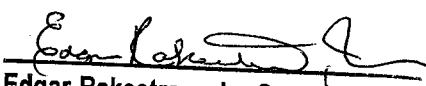Legislative File
File ID No.: 13-0135
Introduction Date: 1-9-2013
Enactment No.: _13-0606_
Enactment Date: _4/10/13_
By: _O.S_

TO: Board of Education

FROM: Anthony Smith, Ph.D., Superintendent
Philip Dotson, Acting Coordinator;
Office of Charter Schools

Certified:

[signature]
Edgar Rakestraw, Jr., Secretary
Board of Education

DATE: April 10, 2013

RE: Bay Area Technology School
Charter Renewal Request

ACTION REQUESTED:

Approve with Conditions the Bay Area Technology School charter renewal, **as revised, to include the terms and conditions enumerated in this report,** because the charter school has met the standards and expectations set forth in the OUSD Charter Renewal Standards, which are based on the standards and criteria set forth in the Charter Schools Act, Education Code §47605(b)(5), which governs charter school renewals. The findings outlined in this report provide evidence that petitioners have met the standards and expectations for charter renewal. The petitioners are demonstrably likely to successfully implement the program as set forth in the charter. The approved charter is amended from the filed petition to incorporate the included text revisions, conditions, and deadlines below.

BACKGROUND:

I. School Description and Key Program Elements:

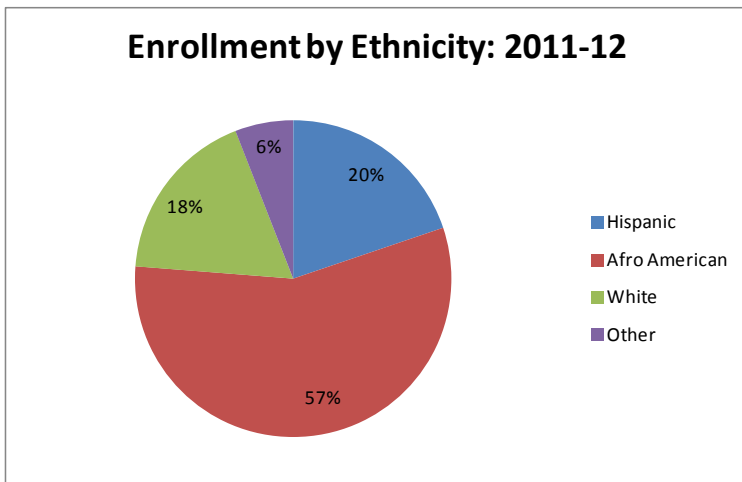|			
Opening Year	2004	**Grades**	6-12
Term Approval	Five Years	**Attendance Area**	Castlemont
Renewal Date	6/30/2013	**Board District**	6
Renewal Term	Second	**Funding**	Direct Funded
CMO School	No	**Program Improvement**	Yes

The following table describes the school's enrollment growth and projection:

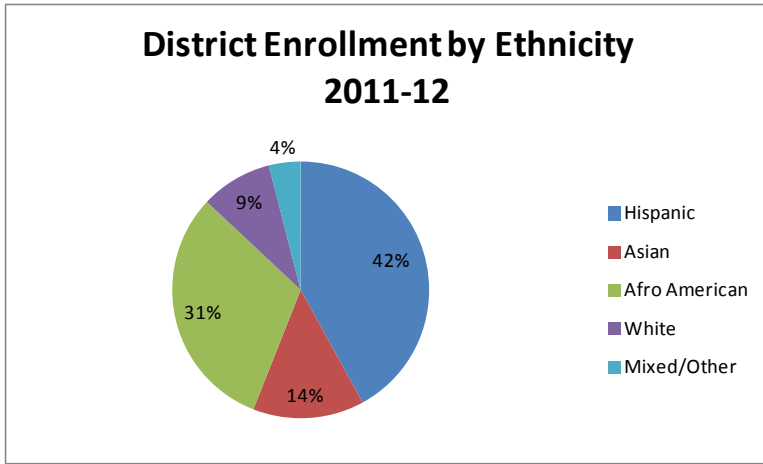| YEAR	2008-09	2009-10	2010-11	2011-12	2012-13
GRADES	6-10	6-11	6-12	6-12	6-12
ENROLL	196	165	185	230	202

The following table describes the school's projected enrollment and growth:

Projected Grade-level Enrollment at BayTech					
Grade	2013-14	2014-15	2015-16	2016-17	2017-18
6	60	60	60	60	30
7	60	60	60	60	60
8	30	60	60	60	60
9	30	30	50	50	50
10	25	30	30	50	50
11	25	25	30	25	50
12	25	25	25	25	30
Total	255	290	315	330	330

The school's enrollment demographics are as follows (CDE data):

Enrollment by Ethnicity: 2011-12

- Hispanic 20%
- Afro American 57%
- White 18%
- Other 6%

The district's enrollment demographics are as follows (CDE data):

District Enrollment by Ethnicity 2011-12

- Hispanic: 42%
- Asian: 14%
- Afro American: 31%
- White: 9%
- Mixed/Other: 4%

	2008-09	2009-10	2010-11	2011-12	2012-13
Free & Reduced Lunch *	72%	71%	76%	85%	95%
Special Education	6%	6%	4%	8%	6%
English Language Learners	15%	12%	11%	10%	9%

*NOTE: Schools have reported the free & reduced lunch percentages upon request, which are reported here. Charter schools are not required to report free and reduced lunch status, but are required to report poverty levels, which involves a slightly different matrix. Schools have also reported Special Education and English Language Learners as part of the Renewal Performance Report.

The District's current special populations as a percent of enrollment are approximately (District and CDE data):

Oakland Unified School District	2012-13
Free & Reduced Lunch	70%
Special Education	12%
English Language Learners	30%

Program Summary:

School Mission:

BayTech's mission is to enhance educational opportunities for children and families in Northern California, and to improve the quality of teaching and learning at the elementary and secondary levels.

Program's Distinguishing Features:

The Bay Tech program aims to improve   students' performance in reading, writing, and math, reduce dropout rates, achieve higher attendance rates, and increase the number of students who pursue careers in math, science and technology.

Bay Tech is an indispensable addition to the community because of its education program aims to:

- *Increase students' interest in STEM areas and reading by offering an innovative and engaging standards-based curriculum.*
- *Provide a challenging curriculum designed to increase students' interest in pursuing careers STEM areas.*
- *Provide a quality core curriculum including humanities and social science.*
- *Sharpen students' thinking skills by providing hands-on, inquiry-based activities.*
- *Reduce dropout rates by providing academic and social support in a small school environment.*
- *Improve students' organizational and study skills by offering a life-skills course.*

NOTE: The material above is an excerpt from the school's currently approved charter petition.

GOVERNING LAW:

Under the California Charter Schools Act, authorizers are required to apply the "standards and criteria" set forth for the review and approval or denial of a charter school petition. The following excerpt is taken from section 47605 of the California Charter Schools Act **(bold emphasis added)**;

A school district governing board **shall grant** a charter for the operation of a school under this part **if it is satisfied that granting the charter is consistent with sound educational practice**.

The governing board of the school district **shall not deny** a petition for the establishment of a charter school **unless it makes written factual findings**, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an **unsound educational program** for the pupils to be enrolled in the charter school.

(2) The petitioners are **demonstrably unlikely to successfully implement the program** set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain **reasonably comprehensive descriptions** of all of the [required charter elements.]

II. PREREQUISITE FOR CHARTER RENEWAL (AB 1137)

The Charter Schools Act establishes a prerequisite for charter renewal (AB1137) in which a charter school must meet **AT LEAST ONE CRITERIA** so that charter renewal **may be** considered.

BAY AREA TECHNOLOGY SCHOOL: SB 1137 CRITERIA FOR RENEWAL	Y/N
1. API Growth Target:	
Did school attain API Growth Target in prior year?	Y
Did school attain API Growth Target in two of last three years?	Y
Did school attain API Growth Target in the aggregate of the prior three years?	Y
2. API Rank:	
Is the school ranked 4 or higher on API in prior year?	N*
Is the school ranked 4 or higher on API in two of last three years?	N*
3. API Similar Schools Rank:	
Is the school ranked 4 or higher on API Similar Schools in prior year?	N*
Is the school ranked 4 or higher on API Similar Schools in two of last three years?	N*
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	N/A
5. Has the school qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052 (Alternative School Accountability System – ASAM)?	N/A

* State has not released API Rank and API Similar School Rank for 2011/12 as of March 27, 2013, therefore the 2010/11 school year was used.

Staff evaluation of charter schools for purposes of renewal involves the following effort to triangulate the evidence base in support of a recommendation of approval or denial of the charter renewal request:
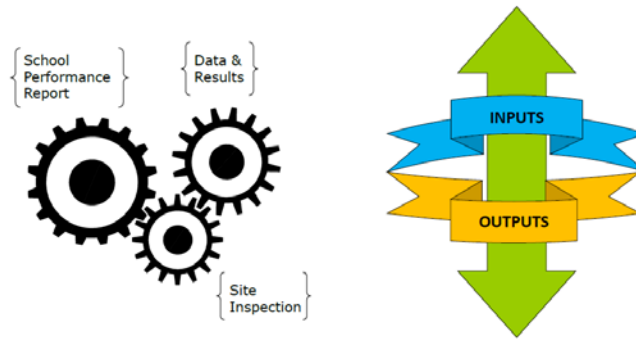
ANALYZING A CHARTER SCHOOL'S PERFORMANCE FOR THE PURPOSES OF RENEWAL:
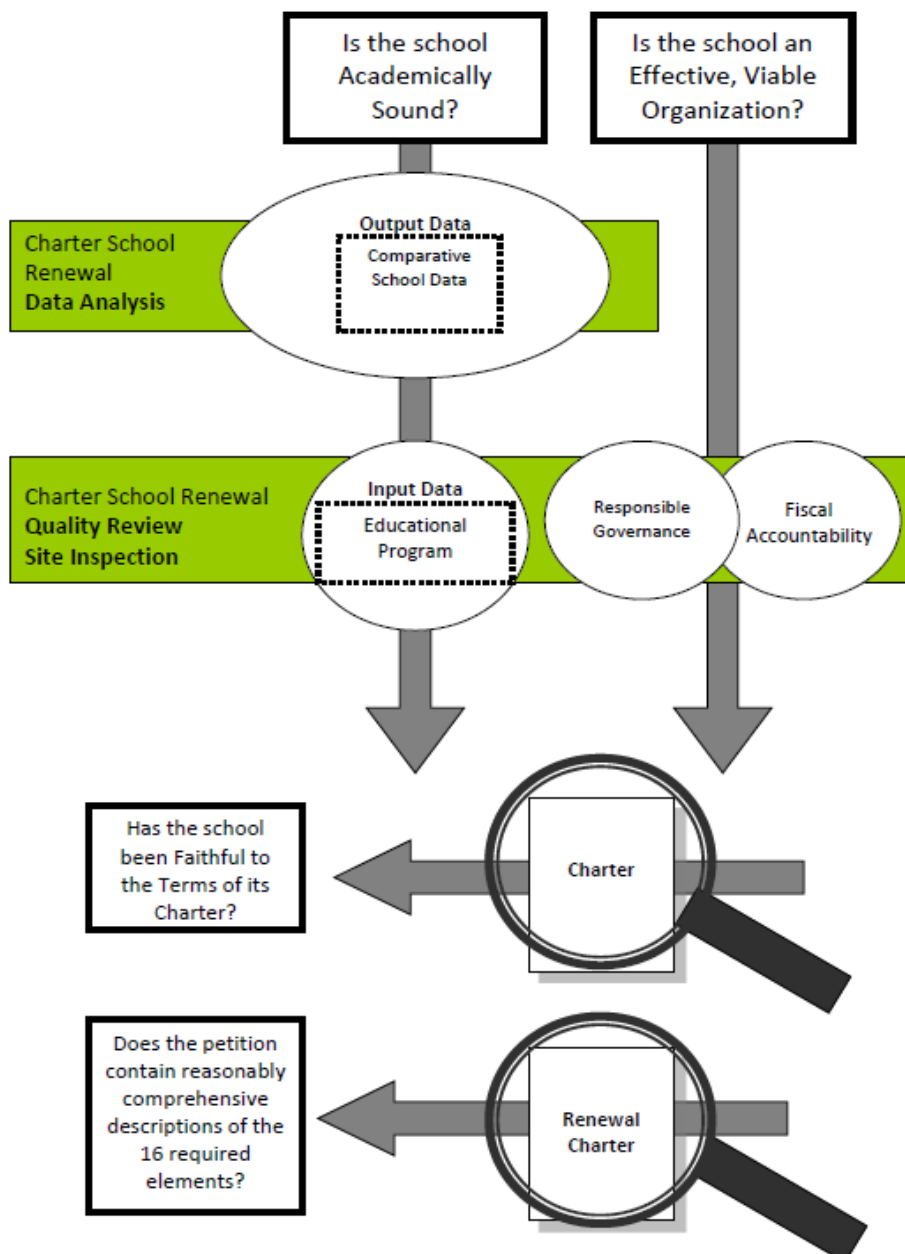
CONDITIONAL APPROVAL RATIONALE

Conditional approval, set forth here, **establishes clear benchmarks for performance that must be achieved** by the charter school during the next charter term in order to ensure faithfulness to the terms of the charter; to support efforts towards future charter renewal; and to avoid possible revocation of this charter pursuant to charter school law, which states that a charter may be revoked if it is determined that the school has failed to meet or pursue any of the pupil outcomes identified in the charter. Education Code §47607(c)(2).

The recommendation of a conditional approval for charter renewal of BAY AREA TECHNOLOGY SCHOOL is applied here with great consideration and deliberation.

Charter law provides for the non-renewal of a charter school if:
- The school presents an "unsound educational program": Staff has **not** concluded that the school presents an unsound educational program.
- The school operators are "demonstrably unlikely" to successfully implement their program: Staff has **not** concluded that the school operators are demonstrably unlikely to successfully implement their program, but that certain practices undermine the effectiveness of implementation
- The school program set forth in the charter petition does not contain "reasonably comprehensive" descriptions of the program: Staff has **not** concluded that the program set forth by the school in its charter does not contain reasonably comprehensive descriptions.

However, a recommendation for unconditional renewal at this time would ignore evidence of poor past performance in the realms of student achievement that has put the school, and its students, at risk. Although some corrective steps have been taken, conditions on renewal will ensure that the school continues to progress toward becoming a fully effective and viable organization.

SUMMARY OF EVIDENCE IN SUPPORT OF CONDITIONAL APPROVAL RECOMMENDATION

Improving Student Achievement
- As a whole, the school's students have progressed by standardized measures.
- Parents in the school report by and large that the school is having a positive impact on their children academically, as well as expressing satisfaction in the school's mission.

Strong Leadership
- The governing board recognized the need to provide additional professional development to support the site administrator and the educational program.
- Leadership's responsiveness to create quality Measurable Pupil Outcomes that support diverse learners from all spectrums.

Continuous Improvement
- Bay Area Technology School has demonstrated a commitment to incorporate multiple steps to increase student achievement which includes the submission of an annual School Improvement Plan and revised Measurable Pupil Outcomes.

Responsible Governance
- The governing board has begun a strategic planning process to address long-term sustainability issues.

Financial Accountability
- The school currently operates with a positive cash flow and has maintained adequate reserve.

The charter sets forth Measurable Pupil Outcomes (MPOs) defined by the school, to which the school proposes to be held accountable. The pupil outcomes are supplemented by the conditions set forth below with respect to these outcomes as a condition of charter renewal. **In addition, the conditions below are to be incorporated as terms of the charter upon approval.**

TABLE I: CONDITIONS

Outcome/Condition	Deadline
The Measurable Pupil Outcomes attached herein as Attachment IV replace those contained within the petition as submitted and are considered reasonably comprehensive. The outcomes are incorporated herein as terms and conditions of the charter renewal, if approved.	April 10, 2013
Bay Area Technology School will submit a complete and comprehensive a School-wide Improvement Plan as defined by the Improvement Plan Template, to be set forth as a term and condition of the charter.	June 30, 2013
Bay Area Technology School will complete a midterm School Quality Review by the OUSD Office of Charter Schools to evaluate the extent to which the school has made progress on its measurable pupil outcomes.	December 31, 2015
Bay Area Technology School will participate in a midyear School Quality Review by the OUSD Office of Charter Schools to evaluate the extent to which the school has made progress on its implementation of its school improvement plan as submitted.	December 31, 2015

This report is not exhaustive. Many areas could be explored with greater depth of coverage and many aspects of the evaluation set forth here warrant further discussion and elaboration. The intent is to provide adequate evidence upon which to base a charter renewal decision, while lending credence to the overall staff recommendation.

Renewal Standard I: Is the school academically sound?

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in its charter

SIGNIFICANT STUDENT ACADEMIC DRIVEN OUTCOME

MEASURABLE PUPIL OUTCOME	ASSESSMENT	COMMENTS
1. 95%	ADA	MET
3. PI status	AYP	NOT MET
4. Similar school API ranking	API	NOT MET
5. 25% Far below basis	CST	MET
7. Increase 5% proficient/advanced	CST	PROGRESS
9. 50% Pre-intermediate to early advance	CELDT	MET
10. 50% Pre-intermediate to early advance	CELDT	MET
11. 50% Reclassification target	CELDT	MET
12. 90% Graduation rate	CELDT	MET
13. Graduation rate higher than OUSD	Graduation rate	MET
14. CAHSEE passage rate	CAHSEE	NOT MET
15. Dropout rate less than 6%	Dropout rate	MET
18. 50% Passion for reading	Student survey	NOT MET
23. Suspension rate vs. OUSD	Suspension rate	MET

SCHOOL DEFINED MEASURABLE PUPIL OUTCOME

MEASURABLE PUPIL OUTCOME	ASSESSMENT	COMMENTS
2. AYP targets	AYP	NOT MET
6. 23-30% proficient/advanced	CST	MET
16. 65% movement of proficiency bands	MAP/ACUITY	MET
17. 65% one year growth	Coolsis	MET
19. 70% integrated science and math	Coolisis	MET
20. 40% afterschool program participation	Records	NOT MET
21. 40% science fairs	Science logs	MET

NON ACADEMIC MEASURABLE PUPIL OUTCOME

MEASURABLE PUPIL OUTCOME	ASSESSMENT	COMMENTS
24. 80% parent attendance	Activity form	PROGRESS
25. 70% parent attendance	Activity form	MET
26. 100% IEP meeting	Activity form	MET
27. 100% teacher attendance at retreat	Staff attendance form	MET
28. Teacher knowledge	Evaluation form	MET
29. Deficit operating budget	Interim reports	MET

MEASURABLE PUPIL OUTCOME NOT CONSIDERED

MEASURABLE PUPIL OUTCOME	ASSESSMENT	COMMENTS
8. 50% begin to early adv.	CELDT	N/A
22. Attendance comparison to OUSD	ADA	N/A

Staff Assessment of Measureable Pupil Outcomes

The following is an analysis of the extent to which the school has met its measurable pupil outcomes as stated in its charter submitted in 2008.

1	Measurable Pupil Outcomes		Instrument		Target
	Achieve an average daily attendance of at least 95% each year of the charter term.		ADA		95% ADA
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**		**2012-2013 Results**
95%	95%	95%	95%		96%
MET					

2	Measurable Pupil Outcomes		Instrument		Target
	BayTech will meet or exceed AYP targets in year prior to renewal year, or in two of the three years prior to renewal.		AYP		Meet or exceed AYP target in year prior to renewal, or in two of the three years prior to renewal
2008-09 Results	**2009-10 Results**		**2010-11 Results**		**2011-12 Results**
NO	NO		NO		NO
NOT MET					

3	Measurable Pupil Outcomes		Instrument		Target
	If BayTech is in PI status, it will not maintain PI status for more than two consecutive years.		PI status		Will not maintain PI status for more than two consecutive years.
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**		**2012-2013 Results**
Year 2	Year 3	Year 4	Year 5		Year 5
NOT MET (Program Improvement Status 2008-2012)					

4	Measurable Pupil Outcomes	Instrument	Target
	BayTech will exceed the similar school API ranking as compared to all (100%) local comparison schools in each of the three years prior to renewal. Currently identified local comparison schools are: West Oakland Middle School, Claremont MS, Frick MS, Explore College Prep, and Madison MS.	API; API data for identified local comparison schools	Exceed similar API ranking as compared to all (100%) local comparison schools in each of the three years prior to renewal.

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
API 2009: West Oakland: 687 Claremont MS: 682 Madison MS: 662 **BayTech: 658** Frick MS: 586	API 2010: Madison MS: 728 Claremont MS: 703 **BayTech: 674** Frick MS: 637 West Oakland: 617	API 2011: Madison MS: 722 Claremont MS: 720 **BayTech: 696** Frick MS: 656 West Oakland: 570	API 2012 **BayTech: 757** Madison: 725 Claremont: 679 Frick: 645 West Oak: 552

NOT MET

5	Measurable Pupil Outcomes	Instrument	Target
	BayTech will have less than 25% Far Below Basic [CST performance school-wide] in both ELA and Math each year of its charter term.	CST	Less than 25% FBB in ELA and Math each year

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
2009 CST: FBB in ELA: 10% FBB in Math: 15%	2010 CST: FBB in ELA: 18% FBB in Math: 17%	2011 CST: FBB in ELA: 11% FBB in Math: 17%	2011 CST: FBB in ELA: 7% FBB in Math: 7%

MET

6	Measurable Pupil Outcomes	Instrument	Target
	In the first year of the charter term, BayTech will achieve a minimum range of 23% to 30% or above Proficient and Advanced CST performance school-wide in ELA and Math.	CST	In the first year of the charter term, will achieve a minimum range of 23% to 30% or above Proficient and Advanced in ELA and Math
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
2009 CST: Adv/Pro in ELA: 34% Adv/Pro in Math: 31.2%	N/A	N/A	N/A

MET

7	Measurable Pupil Outcomes	Instrument	Target
	BayTech will achieve a steady increase of 5% Proficient and Advanced CST performance school-wide in ELA and Math each year thereafter.	CST	Will achieve a steady increase of 5% Proficient and Advanced CST performance school-wide in ELA and Math each year thereafter
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
2008 CST ELA : 27.0% Math : 20.4% **2009 CST** ELA : 34.3% increase: 7.3% Math : 31.2% increase: 10.2%	**2009 CST** ELA = 34.3% Math = 31.2% **2010 CST** ELA : 39 % increase 4.7% Math : 26% decrease 5.2%	**2010 CST** ELA = 39% Math = 26% **2011 CST** ELA : 39 % increase 0% Math : 28% increase 2%	**2011 CST** ELA : 39 % Math : 28% **2011 CST** ELA : 46 % increase 7% Math : 33% increase 5%

PROGRESS TOWARDS MEETING

8	Measurable Pupil Outcomes	Instrument	Target
	BayTech [will achieve] English proficiency levels at a minimum of Early Advanced as measured by the Over-All CELDT performance as follows: 50% of students [entering at] **Beginning** and enrolled in BayTech's ELL program no less than [three] years;	CELDT; ELL program enrollment	Will achieve English proficiency levels at a minimum of Early Advanced by 50%

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
No qualified students	No qualified students	No qualified students	No qualified students

N/A- No students met this criteria

9	Measurable Pupil Outcomes	Instrument	Target
	BayTech [will achieve] English proficiency levels at a minimum of Early Advanced as measured by the Over-All CELDT performance as follows: 50% of students [entering at] **Pre-Intermediate** and enrolled in BayTech's ELL program no less than [two] years	CELDT; ELL program enrollment	Will achieve English proficiency levels at a minimum of Early Advanced by 50%

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
N/A	100%	50%	78%

MET

10	**Measurable Pupil Outcomes**	**Instrument**	**Target**
	BayTech [will achieve] English proficiency levels at a minimum of Early Advanced as measured by the Over-All CELDT performance as follows: 50% of students [entering at] **Intermediate** and enrolled in BayTech's ELL program no less than [one] years.	CELDT; ELL program enrollment	Will achieve English proficiency levels at a minimum of Early Advanced by 50%

2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
N/A	N/A	75%	75%
MET			

11	**Measurable Pupil Outcomes**	**Instrument**	**Target**
	Reclassification target: 50% of BayTech's current or newly enrolled Early Advanced ELL students to be reclassified each year.	CELDT; ELL program enrollment	50% of current or newly enrolled Early Advanced ELL students to be reclassified each year.

2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
N/A	100%	100%	100%
MET			

12	**Measurable Pupil Outcomes**	**Instrument**	**Target**
	90% of BayTech students enrolled a minimum of two years prior to graduation will attain a high school diploma [each year beginning with its first graduating class].	Graduation rate	90% of students enrolled a minimum of two years prior to graduation will attain a high school diploma [each year beginning with its first graduating class].

2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**	**2012-2013 Results**
N/A	N/A	100% graduation rate	100% graduation rate	100% graduation rate
MET				

13	Measurable Pupil Outcomes	Instrument	Target
	BayTech will achieve a High School Graduation rate that is higher than the average graduation rate of [at least three of the neighboring high schools] each year beginning with its first graduating class.	Graduation rate	Will achieve a High School Graduation rate higher than the average graduation rate of neighboring high schools, (Oakland Tech, Far West, McClymonds)

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
BayTech: N/A No Senior Class	**BayTech: N/A** No Senior Class	**BayTech: 100% graduation rate** Oakland Tech: 75.1% Far West: 40.0% McClymonds: 57.1%	**BayTech: 100% graduation rate** Oakland Tech: N/A Far West: N/A McClymonds: N/A

MET

Bay Area Technology School
Charter Renewal   PD
April 10, 2013   Page 16 of 74

14	Measurable Pupil Outcomes	Instrument	Target
	BayTech will achieve a CAHSEE passage rate [within grade level performance] that will be higher than the average passage rate [of at least three of the neighboring high schools] each year of the charter term.	CAHSEE	Will achieve a CAHSEE passage rate

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
2008-2009 **BayTech** Math : 56% ELA: 61%	2009-2010 **BayTech** Math : 65% ELA: 75%	2010-2011 **BayTech** Math : 79% ELA: 83%	2011-2012 **BayTech** Math : 84% ELA: 75%
Oakland Tech Math: 74% ELA: 69%	**Oakland Tech** Math: 74% ELA: 74%	**Oakland Tech** Math : 79% ELA: 80%	**Oakland Tech** Math : 83% ELA: 81%
Oakland High Math: 75% ELA: 71%	**Oakland High** Math: 65% ELA: 65%	**Oakland High** Math: 73% ELA: 70%	**Oakland High** Math: 83% ELA: 81%
Far West Math: 47% ELA: 46%	**Far West** Math: 35% ELA: 63%	**Far West** Math : 51% ELA: 68%	**Far West** Math : 47% ELA: 58%

NOT MET

15	Measurable Pupil Outcomes	Instrument	Target
	BayTech will [maintain a drop-out rate of less than 6% [each year] [as defined by the "1 year Drop-Out Rate 9-12" from the CDE DataQuest web-based data source].	Drop Out Rate	Will maintain a drop-out rate of less than 6%
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
6.7%	0%	0%	0%
MET			

16	Measurable Pupil Outcomes	Instrument	Target
	[65%] of students will demonstrate at least one [performance level] of growth towards grade-level proficiency in reading and language arts each year [as measured by curriculum embedded assessments, MAP, and ACUITY]	Curriculum embedded assessments; MAP; ACUITY	65% of students will demonstrate at least one [performance level] of growth towards grade-level proficiency in reading and language arts each year
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
MET			

17	Measurable Pupil Outcomes	Instrument	Target
	[65%] of students will demonstrate at least one year of growth towards grade-level proficiency on standards in areas of history, math, science, art, and a foreign language each year	CoolSIS Grade Reports	65% of students
2008-09 Results	**2009-10 Results**	**2010-11 Results**	**2011-12 Results**
MET			

18	Measurable Pupil Outcomes	Instrument	Target
	50% of students will develop a passion for reading and read daily both for information and pleasure [based on the Student Reading Survey]. BayTech's target is to increase this goal by [5%] each year towards its goal of 70%	Student Reading Survey	50% of students will develop a passion for reading and read daily both for information and pleasure, increasing this goal by 5% each year towards its goal of 70%

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Not Supplied	Not Supplied	Not Supplied	Not Supplied

NOT MET

19	Measurable Pupil Outcomes	Instrument	Target
	All students are required to take a minimum of 5 integrated science and math assignments with computer technology and at least 70% of students are targeted to receive a grade B or better in overall integrated science[/]math assignment	CoolSIS Data (BayTech's Online Grade Book)	All students

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Not Supplied	BayTech students are receiving Science & Math Integration assignments as a part of their Science Courses. Assignments and their grades are entered into our online grade book, CoolSIS. 80% of our students received a grade which is B or better in these assignments.	BayTech students are receiving Science & Math Integration assignments as a part of their Science Courses. Assignments and their grades are entered into our online grade book, CoolSIS. At least 70% of our students received a grade which is B or better in these assignments.	BayTech students are receiving Science & Math Integration assignments as a part of their Science and Technology Courses. Assignments and their grades are entered into our online grade book, CoolSIS. At least 70% of our students received a grade which is B or better in these assignments.

MET

20	Measurable Pupil Outcomes		Instrument	Target
	At least 40% of BayTech students will participate in afterschool programs regularly, [based on ASES reporting]		ASES reporting	At least 40% of students
2008-09 Results	**2009-10 Results**	**2010-11 Results**		**2011-12 Results**
NOT SUPPLIED	NOT SUPPLIED	NOT SUPPLIED		60%
NOT MET				

21	Measurable Pupil Outcomes		Instrument	Target
	At least 40% of students will participate in local science fair-competitions [based on science registration logs].		Science registration logs	At least 40% of students
2008-09 Results	**2009-10 Results**	**2010-11 Results**		**2011-12 Results**
NOT SUPPLIED	90% of all BayTech students attended to BayTech Science Fair in 2009-10.	50% of all BayTech students participated in the 5th Annual BayTech Science Fair in 2010-11.		90% of all BayTech students participated in the 6th Annual BayTech Science Fair in 2011-12.
MET				

22	Measurable Pupil Outcomes		Instrument	Target
	An average daily attendance rate at least as high as OUSD's average [or a minimum of 95% each year, whichever is higher].		ADA	At least as high as OUSD's average or a minimum of 95% each year, whichever is higher
2008-09 Results	**2009-10 Results**	**2010-11 Results**		**2011-12 Results**
95%	95%	95%		95%
N/A (Redundant)				

23	Measurable Pupil Outcomes	Instrument	Target
	Suspension at a rate lower than the District's average [accounting for similar demographics and grade levels served].	Suspension rate	Suspension at a rate lower than the District's average

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
BayTech = 8% District Average Middle = 21% High School =10.6%	BayTech = 6% District Average Middle =23.6% High School =14.7%	BayTech = 4% District Average Middle =19.5% High School =13.6%	BayTech = 3% District Average Middle =17.8% High School =12.5%

MET

24	Measurable Pupil Outcomes	Instrument	Target
	80% attendance by parent guardians at parent/teacher conferences.	BayTech Activity Follow Up form	80% attendance

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Not Supplied	Not Supplied	BayTech reached to at least 80% of its parents either via Parent Conferences or Home Visits.	BayTech reached to at least 95% of its parents either via Parent Conferences or Home Visits or Individual Parent Meetings

PROGRESS TOWARDS MEETING

25	Measurable Pupil Outcomes	Instrument	Target
	70% of parents that attend parent workshops, Parent's Club and/or school events, exhibits and programs during the academic year.	BayTech Activity Follow Up form	70% attendance

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Not Supplied Data not kept	Not Supplied Data not kept	Not Supplied Data not kept	BayTech recorded at least 70% of parent attendance to parent workshops, Parent's Club and/or school events, exhibits and programs during the past 6 months.

NOT MET (2011-2012 SY)

26	Measurable Pupil Outcomes		Instrument		Target
	100% participation by parent/guardian in IEP [meetings].		BayTech Activity Follow Up form		100% participation
2008-09 Results	**2009-10 Results**	**2010-11 Results**		**2011-12 Results**	
	100% participation	100% participation		100% participation of five IEP meetings.	
MET					

| 27	Measurable Pupil Outcomes		Instrument		Target
	100% staff attendance at fall retreat. (Except for pre-approved absences/sick leave. 100% teacher's attendance at regular professional development workshops. (Except for pre-approved absences/sick leave).		Staff Meeting Follow Up Forms		100% attendance
2008-09 Results	**2009-10 Results**	**2010-11 Results**		**2011-12 Results**	
Not Supplied	BayTech has a 100% participation rate for staff meetings except pre-approved absences and sick leaves.	BayTech has a 100% participation rate for staff meetings except pre-approved absences and sick leaves.		BayTech has a 100% participation rate for staff meetings except pre-approved absences and sick leaves.	
MET					

Bay Area Technology School
 Charter Renewal   PD
April 10, 2013   Page 22 of 74

28	Measurable Pupil Outcomes	Instrument	Target
	Teachers will demonstrate the following; Knowledge of subject matter, Knowledge of curriculum, Competence in methods and strategies, and professional attitude; through evaluation of test scores, annual evaluation including classroom observations, parent/student assessment, and adherence to contract.	BayTech Teacher Evaluation Form	80% or better at Evaluations

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
Not Supplied	All BayTech teachers scored more than 80% at their evaluations. Instrument: Teacher Evaluations	. All BayTech teachers scored more than 80% at their evaluations. Instrument: Teacher Evaluations	All BayTech teachers scored more than 80% at their evaluations. Instrument: Teacher Evaluations

MET

29	Measurable Pupil Outcomes	Instrument	Target
	No deficit in operating budget […] [based on annual budget, forecast budget and external audits].	Interim Reports	No deficit

2008-09 Results	2009-10 Results	2010-11 Results	2011-12 Results
No Deficit	No Deficit	No Deficit	No Deficit

MET

STAR Testing Performance, API Results, & AYP Results

CST English Language Arts (Performance Over Time)

YEAR	Prof./Adv.
2009	**34%**
2010	**40%**
2011	**47%**
2012	**48%**

CST ELA
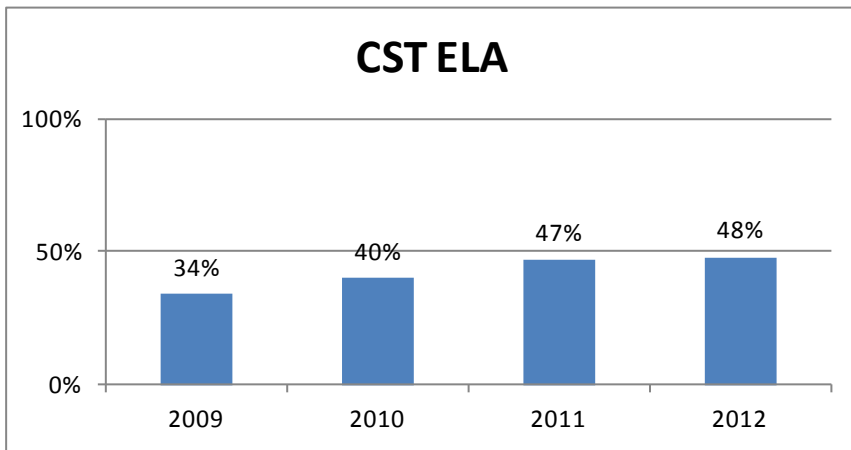
CST Mathematics (Performance Over Time)

YEAR	Prof./Adv.
2009	**31%**
2010	**37%**
2011	**41%**
2012	**44%**

CST Math
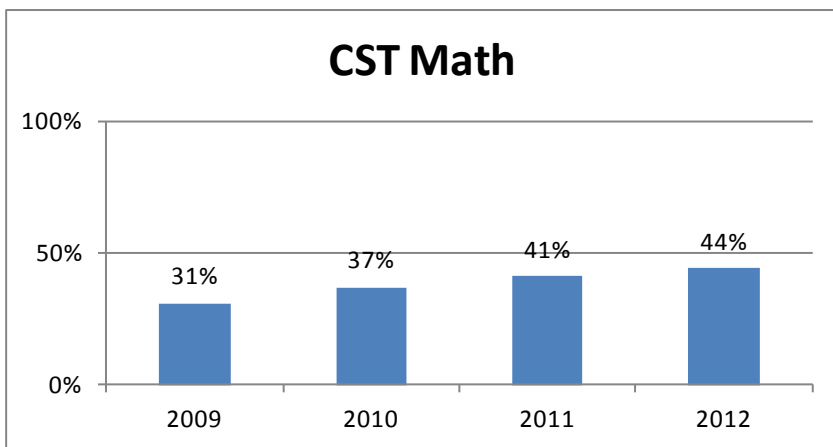
API (Performance Over Time)

YEAR	API	RANK	SIMILAR
2009	**658**	**1**	**5**
2010	**674**	**2**	**1**
2011	**696**	**2**	**2**
2012	**757**	*	*
GROWTH	99 points		

* State has not released API Rank and API Similar School Rank for 2011/12 as of March 27, 2013.
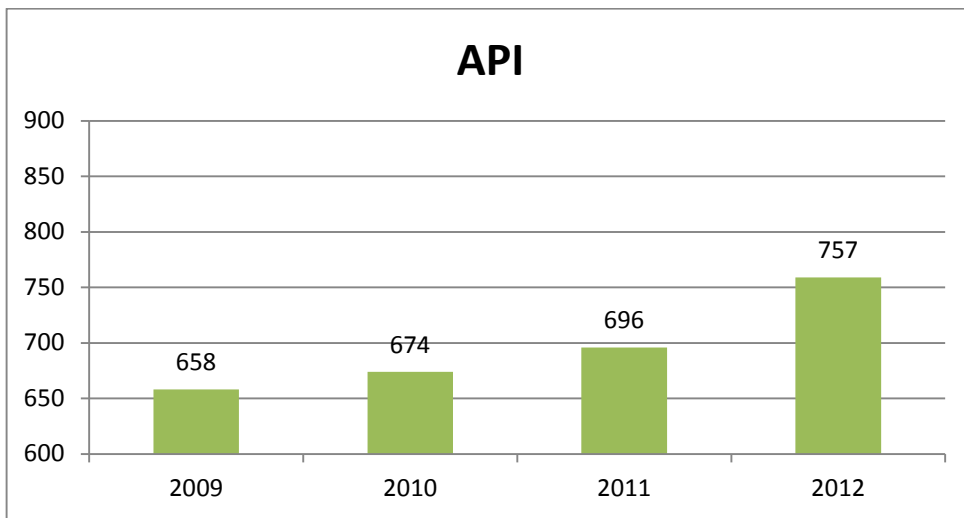
2011-2012 API GROUP DATA

	API Score
Schoolwide	
Black or African American	728
Hispanic or Latino	737
White	844
Socioeconomically Disadvantaged	739
English Learners	672

*2012 average API for African American and Hispanic or Latino is 732.5

	2009	2010	2011	2012
AYP Met?	N	N	N	N
AMO's	71%	92%	67%	100%

2011-2012 Percent Proficient-Annual Measurable Objectives (AMOs)

	English-Language Arts			Mathematics		
GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient
Schoolwide	134	64	47.8	135	59	43.7
Black or African American	72	29	40.3	72	27	37.5
Hispanic or Latino	32	16	50.0	32	11	34.4
White	21	11	52.4	22	15	68.2
Socioeconomically Disadvantaged	113	48	42.5	114	45	39.5
English Learners	18	5	27.8	18	6	33.3

*2012 average ELA CST Proficient/Advanced for African American and Hispanic or Latino is 45.1%

*2012 average Math CST Proficient/Advanced for African American and Hispanic or Latino is 35.9%

Comparison Measure: **API**

➢ **Similar Grades Served: 6-8, 6-12, 9-12**

API

OAKLAND CHARTER SCHOOLS

School		2009	2010	2011	2012	Average
American Indian Public Charter School II	6-8	933	974	990	981	**970**
American Indian Public High	9-12	946	976	964	928	**954**
Oakland Charter High	9-12	955	961	938	956	**953**
Oakland Charter Academy	6-8	943	953	933	867	**924**
Lionel Wilson College Preparatory Academy	6-12	792	797	806	827	**806**
Lighthouse Community Charter High	9-12	726	758	794	758	**759**
Oakland Military Institute, College Prep	9-12	708	728	762	743	**735**
Oakland Unity High	9-12	677	698	735	705	**704**
Bay Area Technology	6-12	658	674	696	757	**697**
Golden State College Preparatory Academy	6-12	661	666	736	699	**691**
East Oakland Leadership Academy High	9-12	657	633	593	730	**653**
LPS College Park	9-12	554	617	605	688	**616**
ARISE High	9-12	507	484	569	554	**529**

Comparison Measure: **API**

> **Similar Grades Served: 6-8, 9-12**

API

OUSD DISTRICT SCHOOLS

School		2009	2010	2011	2012	Average
Edna Brewer Middle	6-8	822	824	812	810	**817**
Montera Middle	6-8	814	830	809	809	**816**
Urban Promise Academy	6-8	694	734	748	761	**734**
Madison Middle	6-8	674	728	722	725	**712**
Westlake Middle	6-8	716	694	711	694	**704**
Claremont Middle	6-8	703	704	720	679	**702**
Bay Area Technology	6-12	658	674	696	757	**697**
Oakland Technical High	9-12	643	686	706	725	**690**
Alliance Academy	6-8	629	704	688	683	**676**
LIFE Academy	9-12	659	662	658	719	**675**
Elmhurst Community Prep	6-8	647	685	680	684	**674**
Bret Harte Middle	6-8	670	-	662	670	**667**
Skyline High	9-12	667	-	665	652	**661**
Roosevelt Middle	6-8	642	630	638	670	**645**
Oakland High	9-12	633	648	652	612	**636**
Frick Middle	6-8	597	637	656	645	**634**
Coliseum College Prep Academy	9-12	591	605	615	661	**618**
ROOTS International Academy	6-8	575	593	631	645	**611**
West Oakland Middle	6-8	698	617	574	552	**610**
United for Success Academy	6-8	570	608	597	622	**599**
College Preparatory Academy**	9-12	582	606	613	587	**597**
Media College Preparatory**	9-12	600	620	613	524	**589**
East Oakland School of the Arts**	9-12	554	535	614	599	**576**
Leadership Preparatory High**	9-12	516	527	584	561	**547**
Mandela High**	9-12	557	537	539	522	**539**
Business and Information Technology High**	9-12	527	511	544	529	**528**
McClymonds High	9-12	544	530	519	493	**522**

*** OUSD has significantly restructured these schools as of 2012-13, formally closing them to be replaced by a single re-designed comprehensive high school on each campus, removing principals, and reconstituting many staff members.*

Comparison Measure: **CST ELA**
  ➢ **Similar Grades Served: 6-8, 9-12**

CST-ELA

OAKLAND CHARTER SCHOOLS

School		2009	2010	2011	2012	Average
American Indian Public Charter School II	6-8	81.4	91.3	96.3	91.9	**90.2**
Oakland Charter Academy	6-8	78.6	82.3	78.8	68.0	**76.9**
Lionel Wilson College Preparatory Academy	6-8	57.5	58.9	48.1	52.3	**54.2**
Bay Area Technology	6-8	35.9	40.5	48.0	50.5	**43.7**
Golden State College Preparatory Academy	6-8	28.7	32.3	45.1	38.8	**36.2**

School		2009	2010	2011	2012	Average
American Indian Public High	9-12	100.0	94.7	100.0	87.1	**95.5**
Oakland Charter High	9-12	100.0	94.3	87.1	85.7	**91.8**
Lionel Wilson College Preparatory Academy	9-12	45.5	49.8	57.1	58.7	**52.8**
Lighthouse Community Charter High	9-12	30.6	42.6	58.5	56.6	**47.1**
East Oakland Leadership Academy High	9-12	43.5	47.8	46.7	50.0	**47.0**
Oakland Military Institute, College Prep	9-12	39.7	43.3	52.1	47.3	**45.6**
Oakland Unity High	9-12	38.6	35.6	52.5	39.7	**41.6**
Bay Area Technology	9-12	30.8	35.8	38.8	42.1	**36.9**
Golden State College Preparatory Academy	9-12	23.2	27.0	40.4	36.6	**31.8**
LPS College Park	9-12	21.8	22.4	26.9	30.1	**25.3**
ARISE High	9-12	15.1	7.1	36.2	26.7	**21.3**

NOTE: Schools serving students grades 6-12 CST scores have been recalculated to match similar grade configurations.

Comparison Measure: **CST ELA**

> **Similar Grades Served: 6-8, 9-12**

CST-ELA

OUSD DISTRICT SCHOOLS

School		2009	2010	2011	2012	Average
Montera Middle	6-8	58.1	63.8	60.5	63.3	**61.4**
Edna Brewer Middle	6-8	57.8	62.3	60.3	60.8	**60.3**
Bay Area Technology	6-8	35.9	40.5	48.0	50.5	**43.7**
Urban Promise Academy	6-8	39.9	41.5	44.8	45.2	**42.9**
Claremont Middle	6-8	37.2	40.4	45.7	43.0	**41.6**
Westlake Middle	6-8	33.6	34.2	38.3	44.1	**37.6**
Bret Harte Middle	6-8	37.0	33.9	36.4	40.0	**36.8**
Madison Middle	6-8	22.6	35.2	35.3	37.8	**32.7**
Roosevelt Middle	6-8	25.4	26.7	27.4	33.2	**28.2**
Elmhurst Community Prep	6-8	18.3	26.9	27.5	36.3	**27.3**
Alliance Academy	6-8	23.4	29.8	27.2	26.6	**26.8**
Frick Middle	6-8	16.9	21.7	26.9	28.4	**23.5**
ROOTS International Academy	6-8	16.6	16.2	24.7	29.3	**21.7**
West Oakland Middle	6-8	25.5	24.2	20.8	14.7	**21.3**
United for Success Academy	6-8	16.2	20.3	21.2	25.6	**20.8**

School		2009	2010	2011	2012	Average
Oakland Technical High	9-12	47.7	54.8	55.3	57.4	**53.8**
Skyline High	9-12	50.7	51.0	44.8	43.8	**47.6**
Oakland High	9-12	43.8	39.5	43.2	28.2	**38.7**
LIFE Academy	9-12	35.6	35.0	32.7	50.0	**38.3**
Bay Area Technology	9-12	30.8	35.8	38.8	42.1	**36.9**
East Oakland School of the Arts**	9-12	34.1	13.3	34.0	47.6	**32.3**
Media College Preparatory**	9-12	19.0	34.8	29.6	28.6	**28.0**
College Preparatory Academy**	9-12	29.1	25.0	27.6	19.0	**25.2**
Coliseum College Prep Academy	9-12	18.2	21.7	28.6	28.4	**24.2**
Mandela High**	9-12	20.2	18.1	25.0	21.4	**21.2**
Leadership Preparatory High**	9-12	20.2	13.8	19.4	30.4	**21.0**
McClymonds	9-12	18.4	17.6	25.7	15.8	**19.4**
Business and Information Technology High**	9-12	20.8	17.5	10.9	16.3	**16.4**

*** OUSD has significantly restructured these schools as of 2012-13, formally closing them to be replaced by a single re-designed comprehensive high school on each campus, removing principals, and reconstituting many staff members.*

Comparison Measure: **CST MATH**
> **Similar Grades Served: 6-8, 9-12**

CST-MATH

OAKLAND CHARTER SCHOOLS

NOTE: Schools serving students grades 6-12 CST scores have been recalculated to match similar grade configurations.

School		2009	2010	2011	2012	Average
American Indian Public High	9-12	100.0	100.0	100.0	95.7	**98.9**
Oakland Charter High	9-12	95.5	94.3	100.0	97.1	**96.7**
Lighthouse Community Charter High	9-12	53.1	48.9	74.5	74.1	**62.7**
Oakland Unity High	9-12	47.7	44.1	74.6	41.9	**52.1**
Oakland Military Institute, College Prep	9-12	28.9	36.5	43.4	45.4	**38.6**
Lionel Wilson College Preparatory Academy	9-12	30.9	34.6	35.3	27.7	**32.1**
East Oakland Leadership Academy High	9-12	13.0	21.7	40.0	50.0	**31.2**
LPS College Park	9-12	26.0	36.1	23.5	37.5	**30.8**
ARISE High	9-12	15.7	12.7	43.8	36.7	**27.2**
Golden State College Preparatory Academy	9-12	9.7	11.9	16.0	16.6	**13.6**
Bay Area Technology	9-12	20.7	10.0	9.2	8.6	**12.1**

School		2009	2010	2011	2012	Average
American Indian Public Charter School II	6-8	84.1	96.5	99.4	96.4	**94.1**
Oakland Charter Academy	6-8	87.6	94.4	89.1	72.0	**85.8**
Lionel Wilson College Preparatory Academy	6-8	70.6	78.4	67.5	67.8	**71.1**
Golden State College Preparatory Academy	6-8	42.5	44.3	53.3	49.5	**47.4**
Bay Area Technology	6-8	33.3	39.1	41.8	46.7	**40.2**

Comparison Measure: **CST MATH**
> **Similar Grades Served: 6-8, 9-12**

CST-MATH

OUSD DISTRICT SCHOOLS

School		2009	2010	2011	2012	Average
Edna Brewer Middle	6-8	60.0	66.0	54.4	57.8	**59.6**
Montera Middle	6-8	52.2	58.6	48.9	48.5	**52.1**
Urban Promise Academy	6-8	29.1	40.1	43.6	49.7	**40.6**
Bay Area Technology	6-8	33.3	39.1	41.8	46.7	**40.2**
Madison Middle	6-8	33.5	39.4	46.6	35.7	**38.8**
Westlake Middle	6-8	35.5	32.9	36.1	28.5	**33.3**
Claremont Middle	6-8	32.0	35.1	31.8	25.8	**31.2**
Elmhurst Community Prep	6-8	21.1	33.1	30.3	26.6	**27.8**
Alliance Academy	6-8	16.1	32.1	31.4	26.7	**26.6**
Roosevelt Middle	6-8	25.8	26.0	24.5	29.8	**26.5**
Bret Harte Middle	6-8	26.3	23.8	27.4	22.7	**25.1**
Frick Middle	6-8	14.5	21.1	26.8	18.6	**20.3**
West Oakland Middle	6-8	43.6	20.1	9.8	5.1	**19.7**
United for Success Academy	6-8	18.9	22.1	13.5	14.9	**17.4**
ROOTS International Academy	6-8	7.5	12.1	16.3	26.9	**15.7**

School		2009	2010	2011	2012	Average
Oakland Technical High	9-12	46.6	51.8	52.6	59.1	**52.5**
Oakland High	9-12	52.2	41.8	48.0	37.3	**44.8**
Skyline High	9-12	50.3	47.4	42.4	38.4	**44.6**
LIFE Academy	9-12	37.3	40.0	38.2	44.6	**40.0**
*College Preparatory Academy**	9-12	35.7	28.4	32.0	32.4	**32.1**
*East Oakland School of the Arts**	9-12	18.8	22.6	29.1	29.8	**25.1**
*Mandela High**	9-12	25.6	30.7	22.1	16.7	**23.8**
McClymonds High	9-12	22.0	14.8	45.0	8.8	**22.7**
Coliseum College Prep Academy	9-12	13.9	19.1	21.6	33.2	**22.0**
*Business Information Technology High**	9-12	28.8	19.4	14.8	20.0	**20.8**
*Leadership Preparatory High**	9-12	17.4	12.9	17.2	33.3	**20.2**
*Media College Preparatory**	9-12	20.2	23.3	16.4	19.4	**19.8**
Bay Area Technology	9-12	20.7	10.0	9.2	8.6	**12.1**

*** OUSD has significantly restructured these schools as of 2012-13, formally closing them to be replaced by a single re-designed comprehensive high school on each campus, removing principals, and reconstituting many staff members.*

Comparison Analysis: **10th Grade CAHSEE-ELA**
➢ **Similar Grades Served: (If applicable)**

CAHSEE-ELA

OAKLAND CHARTER SCHOOLS

Order rank based on 2012 10th Grade CAHSEE % Passing

School		2009	2010	2011	2012	Average
American Indian Public High	*9-12*	100%	100%	100%	100%	**100%**
Oakland Charter High	*9-12*	100%	100%	100%	97%	**99%**
Lionel Wilson College Prep Academy	*9-12*	94%	95%	88%	92%	**92%**
Lighthouse Community Charter High	*9-12*	88%	80%	93%	92%	**88%**
Oakland Military Institute	9-12	80%	91%	80%	88%	**85%**
Oakland Unity High	*9-12*	79%	80%	87%	79%	**81%**
Golden State College Preparatory Academy	9-12	70%	79%	93%	73%	**79%**
Bay Area Technology	9-12	61%	75%	83%	75%	**74%**
East Oakland Leadership Academy High	9-12	-	65%	73%	81%	**73%**
LPS College Park	*9-12*	33%	62%	69%	75%	**60%**
ARISE High	*9-12*	54%	36%	71%	60%	**55%**

OUSD DISTRICT SCHOOLS

Order rank based on 2012 10th Grade CAHSEE % Passing

School		2009	2010	2011	2012	Average
Skyline High	9-12	79%	75%	77%	76%	**77%**
Oakland Technical High	9-12	69%	74%	80%	81%	**76%**
LIFE Academy	9-12	63%	71%	72%	92%	**75%**
Bay Area Technology	9-12	61%	75%	83%	75%	**74%**
Oakland High	9-12	71%	65%	70%	81%	**72%**
*East Oakland School of the Arts***	9-12	71%	51%	67%	81%	**68%**
*Media College Preparatory***	9-12	53%	74%	59%	63%	**62%**
Coliseum College Prep Academy	9-12	-	56%	54%	76%	**62%**
*College Preparatory Academy***	9-12	63%	61%	52%	46%	**56%**
*Leadership Preparatory High***	9-12	52%	49%	67%	50%	**55%**
*Mandela High***	9-12	53%	52%	52%	56%	**53%**
*Business and Information Technology High***	9-12	49%	48%	42%	54%	**48%**

Comparison Analysis: **10th Grade CAHSEE -MATH**

➢ **Similar Grades Served: (If applicable)**

CAHSEE-Math

OAKLAND CHARTER SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing

School		2009	2010	2011	2012	Average
American Indian Public High	9-12	100%	100%	100%	100%	**100%**
Oakland Charter High	9-12	100%	100%	100%	100%	**100%**
Lighthouse Community Charter High	9-12	94%	88%	98%	98%	**95%**
Lionel Wilson College Prep Academy	9-12	96%	75%	93%	97%	**90%**
Oakland Unity High	9-12	83%	80%	84%	80%	**82%**
Oakland Military Institute	9-12	72%	84%	89%	81%	**82%**
Aspire Golden State College Preparatory Academy	9-12	68%	85%	86%	78%	**79%**
Bay Area Technology	9-12	56%	65%	79%	84%	**71%**
East Oakland Leadership Academy High	9-12	-	65%	60%	81%	**69%**
LPS College Park	9-12	56%	70%	56%	72%	**64%**
ARISE High	9-12	42%	43%	76%	64%	**56%**

OUSD DISTRICT SCHOOLS

Order rank based on 2011 10th Grade CAHSEE % Passing

School		2009	2010	2011	2012	Average
Oakland Technical High	9-12	74%	74%	79%	83%	**78%**
LIFE Academy	9-12	65%	73%	82%	87%	**77%**
Oakland High	9-12	75%	65%	73%	83%	**74%**
Skyline High	9-12	75%	76%	74%	69%	**74%**
Bay Area Technology	9-12	56%	65%	79%	84%	**71%**
*College Preparatory Academy**	9-12	65%	68%	68%	66%	**67%**
Coliseum College Prep Academy	9-12	-	55%	53%	73%	**60%**
*East Oakland School of the Arts**	9-12	52%	45%	59%	81%	**59%**
*Media College Preparatory**	9-12	59%	61%	54%	51%	**56%**
*Mandela High**	9-12	65%	49%	47%	60%	**55%**
*Business and Information Technology High**	9-12	48%	43%	37%	53%	**45%**
*Leadership Preparatory High**	9-12	34%	44%	49%	47%	**44%**

The quality of the school's educational program and operations has been evaluated, in part, through a two-day Site Inspection conducted on **October 23 and October 24, 2012** by **District staff**. See Attachment I for the school's comprehensive ratings on the Charter School Renewal Quality Standards Criteria.

Strengths:
- Bay Area Technology School has actively involved staff, students and parents in its accountability for student learning as demonstrated by multiple layers of group interest meetings between the stake holders and staff
- School's API score increased over the term of the charter from 634 to 757
- School met its ELL goals as prescribed by their MPOs
- School has A-G University of California approved courses
- Both Math and ELA CST scores increased over the term of the charter

Challenges:
- Bay Area Technology School failed to fully meet its Adequate Yearly Progress (AYP) each year of the charter term
- Bay Area Technology School's math API scores have consistently declined over the term of the charter at the high school level
- Bay Area Technology failed to meet its Program Improvement (MPO) by remaining in Program Improvement during its charter term
- Bay Area Technology failed to meet its Similar School API Ranking MPO
- There was no evidence of differentiation in the classroom settings thus limiting access to curriculum
- Current PLC (Professional Learning Community) activities only consist of assigned professional readings that are then used to make recommendations for school and system-wide improvements
- ELA API scores at the both the middle and high school level have had modest increases each year (+3 - 4%)over the course of the charter petition; there is no evidence of an articulated plan to address the 52% of students failing to score proficient/advanced on the CST-English Language Arts

---

Renewal Standard I:
Based on an analysis of Bay Area Technology School's performance outcomes and an evaluation of its educational program over the past four years, the school is **conditionally** deemed a**n academic success** for the purposes of renewal.

The school has met or made adequate progress towards meeting its Measurable Pupil Outcomes identified in its charter.

Strengths:
- Policies and procedures which outline fair and consistent practices throughout the organization have been established in the student handbook and employee handbook as illustrated in the charter petition
- The decision making process between the governing board, principal and support staff are clearly established
- Bay Area Technology has partnered to create a safe environment for all students on the King Estates Campus
- The school has met all mandated reporting requirements during the term of its charter

Challenges:
- Bay Area Technology School's has not met enrollment targets
- Bay Area Technology uses Accord Institute to provide academic, business and operational services. The governing board has not reviewed the effectiveness of its investment in these services to determine cost/effectiveness

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION

An evaluation by staff of Bay Area Technology School's Fiscal Accountability and Governance over its recent charter term included:

- ➢ Evaluation of annual financial audits
- ➢ Resolution of parent/community complaints
- ➢ Timeliness of mandated reporting requirements
- ➢ Financial controls and budgeting process
- ➢ Effective use of resources
- ➢ Consistency and strength of Governing Board oversight
- ➢ Standing with parents and within the community

Renewal Standard II:
Based on this analysis, Bay Area Technology School is deemed an **effective, viable organization** for the purposes of charter renewal.

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

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

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

Issues:
- The school failed to use Result Driven Instruction as outlined on page 10-11 in its 2008 charter renewal petition

Staff has reviewed the school's records on file with the District and deemed that the school has sufficiently adhered to its proposed educational program, has sufficiently pursued its measurable pupil outcomes as stated in its charter, and has been compliant in all material aspects of its regulatory elements under its charter term.

Renewal Standard III:
Based on review of the school's records and performance, Bay Area Technology School is deemed to have been **faithful to the terms of its charter.**

The Charter Schools Act requires authorizers to evaluate whether the petitioners have presented a "reasonably comprehensive" description of 16 elements related to a school's operation, plus specific supplementary information on operations and finance. The following table summarizes the results of the Staff's review of the charter petition's content.

Element	Inadequate	Reasonably Comprehensive	Statutory Reference	Comments
Affirmations and assurances	☐	☒	E.C. § 47605(d)	
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.	☐	☒	E.C. § 47605(b)(5)(A)	
Measurable pupil outcomes	☐	☒	E.C. § 47605(b)(5)(B)	See Attachment I
Method by which pupil progress is to be measured	☐	☒	E.C. § 47605(b)(5)(C)	
Governance structure	☐	☒	E.C. § 47605(b)(5)(D)	
Qualifications to be met by individuals employed at the school	☐	☒	E.C. § 47605(b)(5)(E)	
Procedures for ensuring health & safety of students	☐	☒	E.C. § 47605(b)(5)(F)	
Means for achieving racial and ethnic balance	☐	☒	E.C. § 47605(b)(5)(G)	
Admission requirements, if applicable	☐	☒	E.C. § 47605(b)(5)(H)	
Manner for conducting annual, independent audits and for resolving exceptions or deficiencies	☐	☒	E.C. § 47605(b)(5)(I)	
Suspension and expulsion procedures	☐	☒	E.C. § 47605(b)(5)(J)	
Manner for covering staff members through the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security	☐	☒	E.C. § 47605(b)(5)(K)	
Attendance alternatives for pupils residing within the district who choose not to attend the charter school	☐	☒	E.C. § 47605(b)(5)(L)	
Employee rights of return, if any	☐	☒	E.C. § 47605(b)(5)(M)	
Dispute resolution procedure for	☐	☒	E.C. § 47605(b)(5)(N)	

school-authorizer issues related to the charter.				
Statement regarding exclusive employer status of the school	☐	☒	E.C. § 47605(b)(5)(O)	
Procedures for school closure	☐	☒	E.C. § 47605(b)(5)(P)	
Facilities to be utilized by school	☐	☒	E.C. § 47605(g)	School is located on OUSD school property.
Manner in which administrative services are to be provided	☐	☒	E.C. § 47605(g)	
Potential civil liability effects	☐	☒	E.C. § 47605(g)	
Proposed first year operational budget	☐	☒	E.C. § 47605(g)	
Cash flow and financial projections for 3 years	☐	☒	E.C. § 47605(g)	

Renewal Standard IV:
Petition as submitted, with appendices, contains reasonably comprehensive descriptions of all required elements set forth in charter law.

RECOMMENDATION:

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

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

This report recommends that the Oakland Unified School District Board of Education approve with conditions the charter renewal petition for Bay Area Technology School for a term of five years, as required by law (Education Code 47605 d(1)). The charter renewal term would begin on July 1, 2013 and expire on June 30, 2018. The District will not accept a charter renewal request more than 270 days prior to the expiration of the charter.

Because the charter is a legally binding performance contract, exact language is important. Therefore, this report recommends that the charter's text be amended as indicated in Attachment III and to incorporate as additional outcomes stated above. With these amendments, the charter contains reasonably comprehensive descriptions of all of the required charter elements.

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

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

ATTACHMENT I: MEASURABLE PUPIL OUTCOMES FOR RENEWAL TERM
ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA
ATTACHMENT III: CHARTER TEXT REVISIONS

Attachment I: MEASURABLE PUPIL OUTCOMES RENEWAL TERM

Note: Below is Bay Area Technology School Measurable Pupil Outcomes included in the petition submitted for the charter renewal on January 9, 2013.

1. Meet or exceed the academic performance index ("API") growth in the year prior to charter renewal or two of the last three years prior to renewal

2. Meet adequate yearly progress ("AYP") targets as defined under the No Child Left Behind Act ("NCLB") in the year prior to charter renewal or two of the last three years prior to charter renewal

3. *Exceed the similar school API ranking of identified similar schools in the year prior to charter renewal or two of the last three years prior to renewal (Currently identified similar schools are: Madison MS, Explore College Prep, Claremont MS, Frick MS, and West Oakland Middle School.)*

4. Graduation rate higher than the OUSD average; dropout rate lower than the OUSD average

5. 10th grade CAHSEE passing rate of more than 70% during the first test administration of the year

6. Student attendance rate of at least 95%

Measurable Pupil Outcomes to be set forth as terms and conditions of the charter upon approval replacing those set forth within the charter petition as submitted.

Outcome	Goal	State-level Year-end Assessments / Local Benchmark Instruments
Academic Performance Index ("API") growth	▪ Meet or exceed the API growth in the year prior to charter renewal or two of the last three years prior to renewal	▪ API reports (annual) ▪ School-designed content benchmark assessments; MAP test results (quarterly)
Adequate Yearly Progress ("AYP")	▪ Meet or exceed AYP targets in the year prior to charter renewal or two of the last three years prior to renewal ▪ Schoolwide target proficiency rates for AYP in ELA: 2013-14: 52%, 14-15: 57%, 15-16: 63%, 16-17: 69%, 17-18: 77% ▪ Schoolwide target proficiency rates for AYP in Math: 2013-14: 49%, 14-15: 54%, 15-16: 60%, 16-17: 66%, 17-18: 73%	▪ AYP reports (annual) ▪ School-designed content benchmark assessments; MAP test results (quarterly)
Similar school API ranking	▪ Rank 6 or better on the similar school API ranking system each year with an ultimate goal of 8 in the year prior to charter renewal	▪ API reports (annual)
Schoolwide CST performance	▪ 6-10% increase of Proficient or Advanced on CSTs each year (or 30% increase from 2012-2013 to 2016-2017)	▪ CST reports ▪ School-designed content benchmark assessments; MAP test results
CAHSEE passing rate	▪ CAHSEE passing rate of at least 81% during the first test administration of the year (10th grade) prior to charter renewal 2013-14: 77%, 14-15: 78%, 15-16: 79%, 16-17: 80%, 17-18: 81% ▪ CAHSEE passing rate of at least 90% by the end of 12th grade	▪ CAHSEE reports (annual)
Graduation rate	▪ Graduation rate of no less than 90% each year	▪ School enrollment & graduation records (annual)
Dropout rate	▪ Dropout rate of no more than 3% each year	▪ School enrollment & graduation records (annual)
Student attendance rate	▪ Average daily attendance rate of at least 95%	▪ ADA rate (monthly) ▪ Daily attendance reporting via SIS (daily)
Student suspension rate	▪ Suspension rate of no more than 5% each year (The number of suspensions divided by the number of	▪ CDE records (annual) ▪ Suspension reporting via SIS

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

ATTACHMENT II: CHARTER SCHOOL RENEWAL QUALITY STANDARDS CRITERIA

Making Consistent Judgments

In the complex context of school review, it is important that the terminology used is clearly understood by everyone concerned. It is also imperative that everyone recognizes that there are many ways in which a school's program for improving student outcomes can merit a particular evaluation and that awarding levels is a matter of informed professional judgment and not simply a technical process. The following rubric is included to assist reviewers in making consistent judgments.

- An evaluation of **(5)** applies to schools characterized, overall, by strengths. There are very few or no weaknesses and any that exist do not diminish the students' experience. Although an evaluation of **(5)** represents a high standard of quality, it is a standard that is achievable by all schools. It implies that the school may appropriately continue its provision without significant adjustment, and that there is compelling evidence that this provision can be sustained at a high level. However, all schools are expected to continue to take advantage of all opportunities to improve. The Quality Indicator (QI) for this provision is *excellent.*

- An evaluation of **(4)** applies to schools where efforts to improve student achievement are characterized by a number of strengths. There are a few weaknesses, but neither singly nor collectively, do these have a significant adverse impact on the student experience. An evaluation of **(4)** may be appropriate in circumstances where the provision may make for a productive student experience; but it may not apply consistently to most or all students. There is strong evidence that this provision can be sustained at a level that positively impact student experiences. Typically, the school's academic-improvement practices will be characterized by strengths but one or more weaknesses will reduce the overall quality of the practices. The Quality Indicator (QI) for this provision is *proficient.*

- An evaluation of **(3)** applies to schools characterized by some strengths, but where some important weaknesses have an impact on the quality of students' experiences. In general, an evaluation of **(3)** will imply the need for structured and timed action on the part of the school. It may be arrived at in a number of circumstances. There may be some of strengths, but there will also be weaknesses which will be, either individually or collectively, sufficient to diminish the student experience in significant ways. There may be an overall lack of evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The QI for the provision provided is *underdeveloped.*

- An evaluation of **(2)** applies to schools where provisions are characterized by weaknesses that require immediate and significant corrective action by the school. Some, if not all, staff responsible for improving student achievement require support from senior managers in planning and carrying

out necessary actions to enhance the effectiveness of the school's efforts to improve student outcomes. There are a few strengths but these are overshadowed by the impact of the weaknesses. There is little evidence that this provision can be sustained or implemented by the school at a level to positively impact student experiences. The Quality Indicator (QI) for this provision is ***inadequate.***

- An evaluation of **(*1*)** applies when there are major weaknesses in provision, requiring immediate remedial action on the part of the school. The student experience is at risk in significant respects. In almost all cases, staff responsible for provision evaluated ***unsatisfactory*** will require significant support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside effective peers in or beyond the school. There is no evidence that this provision can be sustained or implemented by the school to positively impact student experiences. The Quality Indicator (QI) for this provision is ***unsatisfactory.***

Criteria 1: Improving Student Achievement

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

	The criteria for making judgments on the quality of Improving Student Achievement	*Score*	*Comments*
1.1	**Demonstrates high expectations for student achievement**	3	
1.2	**Provides a challenging and coherent curriculum for each individual student**	2	Differentiation in lesson delivery or assignments was not evident during classroom observations
1.3	**Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students**	2	The school lacks differentiation in classroom instruction to effectively reach all student needs. Principal acknowledged more professional development is needed in the area of differentiation of student lessons
1.4	**Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement**	3	
1.5	**Promotes academic risk taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism**	3	
1.6	**Productively engages parental and community involvement as a part of the school's student support system**	3	
1.7	**Shares its vision among the school community and demonstrates its mission in daily action and practice**	3	
1.8	**Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process**	3	

Criteria 2: Strong Leadership

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

	The criteria for judging the quality of Strong Leadership	Score	Comments
2.1	**Effectively communicates and engages stakeholders in the vision mission of the school**	3	
2.2	**Consistently puts into practice the educational program outlined in its charter.**	3	
2.3	**Generates and sustains a school culture conducive to staff professional growth**	2	The school uses a variety of meetings to discuss school activities and school environment, however, ongoing professional development during these meeting does not focus on teacher delivery as a need for student achievement and growth
2.4	**Actively monitors and evaluates the success of the school's program**	2	School lacks organizational benchmarks to monitor school's progress throughout the year
2.5	**Provides regular, public reports on the school's progress towards achieving its goals to the school community and to the school's authorizer**	3	
2.6	**Treats all individuals with fairness, dignity and respect**	3	
2.7	**Has a cogent understanding of the laws that govern charter schools and monitors the trends, issues and potential changes in the environment in which charter schools operate**	3	
2.8	**Makes management decisions and uses his/her influence and authority for the primary purpose of achieving student success**	3	
2.9	**Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter**	3	
2.10	**Engages community involvement in the school**	3	

Criteria 3: A Focus on Continuous Improvement

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

	The criteria for judging the quality of the Continuous Focus on Improvement	*Score*	*Comments*
3.1	**Uses information sources, data collection and data analysis strategies for self-examination and improvement**	**2**	The school uses a variety of measurement tools several times a year however, teaching staff was unfamiliar with results, from MAPS and standardized test scores.
3.2	**Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction**	**2**	Tools are in place to monitor student progress, Bay Tech's staff was not trained on how they will use the information to improve curriculum and instruction
3.3	**Establishes both long and short term goals and plans for accomplishing the school's mission as stated in its charter**	**3**	
3.4	**Uses student assessment results to improve curriculum and instruction**	**2**	Data driven assessment use is not evident in the classroom
3.5	**Uses the results of evaluation and assessment as the basis for the allocation of resources for programmatic improvement**	**2**	There is no evidence of data-driven assessments resulting in resource allocations

Criteria 4: Responsible Governance

A charter school board and administration establish and implement policies that are transparent and focused on student achievement. Charter school board members and administrators have a cogent understanding of and comply with the laws that govern charter schools. Governing Board establishes structures that ensure the long-term viability, stability, and consistency of the program through student outcomes.

	The criteria for judging Responsible Governance	Score	*Comments*
4.1	**Ensure that policies and practices are implemented in a fair and consistent manner**	4	Parent/staff reported
4.2	**Monitor the trends, issues and potential changes in the environment in which charter schools operate**	3	
4.3	**Seek input from impacted stakeholders**	3	
4.4	**Enact policies that respect diversity and implements practices that are inclusive of all types of learners consistent with the school charter**	3	
4.5	**Actively engage the school's authorizer in monitoring the school's educational program and its fiscal status**	4	School has met required reporting deadlines
4.6	**Establishes and maintains a safe environment for students, staff, and community stakeholders**	4	The school has successfully worked with Rudsdale and the independent program to co-exist on the Kings Estate site
4.7	**Consistently engages in timely reporting or required information to the District, the County, and the State**	4	School has met required reporting deadlines
4.8	**Establishes clear and well-understood systems for decision-making and communication that results in a common sense of purpose and understanding for all stakeholders**	3	
4.9	**Maintains effective and active control of the charter school**	3	
4.10	**Abstains from any decision involving a potential or actual conflict of interest**	3	
4.11	**Ensures implementation of the student recruitment, retention, and enrollment process intended in the charter, in the school's recruitment and retention plan, and as defined by statute and regulation**	2	School failed to meet its student enrollment goals

		Score	Comments
4.12	**Employs best practices to hire effective school leader and annually and systematically assesses the performance of school leader against clearly defined goals, and makes effective and timely use of the evaluations**	**3**	
4.13	**Implements an accountability process for the school's academic results and operates with a clear set of goals for the school, and has developed a set of tools for understanding progress towards meeting those goals**	**3**	
4.14	**Involves parents/guardians as partners in the education of their children and maintains positive relationships with parents.**	**4**	Reported in parent/staff interviews

Criteria 5: Fiscal Accountability

A charter school fulfills its fiduciary responsibility for public funds and maintains publicly accessible fiscal records. The school conducts an annual financial audit which is made public.

	The criteria for making judgments on Fiscal Responsibility	*Score*	*Comments*
5.1	**Creates and monitors immediate and long-range financial plans to effectively implement the school's educational program and ensure financial stability and sustainability**	**3**	
5.2	**Conducts an annual financial audit which is made public**	**3**	
5.3	**Establishes clear fiscal policies to ensure that public funds are used appropriately and wisely**	**3**	
5.4	**Ensures financial resources are directly related to the school's purpose: student achievement of learning goals**	**3**	
5.5	**Managing cash flow**	**3**	
5.6	**Enrollment is stable and/or growing at the rate anticipated by the charter school as projected in the approved charter and in the multi-year budget.**	**2**	Enrollment stable however the school did not meet its anticipated ADA

ATTACHMENT III: CHARTER TEXT REVISIONS

Oakland Unified School District
Office of Charter Schools
CHARTER TEXT REVISIONS – BAY AREA TECHNOLOGY SCHOOL

REQUIRED CHARTER TEXT REVISIONS: The approved charter is amended from the filed petition to incorporate the revisions below. The charter school must submit to the District's Office of Charter Schools a revised charter to include all revisions outlined below in one hard copy and one electronic copy in *WORD* format on a CD or via email of no later than **5pm on June 1, 2013**.

Charter Text	Text Reference	Revision
Measurable Pupil Outcomes	Page 58	**Add the following text and remove any text to the contrary:** **"Effective January 1, 2013, per Senate Bill No. 1290, this bill would require those pupil outcomes to include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, which this bill would define."**
Governance	Page 76	*"Bay Area Technology School will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the charter school has been given written notice of the policy change."*
Student Admissions Policies and Procedures	Page 95	*Bay Area Technology School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).* *As part of the Fall Information Update, Bay Area Technology School will notify the District in writing of the application deadline and proposed lottery date. Bay Area Technology School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter."*
Public Records	Page 69	*"Bay Area Technology School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution,*

		sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Bay Area Technology School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Bay Area Technology School and of the District. Bay Area Technology School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Bay Area Technology School does not have that Bay Area Technology School needs in order to meet its obligations, the District shall provide the same to Bay Area Technology School in a reasonably timely manner upon request."
Reporting and Accountability	Page 69	*"If Bay Area Technology School does not test (i.e., STAR) with the District, Bay Area Technology School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.* *Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year."*
External Reporting	Page 69	*"Bay Area Technology School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies."*
Governance Structure of the School	Pages 76	*"Bay Area Technology School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Bay Area Technology School acknowledges that it is subject to audit by OUSD if OUSD seeks an audit of Bay Area Technology School, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Bay Area Technology School by law or charter provisions."*
Governance Structure	Page 76	*"Members of Bay Area Technology School's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and*

| | | OUSD's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Bay Area Technology School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school." |
|---|---|---|
| Addressing Parent Complaints | Page 74 | Bay Area Technology School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Bay Area Technology School will not, at any time, refer complaints to the District.

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

Bay Area Technology School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Bay Area Technology School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Bay Area Technology School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Bay Area Technology School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and |

		secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner."
Health and Safety Procedures	Page 88	"Bay Area Technology School shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan."
Dispute Resolutions Procedures	Page 113-114	"The staff and Governing Board members of Bay Area Technology School agree to attempt to resolve all disputes between the District and Bay Area Technology School regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Bay Area Technology School, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows: |

		To Charter School, c/o School Director: *Bay Area Technology School*

		To Coordinator, Office of Charter Schools:
		        Educational Center at Tilden
		        4551 Steele Street, Room 10
		        Oakland, California 94619

		(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.
		(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have an arbitrator appointed...
		(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law

Suspension and Expulsion	Pages 106	"Bay Area Technology School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves Bay Area Technology School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. Bay Area Technology School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3)."
Suspension and Expulsion: Due Process for Students with Disabilities	Pages 106-107	Add the following text and remove any text to the contrary: "In the case of a special education student, or a student who receives 504 accommodations, Bay Area Technology School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled."
Independent Fiscal Audits	Page 98	"To the extent that Bay Area Technology School is a recipient of federal funds, including federal Title I, Part A funds, Bay Area Technology School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Bay Area Technology School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

		• *Notify parents at the beginning of each school year of their "right to know" the professional qualifications of their child's classroom teacher including a timely notice to each individual parent that the parent's child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.* • *Develop jointly with, and distribute to, parents of participating children, a school-parent compact.* • *Hold an annual Title I meeting for parents of participating Title I students.* • *Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.* *Bay Area Technology School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues."*
Facilities	Page 88	*"If Bay Area Technology School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If Bay Area Technology School moves or expands to another facility during the term of this charter, Bay Area Technology School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Bay Area Technology School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.* *Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process."*
District Fee for Oversight	Page 118	*"The District may charge for the actual costs of supervisorial oversight of Bay Area Technology School not to exceed 1% of*

		the charter school's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if Bay Area Technology School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time."
Miscellaneous Charter-Related Issues	Page 120	*"Bay Area Technology School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools..."*
Miscellaneous Charter-Related Issues	Page 116	*"The District may revoke the charter of Bay Area Technology School in accordance with Education Code Section 47607.any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.*
Impact on Charter Authorizer	Page 98	In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter; o September 1 – Final Unaudited Financial Report for Prior Year o December 1 – Final Audited Financial Report for Prior Year o December 1 – First Interim Financial Report for Current Year o March 1 – Second Interim Financial Report for Current Year o June 15 – Preliminary Budget for Subsequent Year
Impact on Charter Authorizer	Page 118-119	*"Bay Area Technology School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:* • *Bay Area Technology School is subject to District oversight.* • *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Bay Area Technology School.* • *The District is authorized to revoke this charter for, among other reasons, the failure of Bay Area Technology School to meet generally accepted*

		accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.
		Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Bay Area Technology School books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas: • *Compliance with terms and conditions prescribed in the charter,* • *Internal controls, both financial and operational in nature,* • *The accuracy, recording and/or reporting of school financial information,* • *The school's debt structure,* • *Governance policies, procedures and history,* • *The recording and reporting of attendance data,* • *The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,* • *Compliance with safety plans and procedures, and* • *Compliance with applicable grant requirements.* *Bay Area Technology School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to Bay Area Technology School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.* *In addition, if an allegation of waste, fraud or abuse related to Bay Area Technology School operations is received by the District, the Bay Area Technology School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Bay Area Technology School by law or charter provisions."*

Attachment IV: SCHOOL IMPROVEMENT PLAN TEMPLATE

BAY AREA TECHNOLOGY SCHOOL

ANNUAL

SCHOOL IMPROVEMENT PLAN TEMPLATE

For Implementation in
(SCHOOL YEAR)

School Improvement Planning Team

Name of Member	Position

School:		District:	
Principal:		School Year:	
Address:		Phone:	
		Email:	

TABLE OF CONTENTS		Page #
Part I: Vision of Learning		
Part II: Inquiry Process: Evidence of Development of the SIP (Comprehensive Needs Assessment)		
Part III: SIP Goals & Measurable Objectives		
Part IV: School Improvement Master Plan (Reform Strategies):		
	Goal 1: Action Plan & Monitoring Plan	
	Goal 2: Action Plan & Monitoring Plan	
(Add extra rows for additional goals)		
Part V: Budget for the overall cost of carrying out the plan		
Part VI: Evaluation of the SIP		
Part VII: Other Required Elements & Assurances of the SIP		
Part VIII: Title I Assurances		
Part IX: Additional Required Elements & Assurances		
Appendix A: School Profile (Accountability Report, Other Data)		
Attachments: Professional Development Plan, Parent Involvement Plan		

School Vision or Mission Statement

School Highlights

TEMPLATE

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

Key Strengths
(to sustain in the school improvement plan)

TEMPLATE

Priority Concerns

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause Analysis
For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

Priority Concerns	*Root Causes*	*Solutions*

TEMPLATE

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

Goal 1:

Measurable Objective 1:

(Add additional rows for measurable objectives if needed.)

Goal 2:

Measurable Objective 2:

(Add additional rows for measurable objectives if needed.)

Goal 3 (if applicable):

Measurable Objective 3:

(Add additional rows for measurable objectives if needed.)

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Action Plan: List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.
Monitoring Plan: Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Goal 1:

Measurable Objective(s):

	ACTION PLAN			MONITORING PLAN	
Action Steps to implement the solutions/strategies	**Timeline** for implementing action steps	**Resources** e.g., money, people, facilities to be used for implementation	**Person(s) Responsible** Who is the person or group who will ensure that each action step is implemented?	**Monitoring Measures** Identify data sources & timeline for monitoring the progress of each action step.	**Person(s) Responsible** Who is the person or group who will ensure that the progress is monitored?
1.1					
1.2					
1.3					
1.4					
1.5					
1.6					
1.7					
1.8					

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2:					
Measurable Objective(s):					
ACTION PLAN				**MONITORING PLAN**	
Action Steps to implement the solutions/strategies	**Timeline** for implementing action steps	**Resources** e.g., money, people, facilities to be used for implementation	**Person(s) Responsible** Who is the person or group who will ensure that each action step is implemented?	**Monitoring Measures** Identify data sources & timeline for monitoring the progress of each action step.	**Person(s) Responsible** Who is the person or group who will ensure that the progress is monitored?
2.1					
2.2					
2.3					
2.4					
2.5					
2.6					
2.7					
2.8					

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 3: (if applicable)

Measurable Objective(s):

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solutions/strategies	**Timeline** for implementing action steps	**Resources** e.g., money, people, facilities to be used for implementation	**Person(s) Responsible** Who is the person or group who will ensure that each action step is implemented?	**Monitoring Measures** Identify data sources & timeline for monitoring the progress of each action step.	**Person(s) Responsible** Who is the person or group who will ensure that the progress is monitored?
3.1					
3.2					
3.3					
3.4					
3.5					
3.6					
3.7					
3.8					

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish Goal. (Amounts for each action step should be listed under "Resources.")	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
Goal 1			
Goal 2			
Goal 3 (if applicable)			

Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance			Eligible		
Transiency Rate			Served		
Incidents of School Violence: Student-to-Student			Targeted Assisted		
Incidents of School Violence: Student-to-Staff			Schoolwide		
% of Highly Qualified Teachers			Did your school make Adequate Yearly Progress (AYP)?		
Dropout Rate (HS)			What was your school's AYP Designation?		
Graduation Rate (HS)					

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

3. Describe the resources available to the school to carry out the plan.

4. Summarize the effectiveness of any appropriations to improve student academic achievement.

5. Describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

Part VIII: TITLE I ASSURANCES

1. Describe the required services the school has provided based on the number of years the school has been in program improvement (in need of improvement)

2. Describe how the school will provide written notice to parents on the school's "Improvement" status and/or AMAO status.

3. Specify how Title I funds will be used to remove school from "Improvement" status.

4. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

Part VIII: TITLE I ASSURANCES

5. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

6. Describe the school's strategies to increase parent involvement.

7. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Part IX: ADDITIONAL REQUIRED ELEMENTS AND ASSURANCES

1. Describe how and when the school will provide written notice to parents on the school's "Improvement" status and/or AMAO status.

1. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.