



Bay Area Technology School

"It's going to be a great day at BayTech!"

Performance Improvement Plan: Bay Area Technology School (2025–2027)

This Two-Year Performance Improvement Plan for Bay Area Technology School outlines a strategic approach to strengthen student outcomes, instructional quality, and operational stability for the 2025 to 2027 school years. Developed in response to the Oakland Unified School District Charter Renewal Guidance, the plan presents a data-driven, research-based roadmap for continuous improvement.

Our plan is grounded in a rigorous analysis of the 2024 California School Dashboard data and aligns with the OUSD School Quality Review rubric. It targets four key focal areas identified as priorities for growth and includes goals for student subgroups currently flagged on the Dashboard.

- **English Language Arts:** Strengthen overall performance and close gaps through standards-aligned instruction, high-quality interventions, and purposeful family partnership.
- **Mathematics:** Improve schoolwide outcomes and accelerate growth through a rigorous curriculum, data-driven supports, and focused enrichment.
- **Chronic Absenteeism:** Build a consistent culture of attendance with proactive outreach, transportation solutions, and tiered supports.
- **Enrollment and Retention:** Reestablish stable enrollment and improve multi-year retention following the facility move through focused outreach, clear onboarding, and an engaging student experience.

Key strategies include full implementation of high-quality curricula (National Geographic Edge and Carnegie Learning), a deepened Multi-Tiered System of Support, high-dosage tutoring through Reading Period interventions and Math Lab, tight formative assessment cycles with defined thresholds and action triggers, and a BayTech-operated van system to remove access barriers.

This work aligns with BayTech's Graduate Profile, is consistent with LCAP goals, and is grounded in a clear research base. It reflects BayTech's commitment to equitable outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Black or African American students.

Spring 2024 Baseline Data Summary

Source: California School Dashboard 2024 (CDE)

Note on Performance Colors: The California School Dashboard assigns performance colors using a five-by-five grid that considers both Status (current performance level) and Change (year-over-year improvement or decline), not Distance from Standard (DFS) alone.

Student Group	ELA DFS (2024)	ELA Color	Math DFS (2024)	Math Color	Chronic Absence % (2024)	CA Color
All Students	-56.0	Orange	-111.4	Orange	25.5%	Orange
English Learners	-89.0	Red	-134.3	Red	33.3%	Orange
Students with Disabilities	-157.1	Red	-205.1	Red	31.0%	Not Reported*
Socio- Economically Disadvantaged	-63.9	Orange	-111.8	Orange	25.6%	Orange
Black or African American	-75.8	Red	-116.5	Orange	22.2%	Not Reported*
Hispanic or Latino	-55.6	Orange	-112.5	Red	26.6%	Orange

*Not reported (<11 students) per CDE privacy rules: color not shown.

At-a-Glance: 2025–2027 Improvement Targets

Focal Area	Baseline (2023-24)	Year 1 Target (2025-26)	Year 2 Target (2026-27)
ELA (All Students)	-56.0 DFS (Orange)	-46.0 DFS (Yellow)	-36.0 DFS (Yellow)
Math (All Students)	-111.4 DFS (Orange)	-95.0 DFS (Yellow)	-85.0 DFS (Yellow)
Chronic Absence (All Students)	25.5% (Orange)	20.0% (Yellow)	15.0% (Yellow)
EL Progress (ELPI)	40.9% (Yellow)	43.0% (Yellow)	45.0% (Yellow)
Enrollment	228 students (Fall 24)	200 students (Fall 25)*	265 students (Fall 26)

*** Note:** The Year 1 target of 200 students reflects a planned, temporary dip associated with the facility move. This enrollment level is already incorporated into the approved budget and cash flow. The plan anticipates rebuilding enrollment in Year 2 through expanded outreach, stronger onboarding, and retention supports.

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Section I: Introduction and Mission

This document outlines Bay Area Technology School's two-year strategic plan to drive significant improvements in student achievement and operational effectiveness. As a core component of our charter renewal process, this PIP directly addresses the priority growth areas identified by the 2024 California School Dashboard. It aligns with the standards of excellence detailed in the OUSD School Quality Review (SQR) rubric.

BayTech's mission is to prepare all students for college, career, and community success through a rigorous academic program that fosters critical thinking, digital fluency, and civic responsibility. This plan serves as the operational blueprint for that mission. It aligns with BayTech's Graduate Profile and the research base cited in Section VI, with an intensive focus on equitable outcomes for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Black/African American students.

The Dashboard presents a clear call to action. While we celebrate strong outcomes in several areas, including a 92.5% graduation rate (2024 Dashboard) and A-G completion rates above the state average, we must urgently address underperformance in core academics and attendance.

According to the official 2024 California School Dashboard:

- English Language Arts performance is 56 points below the standard (Orange) (CAASPP grades 6–8 and 11).
- Mathematics performance is 111.4 points below the standard (Orange)(CAASPP grades 6–8 and 11).
- The Chronic Absenteeism rate is 25.5% (Orange).

Beginning in 2025–26, BayTech supplements its Math Lab and Carnegie Learning program with Mr. D Math's SBAC Preparation platform, a self-paced, adaptive tool that provides diagnostic assessment and personalized, standards-based practice to strengthen readiness for CAASPP mathematics assessments.

Our key student subgroups, particularly English Learners and Students with Disabilities, face even greater challenges. This PIP includes clear goals, evidence-based strategies, and progress monitoring to accelerate learning and improve attendance for every student.

Section II: PIP Goals At-A-Glance

- **Goal 1: ELA Proficiency:** Strengthen schoolwide ELA performance through standards-aligned instruction, high-quality interventions within MTSS, and consistent progress monitoring.
- **Goal 2: Mathematics Proficiency:** Improve schoolwide math outcomes through rigorous curriculum implementation, data-driven supports, and purposeful enrichment.

- **Goal 3: Chronic Absenteeism Reduction:** Build a durable culture of attendance by pairing proactive communication with transportation access and tiered interventions.
- **Goal 4: Enrollment Stability:** Reestablish stable enrollment and improve multi-year retention following the facility move through focused outreach, clear onboarding, and an engaging student experience.

Section III: Detailed Goal Tables

1. ELA Performance Improvement Plan

Category	Performance
Specific Growth Area	Schoolwide ELA Proficiency (CAASPP grades 6–8 and 11), with targeted supports for English Learners, Students with Disabilities, and Black/African American students.
Baseline (2024 Dashboard)	<p>All Students: -56 DFS (Orange)</p> <p>English Learners: -89 DFS (Red)</p> <p>SWD: -157.1 DFS (Red)</p> <p>Black/African American: -75.8 DFS (Red)</p> <p>SED: -63.9 DFS (Orange)</p> <p>Hispanic/Latino: -55.6 DFS (Orange)</p>
Year 1 Goal (Spring 2026)	<p>Improve DFS by 10 points for All Students.</p> <p>Improve DFS by 15 points for EL, SWD, Black/AA subgroups.</p> <ul style="list-style-type: none"> ● All Students: -46 DFS (Yellow) ● English Learners: -74 DFS (Orange) ● SWD: -142 DFS (Organe) ● Black/African American: -60 DFS (Yellow)

Year 2 Goal (Spring 2027)	<p>Improve DFS by an additional 10 points for All Students.</p> <p>Improve DFS by an additional 15 points for English Learners, Students with Disabilities, and Black/African American subgroups.</p> <ul style="list-style-type: none"> ● All Students: -36 DFS (Yellow) ● English Learners: -59 DFS (Yellow) ● SWD: -127 DFS (Orange) ● Black/African American: -45 DFS (Yellow)
Year 1 Strategies	<ul style="list-style-type: none"> - Implement National Geographic Edge with pacing fidelity and walk-through look-fors. - Use Reading Period for targeted small-group literacy. <ul style="list-style-type: none"> - Group students by strand and reading level and provide focused instruction 3 days per week, 30 minutes per session, in small groups (about 3–6 students). - Instruction is aligned to Edge scope and sequence and delivered by trained staff, with <ul style="list-style-type: none"> - ≥85 percent implementation fidelity and - ≥80 percent student attendance. - Progress is monitored through Exact Path checks each quarter and through common writing rubrics, which are used to regroup students as needed. - Operate a Literacy Lab for Tier 3 students with strand-targeted support tied to diagnostics. - Administer Exact Path diagnostics quarterly and regroup by strand after each cycle. - Host Saturday School tutoring sessions for targeted groups. - Host family literacy workshops with take-home routines and progress updates. - Provide professional learning in foundational reading and phonics for secondary teachers. Focus on decoding routines, morphology, and multisyllabic word strategies that can be embedded in content classes. - Provide professional learning in ELL strategies. Emphasize explicit language objectives, structured talk, sentence frames, vocabulary routines, and guided writing supports.

Year 2 Strategies	<ul style="list-style-type: none"> - Deepen UDL and ELD practice tied to high-leverage standards and item types, including constructed response and citing evidence. - Publish student portfolios and share growth data at a culminating literacy event. - Launch an all-school writing initiative. Select a schoolwide writing curriculum and finalize a K-12 style rubric for quick writes and extended responses. Calibrate with anchor papers.
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2. Mathematics Performance Improvement Plan

Category	Performance
Specific Growth Area	Schoolwide Math Proficiency (CAASPP grades 6–8 and 11), with a focus on English Learners and Students with Disabilities.
Baseline (2024 Dashboard)	<p>All Students: -111.4 DFS (Orange)</p> <p>English Learners: -134.3 DFS (Red)</p> <p>SWD: -205.1 DFS (Red)</p> <p>Hispanic/Latino: -112.5 DFS (Red)</p> <p>Black/African American: -116.5 DFS (Orange)</p> <p>SED: -111.8 DFS (Orange)</p>
Year 1 Goal (Spring 2026)	<p>Improve DFS by 16 points for All Students.</p> <p>Improve DFS by 20 points for English Learners and Students with Disabilities.</p> <ul style="list-style-type: none"> ● All Students: -95 DFS (Yellow) ● English Learners: -115 DFS (Orange)

	<ul style="list-style-type: none"> SWD: -185 DFS (Orange)
Year 2 Goal (Spring 2027)	<p>Improve DFS by an additional 10 points for All Students.</p> <p>Improve DFS by an additional 20 points for EL SWD subgroups.</p> <ul style="list-style-type: none"> All Students: -85 DFS (Yellow) English Learners: -95 DFS (Orange) SWD: -165 DFS (Orange)
Year 1 Strategies	<ul style="list-style-type: none"> - Implement Carnegie Learning with unit pacing and aligned common formative assessments. - Run Math Lab four days per week in small groups focused on prerequisite skills and current unit needs. - Use Exact Path results to regroup and reteach within two school days. - Conduct lesson study cycles centered on cognitive demand, discourse, and multiple representations. - Offer a Saturday tutoring series tied to upcoming units. - Host a Family Math Night to share strategies, expectations, and supports.
Year 2 Strategies	<ul style="list-style-type: none"> - Refine pacing and intervention based on Year 1 item analysis and SBAC-style task data. - Increase dosage in Math Lab for students below benchmark and add targeted fluency practice aligned to current units. - Integrate Mr. D Math's SBAC Preparation platform as a self-paced, adaptive practice program. Students complete diagnostic assessments that generate individualized learning paths aligned to CAASPP standards. Teachers use performance analytics to adjust small-group reteach, Math Lab groupings, and targeted intervention cycles to strengthen readiness for state assessments. - Expand advanced pathways where feasible, including AP Statistics or dual-enrollment options. - Deepen teacher learning in discourse moves, error analysis, and language supports for ELs and SWDs.

	<ul style="list-style-type: none"> - Provide regular blueprint-aligned practice sets and track growth on student-facing dashboards. - Sustain family engagement with a concise midyear update and a spring Math Night.
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3. Chronic Absenteeism Improvement Plan

Category	Operations
Specific Growth Area	School-wide chronic absenteeism, with a focus on EL and SED students.
Baseline (2024 Dashboard)	<p>All Students: 25.5% (Orange)</p> <p>English Learners: 33.3% (Orange)</p> <p>SED: 25.6% (Orange)</p> <p>Hispanic/Latino: 26.6% (Orange)</p> <p>Students with Disabilities: 31.0%</p> <p>Black/African American: 22.2%</p>
Year 1 Goal (2025-26)	<p>Reduce chronic absenteeism to < 20% for All Students</p> <p>Reduce chronic absenteeism to < 25% for EL and SWD subgroups</p> <ul style="list-style-type: none"> • All Students: 20.0% (Orange) • English Learners: 25.0% (Orange) • Students with Disabilities: 25.0%
Year 2 Goal (2026-27)	<p>Reduce chronic absenteeism to < 15% for All Students</p> <p>Reduce chronic absenteeism to < 20% for EL and SWD subgroups</p>

	<ul style="list-style-type: none"> • All Students: 15.0% (Orange) • English Learners: 20.0% (Orange) • Students with Disabilities: 20.0%
Year 1 Strategies	<ul style="list-style-type: none"> - Launch BayTech-operated van system on three routes and adjust stops using on-time arrival data. - Implement Attendance Works' three-tier framework with positive universal messaging, Tier 2 mentor check-ins, and Tier 3 home visits. - Deploy automated, positively framed attendance letters and texts. - Stand up weekly Attendance Team reviews. - Implement attendance contacts as a standing practice
Year 2 Strategies	<ul style="list-style-type: none"> - Expand or retime routes based on ridership, and add morning greeters to improve on-time arrival rates. - Deepen family partnerships through home visits and attendance conferences. - Recognize perfect and improved attendance publicly. - Use quick family surveys to surface barriers and address them.

4. Enrollment Stability & Growth Plan

Category	Operations
Specific Growth Area	New student enrollment and multi-year retention rates.
Baseline (2024–25)	Enrollment: 228 (Fall 24) at 75% retention
Year 1 Goal (2025–26)	Enrollment: 200 by October census (planned, budgeted dip tied to facility move). Achieve at least 90 percent retention.

Year 2 Goal (2026–27)	Enroll 265 students by the October 2026 census. Achieve $\geq 92\%$ retention rate.
Year 1 Strategies	<ul style="list-style-type: none"> - Run a targeted outreach campaign across community events, social media, and middle school partnerships. - Strengthen onboarding and new family orientation with clear milestones, translated materials, and concierge-style support. - Provide transportation support using the BayTech-operated van system for families affected by the facility move. - Launch a referral program and student-led tours to amplify authentic voices. - Implement early retention systems, including stay interviews and proactive case management for at-risk students. - Deliver quick wins for student experience through engaging clubs, advisory routines, and consistent communication. - Build a neighborhood partnership calendar with monthly presence at Fruitvale market, YEP events, and local churches and faith centers.
Year 2 Strategies	<ul style="list-style-type: none"> - Deepen feeder school and community partnerships with recurring touchpoints and shared events. - Establish a student ambassador program to support recruitment and belonging. - Expand extracurricular offerings and student leadership opportunities to increase attachment to school. - Streamline midyear transfer onboarding and provide targeted support during key transition points. - Conduct exit interviews and use findings to refine retention practices and family engagement activities. - Co-host “BayTech in the Community” info sessions at partner sites with Spanish and English materials, quick QR application links, and on-site help.

Section IV: Monitoring Calendar and Decision Rules

Data Review Cycle: Monthly Pulse Checks & Quarterly Deep Dives

Month	Data Reviewed	Threshold / Decision Rule	Family Touchpoint
Sept	Exact Path diagnostics (ELA/Math); Attendance baseline	Student moves to Tier 2 if <70% mastery on diagnostic	Family orientation on data systems
Oct	Exact Path #1 results; Weekly attendance by advisory	Student moves to Tier 3 if <50% Exact Path mastery or >5% absence rate	Monthly attendance update for at-risk students
Dec	Mid-year Exact Path; Chronic absence rates by subgroup	Adjust intervention rosters; trigger home visits for Tier 3	Mid-year progress reports
Feb	Exact Path #2 results; ELPAC interim data; Mid-year DFS check Dr. D Math diagnostics	Regroup students by skill cluster; adjust ELD supports; If <5-point DFS gain, increase tutoring minutes or regroup	Family Conference Week
Mar/Apr	Benchmark assessments; Math Exact Path priority standards check	Project SBAC performance; plan summer supports; If <70% Exact Path mastery in focal standards, assign two extra Math Lab blocks for 4 weeks	Spring family data night

June	CAASPP results; Final attendance data; Retention analysis	Evaluate annual goals; revise PIP for Year 2	End-of-year family celebration and survey
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Leading Indicators for Chronic Absenteeism

Indicator	Threshold	Frequency	Action if Below Threshold
On-time arrival rate	$\geq 95\%$	Weekly	Deploy morning greeters; adjust van schedule
Tier 2 mentor touchpoints	100% completion	Weekly	Reassign students; add mentor capacity
Tier 3 home visits	100% within 2 weeks	Bi-weekly	Prioritize caseload; escalate to the student support team

Note: This guide is a living document. BayTech's ILT team will review it quarterly to ensure it reflects emerging needs and real-time data.

Section V Implementation Guides

ELA Implementation Overview

Phase 1: Foundations and Training (Summer 2025)

- Adopt core and supplemental texts, finalize pacing guides aligned to priority standards, and SBAC claims.
- Train staff on Edge, Universal Design for Learning, and integrated and designated ELD.
- Build a common baseline writing prompt and four-point rubric with anchor papers for calibration.
- Stand up a shared data dashboard for Lexile, writing rubric strands, and interim results.
- Publish a short family guide to home reading routines and conference expectations.

Phase 2: Launch and Early Implementation (Fall 2025 - Spring 2026)

- Use the Reading Period for targeted small-group literacy: 3 days per week, 30 minutes per session, groups of about 3–6 students, delivered by trained staff and aligned to the Edge scope and sequence, with implementation fidelity at or above 85 percent and student attendance at or above 80 percent.
- Administer Exact Path reading and place students into Tier 2 and Tier 3 groups by strand.
- Teach to the pacing guide with explicit language objectives, daily quick writes, and weekly long writes with feedback.
- Provide professional learning in foundational reading and phonics for secondary teachers. Focus on decoding routines, morphology, and multisyllabic word strategies that can be embedded in content classes.
- Provide professional learning in ELL strategies. Emphasize explicit language objectives, structured talk, sentence frames, vocabulary routines, and guided writing supports.
- Run biweekly PLC analysis of student work and plan reteach for strands below target.
- Host Saturday School tutoring for priority students in ELA and Math, with groups formed from diagnostic and Exact Path data and transportation support available via the

BayTech-operated van system.

- Host a family literacy workshop with take-home strategies and reading lists.

Phase 3: Expansion and Enrichment (Fall 2026)

- Use midyear and prior year item analysis to anchor units to the most missed standards and item types.
- Add biweekly SBAC-style constructed responses with immediate feedback using a common rubric.
- Calibrate grading across grades with anchor papers and moderation routines.
- Increase dosage for students below benchmark through strand-targeted Reading Period groups.
- Launch student-facing growth dashboards that show Lexile trends, rubric strands, and claim-evidence reasoning.
- Launch an all-school writing initiative. Select a schoolwide writing curriculum and finalize a K-12 style rubric for quick writes and extended responses. Calibrate with anchor papers.

Phase 4: Acceleration and Reflection (Spring 2027)

- Map each unit assessment to SBAC claims and targets, and ensure each student completes at least four full SBAC-style performance tasks before testing.
- Tighten text-dependent writing with daily claim, evidence, and reasoning quick writes and weekly long writes with revision cycles that focus on citing and explaining evidence.
- Strengthen reading of complex text with academic vocabulary routines, syntax unpacking, sentence combining, and guided annotation that mirrors SBAC stems.
- Provide targeted supports for English Learners and Students with Disabilities with clear language objectives, co-taught small groups, and structured note-taking.
- Run a weekly data cycle on organization, evidence, elaboration, and conventions, and add mini lessons and reteach days when strand averages fall below target.

- Send home short practice sets with exemplars and checklists, hold student-led data conferences, administer two schoolwide on-demand writings, and complete learning walks focused on alignment and feedback quality.

Mathematics Implementation Overview

Phase 1: Foundations and Training (Summer 2025)

- Install Carnegie Learning, finalize pacing, set unit assessment windows, and align unit prerequisites.
- Provide professional learning on NCTM practices, discourse routines, multiple representations, and error analysis.
- Form lesson study teams with a common planning template and observation tool.
- Configure dashboards for Exacy Path mastery, prerequisite skills, and practice completion.
- Publish a math pathways guide and course expectations for families.

Phase 2: Launch and Early Implementation (Fall 2025 - Spring 2026)

- Launch Math Lab tutoring at 4 times per week, 40-minute sessions, 1 to 4 ratio, aligned to Carnegie skill maps, with session delivery at or above 85 percent and student attendance at or above 80 percent.
- Administer diagnostics every three to four weeks.
- Conduct classroom walkthroughs to check cognitive demand and discourse and provide bite-sized feedback within 48 hours.
- Run PLC analysis of Exact Path error patterns and plan targeted reteach by standard.
- Host a family math night with strategy demonstrations and resources.

Phase 3: Expansion and Enrichment (Fall 2026)

- Target instruction to priority standards most frequently missed in the prior year analysis.
- Add weekly SBAC-style item sets with multi-step problems and short written justifications.

- Integrate Mr. D Math's SBAC Prep for grades 6, 7, 8, and 11 to deliver adaptive, standards-aligned practice that reinforces priority standards and CAASPP readiness.
- Run lesson study cycles focused on discourse, error analysis, and connections among representations.
- Group Math Lab by prerequisite skills for current units, and add explicit fluency practice that supports the unit focus.
- Calibrate constructed-response scoring using common rubrics and anchor responses.
- Launch student-facing growth dashboards that track Exact Path mastery, prerequisite skills, and problem-solving rubrics.
- Strengthen support for English Learners and Students with Disabilities with posted language objectives, sentence frames, worked examples, guided notes, and co-taught small groups for problem deconstruction and re-attempts.

Phase 4: Acceleration and Reflection (Spring 2027)

- Map all assessments to SBAC claims and targets and ensure each student completes at least four full SBAC-style practice sets, including performance tasks.
- Build mastery on high-leverage content with daily warm-ups that spiral ratios and proportional reasoning, expressions and equations, and functions, plus two mini lessons per week on misconceptions flagged by Exact Path data.
- Require evidence-based explanations that use diagrams, tables, and equations, and use error analysis routines three times per week with student-authored corrections.
- Increase Math Lab minutes for students below the benchmark and provide small group reteach within 48 hours for any standard below target.
- Run a weekly data cycle that triggers one reteach day and a reassessment when a standard average falls below target, and track Carnegie practice completion with class goals for mastery checkpoints.
- Administer two schoolwide SBAC-style interim assessments with item type coverage that matches the blueprint and conduct learning walks for cognitive demand, discourse, and feedback quality.

Chronic Absenteeism Implementation Overview

Phase 1: Foundations and Logistics (Summer 2025)

- Secure vans, drivers, routes, safety protocols, and ridership eligibility, and build a ridership roster.
- Designate the attendance team, set a weekly meeting calendar, and define Tier 1-3 protocols.
- Build automated positive messages and early alerts in English and Spanish.
- Provide training on the Attendance Works framework and trauma-informed communication.
- Publish transportation schedules and attendance expectations for families.

Phase 2: Launch and Early Implementation (Fall 2025 - Spring 2026)

- Launch three van routes, track on-time arrival, and adjust stops based on data.
- Implement Tier 1 universal supports that include positive letters and texts, advisory recognition, and class shoutouts.
- Begin Tier 2 mentoring for students with 5 to 9 percent absence, with weekly check-ins and a simple log.
- Review disaggregated attendance weekly by subgroup and advisory, and trigger outreach when flags appear.
- Hold a start-strong orientation and follow-up calls for any student who misses two days in the first two weeks.
- Implement attendance contacts as a standing practice: same-day outreach for every unexcused absence, with a documented sequence of text, phone, and conference touchpoints that escalates by tier.

Phase 3: Targeted Support and Culture (Spring 2026)

- Provide Tier 3 case management, including home visits and individualized plans that address barriers.
- Add subgroup strategies with bilingual liaison outreach for English Learners and a review of IEP supports for Students with Disabilities who have attendance barriers.

- Launch Attendance Ambassadors via our Leadership Class and a student-produced Why We Show Up campaign.
- Celebrate improved attendance through growth and persistence at the advisory level. Partner with athletics so coaches review daily attendance, set eligibility thresholds, and recognize teams and players who meet attendance goals.
- Gather quick family surveys to surface barriers and co-design solutions.

Phase 4: Acceleration and Sustainability (Spring 2027)

- Compare current rates to Year 1, adjust transportation and outreach when subgroup trends move in the wrong direction, and document changes.
- Use a rapid response protocol for students flagged at risk that assigns a case owner the same day, contacts the family within two school days, and logs a follow-up plan within five school days.
- Host a community town hall on chronic absence trends and available resources.
- Hold a schoolwide recognition assembly and advisory awards, and plan Year 3 improvements during an ILT retreat.

Enrollment and Retention Implementation Overview

Phase 1: Marketing, Onboarding, and Systems (Summer 2025)

- Build a targeted outreach plan for community events, social media, and middle school partnerships with a calendar and materials library.
- Strengthen onboarding and new family orientation with clear milestones, translated materials, and a concierge-style support channel.
- Set up a simple data tracker for inquiries, applications, enrollments, withdrawals, and reasons for withdrawal.
- Draft a stay interview protocol and a short script for proactive calls to returning families.
- Prepare transportation information for families affected by the facility move.

- Build a neighborhood partnership calendar with monthly presence at Fruitvale market, YEP events, and local churches and faith centers.

Phase 2: Outreach, Engagement, and Early Retention (Fall 2025 - Spring 2026)

- Run high-visibility outreach events, student-led tours, and shadow days, and follow up within 48 hours to convert interest to applications.
- Host monthly family engagement activities and publish a short newsletter that highlights student work and key dates.
- Conduct stay interviews with students and families flagged at risk and create brief action plans to address concerns.
- Operate the BayTech van system and verify on-time arrival during the first two weeks.
- Launch a referral program with simple talking points and recognition for participating families.

Phase 3: Partnerships and Student Experience (Spring 2026)

- Expand middle school and community partnerships with recurring touchpoints, co-hosted events, and feeder presentations.
- Improve extracurricular offerings and student leadership opportunities that strengthen attachment to school.
- Create a midyear onboarding checklist for incoming transfers and hold a welcome session within the first week.
- Conduct exit interviews for any withdrawals and analyze patterns to inform program and service improvements.
- Share a brief midyear progress note with families that names what is working and what will improve next.
- Co-host “BayTech in the Community” info sessions at partner sites with Spanish and English materials, quick QR application links, and on-site help.

Phase 4: Strategic Evaluation and Scaling (Spring 2027)

- Strengthen the student ambassador program by recruiting and training ambassadors, scheduling tours and shadow days, and tracking each visit from invite to enrollment decision.
- Refine retention supports using Year 1 data by identifying the top withdrawal drivers, implementing targeted fixes, and publishing a short action memo to staff and families.
- Launch a rapid response protocol for persistence in which flagged students receive a same-day case assignment, family contact within two school days, and documented follow-up within five school days.
- Improve midyear onboarding with a single checklist for new families, a welcome session in week one, and a staff or peer guide who checks in weekly for the first month.
- Optimize transportation and scheduling by adjusting van routes or bell schedules when needed, and verify on-time arrival for 2 weeks after each change.
- Scale high-yield recruitment activities by repeating the events that produced the most inquiries, refreshing student-led tours and open houses, and expanding feeder school touchpoints on a shared calendar.
- Run a parent ambassador and referral push with simple talking points and referral cards, and recognize families who bring in new enrollees.
- Review monthly enrollment and retention dashboards, set targets for the next cycle, and update the playbook with finalized workflows and templates.

Section VI: Research Citations

This PIP is grounded in the following research base. Each citation is paired with the plan element it informs.

- **Black, P., & Wiliam, D. (1998).** Assessment and classroom learning. *Assessment in Education*, 5(1), 7–74.
Supports formative assessment cycles and feedback routines that drive instructional adjustments.
- **National Council of Teachers of Mathematics. (2014).** *Principles to Actions: Ensuring Mathematical Success for All*.
Anchors lesson study focuses on discourse, cognitive demand, multiple representations, and eliciting evidence of student thinking.
- **Institute of Education Sciences. Practice Guide: Teaching Academic Content and Literacy to English Learners in Grades 6–12.**
Supports integration of explicit language objectives, text-based writing, and vocabulary routines in content classes, aligned to your Edge plus ELD design.
- **CAST. (2018).** *Universal Design for Learning Guidelines, version 2.2*.
Supports use of UDL checkpoints such as clarifying vocabulary and symbols, scaffolded practice, and mastery-oriented feedback, in ELA and Math.
- **Nickow, A., Oreopoulos, P., & Quan, V. (2020).** The impressive effects of tutoring on PreK–12 learning: A systematic review and meta-analysis.
Supports tutoring design choices in Reading Period interventions and Math Lab, such as 3 to 4 sessions per week, small groups, and tight alignment with the core scope and sequence.
- **Attendance Works. (2023).** *Preventing and Responding to Chronic Absence: A Tiered Approach*.
Provides the three-tier framework used for universal messaging, targeted mentoring, and Tier 3 case management with home visits.
- **Rogers, T., & Feller, A. (2018).** Reducing student absences at scale by nudging parents with data.
Supports low-cost, positively framed letters and text messages to reduce absenteeism through behavioral insights.
- **Lewis, C., Perry, R., & Hurd, J. (2009).** Improving mathematics instruction through lesson study.
Supports your PLC lesson study cycles focused on planning, observation, and refinement

tied to student evidence.

- **Jeynes, W. H. (2012).** A meta-analysis of parental involvement programs for urban students. *Urban Education*, 47(4), 706–742.
Supports family workshops, student-led conferences, and regular data nights as levers for achievement and persistence.

Conclusion

This Performance Improvement Plan represents Bay Area Technology School's comprehensive, research-based commitment to dramatically improving student outcomes, operational stability, and equity for all learners. By implementing high-quality curricula, deepening our MTSS, removing attendance barriers, and engaging families as partners, we are confident that BayTech will achieve significant, measurable progress toward our two-year goals.

We look forward to partnering with OUSD to ensure every BayTech student is prepared for college, career, and community success.

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