0.0%	0.0%
Ineffective *No legal authorization or authorized by emergency credential (PIP, STSP), variable term waivers, or substitute permits*	N/A	26.3%	62.7%
Incomplete *Missing or incorrect information was reported to CALPADS about the assignment*	N/A	4.1%	4.6%

Source: CDE DataQuest

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[34] In 2021-22, BayTech failed to certify the California Longitudinal Pupil Achievement Data System ("CALPADS") Data by the required deadline and thus the 2021-22 Educator Credential data is not available. For more information, see the Notice of Concern section in this report.

2025-26 Charter School Educator Demographics

Figure 68: 2025-26 Educator Demographics

Race / Ethnicity	2025-26
Hispanic/Latino	14%
Black/African American	29%
Asian	14%
White	21%
Other Race/Ethnicity	21%

Source: Charter School Performance Report

Charter School Complaints to OUSD

The OUSD Office of Charter Schools logs the complaints it receives for OUSD-authorized charter schools. However, unless the allegations identify a potential violation of their charter petition or of local, state, or federal law, the Office of Charter Schools typically refers the complainant to school leadership, who is ultimately responsible for addressing the complaint in compliance with its adopted complaint policy. Therefore, complaints included in the table below may not necessarily have been substantiated. Instead, the table is a record of what has been reported to the Office of Charter Schools staff. Additionally, some complainants may not know that they can submit complaints to the Office of Charter Schools. Therefore, the absence (or a low number) of complaints does not necessarily mean that other complaints were not reported directly to the school or charter management organization.

During the current seven-year charter term, the Office of Charter Schools received 16 complaints regarding BayTech.

Figure 69: BayTech Complaints to OUSD

School Year	Complaints	Areas of Concern
2018-19	2	Student Discipline, Student Health/Safety, Support Services, Discrimination
2019-20	6	Student Discipline, Pushout, Bullying, Discrimination, Sexual Harassment, Conflict Resolution, Retaliation, Teacher Safety, Student Health/Safety
2020-21	2	Student Health/Safety, Financial Mismanagement
2021-22	4	Bullying, Student Health/Safety, Sexual Harassment, Communication, Discrimination, Special Education, Hiring/Staffing, Governance, Retaliation, Support Services
2022-23	1	Student Discipline, Communication
2023-24	0	-
2024-25	1	Student Health + Safety, Bullying
2025-26	0	-

Source: OUSD Office of Charter Schools Complaint Records as of November 12, 2025.

*Complaint was substantiated by the Office of Charter Schools and led to the issuance of a Notice of Concern

Charter School English Learners by Language

Figure 70: 2024-25 Language Group Data

Language	English Learners (EL)	Fluent English Proficient (FEP) Students	Percent of Total Enrollment that is EL and FEP
Spanish; Castilian	58	107	64.71%
Uncoded languages	1	1	0.78%
Nepali	0	1	0.39%

Source: CDE Dataquest

Bay Area Technology School Charter Renewal

Appendix C. Additional Fiscal Outlook Information

Figure 71: Days Cash on Hand through 2025-26 First Interim

School Year		2023-24	2024-25			2025-26	
Data Source		Annual Report	1st Interim	2nd Interim	Annual Report	MYP	1st Interim
Cash & Cash Equivalents	**[A]**	14,583,493	198,860	165,903	96,666	257,542	35,328
Total Expenditures	**[B]**	6,398,485	6,167,325	6,137,394	6,359,145	6,632,241	6,323,468
Depreciation	**[C]**	66,973	146,087	214,169	191,727	175,935	142,323
Amortization	**[D]**	20,816	-	-	(1,234,294)	21,750	65,905
Annual Cash OpEx	**[E]**	6,310,696	6,021,238	5,923,225	7,401,712	6,434,556	6,115,240
Daily Cash OpEx	**[F]**	17,290	16,497	16,228	20,279	17,629	16,754
Cash Reserve Rates							
Actuals	**[G]**	228%	3.2%	2.7%	1.5%	3.9%	0.6%
FCMAT Recommend Floor	**[H]**	5%	5%	5%	5%	5%	5%
Difference	**[I]**	223%	-2%	-2%	-3%	-1%	-4%
Actual Days Cash on Hand	**[J]**	843	12	10	5	15	2
FCMAT Recommend Minimums:							
Cash Balance	**[K]**	319,924	308,366	306,870	317,957	331,612	316,173
Days Cash on Hand	**[L]**	19	19	19	16	19	19
Difference	**[M]**	824	-7	-9	-11	-4	-17

Source: 2023-24 and 2024-25 Annual Audit Reports, 2024-25 and 2025-26 First Interim Budget Projections, 2024-25 Second Interim Budget Projections and 2025-26 Multiyear Budget Projections submitted with renewal petition

[E]	= B - (C+D)	**[I]**	= G - H	**[L]**	= K / F
[F]	= E / 365	**[J]**	= A / E	**[M]**	= J - L
[G]	= A / B	**[K]**	= B x H		

Figure 72: Days Cash on Hand Trends: 2026-27 to 2027-28 School Years

	Projected							
	2026-27				2027-28			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Cash Balance	185,665	168,413	386,812	251,604	410,220	426,113	702,202	584,369
Daily Cash	17,349	17,349	17,349	17,349	18,797	18,797	18,797	18,797
Days Cash on Hand	11	10	22	15	22	23	37	31
FCMAT Floor	18	18	18	18	18	18	18	18
Difference	-8	-9	4	-4	4	4	19	13

Source: 2026-27 and 2027-26 Cash Flow Forecasts submitted with renewal petition

BayTech's Response to Letter of Inquiry Dated November 5, 2025

Please see next page.

OUSD

Ryan Ryan-Conner <ryan.ryanconner@ousd.org>

Letter of Inquiry Re: Cash Reserves, Enrollment Variances, and Debt Servicing Obligations

Cory Cavanah <cory@thecbogroup.com>   Mon, Dec 1, 2025 at 1:55 PM
To: "Timothy Ryan (Consultant)" <timothy.ryan@ousd.org>, Kelly Krag Arnold <kelly.kragarnold@ousd.org>, Madison Thomas <madison.thomas@ousd.org>, Marwa Doost <marwa.doost@ousd.org>
Cc: christina.filios@baytechschool.org, kevin.pardo@baytechschool.org, Seth Feldman <sfeldman@baytechschool.org>, Lynn Carlisle <lcarlisle@baytechschool.org>

Hi OUSD Team -

As requested, please find the following items attached and additional information provided for the relevant requested items.

1. **Cash Flow**: Specify whether the BayTech board has approved an updated 2025-26 MYP since the June 2025 Adopted Budget, including an aligned Local Control Funding Formula (LCFF) calculator and monthly cashflow forecast. This updated budget would reflect actual enrollment based on the most recent attendance month. Cash flow statements would reflect the repayment amortization schedules for the current and two subsequent fiscal years. **Attached to this email is the 2025-26 1st Interim Budget and corresponding cash flow projection. This was presented to Bay Area Technology's School board for approval at the school's regularly scheduled board meeting on December 1st, 2025. These files match what was submitted to OUSD as part of the 2025-26 1st Interim deliverables. It should also be noted that Bay Area Technology's board is kept current with ADA / Enrollment updates and the corresponding effect on the budget at each board meeting. The cashflow has been attached as 1 document with 2025-26, 2026-27 and 2027-28 projected cash flows.

2. **Bank Statements:** Provide all the bank statements and reconciliations for July – September 2025, August 2025, and September 2025. **Attached.

3. **Loan Agreements**: Provide all signed and executed loan documents and the board minutes of the meetings reflecting the review and approval of said agreements, related to loans as of June 30, 2024. **Attached please refer to the Term Sheets, Settlement Statements, FOF, Novogradac Forecast and NMTC Payment Obligations exhibit,

    It should be noted that OCS has already received the following loan agreements during Bay Tech's material revision process, which according to the annual Audited Financial Statement as of June 30, 2024, a total of $2.7M of the $33.65M borrowed is comprised of:

    a) Local Initiative Support Corporation Loan (LISC) Agreement, dated May 29, 2025, for $2.25M, and
    b) Blueprint California Promissory Note dated May 15, 2025, for $450,000.

4. **New and/or Potential Loans/Lines of Credit/Intercompany Transfers or Loans:** Please advise of any new borrowing and loan amendments from July 1, 2024, through the current date of this letter and provide copies of these agreements. **In October 2024 Bay Area Technology applied for a $75,000 line of credit with Wells Fargo. The application form which was approved and signed by two board members along with the July, August and September statement has been attached.

5. **Loan Amortization Schedules:** Based on loan agreements, please provide the amortization schedules for all outstanding loans, notwithstanding early loan forgiveness that BayTech anticipates. Please demonstrate the repayment within the monthly cash flow schedule. **Attached with #3 and repayment schedule for both interest and principal payments are reflected in the cash flows.

6. **Loan Covenants:** Provide a list of any financial covenants between BayTech and its various lenders, including BayTech's most recent calculations ensuring compliance with any covenants, and any waiver documentation for instances of non-compliance. **Term Sheets including financial covenants attached. Additionally, correspondence with LISC regarding waiver for non-compliance during the 2023-24 fiscal year.

7. **Other:** Provide any other pertinent information not yet requested by OSC that demonstrates the fiscal solvency of Bay Tech for the remainder of the 2025-26 school year. **Bay Area Technology would like OUSD to know that the organization - from the top down and from Governing Board & Administrative team - is committed to fiscal solvency of the organization and are monitoring the school's budget and cash flow on a weekly, if not daily basis. Bay Area Technology has (at minimum) had a positive budget surplus each of the last 7 fiscal years since the current administration and back office team were appointed by the board and is committed to maintaining that level of fiscal solvency for 2025-26 and beyond.

In a separate email thread Bay Area Technology will forward over another email thread with pertinent information that was previously shared with OUSD staff that helps provide additional information on the loans, the financing structure of the New Market Tax Credit structure, and Baytech's liabilities going forward.

Additionally, Bay Area Technology believes we have gathered and provided all of the information in good faith as requested by OUSD. But, if we have missed an item please let us know and we will work to provide it for OUSD as soon as possible. Furthermore, we understand that there are a lot of moving pieces within the financing of the New Market Tax Credit Structure and if the district has further questions or clarifications, we will be happy to explain - just as Bay Area Technology has done and demonstrated to OUSD over the last 12-15 months.

Thank you!

Cory Cavanah / President
cory@thecbogroup.com / 619-787-3305

Creative Back Office
3419 Utah Street San Diego, CA 92104
thecbogroup.com

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25 attachments

📄 **Bay Area Technology Wells Fargo Checking Account 2544_08-25.pdf**
150K

📄 **Bay Area Technology July 2025 Bank Reconciliation Report.pdf**
99K

📄 **Bay Area Technology Wells Fargo Checking Account 2544_09-25.pdf**
152K

📄 **Bay Area Technology August 2025 Bank Reconciliation Report.pdf**
84K

📄 **Bay Area Technology Wells Fargo Checking Account 2544_07-25.pdf**
154K

📄 **Bay Area Technology September 2025 Bank Reconciliation Report.pdf**
71K

📄 **Wells Fargo Line of Credit Application.pdf**
319K

📄 **Wells Fargo Line of Credit Statement 092125.pdf**
167K

📄 **Wells Fargo Line of Credit Statement 072225.pdf**
167K

📄 **Wells Fargo Line of Credit Statement 082225.pdf**
167K

📄 **Request for Waiver of Days of Cash Covenant for FY 2024 Email Correspondence.pdf**
54K

📄 **01(d) - BayTech NMTC Leverage Loan Term Sheet - 06.23.2023 signed.pdf**
293K

📄 **01(b) - RDF - BayTech NMTC Reservation Letter 2023.03.14 signed.pdf**
611K

📄 **01(c) - Bay Area Technology School - LISC Term Sheet.pdf**
208K

📄 **Request for Waiver of Days of Cash Covenant for FY 2024.pdf**
296K

📄 **BayTech Construction Completion Loan Term Sheet - 11.21.2024.pdf**
118K

📄 **Settlement Stmt [QALICB]_231003 FINAL.pdf**
53K

📄 **Settlement Stmt [Bay Tech]_231003 FINAL.pdf**
51K

📄 **NMTC Payment Obligations_231013.pdf**
792K

📄 **Bay Area Technology School - Final Forecast [CLOSING DATE 10.03.23].pdf**
1284K

📄 **WF BayTech Charter School - Other - FOF [Executed].pdf**
1764K

Bay_Tech_Resolutions_-_Building_Finance-2.pdf
133K

Board_Meeting_Minutes_9_18_2023-3.pdf
201K

BayTech Construction Completion Loan Term Sheet - 11.21.2024.pdf
118K

Bay Area Technology 3 Year Cash Flow Projection 12-1-2025.xlsx
116K