BAY AREA TECHNOLOGY SCHOOL

Bay Area Technology School
"It's going to be a great day at BayTech!"

A PETITION FOR CHARTER RENEWAL

Submitted to:
Oakland Unified School District Board of Education
November 4, 2025

For the term July 1, 2026 - June 30, 2028

Submitted by:
Seth Feldman and Bay Area Technology School

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AFFIRMATIONS, DECLARATIONS, AND ASSURANCES

Affirmation of Conditions Described in Education Code Section 47605(e)

Bay Area Technology School (also referred to herein as "Charter School"):

1. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code ("Ed. Code") § 47605(e)(1))

2. Shall not charge tuition (including fees or other mandatory payments for attendance at Charter School or for participation in programs that are required for students except as authorized by those Education Code provisions that explicitly apply to charter schools). (Ed. Code § 47605(e)(1))

3. Shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or immigration status. (Ed. Code § 47605(e)(1))

4. Except for legally permissible admission preferences [as provided in Education Code section 47605(e)(2)], admission to Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code § 47605(e)(1))

5. Shall admit all pupils who wish to attend Charter School. However, if the number of pupils who wish to attend Charter School exceeds its capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the Oakland Unified School District ("OUSD" or "District") except as provided for in Education Code section 47614.5. Priority order for any preference shall be determined in the charter petition in accordance with all of the following: (Ed. Code § 47605(e)(2)(A)-(B))

   a. Each type of preference shall be approved by OUSD at a public hearing. (Ed. Code § 47605(e)(2)(B)(i))

   b. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. (Ed. Code § 47605(e)(2)(B)(ii))

   c. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. (Ed. Code § 47605(e)(2)(B)(iii))

   d. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B)(iv))

6. If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code § 47605(e)(3))

7. Shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(A))

8. Shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to Charter School before enrollment. (Ed. Code § 47605(e)(4)(B))

9. Shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4)(C))

10. Shall post the California Department of Education's Charter School Complaint Notice on Charter School's website and Charter School shall provide a parent or guardian, or a pupil if the pupil is 18 years old, a copy of this notice at all of the following times: When a parent, guardian, or pupil inquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. (Ed. Code § 47605(e)(4)(D))

Declaration Required by Education Code Sections 47611.5(b) and 47605(c)(6)

Charter School is and shall be deemed the exclusive public employer of the employees of Charter School for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, and shall meet the requirements of Government Code sections 3540-3549.3 related to collective bargaining in public education employment (Ed. Code § 47611.5)

Other Assurances

Charter School:

1. Shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1))

2. Shall operate in compliance with generally accepted government accounting principles. (Ed. Code § 47605(c)(5)(I))

3. Shall at all times maintain all necessary and appropriate insurance coverage.

4. Shall be subject to conflict of interest and other laws pertaining to public officials, including Government Code section 1090 *et seq*. and the Political Reform Act. (Ed. Code § 47604.1(b)(3) and (4))

5. Shall require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold. (Ed. Code § 47605(l))

6. Shall not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check. (Ed. Code §§ 44830.1, 45122.1, and 45125.1)

7. Shall not discriminate against any employee or candidate for employment on the basis of the fact or perception of a person's race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, martial status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status or any other protected classification, in accordance with applicable law, and shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. (Government Code § 12940; Title 5 CCR §11967.5.1(f)(5))

8. Shall adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; Section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990, and serve students with disabilities in the same manner as such students are served in other public schools. (Ed. Code §§ 47646, 56145)

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

10. Shall follow the provisions of the McKinney–Vento Homeless Assistance Act of 1987 (42 U.S.C. ch. 119 § 11431 *et seq*.) and Education Code sections 48850-48859 to ensure that homeless students and foster youth have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

11. Shall provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (Ed. Code § 222)

12. Shall provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Ed. Code §§ 48907 and 48950)

13. Shall comply with all other applicable federal, state and local laws and regulations that pertain to the applicant or operation of the charter school, including, but not limited to, the following:

    a. The California Code of Regulations

    b. The Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99)

    c. Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 *et seq*.)

<u>INTRODUCTION</u>

A Story of Resilience and Demonstrated Growth

Bay Area Technology School respectfully submits this petition for a two-year charter renewal under California Education Code Section 47607.2(a)(4). BayTech is identified as a low-performing school under the state's charter renewal framework, a designation the school fully acknowledges and has treated as a call to action. The school serves 83.5% socioeconomically disadvantaged students, 26.2% English learners, and nearly half identifying as Latino or Black/African American.

Founded in 2004 to close opportunity gaps for Oakland students, BayTech provides a rigorous, technology-driven college-preparatory program serving predominantly low-income, multilingual learners from historically underserved communities. When viewed in historical context and alongside peer schools, the data tells a powerful story of resilience, recovery, and a demonstrated capacity to foster significant student growth. A two-year renewal is not only warranted but essential to allow BayTech to build upon its hard-won momentum while maintaining a high degree of accountability.

The results of this work are clear. In 2023–24, every BayTech graduate completed the UC/CSU A–G requirements, and 92.5 percent graduated on time. Together with a 31-point drop in chronic absenteeism, the lowest suspension rate among comparable Oakland high schools, and an 11.9-point improvement in English Learner Progress, these outcomes show that BayTech's recovery now translates into measurable, system-wide academic success.

This petition demonstrates that BayTech meets the specific criteria for the renewal of a low-performing school as outlined in California Education Code (EC) Section 47607.2(a)(4). The evidence will show that the school has (A) taken meaningful steps to address the underlying causes of low performance through a comprehensive, board-approved Performance Improvement Plan, and (B) achieved measurable increases in academic achievement, supported by clear and convincing evidence from verified data (see Appendix 6). Our recent successes, particularly in improving school climate and accelerating student learning, provide a compelling case for renewal.

BayTech's fiscal and governance systems remain strong, with balanced multi-year budgets, clean audits, and active board oversight ensuring the consistent implementation of improvement plans and accountability systems.

We respectfully request renewal under EC 47607.2(a)(4) and provide the record necessary for the authorizer to make the required written factual findings.

Meeting the Legal Standard for a Two-Year Renewal

The State of California provides a pathway for low-performing schools to earn a two-year renewal by demonstrating a substantive turnaround. Under Education Code Section 47607.2(a)(4), the authorizer may grant renewal if written factual findings confirm that the school has met two critical requirements: (1) meaningful steps to address the causes of low performance and (2) measurable increases in academic achievement. BayTech has demonstrated both, supported by strong gains in school climate, verified academic growth, and systemwide instructional reform.

1. Meaningful Steps to Address the Underlying Causes of Low Performance

BayTech's low-tier classification stemmed largely from challenges in engagement and climate following the September 2022 school shooting and the lingering impacts of the COVID-19 pandemic. The shooting, which occurred on the shared King Estates campus, caused lasting trauma that led to elevated absenteeism, increased disciplinary incidents, and disrupted learning. At the same time, pandemic-era learning loss widened existing achievement gaps across all subgroups.

In the immediate years following these crises, BayTech prioritized school culture, safety, and targeted supports for English Learners as the foundation for academic recovery. The school implemented trauma-informed practices, expanded mental health and counseling services, and launched structured mentorship programs that connected older students with younger peers. At the same time, BayTech strengthened instructional support for English Learners by integrating designated and integrated ELD into all content areas and adding bilingual instructional aides. These early recovery efforts yielded clear, measurable gains in school climate and student engagement.

Figure 0.1: Buttercup, BayTech's equine therapy partner, supported student wellness during the school's trauma-informed recovery efforts (2022–23).

The results of these efforts are evident in the 2023 to 2024 California School Dashboard, where BayTech moved two critical climate indicators from "Red" to "Green" and "Orange" within a single year—a reflection of the school's deliberate focus on belonging, stability, and the needs of multilingual learners.

Figure 0.2: BayTech's Year-over-Year Performance on Key State Dashboard Indicators (2023–2024)

Indicator	2023 Performance	2024 Performance	Change	Status
Suspension Rate	11.5% (Red)	3.5% (Green)	-8.0 points	Dramatically Improved
Chronic Absenteeism	40.0% (Red)	25.5% (Orange)	-14.5 points	Dramatically Improved
English Learner Progress	29.0% (Red)	40.9% (Yellow)	+11.9 points	Significant Recovery

While there is still work to be done, we have significantly reduced chronic absence across all sub-groups.
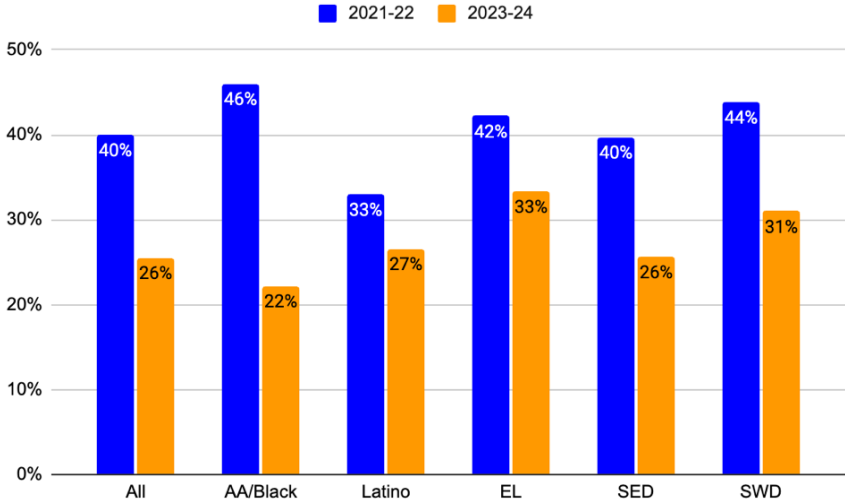
Figure 0.3: 21-22 to 23-24 Chronic Absence Comparison

Having stabilized school climate and rebuilt trust among students and families, BayTech adopted a comprehensive Performance Improvement Plan (PIP) on June 12, 2025. The plan builds on the systems developed during recovery and launches the next phase of improvement focused on academic acceleration and operational stability across four focal areas: English Language Arts, Mathematics, Chronic Absenteeism, and Enrollment Stability. Aligned with the OUSD School Quality Review (SQR) rubric, the PIP establishes measurable goals, defined progress-monitoring cycles, and clear decision rules to ensure accountability and sustained growth.

Together, the early recovery work and the formalized PIP demonstrate BayTech's organizational capacity to identify root causes, implement targeted supports, and sustain improvement over time. The cultural transformation of 2023–24 laid the foundation for the rigorous academic improvement now underway in 2025–27.

Specific Program Improvement Actions Implemented and Planned

BayTech's board-approved Performance Improvement Plan codifies a research-based roadmap for accelerated improvement, with concrete strategies, measurable targets, and clear accountability systems that directly address the underlying causes of low performance. (See Appendix 8.)

Academic Acceleration Strategies
BayTech has fully adopted National Geographic Edge for ELA with pacing fidelity, instructional walk-throughs, and writing calibration cycles, and Carnegie Learning for Mathematics with unit pacing and aligned CFAs. For targeted literacy support, the school now uses the Reading Period for small-group instruction three days per week (about 3–6 students per group), aligned to Edge, with ≥85 percent implementation fidelity and ≥80 percent student attendance. A Literacy Lab provides Tier 3 support tied to diagnostic data. In Math, Math Lab operates four days per week in small groups focused on prerequisite skills and current unit needs. The school administers i-Ready for verified historical growth reporting through 2024–25 and transitions to Exact Path beginning in 2025–26 to drive regrouping by strand after each cycle. Common formative assessments trigger reteach within 48 hours when students fall below mastery thresholds.

Attendance and Engagement Strategies
Recognizing that transportation barriers contributed to chronic absenteeism, BayTech launched a school-operated van system on three routes, with stops adjusted using on-time arrival and ridership data and expanded as demand warrants. The secure Fruitvale facility, paired with these routes, has been a key driver of improved attendance and helped produce the 14.5-point reduction in chronic absenteeism between 2023 and 2024. The school implements the Attendance Works three-tier framework with positive universal messaging, Tier 2 mentor check-ins for students at risk, and Tier 3 home visits conducted by the Executive Director and Dean of Students. BayTech also uses a same-day attendance contact sequence that escalates from text to phone to conference based on tier. Automated, positively framed attendance letters and texts keep families informed, and weekly Attendance Team reviews ensure rapid response when students fall behind. To sustain a safe climate that supports engagement, BayTech continues to allocate 10 percent of LCFF funds to

professional security staff in direct response to teacher, family, and student advocacy following the 2022 shooting.

Family Partnership and Communication

Family partnership remains central to BayTech's improvement work. The school operates on five-week grading cycles with corresponding parent-teacher conferences, ensuring frequent checkpoints and timely family feedback. The school hosts family literacy workshops and Math Nights with take-home routines and progress updates, providing families with concrete strategies to support student learning at home. Monthly attendance updates are sent to families of at-risk students, and the school holds Coffee with the Principal eight times per year for open dialogue and collaborative problem-solving. Grade-level family nights are tailored to academic planning and college readiness, addressing important student milestones and transition points.

Data-Driven Monitoring and Accountability

The Performance Improvement Plan uses monthly pulse checks and quarterly deep dives with clear decision rules that trigger support when students fall behind. Students move to Tier 2 if Exact Path mastery is below 70 percent, and to Tier 3 if a common formative assessment score is below 50 percent or the absence rate exceeds 5 percent. If midyear Distance from Standard growth is under 5 points, the team increases tutoring time or regroups the student for more targeted instruction. Writing instruction runs on a weekly data cycle across organization, evidence, elaboration, and conventions, with mini lessons and reteach days added any time strand averages fall below target. Together, these protocols create a continuous feedback loop between data, instruction, and intervention so that actions are timely, evidence-based, and sustained.

Specific Two-Year Targets

The Performance Improvement Plan establishes ambitious but achievable targets for the 2025-2027 renewal period:

Figure 0.4: BayTech's Measurable Pupil Outcome Targets by Focal Area (2025–2027)

Focal Area	Baseline (2023-24)	Year 1 Target (2025-26)	Year 2 Target (2026-27)	
ELA (All Students)	-56.0 DFS (Orange)	-46.0 DFS (Yellow)	-36.0 DFS (Yellow)	
Math (All Students)	-111.4 DFS (Orange)	-95.0 DFS (Yellow)	-85.0 DFS (Yellow)	

Chronic Absenteeism	25.5% (Orange)	20.0% (Yellow)	15.0% (Yellow)
EL Progress (ELPI)	40.9% (Yellow)	43.0% (Yellow)	45.0% (Yellow)

For key subgroups, the plan targets 15-point gains in ELA and 20-point gains in Math for English Learners, Students with Disabilities, and Black/African American students. These measurable goals, coupled with defined monitoring rules and governance oversight, provide the authorizer with clear evidence that BayTech is implementing a comprehensive, data-driven plan that meets the intent of EC 47607.2(a)(4)(A).

2. Measurable Increases in Academic Achievement with Verified Data

While school climate was recovering, BayTech also maintained a rigorous focus on academic instruction, yielding significant and measurable increases in student achievement. This progress is most powerfully demonstrated through nationally normed, verified data from the i-Ready Diagnostic assessment (see Appendix 6). Because i-Ready is a state-approved, nationally normed diagnostic, it qualifies as verified data under EC Section 47607.2(c). With over 95% student participation annually, these data provide clear and convincing evidence that BayTech is achieving measurable increases in academic achievement as required by statute.

Figure 0.5: i-Ready Verified Growth Data (2021-22 to 2024-25)

Year	Math Median Growth	Reading Median Growth	Math % Met Benchmark	Reading % Met Benchmark
2021–22	150%	129%	60%	55%
2024–25	264%	271%	71%	67%

By 2024-25, the median BayTech student achieved 2.6 times expected annual growth in Mathematics and 2.7 times expected annual growth in Reading. This extraordinary academic acceleration represents students making more than 2.5 years of progress in a single year, successfully closing learning gaps that were exacerbated by the pandemic and school-site trauma.

Equally important, proficiency rates rose steadily, with the percentage of students meeting i-Ready benchmarks increasing from 60% to 71% in Math and from 55% to 67% in Reading over three years.

Subgroup Performance on Verified i-Ready Data (2024–25):

- African American students: 263% of expected annual growth in ELA, 217% in Math

- Socioeconomically Disadvantaged students: 317% in ELA, 278% in Math

- Students with Disabilities: 217% in Reading, 211% in Math

- English Learners: 294% in Reading, 233% in Math
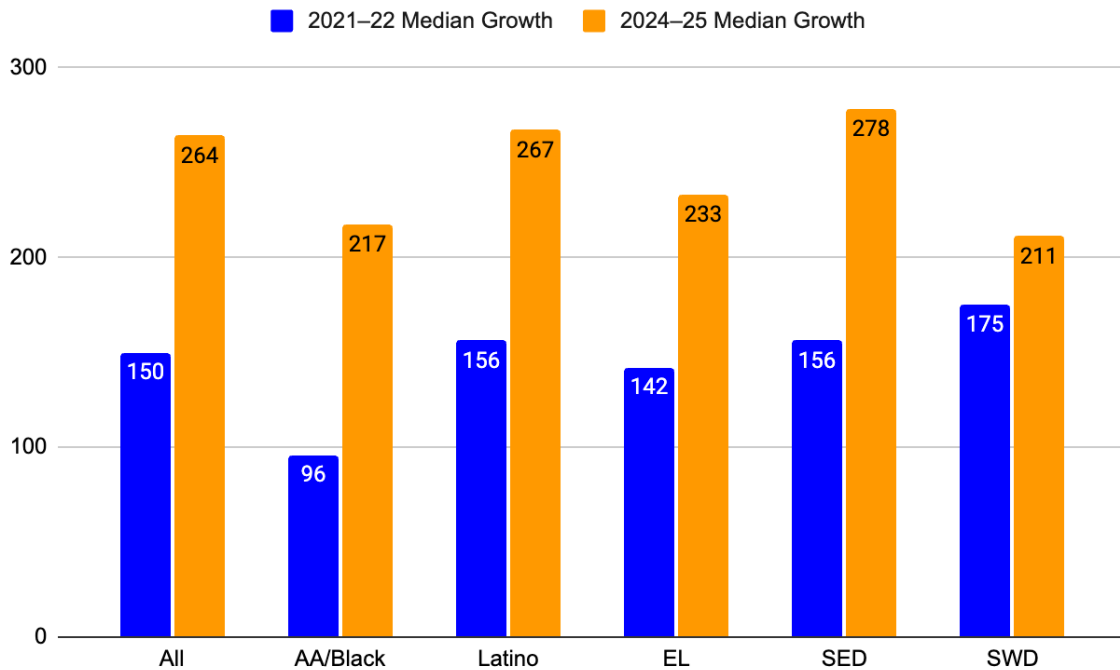
Figure 0.6: Median Growth in i-Ready Math 20-21 to 24-25 comparison
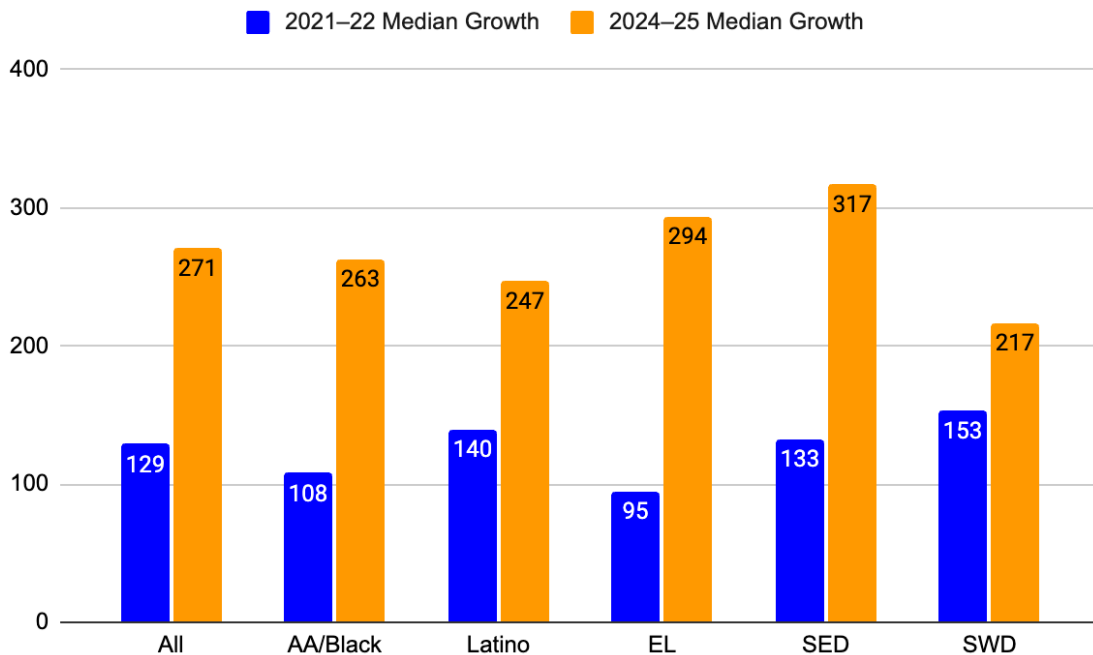
Figure 0.7: Median Growth in i-Ready Reading 20-21 to 24-25 comparison

These results demonstrate that BayTech's improvement extends across all major subgroups, including those most affected by learning loss and trauma. The verified data are further supported by the California School Dashboard, which shows a 20-point improvement in Mathematics since 2022 (-131.5 to -111.4 Distance from Standard) and stable English Language Arts performance at -56 DFS despite higher statewide rigor.

In 2024–25, BayTech achieved a 92.5% graduation rate, with 100% of graduates meeting UC A-G requirements, confirming that its college-preparatory model is translating into postsecondary readiness.

Taken together, these outcomes—accelerated growth on verified interim assessments, multi-year Dashboard gains, and exemplary graduation performance—constitute clear and convincing evidence that BayTech is achieving measurable increases in academic achievement consistent with EC Section 47607.2(a)(4)(B).

These results build on a three-year trajectory of recovery. Following the pandemic and the 2022 campus shooting, BayTech faced severe disruptions to learning and attendance. Since then, the school has moved from crisis to stability, reversing every major climate indicator and sustaining academic growth across all subgroups. The 2024 Dashboard reflects continued progress, not decline, confirming the school's capacity to implement lasting improvement.

Performance in Context: Comparison with Key Oakland High Schools

BayTech's 2024 results demonstrate that it performs at or above the level of most Oakland high schools serving similar high-needs populations (83.5% socioeconomically disadvantaged, 26.2% English learners). For this analysis, the comparison group is Oakland's comprehensive public high schools with comparable demographics (≥70% SED and ≥10% EL): Oakland High, Oakland Technical, Skyline, Fremont, Castlemont, and McClymonds. Within this peer set, BayTech ranks #1 in Mathematics, #1 in Suspension Rate, #1 in English Learner Progress, #3 in English Language Arts, and #1 in Graduation Rate. These outcomes show that BayTech's low-tier classification understates its performance relative to other high-needs Oakland schools.

Figure 0.8: 2024 Dashboard Comparison: BayTech and OUSD High Schools

School	ELA (DFS, Color)	Math (DFS, Color)	EL Progress (%, Color)	Suspension (%, Color)	Graduation (%, Color)	Meeting A-G (%)
BayTech Rank	*#3 of 7*	*#1 of 7*	*#1 of 7*	*#1 of 7*	*#1 of 7*	*#1 of 7*
Bay Area Technology	−56.0, Orange	−111.4, Orange	40.9, Yellow	3.5, Green	92.5, No Color	92.5
Oakland High	−45.9, Orange	−117.8, Orange	25.8, Red	3.6, Green	86.1, Green	50.9
Oakland Technical	−50.6, Orange	−133.8, Orange	31.6, Red	3.8, Orange	91.4, Green	69.8
Skyline	−78.1, Orange	−153.8, Orange	34.2, Red	5.7, Green	91.0, Blue	64.5

Fremont	–155.9, Orange	–235.7, Orange	20.0, Red	8.0, Yellow	81.3, Green	48.4
Castlemont	–188.1, Orange	–193.9, Orange	25.9, Yellow	10.0, Yellow	68.8, Yellow	27.7
McClymonds	–128.4, Red	–223.7, Red	Suppressed (<11)	16.6, Red	84.3, Orange	59.4
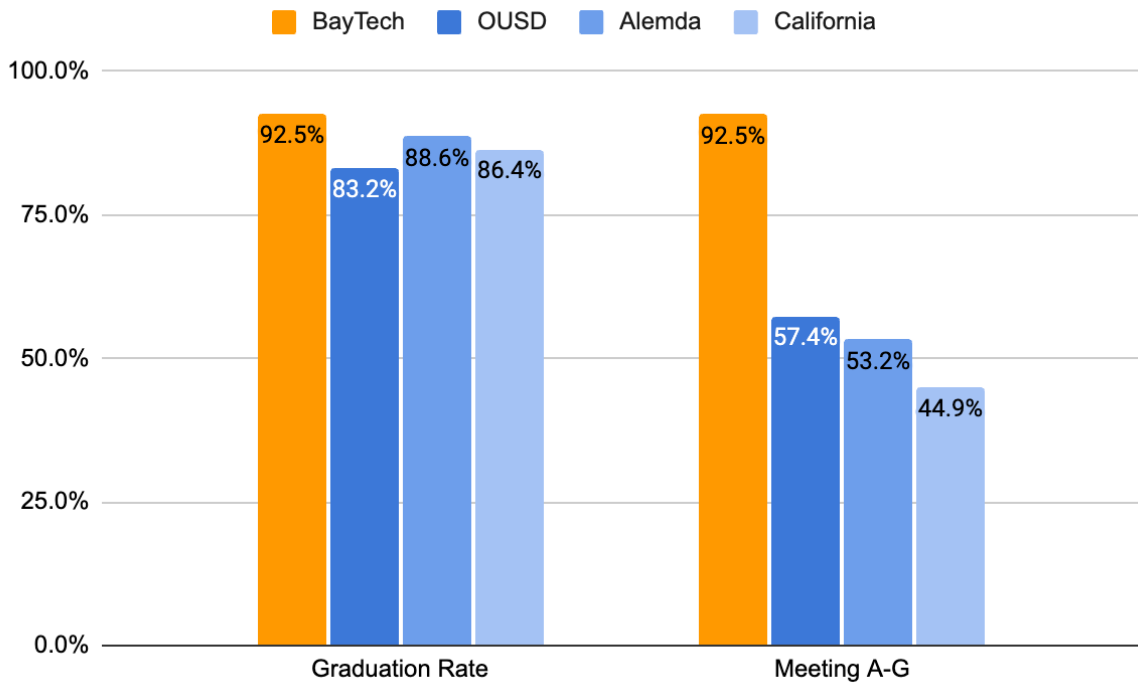
Figure 0.9: BayTech's A–G and graduation rates (2023-24) exceed district averages and are competitive with county and state results.

BayTech's instructional model enables incoming sixth graders to be met where they are academically and rapidly accelerates their learning, resulting in performance levels that surpass those of eighth graders at nearly all comparable Oakland middle schools in both Reading and Mathematics:
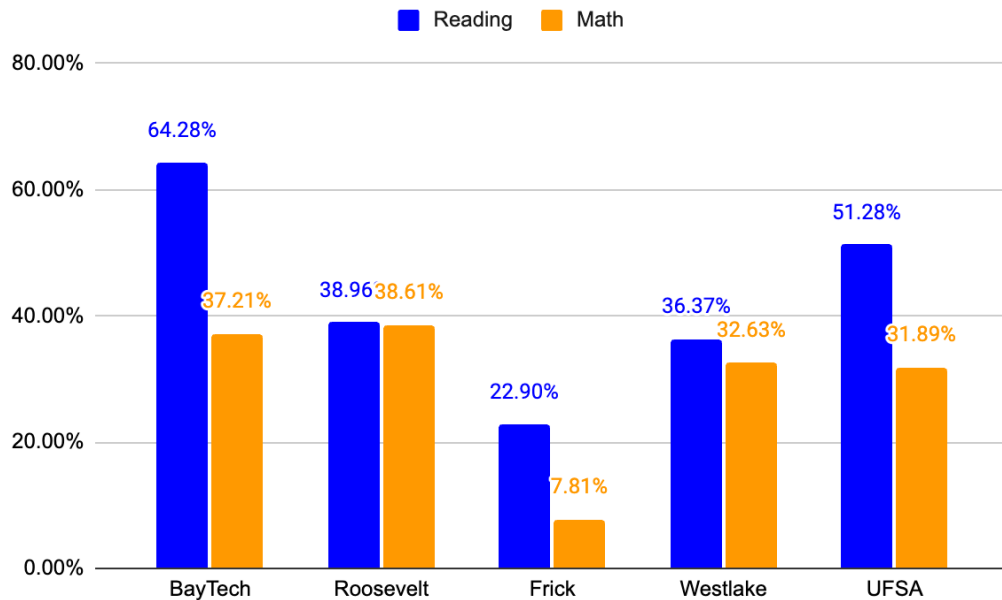
Figure 0.10: Percent of 8th Graders Approaching or Meeting Standards (CAASPP 2024)

Outperforming Peers in Critical Areas

BayTech's performance reflects a clear and sustained turnaround relative to its peer environment. The school leads all district high schools in the indicators prioritized in its Performance Improvement Plan: school climate (lowest suspension rate) and English learner progress. Academically, BayTech ranks first in Mathematics and third in English Language Arts, with 100 percent of graduates meeting UC A–G requirements and a 92.5 percent graduation rate—the highest among the district comparison group.

This record of improvement is achieved while serving a student population with greater socioeconomic and linguistic needs than most peers. The school's current "low-tier" designation therefore reflects systemic challenges faced by high-needs schools citywide, not a lack of improvement or competitiveness. Within this context, BayTech demonstrates the measurable progress and organizational capacity required for renewal under Education Code Section 47607.2(a)(4).

The First Year at the New Campus: Rebuilding Community and School Pride

The 2024–25 school year marks BayTech's first full year at its newly renovated Fruitvale campus, which has quickly become a cornerstone of the school's recovery and culture of belonging. The new facility, paired with a safe, reliable transportation system, has revitalized engagement, attendance, and student life.

BayTech now operates four daily transportation routes connecting East Oakland neighborhoods— including Cox, the former King Estates site, and the highest-need attendance zones—to the new

campus. This investment in access has driven Average Daily Attendance to ~96%, the highest in school history.

The new campus has also sparked a renaissance in school culture. Home volleyball games now sell out, and school dances for both middle and high school students—held for the first time in years— have drawn strong participation and improved campus morale. A student leadership class now produces daily video announcements, giving students ownership of communication and community life.

Academic and creative enrichment have also expanded. BayTech launched a new "BayTech Genius Bar" elective, where students design and build computers from component parts, reflecting the school's technology-centered mission. This elective is also driving post-graduate plans for several of our students. Electives have become more focused on college-bound skills and career readiness while maintaining flexibility. This student-driven process allows for experimentation and innovation rather than rigid standardization, and students choose from a wide array of classes including real estate, investing, AP classes, and cosmetology licensing.

These cultural and operational improvements demonstrate that BayTech's turnaround is not only academic but also deeply rooted in community connection, student voice, and equitable access. The school's strong climate indicators, rising attendance, and renewed school spirit reflect a thriving learning environment ready to sustain long-term success.

Conclusion: A Compelling Case for a Two-Year Renewal

BayTech's story is one of resilience, recovery, and measurable progress. The school community has faced extraordinary adversity and emerged with a demonstrated capacity to improve and a clear trajectory of growth. BayTech meets—and exceeds—the legal standard for a two-year renewal under Education Code Section 47607.2 by providing clear, verified evidence of both:

1. **Meaningful Steps Toward Improvement** through a comprehensive, board-approved Performance Improvement Plan with defined strategies, timelines, and measurable targets for ELA, Math, Chronic Absenteeism, and Enrollment Stability.

2. **Measurable Academic Growth** demonstrated by verified i-Ready data showing 264% growth in Math and 271% in Reading, supported by Dashboard gains in Math (+20.1 points since 2022), EL Progress (+11.9%), and a dramatic recovery in school climate indicators.

When viewed in both historical and comparative context, BayTech's performance tells the story of a resilient organization effectively serving its students. The school's prior low-tier classification reflects the extraordinary crises of 2022–2023, not its current capacity or performance. The gains achieved from 2023 to 2024, including multiple indicators moving from Red to Green, Yellow, or Orange, demonstrate the systems and leadership strength necessary for continued improvement.

The proposed two-year renewal (2026–2028) aligns directly with the Performance Improvement Plan timeline, ensuring continued accountability while allowing BayTech to demonstrate sustained

academic and operational growth. By 2027, BayTech projects Yellow performance in both ELA and Math, chronic absenteeism below 15%, and continued excellence in school climate, outcomes that will position the school for a full-term renewal.

We respectfully request renewal under EC 47607.2(a)(4) and submit the record necessary for the authorizer to make the required written factual findings that BayTech has taken meaningful steps and achieved measurable increases in academic achievement.

ELEMENT 1 – EDUCATIONAL PROGRAM

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

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

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

Local Control Accountability Plan (LCAP)

Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Office of Charter Schools on or before July 1, in accordance with Education Code section 47604.33. In accordance with Education Code section 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time, including but not limited to the following:

· A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

· Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.

· To the extent practicable, data shall be reported in a manner consistent with how information is reported on the California School Dashboard.

Charter School shall comply with all other requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School 'shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update...' (Ed. Code § 47606.5(d))

Western Association of Schools and Colleges (WASC) Accreditation

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

Mathematics Placement Policy

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

Independent Study

Charter School recognizes that a long-term independent study program (greater than 14 days per school year), is a material term of the educational program described in Charter School's petition. Therefore, if offered, Charter School's petition will contain a reasonably comprehensive description of the long-term independent study program, including how the school will comply with the legal requirements in providing such a program.

Home and Hospital Instruction

Charter School is responsible for providing both its general education and special education students with individual home instruction during any period of temporary disability when the student is unable to participate in on-campus instruction. In the case of a parent notifying Charter School of a request for home instruction, Charter School shall determine the appropriateness of home instruction services within five days of the request and shall begin home services within five days of determining eligibility. If a student disenrolls from Charter School in order to enroll with their school district of residence for home instruction, Charter School shall re-admit such students if they request re-enrollment within one calendar year from disenrollment from Charter School.

If a student with an IEP is unable to attend school due to a temporary or ongoing medical or psychological disability, Charter School shall continue to be responsible for the provision of special education and related services during that time. Home instruction for a student with an IEP or Section 504 plan shall only be provided under the following circumstances (5 CCR § 3051.4): the

IEP team has recommended home instruction based on a medical report which is from the student's attending physician, surgeon, or psychologist; states the diagnosed condition; certifies that the student's condition prevents attendance in a less restrictive setting; and contains a projected calendar date for the student's return to school.

Home instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. There is no provision in statute that specifically addresses instructional content; however, the goal of home instruction should be maintenance of the pupil's former level of performance.

A student with a temporary disability, who is in a hospital or other residential health facility within the boundaries of OUSD, excluding a state hospital, shall receive educational services by OUSD. A pupil with a temporary disability, who is in a hospital or other residential health facility outside the boundaries of OUSD, excluding a state hospital, shall receive educational services by the school district in which the hospital is located. Pursuant to Education Code § 48207, Charter School shall continue to enroll such students while they are receiving Hospital Instruction. Average daily attendance shall be calculated consistent with the law.

Student Enrollment and Grade Levels Served

Charter School will serve a student enrollment at each grade level and at all grade levels combined in each of the years of the term of the Charter as follows:

Figure 1.1: Projected Student Enrollment by Grade

	Projected Student Enrollment for Each Year by Grade Level and Total Enrollment				
Grade Level	**Year 0 2025-26**	**Year 1 2026-27**	**Year 2 2027-28**	*Year 3 2028-29*	*Year 4 2029-30*
6	25	40	40	*45*	*45*
7	23	33	40	*45*	*45*
8	22	32	40	*45*	*45*
9	33	40	43	*47*	*47*
10	33	40	43	*46*	*46*
11	32	40	42	*46*	*46*
12	32	40	42	*46*	*46*
Total	**200**	**265**	**290**	*320*	*320*

Special Education

Compliance with Federal and State Laws

Charter School complies with all applicable state and federal laws in serving students with disabilities, including but not limited to the Individuals with Disabilities Education Act (IDEA),

Section 504 of the Rehabilitation Act (Section 504), and the Americans with Disabilities Act (ADA). BayTech ensures students with disabilities are not excluded from participation in, denied benefits of, or subjected to discrimination in any program or activity. All BayTech facilities meet ADA requirements to ensure accessibility for all students, staff, and visitors with disabilities.

SELPA Membership and LEA Status

BayTech operates as its own Local Educational Agency (LEA) for special education purposes and holds membership in the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a). BayTech remains a member in good standing of the El Dorado Charter SELPA and complies with all SELPA policies, procedures, and forms. Any changes in SELPA membership will be communicated to the district, SELPA, and the California Department of Education by June 30 of the prior year.

Services for Students under IDEA

BayTech provides the following assurances to meet the educational needs of students with disabilities:

1. **Free Appropriate Public Education (FAPE):** Ensures FAPE is provided to all enrolled students, including children with disabilities who may be suspended or expelled.
2. **Child Find:** Actively identifies, locates, and evaluates all students with disabilities, including coordination with prior schools to obtain cumulative files and Individualized Education Programs (IEPs).
3. **Full Educational Opportunity:** Provides students with disabilities access to the full range of educational programs and extracurricular activities available to students without disabilities.
4. **Least Restrictive Environment (LRE):** Educates students with disabilities alongside their non-disabled peers to the maximum extent appropriate. Supplementary aids and services are provided in the general education environment as specified in the student's IEP.
5. **State Assessments:** Ensures students with disabilities participate in state assessments with necessary accommodations and modifications, as outlined in their IEP or 504 Plan.
6. **Individualized Education Program (IEP):** Develops, reviews, and revises IEPs annually for each eligible student under IDEA. Triennial reassessments are conducted or more frequently if requested by a parent or teacher.
7. **Confidentiality and Procedural Safeguards:** Protects the confidentiality of student data at all stages and provides students and parents with safeguards during identification, evaluation, and placement.
8. **Personnel Standards:** Recruits, hires, and trains qualified, credentialed personnel to provide special education services in compliance with IDEA, SELPA policies, and state law.

Identification and Referral

BayTech follows a structured process for identifying and referring students for special education services:

1. **Child Find:** Ensures all new students are screened for potential disabilities upon enrollment. BayTech coordinates with prior schools to obtain educational records, including prior IEPs or evaluations.
2. **General Education Interventions:** The Student Study Team (SST) and Response to Intervention (RTI) frameworks attempt to address students' needs within the general education setting before a formal referral.
3. **Referral Process:** Referrals can be initiated by teachers, parents, or other stakeholders. Parents have the right to request an assessment in writing, prompting BayTech to provide an assessment plan within 15 days. If general education interventions do not meet the student's needs, the SST recommends a formal evaluation.

Assessment Procedures

BayTech conducts comprehensive evaluations to determine eligibility for special education services, adhering to the following procedures:

1. **Types of Assessments:** Evaluations may include individual testing, classroom observations, structured interviews, and a review of educational records. Assessments are conducted in the student's primary language, with interpreters provided as necessary.
2. **Qualified Personnel:** Assessments are conducted by trained and knowledgeable professionals in the student's suspected areas of disability.
3. **Non-Discriminatory Practices:** Tools and methods are selected and administered to ensure validity and reliability, free from racial, cultural, or linguistic bias.
4. **Timelines and Consent:** Assessments are completed within 60 days of receiving written parental consent. Results are reviewed at an IEP meeting to determine eligibility and necessary services.
5. **Multidisciplinary Teams:** Evaluations involve a team of professionals, including general and special education teachers, school psychologists, and related service providers, to ensure a holistic approach.

IEP Development and Implementation

BayTech's IEP process ensures individualized support for each student's unique needs:

1. **Team Composition:** The IEP team includes the student's parents/guardians, general and special education teachers, a school administrator, related service providers, and the student (when appropriate). Parents are recognized as key stakeholders, and their schedules and needs are accommodated for effective participation.
2. **IEP Components:** Each IEP includes:
   - Present levels of academic achievement and functional performance.
   - Annual goals and short-term objectives.
   - Special education and related services to be provided.
   - Accommodations, modifications, and assistive technology.
   - Progress monitoring and reporting methods.

3. **Transfer Students:** For students transferring mid-year, BayTech provides comparable services while reviewing prior IEPs and developing a new one, if necessary.
4. **Progress Monitoring:** Progress toward IEP goals is tracked regularly and formally reported to parents three times per year, aligning with general education reporting periods.

Section 504 Plans

BayTech ensures students with disabilities who do not qualify for IDEA services receive accommodations under Section 504:

1. **Eligibility Determination:** The 504 team reviews student records, assessments, and other relevant data to determine eligibility.
2. **504 Plan Development:** Plans specify necessary accommodations to ensure access to FAPE. Examples include extended time on tests, preferential seating, and assistive technology.
3. **Review and Implementation:** 504 Plans are reviewed annually and shared with all educators responsible for implementation. Training is provided to general education teachers to ensure accommodations are effectively applied.

Funding for Special Education Services

BayTech assumes financial responsibility for providing FAPE to students with disabilities, meeting SELPA Maintenance of Effort (MOE) requirements. State and federal special education funds are received directly from the SELPA and allocated to ensure compliance and service delivery.

Non-Public Placements and Non-Public Agencies

BayTech may contract with non-public schools or agencies to meet specific student needs. All providers are credentialed and monitored in alignment with SELPA policies.

Parent Engagement and Complaints

BayTech values parent input and has established protocols for addressing concerns related to special education services:

1. **Procedural Safeguards:** Parents are informed of their rights, including the right to mediation or due process hearings.
2. **Complaint Resolution:** Concerns are investigated promptly, with timely communication to parents regarding outcomes.

Professional Development

BayTech invests in ongoing professional development to build the capacity of special education and general education staff. Training topics include:

- Evidence-based instructional practices.

- Accommodations and modifications for students with disabilities.
- Behavior intervention strategies, including PBIS.
- Specific curricula and tools (e.g., Orton-Gillingham, SIPPS).

General education staff receive annual training on the SST process, identification of students with disabilities, and the implementation of 504 Plans and IEPs.

Interim and Initial Placements

For transfer students with existing IEPs, BayTech provides comparable services upon enrollment, aligning with California Education Code Section 56325. New IEPs are developed if necessary, following assessments.

Non-Discrimination Policy

BayTech ensures equal access to its programs and services for all students, regardless of the nature or severity of their disabilities. No student is denied admission or access to services based on disability status.

BayTech's comprehensive approach to special education aligns with federal/state laws and SELPA policies, ensuring students with disabilities receive equitable and effective services. Through robust identification, individualized support, and ongoing collaboration with families, BayTech fosters academic, social, and emotional growth in an inclusive environment.

A. TARGET POPULATION & COMMUNITY NEED

1. Twenty Years of Educating in Oakland

Since its founding in 2004, BayTech has provided Oakland families with a high-quality education designed to empower students for success in college, careers, and life. Established by a group of scientists and engineers, BayTech addressed the critical need for innovative education in Oakland at a time when few schools in the region emphasized the use of technology to enhance learning. Originally part of the Bill and Melinda Gates Foundation's initiative to create small, supportive schools, BayTech has remained steadfast in its mission to combine academic rigor with personalized attention.

Over the years, BayTech has faced challenges that tested its resilience and underscored the strength of its enduring community and educational program. Among these challenges was the tragic school shooting in 2022 at the King Estates campus, where BayTech co-locates. The incident, which resulted in the loss of innocent life and injuries to several individuals, profoundly impacted the BayTech community. Despite this tragedy and the additional challenges posed by the COVID-19 pandemic, BayTech worked tirelessly to restore trust, strengthen safety measures, and continue providing a secure and supportive learning environment. The Charter School implemented

comprehensive safety protocols, expanded counseling services, and reinforced its partnerships with families to ensure students feel safe and supported.

As BayTech has evolved, its focus has shifted from being primarily STEM-focused to leveraging technology as a tool to meet the individual needs of every student it serves. The Charter School's approach emphasizes data-driven practices and personalized instruction, ensuring that students of all backgrounds and abilities receive the tailored support they need to thrive. These practices are embedded in professional development and daily instruction, enabling BayTech to provide high-quality, individualized education for Oakland's diverse student population.

BayTech's program also ensures that students are well-prepared for higher education by meeting the A-G requirements necessary for admission to the University of California ("UC") and California State University ("CSU") systems. This commitment to college and career readiness is reflected in the Charter School's high graduation rate and robust academic support programs.

As BayTech approaches its 21st anniversary in Fall 2025, the Charter School is set to achieve another milestone: the opening of a new, state-of-the-art facility in Oakland's San Antonio neighborhood. This permanent location will provide an enriched learning environment that enhances BayTech's ability to serve underserved populations while maintaining its small-school feel.

From its humble beginnings to its resilience in the face of adversity, BayTech stands as a beacon of hope and opportunity for Oakland families. The Charter School remains dedicated to fostering a strong foundation in personalized education, a supportive community, and the skills students need to succeed in an ever-changing world.

2. Target Student Population[1]

BayTech serves approximately 300 to 350 students across grades 6-12, representing Oakland's rich cultural diversity. The Charter School primarily enrolls students from East Oakland and surrounding neighborhoods, providing critical educational access for students facing socioeconomic and academic challenges. BayTech's student demographics include:

- **80%** of students qualifying for Free or Reduced-Price Lunch ("FRPL")
- **83%** Socioeconomically Disadvantaged
- **73%** Hispanic/Latino
- **19%** African American
- **26%** ELs, with an additional **40%** Reclassified Fluent English Proficient ("RFEP")
- **18%** SWD
- Less than **1%** foster youth, generally one or two students each year

3. Community Context

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[1] ed-data.org/school/Alameda/Oakland-Unified/Bay-Area-Technology

BayTech is located in East Oakland, a community rich in cultural diversity but deeply impacted by significant socioeconomic challenges. Income disparity is stark in this area, with many households struggling to meet the basic living wage. Educational disparities are especially pronounced in East Oakland, where a large portion of the adult population lacks a college degree. Local students often face additional barriers such as housing instability, food insecurity, and community violence, which can hinder their ability to thrive academically and personally.

The neighborhood surrounding BayTech's future location faces profound economic and social challenges, as reflected in its designation as "severely distressed" under the New Market Tax Credit criteria. With a poverty rate of 32.4% and a median income that is only 31.9% of the Area Median Income, the area struggles to provide residents with adequate economic opportunities. These conditions align closely with the needs of BayTech's student population, 84% of whom qualify for FRPL—a rate significantly higher than the 2021-2022 Oakland Unified School District average.

BayTech's approach is tailored to address these community challenges by providing a structured, supportive, and college-preparatory program designed to help students overcome socioeconomic barriers. In addition to offering rigorous academics, BayTech's programs emphasize social-emotional growth and family engagement, fostering a supportive school culture where every student can thrive.

4. Meeting Local Demand for High-Quality Education

BayTech's reputation for academic rigor, college preparation, and career pathways has drawn sustained interest from local families. The new facility in San Antonio is strategically located to serve a broader population across Oakland, reflecting BayTech's commitment to accessibility and community-centered growth.
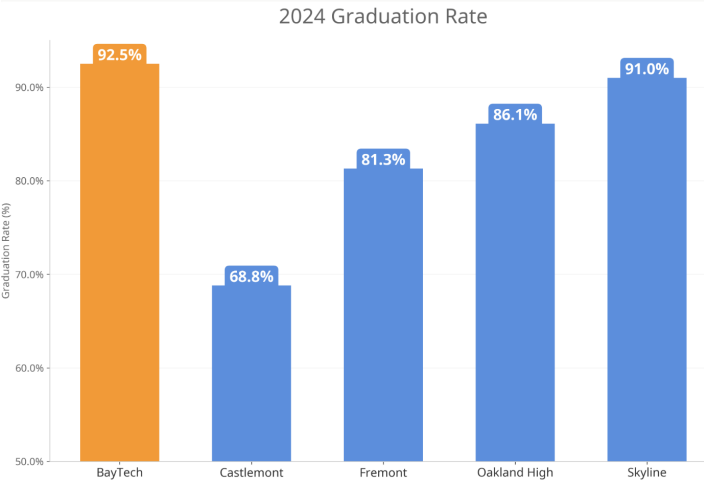
Figure 1.2: 2024 Graduation Rate Comparisons

Enrollment Projections

BayTech anticipates stable enrollment in the coming years, with student enrollment projected to remain around 320 students annually, distributed as follows:

Figure 1.3: Projected Student Enrollment by Grade

Grade	2025-26 (Current)	2026-27	2027-28	2028-29	2029-30
6	25	40	40	45	45
7	23	33	40	45	45
8	22	32	40	45	45
9	33	40	43	47	47
10	33	40	43	46	46
11	32	40	42	46	46
12	32	40	42	46	46
Total	**200**	**265**	**290**	**320**	**320**

5. Addressing Challenges Facing BayTech Students

Many BayTech students face learning gaps due to varied educational backgrounds and socioeconomic challenges. To address these disparities, BayTech provides targeted academic support through adaptive tools like i-Ready, ExactPath, Edmentum, Study Island, and IXL, helping students build foundational skills while keeping up with grade-level instruction. This approach accelerates learning and strengthens core competencies to prepare students for future success.

Social-emotional support is a core component of BayTech's educational model. Small class sizes and a close-knit school community foster an environment where students are seen, valued, and supported. Teachers and staff cultivate strong relationships with both students and families, ensuring that each student has a reliable support network for academic and personal development. To further strengthen this model, BayTech currently employs a school-wide academic counselor and a dedicated social-emotional counselor—and for the 2025–26 school year, a middle school-specific counselor will be added. Social-emotional learning and essential life skills, such as time

management and study habits, are integrated into daily school life to help students build the tools they need for long-term success.

BayTech's history of achievement speaks for itself. Consistently ranked among the top three Oakland public schools for graduation rates and UC A-G readiness, BayTech has also been recognized as one of the top high schools in Oakland for African American males, outperforming OUSD in graduation and UC A-G readiness rates for the past five years. Graduates have gone on to attend prestigious institutions, including UC Berkeley, UCLA, UC San Diego, UC Santa Barbara, UC Santa Cruz, UC Irvine, and UC Merced, as well as top private colleges and California State University campuses.

6. Meeting Unmet Educational Needs with a Unique Program

Addressing Challenges Facing BayTech Students

Many BayTech students enter with learning gaps stemming from varied educational backgrounds and the socioeconomic challenges prevalent in East Oakland. To bridge these gaps, BayTech combines adaptive tools like IXL, Exact Path, Edmentum, Study Island, Mathify, StardardsPlus, NoRedInk, and i-Ready with individualized, targeted interventions, ensuring that students receive personalized support tailored to their needs. Simultaneously, BayTech's core curriculum centers on rigorous, grade-level content, providing the exposure and challenge essential for a robust college preparatory education.

BayTech offers a structured Saturday School program as an additional layer of academic intervention and enrichment. This program provides dedicated time for students to receive targeted instruction in core content areas, recover credits, complete missing assignments, or reinforce key concepts identified through formative and interim assessments. Saturday School is staffed by credentialed teachers and supported by instructional aides, and participation is determined through data-informed recommendations, teacher referrals, and student needs. By offering weekend academic support in a focused, low-distraction setting, BayTech ensures that students have ongoing access to personalized learning opportunities aligned with their instructional goals.

Social-emotional support is another cornerstone of BayTech's model. Small class sizes and a close-knit school community foster an environment where students feel seen, valued, and supported. Teachers and staff build strong relationships with students and families, ensuring that each student benefits from a network of support that addresses both academic and personal growth. Initiatives such as mentorship programs and daily advisory periods integrate social-emotional learning ("SEL") and essential life skills like time management, study habits, and conflict resolution into students' routines. This focus on SEL has contributed to a 14.5% decline in chronic absenteeism[2], reflecting stronger student engagement and connection to the Charter School community.

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[2] California Department of Education, *California School Dashboard*, 2024. Accessed November 16, 2024.

BayTech's commitment to academic and personal growth is reflected in its outstanding results. The Charter School has consistently ranked among the top three Oakland public schools for graduation rates and UC A-G readiness. Notably, BayTech has been recognized as one of the top high schools in Oakland for African American males, achieving a 100% graduation rate and UC A-G readiness rate for the past five years. Graduates have gone on to attend prestigious institutions such as UC Berkeley, UCLA, UC San Diego, and Stanford, as well as top private colleges and California State University campuses. These outcomes demonstrate BayTech's ability to equip its students for college and career success.

Meeting Unmet Educational Needs with a Unique Program

BayTech's comprehensive program is designed to meet the unique, unmet needs of East Oakland's diverse student population. The key components of BayTech's educational model include:

1. **Rigorous Curriculum**:
   - BayTech's curriculum meets and exceeds A–G college requirements, offering advanced coursework such as AP U.S. History, AP English, and AP Government. To graduate from BayTech, students must complete more than the minimum UC A–G requirements—including 3 years of foreign language, 3 years of science, 3 years of history, and 4 years of math. These graduation requirements align with the recommended preparation standards of the University of California, ensuring that BayTech students are not only eligible but highly competitive for UC and CSU admissions. Career and technical education ("CTE") pathways further prepare students for both college and high-demand careers.
2. **Integrated Support Systems**:
   - Adaptive platforms such as IXL, Exact Path, Edmentum, Study Island, i-Ready, NoRedInk, Lumous Learning, and Mathify, combined with personalized interventions, bridge learning gaps and accelerate progress.
3. **Responsive Class Sizes**:
   - With a 15:1 student-to-teacher ratio, BayTech ensures individualized attention and fosters strong relationships between students and staff. Family engagement events and outreach programs strengthen ties between the Charter School and the East Oakland community. Class sizes range anywhere from 20:1 to 8:1 depending on the level of individualized support.
4. **Life Skills Development**:
   - Structured sessions focus on essential skills such as time management, financial literacy, and study habits, equipping students with tools for lifelong success. BayTech offers a dedicated Life Skills class and a Peer Mentoring elective for high school students, where they learn goal setting, conflict resolution, time management, and strategies for supporting younger peers. These students are then paired with middle school mentees to foster leadership, build school connectedness, and reinforce positive academic and behavioral habits. Partnerships with local organizations further enhance these offerings, providing students with real-world applications and mentoring beyond the classroom.

BayTech's educational model is tailored to the specific needs of East Oakland's underserved students, providing the skills, knowledge, and resources they need to overcome challenges and thrive. By prioritizing equity, fostering a mission-driven culture, and maintaining small class sizes, BayTech creates a transformative educational experience that empowers students to achieve their fullest potential. This commitment to holistic development not only prepares students for college and careers but also positions them as leaders who can positively impact their communities.

B.

PHILOSOPHY & APPROACH TO INSTRUCTION

1. BayTech's Vision, Mission and Values

Vision

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

The Bay Area Technology School strives to shape our future by:

- Preparing students for academic success and college readiness.
- Enabling students to have a broad spectrum of options for their future endeavors.
- Preparing students to be responsible and productive citizens.

BayTech envisions an inclusive and supportive environment where each student is equipped to succeed in both college and career paths, gaining the skills, knowledge, and character needed to thrive and contribute positively to society.

Mission

Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum.

Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century.

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

This simple, positive affirmation embodies the spirit of BayTech and reinforces our commitment to a supportive, optimistic learning environment.

Core BayTech Values

The BayTech E.A.G.L.E.S. values serve as the foundation of our educational philosophy, shaping both academic and social-emotional development. We strive to cultivate these attributes in every student:

Effective Communicators who will:

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

Academic Achievers who will:
- Produce quality work across the curriculum.
- Be eligible for college by completing required coursework and possess the necessary skills to pursue and succeed in higher education.
- Acquire and apply knowledge about new technologies.
- Apply research and analytical skills to form factual, evidence-based perspectives and responses.

Goal-Oriented Students who will:
- Earn a high school diploma and complete A-G requirements for college.
- Pursue higher education, vocational goals, or professional training.
- Demonstrate time management skills to meet academic deadlines.

Lifelong Learners who will:
- Explore a variety of academic, athletic, artistic, and extracurricular areas.
- Be open to discovery and develop enthusiasm and interest in learning.
- Adapt to a wide range of professional and cultural settings.
- Be goal-oriented and understand the importance of continual goal setting.

Excellent Critical Thinkers who will:
- Locate, gather, interpret, evaluate, and analyze data.
- Define and analyze problems, propose, implement, and evaluate solutions.
- Apply problem-solving skills to achieve personal or academic goals.

- Identify and use resources effectively to gather, communicate, and evaluate information.

Socially Responsible Students who will:
- Be culturally aware, understanding, and appreciative of the histories and values of different cultures.
- Serve as leaders within their community, contributing to the betterment of life in their school and community.
- Demonstrate conscientiousness and honesty through personal and academic performance.
- Have integrity and take responsibility for their personal choices and actions.

2. The Educated Person in the 21st Century

BayTech's educational program is designed around a clear definition of a 21st-century education: preparing students to thrive in an interconnected, rapidly evolving world with a dynamic skill set that extends beyond traditional academic knowledge. This vision emphasizes adaptability, technological proficiency, and a readiness to engage thoughtfully with diverse perspectives and global challenges.

An educated person in the 21st century is equipped with a dynamic skill set that extends beyond traditional academic knowledge. In today's rapidly evolving world, individuals must be adaptable, technologically proficient, and prepared to engage thoughtfully in an interconnected global community. This requires a foundation in core academic disciplines, including literacy, mathematics, science, and social studies, coupled with the critical thinking skills necessary to analyze, synthesize, and apply knowledge in diverse contexts.

In an era defined by technological advancement, an educated person is adept at using technology as a tool for learning, communication, and problem-solving. They possess the digital literacy required to navigate information responsibly, discern credible sources, and leverage technology to connect with others, expand their understanding, and innovate solutions. The ability to adapt to new technologies and use them effectively is essential for success in both higher education and the modern workforce.

Beyond academic and technological capabilities, a well-rounded 21st-century individual demonstrates self-motivation, resilience, and cultural competence. They are lifelong learners, continuously pursuing knowledge and self-improvement. They exhibit curiosity about the world and an eagerness to engage with new ideas, maintaining a flexible mindset in the face of change. Culturally aware and socially responsible, they understand and appreciate diverse perspectives and are committed to contributing positively to their communities and society at large.

An educated person in this century is also college and career-ready, equipped with practical skills and a clear understanding of their goals. They possess the capacity to set personal and academic objectives, develop plans to achieve them, and demonstrate the time-management and skills necessary to pursue their ambitions. With a balanced focus on academic rigor, technological

fluency, and personal growth, the 21st-century educated person is prepared to navigate a complex world, pursue meaningful opportunities, and make a lasting impact.

3. How Learning Best Occurs

At Bay Area Technology School, we believe that learning best occurs when students feel safe, supported, and understood. Our program is designed to address the unique challenges faced by our student body, many of whom come from diverse socioeconomic and cultural backgrounds in East Oakland. To foster a supportive and inclusive environment, we prioritize both academic and social-emotional learning, creating a foundation where students can thrive and achieve their fullest potential.

Learning is most effective when it is grounded in a comprehensive approach that balances grade-level rigor, personalized support, extracurricular opportunities, SEL, and lifelong skills development. Research consistently highlights the importance of integrating these elements to create an educational environment where all students can thrive.

At the core of BayTech's instructional model is Interactive Direct Instruction ("IDI")—a research-based approach that combines the structured, teacher-led clarity of traditional Direct Instruction with collaborative, student-centered learning strategies. This model ensures content is delivered in small, sequenced increments, with students actively engaging through practice, discussion, and demonstration. Frequent checks for understanding and mastery-based pacing are integral to this method, allowing teachers to adjust instruction based on real-time data.

BayTech enhances IDI with interactive elements that include cooperative learning, group discussions, peer interaction, and hands-on activities. These strategies deepen content understanding, increase retention, and build social-emotional skills such as communication, collaboration, and problem-solving.

In addition, BayTech has developed its own copyrighted instructional planning model that structures each lesson phase based on students' age and developmental readiness. This model follows a six-step sequence:

1. Direct Instruction (duration = age ÷ 2)
2. Guided Group Work (duration = age × 2), during which the teacher circulates and collects formative data
3. Targeted Re-teaching based on collected data (duration = age)
4. Independent Practice (duration = age ÷ 2 + 5 minutes)
5. Peer Sharing using structured sentence stems
6. Exit Ticket to assess mastery

This structure not only promotes active participation and student voice, but also ensures that instruction is differentiated and responsive to student needs in real time. Additionally, BayTech integrates assistive technologies to further individualize instruction and support accessibility for all learners.

Through the deliberate implementation of Interactive Direct Instruction, embedded SEL practices, and a strong data-driven culture, BayTech creates a dynamic and inclusive learning environment where every student has the opportunity to succeed.

Grade-Level Rigor: Setting High Expectations

Rigorous, grade-level instruction is essential for preparing students to meet the demands of college, career, and life. High expectations motivate students to engage deeply with challenging content, fostering critical thinking and problem-solving skills (Rosenthal & Jacobson, 1968)[3]. Research shows that access to rigorous academic programs is a key factor in closing achievement gaps, particularly for students from underserved communities (Noguera & Wing, 2006)[4].

Grade-level rigor also ensures equity, as all students are given the opportunity to access high-quality instruction aligned with state standards. This foundation is crucial for building the skills needed to succeed in an increasingly complex and competitive world.

Personalized Support: Addressing Individual Needs

A one-size-fits-all approach to education often fails to meet the diverse needs of students. Personalized learning, which tailors instruction to each student's unique strengths, challenges, and interests, has been shown to improve engagement and achievement (Pane et al., 2017)[5]. Adaptive tools, small-group instruction, and individualized interventions enable educators to provide targeted support, ensuring that all students can master grade-level content while addressing any learning gaps.

Personalized support fosters a sense of ownership in learning, empowering students to take an active role in their education. By meeting students where they are and helping them progress at their own pace, this approach lays the foundation for long-term academic success.

Extracurriculars: Enriching the Learning Experience

Extracurricular activities play a crucial role in the holistic development of students. Participation in sports, arts, clubs, and other enrichment programs has been linked to higher academic performance, better attendance, and greater emotional well-being (Eccles & Barber, 1999). These opportunities allow students to explore their interests, develop new skills, and build meaningful connections with peers and mentors.

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[3] Rosenthal, R., & Jacobson, L. (1968). "Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development." *Holt, Rinehart & Winston*.

[4] Noguera, P. A., & Wing, J. Y. (2006). *Unfinished Business: Closing the Racial Achievement Gap in Our Schools.* Jossey-Bass.

[5] Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton, L. S., & Pane, J. D. (2017). "Informing Progress: Insights on Personalized Learning Implementation and Effects." *RAND Corporation*.

BayTech is a proud member of the Bay Area Charter School Athletic Conference ("BACSAC") League, offering both varsity and junior varsity athletics in a wide range of sports: men's and women's volleyball, basketball, soccer, cross country, track and field, and flag football, as well as men's baseball. These programs are available at both the middle and high school levels, ensuring students have consistent access to athletic development and school spirit from grades 6–12.

In addition to athletics, BayTech students actively participate in a diverse range of clubs. In recent years, some of the school's most popular student-led organizations have included the Chess Club, the Korean Club, and the uniquely self-named Boring Club, which provides a creative space for students to unwind, connect, and shape its own identity.

Extracurricular involvement also provides a practical context for applying academic knowledge, reinforcing the relevance of classroom learning. Whether through teamwork in sports or creativity in the arts, these experiences help students develop critical life skills such as collaboration, leadership, and time management.

Social-Emotional Learning: Building Resilient Learners

Social-emotional learning is a cornerstone of effective education, equipping students with the skills needed to navigate challenges, build relationships, and achieve their goals. Research has shown that SEL programs improve academic outcomes, reduce behavioral issues, and enhance overall student well-being (Durlak et al., 2011)[6].

By fostering self-awareness, empathy, and resilience, SEL creates a foundation for both academic and personal growth. Students who feel safe, supported, and understood are more likely to engage in learning and achieve their full potential. An educational environment that prioritizes SEL ensures that students are prepared to thrive in school and beyond.

At BayTech, SEL is fully integrated into classroom learning through a partnership with Zymbolic (https://www.zymbolic.org/), an organization that supports all grade levels. Through this collaboration, students engage in structured restorative justice practices and growth mindset programming, helping them build the emotional intelligence, self-regulation, and interpersonal skills that underpin academic success and lifelong well-being.

Lifelong Skills Development: Preparing for the Future

An effective education extends beyond academics, teaching students the skills they need to succeed in life. Time management, goal setting, communication, and adaptability are essential for navigating the complexities of higher education, the workforce, and personal life (Conley, 2012)[7].

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[6] Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, 82(1), 405-432.

[7] Conley, D. T. (2012). *College and Career Ready: Helping All Students Succeed Beyond High School.* Jossey-Bass.

Research supports the integration of lifelong skills into educational programs, as these skills enhance students' ability to take ownership of their learning and pursue meaningful opportunities. Preparing students to be self-directed, responsible, and resilient equips them to meet the challenges of a rapidly changing world.

A Balanced Approach: The Key to Effective Learning

A well-rounded educational program balances academic rigor with personalized support, extracurricular opportunities, SEL, and lifelong skills development. Each element plays a critical role in creating an environment where students can excel academically, socially, and emotionally. Together, these components form a comprehensive approach that not only prepares students for success but also empowers them to make a positive impact on their communities and the world.

4. Instructional Methods and Strategies

At the core of effective education is a comprehensive approach that balances academic rigor, personalized support, extracurricular engagement, and social-emotional development. Preparing students for success in college and beyond requires not only mastery of challenging content but also the cultivation of critical thinking, collaboration, and lifelong learning skills. A well-rounded educational experience integrates these elements, ensuring that students are equipped to navigate an increasingly complex world.

BayTech's instructional strategy reflects this holistic vision. In addition to rigorous, standards-aligned instruction across all grade levels, BayTech has introduced an advanced humanities class for students in grades 6–8. This specialized course serves students who are no more than one grade level behind in proficiency and provides an accelerated, enriched curriculum designed to challenge and engage learners. The class is taught by a credentialed teacher and maintains a small-group structure with an 8:1 student-to-teacher ratio, allowing for individualized attention, deep discussion, and robust skill development in reading, writing, and critical analysis.

The following sections detail the instructional methods and strategies that exemplify BayTech's approach—combining rigorous academics with targeted support, opportunities for personal growth, and a nurturing community environment.

Rigorous, College-Preparatory Instruction

BayTech's instructional approach is rooted in providing rigorous, college-preparatory education that fosters critical thinking, analytical skills, and meaningful student discourse. Our standards-aligned curriculum challenges students to engage deeply with complex content across all subjects. Through teacher-facilitated discussions and inquiry, students learn to articulate their ideas, defend their reasoning, and collaborate effectively with peers.

BayTech maintains high academic expectations by requiring students to earn a minimum of a C- to pass any course—grades of D+ or lower do not receive credit. This policy ensures that every

graduate meets or exceeds UC A–G college entrance requirements, affirming our commitment to preparing all students for success in college and future careers.

Personalized Support Through Interventions and Adaptive Tools

At BayTech, personalization goes beyond technology. While adaptive tools like IXL, ExactPath, Edmentum, Study Island, and i-Ready help address academic gaps, our small group and individualized "push-in" interventions provide targeted support for students needing additional assistance. Teachers and intervention specialists work closely with these students to address specific learning needs, enabling them to master grade-level content and build confidence. Small class sizes and a 26:1 student-to-teacher ratio ensure that all students receive the attention and guidance necessary to succeed.

Balancing Academics and Extracurricular Opportunities

BayTech emphasizes a balanced approach, offering rigorous academics alongside robust extracurricular programs. Beyond the classroom, students have access to a wide range of opportunities that foster personal growth, teamwork, and creativity. These include programs like Poetry Out Loud, Student Council, Leadership, and the Chess Club, as well as hands-on activities through our after-school partnership with Higher Ground Neighborhood Development Corp. This free program for 6th-9th grade students includes fine arts, drumming, cooking, and sports.

Our sports program is a cornerstone of student life, offering Varsity, Junior Varsity, and intramural teams in basketball, volleyball, flag football, soccer, track, cross country, baseball, softball, and cheerleading. By encouraging participation in clubs, sports, and leadership activities, BayTech helps students develop well-rounded skills and maintain a positive and engaged school experience.

Social-Emotional Support

At BayTech, every student is known as an individual. Our tight-knit, family-like environment fosters strong relationships between students, teachers, and staff, ensuring that every child feels seen, valued, and supported. We prioritize students' well-being, providing the social-emotional guidance they need to thrive academically and personally. Teachers and staff take the time to understand each student's unique needs, creating a community where students feel safe and empowered to succeed.

Lifelong Skills Development

BayTech emphasizes the importance of critical life skills such as time management, resilience, and self-advocacy. These skills are integrated into daily instruction and reinforced through various school activities, helping students develop the habits necessary for success in college and beyond. By cultivating self-efficacy and encouraging continuous growth, we prepare students to navigate future challenges with confidence and determination.

By blending rigorous academics, personalized interventions, vibrant extracurricular opportunities, and a supportive community, BayTech ensures that every student is equipped for success in higher education and as a contributing member of society.

C. INSTRUCTIONAL DESIGN

1. Overall Curricular and Instructional Design and Structure

BayTech's educational program is designed to provide a comprehensive and individualized learning experience that prepares students for success in college and careers. The program leverages technology, data-driven decision-making, and rigorous instruction to address the diverse needs of its student population. Central to BayTech's approach is a focus on individualized learning, fostering resilience, and equipping students with the skills and knowledge necessary for academic and professional success.

2. Tech-Enhanced Personalized Learning

BayTech leverages technology as a cornerstone of its instructional model, transforming traditional education into a dynamic and personalized experience. By integrating adaptive software and educational tools, BayTech ensures each student receives tailored support to meet their unique learning needs. These platforms adjust to individual proficiency levels, empowering students to address skill gaps while progressing at their own pace.

Core Principles of Tech-Enhanced Personalized Learning at BayTech

1. Adaptive Technology for Foundational Skills
One of the most significant benefits of technology in education is its ability to deliver personalized learning experiences. By analyzing individual student performance, adaptive platforms identify specific areas where students need additional support or are ready to advance. This targeted approach ensures that all learners engage with content appropriate to their skill levels, fostering growth, confidence, and sustained academic progress.

BayTech utilizes adaptive software platforms like i-Ready, ExactPath, Edmentum, Study Island, and IXL to strengthen foundational skills in ELA and Mathematics. These tools analyze real-time performance data to create customized learning pathways, dynamically adjusting content to suit each student's needs. Students progress at their own pace, ensuring those requiring extra assistance receive targeted interventions, while advanced learners explore more challenging material.

Beginning in 2025, BayTech integrates Mr. D Math's SBAC Preparation platform to further strengthen standards-aligned practice in English Language Arts and Mathematics. This self-paced online program provides diagnostic assessments that identify individual learning gaps and

automatically generate personalized learning paths. Students in grades 6, 7, 8, and 11 engage in scaffolded modules that mirror the rigor of the California Assessment of Student Performance and Progress (CAASPP). Teachers monitor student progress through real-time dashboards and use the data to guide small-group instruction and reteaching. The platform complements BayTech's existing suite of adaptive tools by combining assessment-driven feedback with targeted skills practice to ensure all students are prepared for SBAC success.

Teachers play a vital role in integrating these insights into their instructional strategies. By using platform-generated data, educators tailor lesson plans, differentiate instruction, and provide timely, personalized feedback. This synergy between technology and teacher-led instruction ensures students benefit from a comprehensive, responsive learning environment.

2. Advanced Technology for College-Level Content
To prepare students for the rigors of postsecondary education, BayTech integrates advanced technology platforms that provide access to college-level coursework. These tools offer a range of subjects aligned with Advanced Placement ("AP") standards and other rigorous academic benchmarks. Students have the flexibility to select courses that meet their interests or A-G requirements, progressing through material at their own pace.

Mastery-based learning, supported by technology, ensures that students achieve competency before moving to more complex topics. This iterative approach reinforces understanding, improves knowledge retention, and builds the critical thinking skills essential for academic success. Regular assessments and opportunities for revision further solidify foundational knowledge, enabling students to excel in increasingly challenging subjects.

3. Blended Learning Model for Flexibility and Engagement
BayTech employs a blended learning model, combining traditional in-class instruction with technology-based learning activities. This model creates a dynamic and flexible educational experience by allowing students to work independently on personalized assignments while teachers focus on small-group or one-on-one instruction.

Blended learning fosters deeper engagement by providing multiple pathways to mastery, catering to diverse learning styles. Students take ownership of their education, becoming active participants in their learning journey.

4. Developing Digital Literacy and Competency
Recognizing that digital proficiency is essential for success in the modern workforce, BayTech integrates technology into every subject area. Assignments often require students to use platforms like Google Workspace, fostering familiarity with tools commonly used in college and professional settings. By emphasizing digital literacy, BayTech aligns with the International Society for Technology in Education ("ISTE") standards, which advocate for empowering students to use technology responsibly and effectively.

This intentional focus equips students with essential skills, including navigating digital resources, collaborating in virtual environments, and communicating effectively through digital platforms.

5. Real-Time Feedback and Continuous Monitoring

Technology allows BayTech to provide students with immediate feedback on their performance, a critical factor in fostering a growth mindset and encouraging continuous improvement. Adaptive software platforms generate real-time analyses of student work, producing reports that highlight progress and identify areas requiring additional focus.

Teachers leverage this data to deliver actionable feedback during lessons or tutoring sessions, helping students understand their strengths and areas for growth. This approach empowers students to take ownership of their learning journey and actively work toward their goals.

6. Teacher Empowerment Through Technology

BayTech recognizes the essential role of teachers in maximizing the impact of technology in education. Professional development sessions equip educators with the skills and tools needed to integrate technology seamlessly into their pedagogy. By empowering teachers, BayTech ensures technology serves as an enhancement to instruction, fostering deeper connections between educators and students.

7. Academic Advancement for All Students

At BayTech, technology is a tool for equity as well as excellence. Our tech-enhanced learning model ensures that all students—regardless of their starting point—have access to rigorous academic content and the support needed to succeed. Whether a student is working to close learning gaps or ready to accelerate into advanced material, our system adapts to meet them where they are and push them forward.

Personalized learning paths, ongoing assessments, and data-informed instruction allow students to advance academically at an appropriate and challenging pace. With technology as a differentiator, BayTech provides each student with the opportunity to reach their full potential, preparing them for the next academic milestone and ultimately, for success in college and career.

Key Outcomes of Tech-Enhanced Personalized Learning

1. **Increased Engagement and Motivation**: Interactive, self-paced, and personalized learning experiences keep students engaged and motivated to succeed.
2. **Improved Academic Outcomes**: Adaptive platforms close learning gaps by providing precise, targeted instruction tailored to individual needs.
3. **Preparation for College and Career**: Exposure to advanced coursework and digital tools equips students with the technical and academic skills required for success in higher education and the workforce.
4. **Empowered Educators**: Teachers use technology as a tool to enhance instruction, allowing for more effective differentiation and tailored student support.
5. **Self-Directed Learners**: Students gain confidence and independence, developing skills that empower them to take charge of their educational journey.

3. Data-Driven Differentiated Instruction

At BayTech Charter School, data-driven decision-making lies at the heart of its instructional approach, creating a responsive, student-centered learning environment. By leveraging detailed data from a variety of sources, BayTech tailors instruction to meet individual needs, optimize resource allocation, and ensure that every student has the opportunity to thrive academically. This commitment to actionable insights fosters a culture of continuous improvement and empowers teachers, students, and administrators to work collaboratively toward shared educational goals.

Core Principles of Data-Driven Decision-Making at BayTech

1. Comprehensive Assessment System
BayTech's data-driven approach begins with a robust, multi-layered assessment system designed to capture a holistic view of student learning. Recognizing that a single assessment cannot fully reflect a student's capabilities, BayTech employs a mix of diagnostic, formative, summative, and progress-monitoring tools to track student progress throughout the year.

At the start of each academic year, students complete adaptive, standards-aligned diagnostic assessments, such as Exact Path, in reading and math. These initial assessments provide a detailed profile of each student's strengths, areas for growth, and readiness for grade-level content. By reassessing students in the winter and spring, BayTech monitors academic progress, identifies learning trends, and evaluates the effectiveness of instructional strategies. This iterative assessment cycle ensures that interventions are timely and aligned with evolving student needs.

2. Continuous Data Collection and Analysis
Data collection and analysis are integrated into BayTech's daily instructional practices and broader schoolwide planning. Teachers regularly gather formative data through classroom activities like exit tickets, quizzes, and observational checklists. This data provides immediate insights into student understanding, enabling educators to make real-time adjustments to their teaching strategies.

Collaboration is a cornerstone of BayTech's approach to data analysis. Teachers meet bi-weekly in Department and Grade Level Meetings to review class and individual student performance data, share best practices, and develop targeted action plans. These meetings ensure alignment across grade levels and subjects while fostering a collaborative culture dedicated to continuous improvement.

3. Adaptive Instruction for Individualized Support
At BayTech, data is not just collected—it is actively used to inform and individualize instruction. Adaptive learning tools, such as IXL, i-Ready, ExactPath, Edmentum, and Study Island, provide personalized educational experiences by dynamically adjusting lesson difficulty based on each student's performance. This technology allows students to progress at their own pace, focusing on foundational skills when needed and exploring advanced concepts when ready.

Teachers integrate the data from these platforms into their lesson planning, using insights to identify trends and design differentiated instructional strategies. For example:

- Students struggling with foundational concepts may receive scaffolded support during small-group sessions.
- Advanced learners might be provided with enrichment activities that challenge their critical thinking and problem-solving skills.

This approach ensures that every student receives the level of support or challenge they need to succeed, creating an equitable and responsive learning environment.

4. Early Identification and Intervention for At-Promise Students

BayTech prioritizes early intervention to prevent students from falling behind academically or socially. Within the first few weeks of the school year, teachers review diagnostic assessments, academic records, and behavioral data to identify students who may be at promise. This data is discussed in Department and Grade Level Meetings, where instructional teams collaboratively develop individualized intervention plans.

In addition to academic diagnostics, BayTech conducts school-wide screenings for dyslexia, hearing, and vision, ensuring that potential learning barriers are identified and addressed as early as possible. These screenings allow the Charter School to differentiate between academic difficulties and underlying health or processing issues that may require specific support.

Interventions may include targeted small-group instruction, personalized tutoring, assistive technology tools, or referrals to social-emotional support services. By addressing both academic and non-academic barriers early, BayTech works to close achievement gaps and position all students for sustained success.

5. Empowering Teachers Through Data Literacy

BayTech recognizes that the effectiveness of data-driven instruction relies on the ability of teachers to interpret and apply data meaningfully. To support this, the Charter School invests in ongoing professional development focused on building data literacy. Training sessions equip teachers with the skills to:

- Create opportunity for studies.
- Identify trends and learning gaps.
- Design responsive, evidence-based instructional strategies.

These professional development opportunities ensure that teachers are confident and capable in using data to enhance student learning, fostering a culture of empowered educators and informed instruction.[8]

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[8] An example of BayTech's innovative approach to data-informed instruction was featured in *Education Week* (2021), which highlighted how school leaders analyzed bathroom log data to uncover patterns tied to literacy avoidance. This unexpected insight led to targeted literacy interventions and broader recognition of how non-academic data can reveal academic challenges. The case has since been cited in professional learning communities and educational podcasts as a model for creative, student-centered problem solving.

6. Goal Setting and Student Empowerment

BayTech engages students as active participants in their learning journey by using data as a tool for goal setting and self-reflection. Teachers meet individually with students to review assessment results, celebrate progress, and establish goals for the next learning cycle. This process builds accountability and encourages students to take ownership of their education.

By making data accessible and actionable, BayTech fosters a growth mindset among students, helping them view challenges as opportunities for improvement. This emphasis on self-directed learning supports the development of resilience and intrinsic motivation, skills critical for long-term success.

7. Collaboration in Department and Grade Level Meetings

BayTech's Department and Grade Level Meetings serve as a hub for data-driven collaboration among educators. Meeting bi-weekly, teachers analyze quantitative and qualitative data, identify instructional gaps, and brainstorm strategies to address them. These sessions facilitate vertical and horizontal alignment, ensuring consistency in curriculum delivery across grade levels and subjects.

Through collaborative discussions, teachers refine their approaches to differentiation, share innovative practices, and collectively address challenges. This iterative, team-based approach ensures that instructional practices are continuously improving and directly responsive to student needs.

8. Accountability and Continuous Improvement

Data-informed reflection is central to BayTech's commitment to accountability and continuous improvement. Teachers and administrators regularly review progress toward academic goals, using assessment results to identify areas for refinement. This process ensures that instructional practices, resource allocation, and professional development efforts remain aligned with student needs.

BayTech's use of this process further reinforces its culture of adaptability and responsiveness. By systematically evaluating outcomes and making data-informed adjustments, the Charter School continuously enhances the quality of education provided to its students.

9. Differentiated Lesson Design

Data plays a crucial role in the development of differentiated lesson plans tailored to the diverse achievement levels within a classroom. Teachers use insights to design lessons that incorporate scaffolding for students who need extra support, enrichment activities for those ready to extend their learning, and targeted interventions for those with specific challenges. By addressing these varied needs, teachers create an inclusive classroom environment where all students can access rigorous content and achieve success.

One example of this approach is BayTech's use of technology-based programs such as *The New York Times UpFront Magazine*, which allows all students to engage with the same high-interest article at their individual instructional level. This ensures that students are challenged appropriately without

being overwhelmed, as they work with leveled texts that promote access without sacrificing content quality.

Scaffolding strategies ensure that foundational skills are reinforced, providing struggling students with the building blocks necessary to progress. Meanwhile, enrichment activities challenge advanced learners, encouraging them to deepen their understanding and explore concepts at a higher level. This differentiated approach allows teachers to meet students where they are and guide them toward their full potential.

Key Outcomes of Data-Driven Differentiated Instruction

- **Targeted Learning Support:** Data analysis identifies individual student needs, enabling teachers to provide customized interventions that address specific skill gaps or challenges.
- **Enhanced Equity in Learning:** Differentiated instruction ensures all students, regardless of background or ability level, receive the support needed to succeed academically.
- **Dynamic Progress Monitoring:** Regularly updated data allows educators to track student growth in real-time, ensuring timely adjustments to instruction and support.
- **Increased Academic Growth:** Personalized learning pathways based on data foster continuous improvement and mastery of concepts.
- **Empowered Educators and Students:** Teachers are equipped with actionable insights to make informed instructional decisions, while students receive feedback that clarifies their progress and next steps.

Data Chats and Goal Setting as a Core Instructional Strategy

At BayTech, student data ownership and goal setting are embedded into the academic culture through a schoolwide Data Chat protocol that occurs every five weeks. This system empowers students to reflect on their academic progress, set personalized growth goals, and collaborate with educators on action plans to support their success. It also allows teachers and school leaders to regularly intervene with timely support based on real-time performance data.

Structure and Purpose
Data Chats are conducted during BayTech's advisory block, known as Eagle Period. During each cycle, students complete a standardized reflection form aligned to core performance indicators. These include current and target grades in key subjects (ELA, ELD, and Math), Exact Path diagnostic scores for reading and math, and key attendance indicators such as absences, tardies, and overall ADA percentage.

Each student reflects on their current academic standing, identifies areas for growth, and sets goals for the next diagnostic period. Sample goals include commitments such as "I will complete all homework and seek out help when needed" or "I will meet with a counselor to ensure I am on track for graduation." These forms are co-signed by students and their teachers, reinforcing mutual accountability.

Implementation Process

BayTech's Data Chat system is implemented across all grade levels, with students engaging in reflective conversations multiple times per semester. During each cycle:

- Teachers provide students with their historical and most recent performance data, including Exact Path diagnostics and current course grades.

- Students analyze trends, set new goals for academic and attendance performance, and commit to two actionable next steps.

- Forms are digitally shared with each of the student's content-area teachers to ensure alignment across classes.

- Teachers in all core subjects—particularly science and history—integrate the student's reflection into coursework by recording the Data Chat form as a graded assignment, reinforcing its importance.

Progress Monitoring and Accountability

As part of the school's multi-tiered system of support, the information gathered through Data Chats is reviewed by grade-level teams, content departments, and intervention staff. The forms provide a starting point for identifying students who may need academic interventions, attendance support, or counseling services. Students who are not progressing toward their goals are flagged for additional support, including placement in Saturday school, targeted tutoring, or intervention classes such as Math Lab or Reading Boost.

The final round of Exact Path diagnostics—administered each spring—serves as a benchmark of student growth and is integrated into semester grading. Completion of these diagnostics is required for promotion eligibility, particularly in 8th grade, where results inform readiness for high school placement.

Cultural Impact and Scalability

The Data Chat process at BayTech is more than a data monitoring tool—it is a foundational part of how students learn to set goals, self-assess, and advocate for their academic needs. It builds student agency, strengthens relationships between students and teachers, and fosters a shared understanding of progress and expectations.

Due to its intensity and personalization, this model is uniquely suited to BayTech's charter setting. Implementation at scale in traditional district schools would be challenging, given the level of staff coordination, frequency of one-on-one conferences, and schoolwide integration required. At BayTech, the system thrives due to the school's small size, collaborative culture, and emphasis on proactive academic planning.

Figure 1.4: Sample Data Reflection Sheet

4. Resilience and College-Readiness Skills

Success in college and beyond demands more than academic knowledge—it requires resilience, adaptability, and a strong foundation in critical life skills. At BayTech Charter School, fostering these skills is integral to preparing students for post-secondary success. Recognizing that many of its students are first-generation college attendees and from underrepresented backgrounds, BayTech emphasizes self-efficacy, goal-setting, and the ability to navigate challenges with confidence.

Building Resilience Through Skill Development

Resilience, defined as the ability to persevere through adversity and adapt to change, is a cornerstone of BayTech's educational philosophy. Through intentional programming and a supportive school culture, students develop the persistence and resourcefulness needed to succeed in higher education and life.

1. Structured Goal-Setting and Reflection
Students work closely with advisors to set and achieve short- and long-term goals. This structured

approach includes progress monitoring and reflective practices, helping students develop accountability and the ability to reassess and adjust when faced with setbacks. These experiences instill a sense of purpose and build motivation to persist in the face of challenges.

2. Time Management and Organizational Skills

Explicit instruction in managing academic workloads, prioritizing tasks, and meeting deadlines prepares students for the demands of college and beyond. BayTech integrates these skills into advisories and classroom activities, ensuring that students practice and refine their ability to organize and manage time effectively.

3. Self-Advocacy and Resource Utilization

BayTech emphasizes the importance of self-advocacy by teaching students how to communicate their needs, seek support, and leverage available resources. This is particularly crucial for first-generation college students, who often navigate unfamiliar systems. Students learn to confidently request help and engage with educators, counselors, and peers to address both academic and personal challenges.

Comprehensive College-Readiness Skills

Preparing students for post-secondary success at BayTech involves a dual focus on academic preparation and non-academic skill development.

1. Academic Preparation

Exposure to College-Level Content

BayTech integrates AP courses and dual enrollment opportunities into its curriculum, providing students with access to rigorous, college-level material. This exposure not only strengthens academic skills but also builds confidence by familiarizing students with the expectations of higher education. To ensure accessibility, BayTech covers the cost of all community college textbooks and required supplies for dual enrollment students, removing financial barriers and expanding opportunities for students to succeed in college-level coursework while still in high school.

College-Level Writing and Quantitative Reasoning

Assignments that require critical thinking, evidence-based argumentation, and in-depth research help students develop advanced academic competencies. These tasks mirror the demands of college coursework, preparing students for success in post-secondary environments.

At BayTech, all seniors take two specialized English Language Arts courses: Writing for the College Bound and College Literature and American Classics. These courses are designed to build advanced writing fluency, literary analysis skills, and academic voice. Students engage in college-level reading and compose analytical essays, personal statements, and research-based writing that align with post-secondary expectations.

In mathematics, college-bound seniors enroll in two senior-level math courses—Calculus (or Pre-Calculus) and Statistics—to deepen their quantitative reasoning, data analysis, and problem-solving

skills. This dual enrollment reflects BayTech's commitment to rigorous preparation and gives students a competitive edge as they enter college-level math and science pathways.

College Entrance Exam and Application Readiness

BayTech provides a comprehensive approach to standardized test readiness, ensuring that all students are equipped with the tools and confidence needed to succeed on college entrance exams. All 11th grade students take the PSAT, SAT, and ACT, while 10th graders take both the PSAT and the ASVAB (military career exploration assessment).

Test preparation is embedded in instruction and supported through digital platforms such as Edmentum and Khan Academy, which offer personalized practice and instructional tools aligned to SAT and ACT standards. In addition, BayTech offers two focused summer programs: SAT/ACT Prep Camp, which provides intensive strategy and content review, and JumpStart Your College Application Camp, held in July of senior year to help students craft personal statements, build college lists, and complete applications early.

This multi-layered support system ensures that students are not only familiar with exam content but also confident in navigating the broader college admission process.

2. Non-Academic Skill Development

Resilience Coaching
Advisory sessions and mentoring programs help students build resilience by focusing on stress management, persistence, and balancing academic and personal responsibilities. These discussions equip students with strategies to overcome obstacles and adapt to new challenges.

Financial Literacy and Planning
Workshops and individual counseling sessions guide students and families through the complexities of college financing, including scholarships, loans, and budgeting. This support reduces financial barriers and empowers students to make informed decisions about their education.

Post-Secondary Planning
BayTech provides students with personalized academic and career plans, aligning coursework with future aspirations. Counselors work with students to identify potential majors, career paths, and financial aid strategies, ensuring a clear and actionable path to success.

Culturally Responsive Support

BayTech creates an inclusive and affirming environment that recognizes and values the diverse cultural backgrounds of its students. Teachers and counselors use culturally responsive practices to build trust and a sense of belonging, which are critical to resilience and academic success. By incorporating students' cultural identities into the curriculum and school culture, BayTech ensures that every student feels seen, valued, and supported.

Preparing Students for Life Beyond High School

BayTech equips students with the skills to succeed in a rapidly evolving world. Through its commitment to resilience and college-readiness, the Charter School helps students develop the ability to navigate challenges, adapt to new environments, and advocate for themselves.

1. Life-Long Learning and Adaptability
BayTech emphasizes the importance of continuous learning and curiosity, providing students with experiential opportunities to develop critical thinking and problem-solving skills. These competencies prepare graduates to contribute meaningfully to their communities and future workplaces.

2. Real-World Preparation
Activities such as resume-building workshops, mock interviews, and career exploration events connect students' academic experiences to real-world applications, helping them envision and pursue fulfilling futures.

Through a comprehensive approach that includes rigorous academics, personalized support, and culturally responsive practices, BayTech ensures that every student graduates with the knowledge, skills, and character to thrive in college and beyond. This college-going culture empowers students to achieve their goals and make meaningful contributions to society.

In today's rapidly evolving world, success in college and beyond requires more than just academic knowledge. Recognizing this, BayTech prioritizes the development of critical life skills that foster resilience, self-efficacy, and adaptability. Many BayTech students are the first in their families to pursue higher education, placing them at a higher risk of facing challenges such as college attrition, unfamiliarity with the college environment, and a lack of support networks. To address these barriers, BayTech integrates comprehensive strategies to equip students with the tools they need to thrive in postsecondary education and beyond.

Key Outcomes of Resilience and College-Readiness Skills

- **Adaptability and Problem-Solving:** Students learn to navigate challenges and setbacks with confidence, building skills essential for success in college and life.
- **Time Management and Goal Setting:** Instruction emphasizes planning, prioritization, and goal-oriented behaviors that prepare students for the demands of higher education and future careers.
- **Growth in Emotional Intelligence:** Activities and mentoring foster self-awareness, empathy, and effective communication, empowering students to build strong relationships and thrive in diverse environments.
- **College and Career Confidence:** By engaging in rigorous coursework, leadership opportunities, and self-advocacy practices, students develop the readiness to tackle post-secondary challenges.

- **Holistic Development:** A focus on resilience nurtures students' ability to balance academic, social, and emotional demands, promoting lifelong well-being and success.

5. Rigorous Achievement

BayTech Charter School's A-G aligned curriculum is the foundation of its pervasive college-going culture, instilling in every student the belief that higher education is both achievable and within their grasp. Designed to meet and exceed the UC and CSU admission requirements, this curriculum ensures that every graduate is academically prepared and empowered to pursue post-secondary success.

By integrating rigorous coursework, AP classes, dual enrollment opportunities, and personalized academic planning, BayTech cultivates an environment where college aspirations are normalized and supported at every stage of a student's journey. Through consistent exposure to college-level content, comprehensive guidance, and intentional engagement with families, BayTech fosters a mindset that positions college not just as an option but as a natural next step.

This pervasive college-going culture extends beyond academics, embedding college readiness into every aspect of school life. Students develop the critical thinking, collaboration, and real-world problem-solving skills necessary to thrive in higher education. Counselors and educators reinforce these aspirations with personalized support, ensuring each student has the tools and confidence to meet and exceed their goals.

BayTech's A-G aligned curriculum not only prepares students for the academic demands of college but also nurtures the resilience, curiosity, and determination required to persist and succeed in higher education. Through this holistic approach, BayTech empowers its students to envision and realize a future where college is not just an aspiration but an expectation, shaping a generation ready to contribute meaningfully to their communities and the world.

A-G Aligned Curriculum

BayTech's curriculum is meticulously aligned with California's A-G requirements, ensuring that all students graduate eligible to apply to UC and CSU institutions. This alignment guarantees students receive a rigorous, comprehensive education that meets college admission standards while also fostering critical thinking, problem-solving, and cross-disciplinary learning.

Key Components of BayTech's A-G Aligned Curriculum

A. History/Social Science (3 years required)
BayTech emphasizes critical thinking and civic engagement through a dynamic history and social science curriculum. Courses such as *AP U.S. History* and *AP U.S. Government* challenge students to evaluate historical events critically and draw connections to contemporary issues. Foundational offerings, including *World History*, *Honors World History*, and *U.S. History*, equip students with a global perspective and an understanding of the social, political, and cultural dynamics that shape

societies. Electives like *Economics* and *Ethnic Studies* further broaden students' understanding of diverse perspectives and historical contexts.

B. English (4 years required)

The English curriculum at BayTech develops students' abilities in literature analysis, composition, and critical thinking. Students progress through foundational courses such as *English 9* and *English 10*, while advanced options like *Honors English 10* and *AP English Language and Composition* challenge students with college-level rigor. Senior offerings, including *English 12 – College Writing* and *English 12 – College Literature*, emphasize expository and persuasive writing, preparing students for the demands of higher education and beyond. These courses ensure mastery in reading comprehension, literary analysis, and academic writing.

C. Mathematics (4 years required)

BayTech's math program emphasizes a logical progression from foundational to advanced mathematical concepts. Core courses include *Algebra 1*, *Geometry*, and *Algebra 2*, with advanced pathways leading to *Pre-Calculus*, *Statistics*, and *Calculus AB*. Honors options, such as *Honors Geometry* and *Honors Algebra 2*, provide additional challenges for high-performing students. The curriculum is designed to build problem-solving skills, quantitative reasoning, and a strong mathematical foundation essential for success in college and STEM-related careers.

D. Laboratory Science (3 years required, 4 years offered)

BayTech's science curriculum emphasizes inquiry-based learning and hands-on experimentation to foster a deep understanding of scientific principles. Core offerings include *Biology*, *Chemistry*, and *Physics*, with advanced options such as *Honors Chemistry*, *Honors Physics*, and *AP Anatomy and Physiology*. Electives like *Intro to Medical Science* and *Intro to Community Public Health* expose students to real-world applications and career pathways. Students are encouraged to engage in the scientific method, develop analytical skills, and explore interdisciplinary connections.

E. Language Other Than English (3 years required, 6 years offered)

BayTech's robust world language program builds fluency in reading, writing, speaking, and listening while fostering an appreciation for cultural diversity. Students may take two years of French or enroll in Spanish courses ranging from foundational *Spanish 1* and *Spanish 2* to advanced offerings like *Spanish 3 Honors* and *AP Spanish*. All language courses meet A–G standards and prepare students for global citizenship and college-level language studies.

F. Visual and Performing Arts (VAPA) (1 year required, 2 years offered)

BayTech integrates artistic exploration into its curriculum, offering courses in *Art 1*, *Art 2*, *Advanced Art*, *Digital Arts*, *Photography*, and *Videography*. These courses encourage creative expression, critical appreciation of the arts, and technical skills in various mediums. Students cultivate their artistic talents while fulfilling A-G requirements, with plans to further expand offerings in this area to meet growing student interest.

G. College-Preparatory Elective (1 year required, 3 years offered)

BayTech provides a wide array of electives designed to enrich students' educational experiences,

support their personal and professional interests, and enhance college readiness. These electives allow students to explore diverse fields, develop leadership skills, and prepare for future academic and career pursuits.

Figure 1.5: A-G Alignment to BayTech Course Offerings

A-G Requirement	Description	BayTech Courses
A. History/ Social Science	3 years required: 1 year of World History, 1 year of U.S. History, or 1 semester each of U.S. History and Government	- AP US History - U.S. History - World History - Honors World History - AP US Government - US Government - Economics - Ethnic Studies
B. English	4 years required: College-preparatory English courses emphasizing literature and composition	- English 9 - English 10 - Honors English 10 - English 11 - AP Lang and Composition - English 12 - College Writing - English 12 - College Literature - AP Lit and Lang
C. Mathematics	4 years required: Must include Algebra 1, Geometry, and Algebra 2	- Algebra 1 - Geometry - Honors Geometry - Algebra 2 - Honors Algebra 2 - Statistics - Pre-Calculus - Calculus AB
D. Laboratory Science	3 years required: Must include at least two of the three disciplines (biology, chemistry, and physics)	- Biology - Chemistry - Honors Chemistry - Physics - Honors Physics - Anatomy and Physiology - Intro to Medical Science - Intro to Community Public Health - AP Anatomy and Physiology

E. Language Other Than English	3 years required: Must be in the same language	- Spanish 1 - Spanish for Native Speakers 1 - Spanish 2 - Spanish for Native Speakers 2 - Spanish 2 Honors - Spanish 3 - Spanish for Native Speakers 3 - Spanish 3 Honors - AP Spanish - French 1 - French 2
F. Visual and Performing Arts	1 year required: Includes courses like dance, music, theater, and visual arts	- Art 1 - Art 2 - Advanced Art - Digital Arts 1 - Digital Arts 2 - Photography - Videography
G. College-Preparatory Elective	1 year required: Additional course in A-F areas or other elective that meets A-G standards	- Peer Mentoring 9 - Peer Mentoring 12 - Leadership 9 - Leadership 12 - Yearbook - Life Skills - Study Hall - Mythology - Weight Lifting - College Prep - Writing - Intro to Business - Intro to Accounting - Business Law - Screenwriting - Public Speaking - Psychology

BayTech's A-G aligned curriculum goes beyond meeting requirements by fostering deep understanding through inquiry-based learning. Students are encouraged to:

● Engage with Real-World Problems: Courses incorporate projects and case studies that require students to apply their knowledge to current global and local challenges.

- Collaborate Across Disciplines: Assignments often bridge multiple subject areas, such as integrating math and science in data analysis or connecting historical studies with literary themes.
- Develop Research Skills: Through long-term projects and papers, students refine their ability to gather, evaluate, and synthesize information—a critical skill for college success.

Advanced Coursework for Academic Excellence

BayTech provides students with opportunities to engage in challenging, college-level coursework designed to foster critical thinking, analytical skills, and intellectual curiosity. The Charter School offers a variety of AP courses that allow students to earn college credit while still in high school. Taught with college-level textbooks and assessments, these courses set high academic expectations and give students a competitive edge in college admissions.

AP Courses Offered at BayTech:

- AP U.S. History
- AP U.S. Government
- AP English Language and Composition
- AP Spanish Language and Culture
- AP Calculus AB
- AP Chemistry
- AP Physics
- AP Anatomy and Physiology

By participating in these rigorous courses, students develop the study habits, resilience, and subject-matter expertise necessary to excel in post-secondary education.

Dual Enrollment Opportunities

In collaboration with the Peralta College system, including Laney College, Merritt College, College of Alameda, and Berkeley City College, and Chabot College, BayTech offers a robust dual enrollment program for eligible juniors and seniors. This initiative allows students to earn both high school and college credit simultaneously, accelerating their academic journey while reducing the overall cost of higher education. Dual enrollment introduces students to the college environment, helping them develop essential skills such as time management, independence, and confidence in navigating post-secondary academics.

BayTech covers the cost of books and supplies for all dual enrollment courses, ensuring equitable access for all students and removing potential financial barriers.

Sample Dual Enrollment Courses Offered:

- Statistics
- Physics

- Human Anatomy
- African American History
- West African Dance
- Japanese
- Economics
- Intro to Business
- Computer Programming (Python)
- Financial Accounting
- Introduction to General Psychology
- Interpersonal Communication
- Introduction to Computer Programming
- Real Estate
- World Wide Web Publishing
- Cryptocurrency and Business
- Medical Administration Assistance
- Drive Train Mechanics
- Intro to Political Science
- Accounting
- Managerial Accounting
- Public Speaking
- Spanish
- Salesmanship

BayTech students participate in a wide array of dual enrollment courses across STEM, business, and liberal arts disciplines. Students have recently enrolled in advanced technology, financial accounting, computer programming, and medical administration courses. They have also pursued electives like West African Dance and Real Estate, further diversifying their academic experiences.

BayTech's dual enrollment program enriches the school's curriculum and provides students with a competitive advantage in their academic and professional journeys. By fostering academic rigor, offering diverse course options, and removing financial barriers, BayTech ensures that all students are equipped with the tools and opportunities to achieve their college and career aspirations.

Comprehensive College Counseling
BayTech's commitment to rigorous academic achievement extends beyond coursework. Each student collaborates with counselors to create a personalized four-year academic plan aligned with A–G requirements and individual post-secondary goals. These plans ensure that students are taking the necessary classes to meet college admission standards while also exploring areas of personal and academic interest.

College counseling begins in 11th grade with a schoolwide kickoff event that includes students and families, laying the foundation for the college application journey. In 12th grade, each senior is assigned a college counselor, with the unique option to choose from one of four counselors based

on individual learning styles, communication preferences, or areas of need. This student-driven approach helps ensure a strong, supportive relationship during the critical application process.

BayTech's dedicated college counseling program supports students through every step of the college admission process:

- **Academic Planning:** Counselors help students select courses that align with their goals, ensuring they meet UC/CSU eligibility requirements.

- **Application Support:** Students receive personalized guidance on completing college applications, writing compelling essays, and searching for scholarships.

- **Parent Engagement:** Workshops and informational sessions empower families to actively support their children's educational journeys

Empowering Students for Success

By combining rigorous coursework, opportunities for advanced study, and individualized counseling, BayTech equips students with the skills, knowledge, and confidence to excel in college and beyond. Whether through AP courses, dual enrollment, or personalized academic planning, BayTech ensures that every student graduates prepared to thrive in an increasingly competitive and complex world.

Empowering Families in the College Journey

Recognizing the critical role families play in supporting college aspirations, BayTech actively engages parents and guardians in the process.

- **Parent Workshops:** Informational sessions provide families with the tools and knowledge they need to assist their children in navigating the college application process. Topics include understanding the A-G requirements, completing financial aid forms, and preparing for college visits.

- **Family College Nights:** These events offer opportunities for parents and students to learn together about college options, application timelines, and resources available to support their journey.

- **Streamlined Communication:** BayTech ensures families are informed about key dates, deadlines, and events through newsletters, email updates, and the school's online portal, making it easier for parents to stay involved.

Parents are informed during orientation, counselor meetings, and course planning workshops that all BayTech courses are Western Association of Schools and Colleges ("WASC")-accredited and fully transferable to other public high schools. Course catalogs and transcripts clearly indicate this transferability (see Appendix 7). Parents are informed about A–G eligibility through college

counseling nights, individual meetings with assigned college counselors, and course catalogs that label A–G approved courses. Course eligibility is also tracked through BayTech's transcript system and reviewed annually with families.

BayTech's commitment to fostering a college-going culture is evident in every aspect of its programming and community engagement. By combining early exposure, rigorous preparation, comprehensive counseling, mentorship, and family involvement, BayTech ensures that students not only aspire to attend college but also have the tools, knowledge, and support to succeed. Through this holistic approach, BayTech cultivates a generation of graduates who are prepared to thrive in higher education and contribute meaningfully to their communities.

6. Core Pedagogical Practices

BayTech Charter School's instructional program is grounded in research-based practices and refined through an ongoing cycle of inquiry. These core pedagogical practices ensure students engage with rigorous academic content while receiving the personalized support they need to thrive. The framework emphasizes differentiation, explicit instruction, academic discourse, close reading, and the development of critical analytical skills through claim/evidence/reasoning ("CER") methods. Collectively, these approaches prepare students for success in college, career, and beyond.

Differentiated and Adaptive Instruction

BayTech's commitment to equity is reflected in its focus on differentiation, ensuring that every student's unique learning needs are met. By using adaptive technologies, dynamic grouping, and targeted push-in interventions, teachers provide a personalized learning experience tailored to individual strengths and challenges.

Key Strategies:

1. **Flexible Grouping:** Students are grouped dynamically based on real-time assessment data, allowing for remediation, targeted practice, or enrichment.
2. **Adaptive Learning Tools:** Platforms dynamically adjust lessons to individual student needs, enabling self-paced progression through foundational and advanced skills.
3. **Targeted Push-In Interventions:** Instructional specialists and teachers collaborate to provide focused support to students identified as needing additional help in specific areas, closing learning gaps effectively.

Explicit Instruction

Explicit instruction forms the backbone of BayTech's teaching methodology. This structured approach ensures clarity in presenting new concepts, fostering mastery across all subjects.

Core Elements:

1. **Clear Learning Objectives:** Teachers begin each lesson with specific, measurable goals aligned to academic standards.
2. **Skill Modeling:** Concepts are introduced through step-by-step demonstrations and real-world examples.
3. **Guided Practice:** Students engage in scaffolded activities with real-time teacher feedback.
4. **Independent Application:** Students demonstrate mastery through individual tasks, with teachers providing ongoing monitoring and support.

Academic Discourse and Collaborative Learning

Academic discourse is central to BayTech's mission to develop critical thinkers. Structured protocols for student discussions provide opportunities for reflection, evidence-based argumentation, and peer collaboration.

Best Practices:

1. **Socratic Seminars:** Students engage in structured discussions, analyzing texts and defending arguments with evidence.
2. **Think-Pair-Share:** Students articulate their ideas in pairs before sharing with the larger group, building confidence and refining their reasoning.
3. **Collaborative Projects:** Team-based assignments encourage students to apply concepts in real-world contexts, fostering problem-solving and teamwork.

Close Reading and Text Analysis

Close reading strategies help students deeply engage with complex texts, building analytical and comprehension skills essential for academic success. This method ensures that students can interpret and critique information across disciplines.

Key Strategies:

1. **Multiple Readings:** Students focus on different aspects of the text—such as main ideas, vocabulary, and author's purpose—through repeated readings.
2. **Text-Dependent Questions:** Teachers craft questions requiring students to cite evidence and analyze the author's intent and craft.
3. **Annotating Texts:** Students underline, circle, and jot down notes to engage actively with the material.
4. **Graphic Organizers:** Tools like T-charts and concept maps help students visually structure their analysis.
5. **Focused Discussions:** Students discuss interpretations in small groups, using evidence to support their views.
6. **Vocabulary in Context:** Students decode unfamiliar words through context clues and targeted vocabulary activities, deepening their understanding of academic language.

Claim/Evidence/Reasoning Framework

The CER framework is a critical component of BayTech's instructional model, teaching students to construct logical, well-supported arguments. This approach enhances their analytical writing and speaking skills, preparing them for rigorous academic and professional environments.

Key Elements:

1. **Claim:** Students state a clear and concise response or thesis to a question or problem.
2. **Evidence:** Students provide factual support from texts, experiments, or observations to substantiate their claims.
3. **Reasoning:** Students explain how their evidence supports their claim, connecting data and ideas with logical coherence.

Best Practices:

- **Modeling CER:** Teachers demonstrate the process of crafting claims, selecting evidence, and articulating reasoning during lessons.
- **Practice Across Disciplines:** CER is used in science for analyzing experimental data, in humanities for interpreting texts, and in math for justifying solutions.
- **Peer Review:** Students critique each other's CER responses, refining their arguments based on feedback.

Building Academic Vocabulary

Developing a strong academic vocabulary is integral to student success at BayTech. Students engage in explicit vocabulary instruction to enhance their ability to navigate complex texts and discussions across disciplines.

Key Strategies:

1. **Frayer Model:** Students define terms, identify examples and non-examples, and use words in context to deepen understanding.
2. **Semantic Mapping:** Students visually organize words and their relationships to build connections between concepts.
3. **Interactive Word Walls:** Classrooms feature visual displays of key vocabulary with definitions and examples, reinforcing usage during instruction.
4. **Contextual Application:** Students encounter vocabulary in multiple contexts—reading, writing, and discussions—to ensure retention and mastery.

Professional Development and Teacher Growth

BayTech fosters continuous improvement in instructional quality through diverse professional development structures. These opportunities cater to varying learning styles and experience levels, ensuring all educators are equipped to implement best practices effectively.

Professional Development Structures:

- **Department and Grade Level Meetings**: Teachers collaborate bi-weekly to analyze student data, share strategies, and refine practices.

- **Instructional Coaching**: Experienced coaches provide individualized feedback and model teaching techniques to support growth.

- **Workshops and Seminars**: Teachers engage in focused sessions on topics such as differentiation, culturally responsive teaching, and academic discourse.

- **Peer Observations**: Educators observe colleagues' classrooms to gather insights and adopt effective strategies.

- **Collaborative Planning Sessions**: Grade-level and subject-area teams meet to align instruction and ensure curriculum coherence.

- **Teacher-Initiated PD**: Teachers are encouraged to request professional development aligned to their individual goals and instructional interests.

- **Targeted External Training**: All math teachers attend the Carnegie Learning Summer Institute, all AP teachers attend the College Board's AP Summer Institute, and all new teachers participate in classroom management training prior to the start of school.

BayTech's instructional practices create a rigorous, inclusive, and supportive learning environment that empowers students to succeed. By combining differentiated instruction, explicit teaching, academic discourse, close reading, and CER frameworks, BayTech ensures students develop the critical thinking and analytical skills needed for college and career readiness. Through robust professional development, teachers continually refine these methods, ensuring they meet the diverse needs of the BayTech community.

7. Overview of Course Structure at BayTech

BayTech Charter School offers a rigorous and relevant college-preparatory curriculum designed to meet the diverse needs of its student body. Grounded in our mission to prepare students for success in college, career, and life, our curriculum emphasizes personalized learning supported by the thoughtful integration of technology. This approach ensures that students receive tailored instruction that addresses their unique learning needs while fostering critical thinking, problem-solving, and engagement across all disciplines.

BayTech's curriculum is fully aligned with the California Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, English Language Development Standards, and remaining State Content Standards (collectively referred to as "State Standards"), providing students with a coherent and consistent educational experience that prepares them for college and career readiness. Advanced instructional tools such as i-Ready, ExactPath, Edmentum, Study Island, and IXL are seamlessly integrated to enhance personalization.

These tools allow students to work at their own pace, receive immediate feedback, and engage with interactive content, ensuring accessibility and support for all learners.

The curriculum spans a wide range of disciplines, including core subjects such as Mathematics, Science, English Language Arts, and History-Social Science, as well as electives in Foreign Language, Visual and Performing Arts, Technology, and Physical Education/Health. Each course is designed to engage students through inquiry-based activities, differentiated instruction, and real-world problem-solving. Teachers collaborate regularly in Department and Grade Level Meetings to design and refine curriculum maps and lesson plans, ensuring alignment with standards and responsiveness to student needs identified through data-driven assessments like California Assessment of Student Performance and Progress ("CAASPP") and Measures of Academic Progress ("MAP") tests.

Middle School Curriculum

In grades 6 through 8, students are enrolled in core courses in:

- Mathematics
- Science
- English Language Arts
- History-Social Science

Additionally, middle school students have access to a variety of elective and enrichment courses based on their needs, interests, and available resources, including:

- Languages Other Than English
- Visual and Performing Arts
- Physical Education/Health
- Computers and Technology
- Math and ELA Enrichment
- Life Skills

This comprehensive curriculum builds foundational knowledge and skills while fostering curiosity, creativity, and engagement through a hands-on, inquiry-based approach.

High School Curriculum

BayTech's high school program is designed to meet California's high school graduation requirements and the "A-G" requirements of the University of California system. With an emphasis on academic rigor and preparation for post-secondary success, the high school curriculum includes core courses in:

- Mathematics
- Science
- English Language Arts

- History-Social Science

Additionally, students are required to take:

- Physical Education
- Foreign Language
- Visual and Performing Arts
- Computer/Technology
- Elective Courses

High school students also complete a community service project, connecting their academic learning to civic engagement and real-world applications. The curriculum emphasizes advanced coursework in science and math as well as writing proficiency, which are reliable predictors of post-secondary success.

Commitment to Collaboration and Innovation

BayTech's curriculum development and instructional practices emphasize collaboration, innovation, and inclusivity. Teachers align curriculum both horizontally (across subjects) and vertically (across grade levels) to ensure smooth transitions and consistent academic standards. By leveraging data-driven strategies, reflective practices, and cutting-edge technology, BayTech continuously evolves its curriculum to meet the needs of its students and the demands of the modern world.

This comprehensive and forward-thinking course structure equips BayTech students with the knowledge, skills, and confidence to excel academically and make meaningful contributions to their communities and beyond.

8. Math Program Elements

BayTech's math curriculum is built on the belief that all students can achieve mastery of mathematical concepts through a combination of rigorous content, real-world application, and personalized support. The selected curriculum, including Carnegie Learning and other supplementary tools, reflects a philosophy grounded in constructivist learning theory and growth mindset principles, which emphasize that students learn best when actively constructing their understanding and engaging with content in meaningful ways.

Objectives of the Math Program

1. **Develop Foundational Skills:** Ensure students acquire core mathematical knowledge and fluency to support advanced learning.
2. **Promote Conceptual Understanding:** Foster a deep comprehension of mathematical principles, emphasizing "why" before "how."
3. **Encourage Real-World Applications:** Connect mathematical concepts to practical situations to enhance engagement and relevance.

4. **Provide Personalized Learning Paths:** Use adaptive technology to meet diverse learning needs and promote equity.
5. **Prepare for College and Career:** Equip students with the skills necessary for higher education and success in STEM and non-STEM fields.

Key Philosophical Tenets:

1. **Learning by Doing**
   The curriculum is designed to immerse students in problem-solving and inquiry-based activities. Classes integrate project-based tasks and collaborative learning opportunities, enabling students to connect abstract mathematical concepts to real-world scenarios. This hands-on approach develops critical thinking and problem-solving skills while fostering a deeper understanding of mathematical principles.

2. **Personalized and Adaptive Learning**
   A foundational belief in BayTech's math program is that students progress at different rates and benefit from personalized pathways to mastery. The curriculum includes adaptive software tools that provide real-time feedback and adjust the complexity of tasks based on individual student performance. This ensures that struggling learners receive targeted interventions, while advanced learners can explore more challenging material, creating an equitable learning environment for all.

3. **Conceptual Understanding Before Procedural Fluency**
   The curriculum prioritizes building a strong conceptual foundation before introducing procedural techniques. By emphasizing the "why" behind mathematical operations, students gain a deeper understanding of the principles underlying the methods they use. This approach aligns with research showing that students with a solid conceptual foundation are better able to transfer knowledge to novel problems.

4. **Problem-Solving and Critical Thinking**
   Students are guided to view mathematics as a discipline of reasoning and analysis. They learn to approach challenges from multiple perspectives, employing diverse strategies to devise solutions. This emphasis on analytical thinking prepares students to navigate both academic and real-world problems effectively.

5. **Real-World Application and Relevance**
   BayTech's math curriculum incorporates real-world contexts to demonstrate the practical relevance of mathematics. This philosophy encourages students to see math as a tool for solving authentic problems, from calculating probabilities in sports to analyzing data trends in science. By framing math as a practical skill, the curriculum increases student engagement and motivation.

6. **Collaborative and Reflective Learning**
   Collaboration is integral to the structure of the math program, with students frequently

working in groups to solve problems, discuss strategies, and critique solutions. This process not only builds teamwork and communication skills but also deepens individual understanding through peer-to-peer learning. Reflection is embedded in the curriculum, with students encouraged to analyze their own problem-solving approaches and learn from mistakes.

7. **Growth Mindset**
   Students are encouraged to view mathematics as a discipline where effort and persistence lead to success. By fostering a growth mindset, BayTech builds students' confidence, resilience, and willingness to embrace challenges.

Rationale for Curriculum Structure:

● **Sequential Progression**
   Courses like Algebra I, Geometry, Algebra II, and Pre-Calculus follow a logical progression, building on prior knowledge to develop increasingly complex mathematical reasoning. This sequence ensures that students develop a comprehensive skill set aligned with college and career readiness.

● **Integrated Technology**
   Tools like Carnegie Learning's MATHia software provide a personalized, adaptive experience that complements in-class instruction. The technology reinforces classroom learning, offering additional practice and instant feedback to address gaps in understanding.

● **Blended Learning Approach**
   By combining traditional teacher-led instruction with technology-based learning, the curriculum accommodates diverse learning styles and provides flexibility in how content is delivered and practiced.

● **Alignment with Standards and College Readiness Goals**
   The curriculum is aligned with California Common Core State Standards, ensuring students are prepared for state assessments and meet the A-G requirements for college eligibility. It also emphasizes the development of mathematical practices such as reasoning abstractly, modeling with mathematics, and persevering in problem-solving, which are critical for success in higher education and STEM careers.

Course Offerings

Middle School (Grades 6-8)

Math 6
Math 6 is designed to build a strong foundation in mathematical fluency and confidence, setting the stage for more advanced study in subsequent grades. The course emphasizes mastery of fundamental concepts such as fractions, ratios, percentages, and basic geometry. Students engage in

problem-solving activities that connect math to real-world scenarios, such as calculating discounts, interpreting data, and understanding spatial relationships. Collaborative exercises and hands-on activities encourage students to explore mathematical ideas actively, while adaptive learning tools ensure personalized support for diverse learning needs.

Math 7

Math 7 introduces students to more advanced concepts, including proportional relationships, expressions, and linear equations. The course places significant emphasis on critical thinking and analytical skills, preparing students for the challenges of Pre-Algebra. Students explore concepts like scaling, graphing relationships, and solving two-step equations through real-world applications such as financial literacy and data interpretation. Group work and technology integration foster collaboration and engagement, while scaffolding ensures all learners can access and master the material.

Pre-Algebra

Prerequisites: Math 7 or teacher recommendation
Pre-Algebra bridges the gap between foundational math and Algebra 1 by focusing on algebraic reasoning and the manipulation of mathematical expressions. Core topics include operations with integers, fractions, and decimals; understanding and using variables; and solving basic linear equations and inequalities. Students also explore concepts like the distributive property and coordinate graphing. Through project-based learning and contextualized problem-solving tasks, students gain confidence in their abilities and a deeper understanding of how algebra applies to real-world scenarios.

Algebra I

Placement by teacher recommendation or diagnostic data
Select middle school students with demonstrated math readiness may bypass Pre-Algebra and begin the school year in Algebra I. These students participate in a Jump Start to Algebra summer program each July to prepare for the accelerated pace and rigor of the course. Algebra I focuses on key concepts such as solving linear and quadratic equations, working with polynomials, understanding functions, and analyzing data. Emphasis is placed on real-world applications, conceptual understanding, and mathematical reasoning, laying a strong foundation for advanced high school math coursework.

High School (Grades 9-12)

Algebra 1

Prerequisites: None
Algebra 1 introduces students to the foundational concepts of higher mathematics, focusing on variables, expressions, equations, and their real-world applications. Core topics include solving linear equations and inequalities, graphing functions, and exploring quadratic equations. Students learn to analyze and interpret data, with applications ranging from business modeling to physics problems. Technology, such as graphing calculators and online tools, is integrated to enhance understanding and provide immediate feedback.

Students who demonstrate low math proficiency in 8th grade are invited to attend BayTech's Summer Math Institute, where they receive targeted support and preview the first three chapters of the Algebra 1 curriculum. This early exposure helps build confidence, strengthen foundational skills, and increase readiness for the rigor of high school-level algebra.

Geometry

Prerequisites: Algebra 1
Geometry develops students' ability to think spatially and reason logically. Key topics include geometric proofs, congruence and similarity, and the properties of shapes and solids. Students explore real-world applications through problems involving measurements, design, and constructions. Dynamic geometry software like GeoGebra is used to visualize and manipulate figures, enhancing conceptual understanding. Collaborative projects challenge students to apply their knowledge to practical problems, such as designing floor plans or coding geometric patterns. This course lays a foundation for advanced studies, including Honors Geometry or Algebra 2.

Honors Geometry

Prerequisites: Algebra 1
Honors Geometry extends beyond the standard curriculum to include advanced geometric theorems, proofs, and transformations. Students engage in rigorous problem-solving and explore applications such as architectural design, computer graphics, and optimization problems. The course integrates tools like GeoGebra for dynamic visualizations and emphasizes independent and group-based enrichment projects. Honors Geometry prepares students for advanced coursework, such as Honors Algebra 2.

Algebra 2

Prerequisites: Algebra 1
Algebra 2 builds upon concepts from Algebra 1, introducing advanced topics such as quadratic functions, polynomials, logarithms, and complex numbers. Students analyze and model real-world scenarios, including population growth and financial trends, using mathematical equations. The course emphasizes connections between algebra and geometry and prepares students for Pre-Calculus and other advanced courses. Graphing calculators and algebraic modeling software support exploration and deepen understanding, aligning students for success in STEM-related fields.

Honors Algebra 2

Prerequisites: Algebra 1 and teacher recommendation
Honors Algebra 2 is an accelerated course designed for motivated students seeking a deeper challenge. In addition to the standard Algebra 2 curriculum, students tackle advanced topics, including statistical analysis and conic sections. They apply algebraic concepts to real-world problems in engineering and scientific research. The course incorporates independent and collaborative projects, encouraging critical thinking and creativity. Honors Algebra 2 prepares students for advanced courses such as Honors Pre-Calculus and AP Calculus.

Statistics

Prerequisites: Algebra 1
Statistics introduces students to probability, data analysis, and inferential statistics. Students learn to collect, interpret, and present data effectively, applying statistical methods to real-world contexts such as public health, sports, and business. Topics include measures of central tendency, standard deviation, and hypothesis testing. Through projects and case studies, students gain practical experience in using statistics to inform decision-making and draw meaningful conclusions.

Pre-Calculus

Prerequisites: Algebra 2 or Honors Algebra 2
Pre-Calculus prepares students for the rigor of Calculus by covering topics such as advanced algebra, trigonometry, and functions. Students analyze mathematical models, exploring applications in physics, engineering, and economics. The course includes topics such as exponential and logarithmic functions, polynomial behavior, and trigonometric identities. Through collaborative projects, students connect abstract mathematical concepts to real-world challenges, using tools like graphing calculators to visualize complex relationships.

Calculus AB

Prerequisites: Pre-Calculus or Honors Pre-Calculus
Calculus AB introduces students to differential and integral calculus, including limits, derivatives, and the Fundamental Theorem of Calculus. Students apply these concepts to real-world problems in optimization, area calculations, and motion analysis. The course emphasizes mathematical reasoning, modeling, and the use of graphing technology. Students are prepared for the AP Calculus AB exam and higher-level mathematics in college.

BayTech's comprehensive mathematics program ensures that students are equipped with the knowledge, skills, and confidence to succeed in higher education and beyond. Each course is designed to build on prior learning, challenge students at an appropriate level, and demonstrate the relevance of mathematics in everyday life.

9. ELA Program Elements

BayTech's ELA curriculum is designed to foster critical thinking, effective communication, and a deep appreciation for literature and language. Through a combination of rigorous texts, targeted skill development, and differentiated supports, the program equips students with the literacy skills essential for success in college, career, and life. The curriculum incorporates research-based resources such as *Perrine's Literature*, *EDGE*, *INSIDE Cengage Learning*, and digital tools like i-Ready, ExactPath, Edmentum, Study Island, NoRedInk and IXL, reflecting a philosophy that emphasizes comprehension, analysis, and effective writing across genres and disciplines.

Objectives of the ELA Program

1. **Develop Critical Reading Skills:** Equip students to analyze and interpret diverse literary and informational texts, including canonical and contemporary works, with an emphasis on close reading and textual evidence.

2. **Foster Effective Writing Across Genres:** Enable students to craft clear, coherent, and well-supported written works in narrative, expository, persuasive, and analytical genres.
3. **Build Academic Vocabulary and Language Proficiency:** Strengthen students' command of academic and content-specific vocabulary, grammar, and syntax, enhancing their ability to engage with complex texts and communicate effectively.
4. **Integrate Reading and Writing for Comprehensive Literacy:** Create meaningful connections between reading and writing tasks to reinforce comprehension and the application of literary techniques.
5. **Encourage Real-World Relevance and Critical Thinking:** Engage students with assignments that connect their learning to contemporary issues, encouraging them to think critically and articulate informed opinions.
6. **Cultivate Growth Mindset and Academic Independence:** Instill resilience and a growth mindset, emphasizing the iterative process of learning and the importance of effort and persistence in developing literacy skills.
7. **Prepare Students for College and Career Readiness:** Align instruction with California Common Core State Standards and A-G requirements, ensuring students develop the reading, writing, and critical thinking skills needed for success in higher education and beyond.

Key Philosophical Tenets:

1. **Reading for Deep Understanding**
   The ELA program prioritizes reading comprehension and critical analysis. Students engage with a diverse array of texts, including canonical works, contemporary literature, and informational texts, to develop an ability to interpret and evaluate ideas. Close reading strategies are integrated into lessons, encouraging students to explore themes, rhetorical structures, and authorial intent while building skills in textual evidence and reasoning.

2. **Writing Across Genres**
   A cornerstone of the curriculum is developing students' capacity to write effectively across multiple genres, including narrative, expository, persuasive, and analytical writing. Students are guided to craft coherent arguments, articulate their perspectives clearly, and support their claims with well-reasoned evidence and analysis. Writing tasks are scaffolded to build confidence and proficiency over time, preparing students for college-level expectations.

3. **Vocabulary and Language Development**
   Building academic and content-specific vocabulary is a core focus, supported by structured strategies such as the Frayer Model, semantic mapping, and direct instruction. Tools like i-Ready, ExactPath, Edmentum, Study Island, IXL and NoRedInk reinforce grammar and syntax, ensuring students have a strong command of language conventions. These practices prepare students to engage with complex texts and communicate effectively in diverse contexts.

4. **Integration of Reading and Writing**
   The curriculum is structured to create strong connections between reading and writing. For example, students may analyze themes or rhetorical techniques in a text and then apply similar approaches in their own writing. This integration reinforces comprehension and allows students to transfer skills across disciplines and real-world scenarios.

5. **Differentiation and Targeted Support**
   The ELA program recognizes that students arrive with varying levels of proficiency and provides tailored supports to meet diverse learning needs. Differentiated instruction, small-group interventions, and adaptive tools like *INSIDE Cengage Learning* and NoRedInk help address skill gaps while challenging advanced learners to explore more complex materials. Push-in interventions provide focused, in-the-moment support to ensure all students reach their potential.

6. **Cultural Responsiveness and Representation**
   BayTech's ELA curriculum includes diverse perspectives, voices, and cultures, ensuring students see themselves reflected in the material they study while also expanding their understanding of the world. This inclusive approach fosters empathy, critical thinking, and a sense of belonging, enriching classroom discussions and personal growth.

7. **Real-World Relevance and Critical Thinking**
   Students engage in tasks that connect their learning to real-world issues, such as persuasive essays on current events or research projects on topics of personal and societal importance. These assignments encourage students to think critically about their world, form evidence-based opinions, and articulate their perspectives with clarity and conviction.

8. **Growth Mindset and Academic Independence**
   Students are encouraged to view literacy as a skill that can be cultivated with effort and persistence. By fostering a growth mindset, the program helps students build resilience in tackling challenging texts and writing tasks. Opportunities for revision and feedback are embedded into the curriculum, emphasizing learning as an iterative process.

Rationale for Curriculum Structure:

● **Sequential Progression**
   The curriculum is designed to build skills incrementally, with each year introducing more complex texts and writing assignments. From foundational analysis in *English 9* to advanced argumentative writing in *English 12* and AP English Language and Composition, students develop a comprehensive skill set aligned with college readiness.

● **Integrated Technology**
   Digital platforms like i-Ready, ExactPath, Edmentum, Study Island, NoRedInk and IXL provide adaptive, personalized practice in grammar, writing mechanics, and reading

comprehension. These tools allow students to progress at their own pace and receive immediate feedback, complementing teacher-led instruction.

- **<u>Blended Learning Approach</u>**
  The program employs a blended model that combines traditional classroom teaching with technology-driven activities. This approach accommodates diverse learning styles and provides multiple avenues for skill acquisition and mastery.

- **<u>Alignment with Standards and College Readiness Goals</u>**
  The ELA curriculum is fully aligned with California Common Core State Standards for English Language Arts, ensuring students meet state benchmarks and develop the skills necessary for college and career readiness. By emphasizing critical reading, writing, and academic discourse, the curriculum supports students in meeting A-G requirements and excelling on state assessments.

Course Offerings

<u>Middle School (Grades 6–8)</u>

Language Arts 6
Prerequisites: None
Language Arts 6 focuses on foundational literacy skills aligned with California Common Core State Standards. Students engage with a variety of texts, including fiction, non-fiction, poetry, and informational materials, to build reading comprehension and analytical thinking. Grammar, sentence structure, and vocabulary are integral components, enabling students to write effectively across genres. Writing tasks range from narrative storytelling to evidence-based essays, fostering clarity, organization, and audience awareness.

Language Arts 7
Prerequisites: Language Arts 6 or teacher recommendation
Language Arts 7 builds on prior knowledge, deepening students' analytical and critical thinking abilities. Students explore complex texts such as novels, historical documents, and informational pieces to identify themes, evaluate arguments, and support claims with textual evidence. Writing assignments include argumentative essays and literary analyses that emphasize logical reasoning and coherence. Vocabulary development and grammar are reinforced to ensure academic language proficiency.

Language Arts 8
Prerequisites: Language Arts 7
Language Arts 8 prepares students for the rigors of high school English by emphasizing critical analysis and evidence-based writing. Students analyze challenging texts, including excerpts from Shakespeare, culturally significant works, and contemporary literature. Writing tasks include persuasive essays, research papers, and creative projects that synthesize ideas across multiple

sources. The curriculum also focuses on academic discussions to build students' confidence in articulating complex ideas.

Language Arts 8 Honors
Prerequisites: Teacher recommendation and demonstrated writing proficiency
Language Arts 8 Honors offers an accelerated curriculum for students who are ready to engage with high school-level texts and writing expectations. In addition to the core content of Language Arts 8, Honors students read extended literary works and undertake more complex analytical writing tasks. Emphasis is placed on rhetorical analysis, comparative literary essays, and seminar-style discussions. The course prepares students for advanced English courses in high school, including Pre-AP and AP English.

High School (Grades 9–12)

English 9
Prerequisites: None
English 9 introduces students to high school-level reading, writing, and critical analysis. Through diverse genres, including novels, poetry, drama, and non-fiction, students develop foundational skills in close reading and literary interpretation. Writing tasks focus on constructing clear arguments and analyzing literary elements such as theme, tone, and characterization. This course establishes the skills necessary for advanced English coursework.

English 10
Prerequisites: English 9
English 10 explores world literature, offering perspectives from different cultures and historical periods. Students build advanced analytical skills, examining how authors develop arguments and craft narratives. Writing tasks include literary essays, research projects, and creative pieces. Vocabulary development and rhetorical analysis are emphasized to prepare students for college-level writing.

Honors English 10
Prerequisites: English 9 and teacher recommendation
Honors English 10 offers a challenging curriculum for motivated students, focusing on world literature and advanced writing tasks. Students analyze themes, rhetorical strategies, and stylistic devices in texts, crafting analytical essays, research projects, and creative works. This course encourages deep intellectual engagement and prepares students for AP English coursework.

English 11
Prerequisites: English 10
English 11 focuses on American literature and its historical, cultural, and philosophical contexts. Students analyze works from various genres and time periods, addressing themes such as identity, freedom, and social justice. Writing assignments include analytical essays, rhetorical analyses, and research-based projects, with integrated SAT preparation to support college readiness.

English 12: Literature and Composition
Prerequisites: English 10 or 11 and teacher recommendation
AP English Literature and Composition engages students in the critical analysis of imaginative literature, including poetry, drama, and novels. Students examine themes, figurative language, and narrative techniques, writing essays that reflect nuanced textual understanding. This course develops close reading skills and prepares students for the AP exam and collegiate literary studies.

AP English Language and Composition
Prerequisites: English 10 or 11 and teacher recommendation
AP English Language emphasizes expository and analytical writing, focusing on non-fiction texts. Students explore rhetorical strategies, argumentation, and synthesis, crafting essays that demonstrate clear, evidence-based reasoning. The course prepares students for the AP exam and college-level writing, developing skills in critical analysis and persuasive communication.

Writing and Literature for the College Bound
Prerequisites: English 11 and teacher recommendation
BayTech's 12th-grade core ELA sequence is split across two semester-long courses. In Semester 1, Writing for the College Bound, students focus on crafting personal statements, analytical essays, and argumentative writing aligned with college-level expectations. In Semester 2, Literature for the College Bound, students explore major works of American and global literature, emphasizing literary analysis, authorial intent, and thematic depth. Both courses are designed to prepare students for postsecondary writing and reading demands.

Creative Writing
Grade 11 Elective
Creative Writing encourages students to explore their voice and creativity through various genres, including fiction, poetry, and memoir. Students engage in the writing process—brainstorming, drafting, revising, and editing—to produce a polished portfolio of original work. The course emphasizes imagination, self-expression, and technical writing skills, preparing students for personal and academic writing challenges.

Screenwriting
Grade 12 Elective
Screenwriting introduces students to the fundamentals of visual storytelling for film and television. Students learn screenplay structure, dialogue development, and scene pacing. Through workshops and peer critique, students draft original scripts and gain insight into the creative process behind cinematic writing.

Public Speaking
Grade 12 Elective
Public Speaking equips students with the skills to prepare and deliver effective oral presentations. Emphasizing clarity, persuasion, and audience engagement, students practice speeches across various formats, including informative, persuasive, and impromptu. The course builds confidence and communication skills applicable to academic and real-world settings.

Science Fiction Writing
Grade 12 Elective
Science Fiction Writing challenges students to imagine and construct speculative worlds rooted in scientific or futuristic concepts. Students explore genre conventions, develop original short stories, and analyze influential works of science fiction. Emphasis is placed on creativity, critical thinking, and thematic exploration.

BayTech's ELA program is designed to develop literate, thoughtful, and articulate individuals capable of navigating complex texts and expressing themselves with confidence. By emphasizing critical reading, effective writing, and cultural responsiveness, the curriculum ensures students are prepared for the demands of higher education and the evolving challenges of the modern world. Through a combination of rigorous instruction, differentiated supports, and real-world applications, BayTech empowers students to become lifelong learners and engaged global citizens.

10. Science Program Elements

BayTech's science program is designed to foster curiosity, critical thinking, and a deep understanding of scientific principles through inquiry-driven learning and hands-on experimentation. Aligned with the NGSS, the curriculum emphasizes real-world applications, interdisciplinary connections, and collaborative problem-solving. By integrating rigorous content with practical experiences, BayTech prepares students to navigate the complexities of the modern world and contribute meaningfully to society.

Objectives of the Science Program

1. **Foster Scientific Inquiry and Exploration:** Develop students' ability to think critically and scientifically by engaging them in the discovery process. Students will learn to ask meaningful questions, design experiments, collect and analyze data, and draw evidence-based conclusions.
2. **Promote Cross-Disciplinary Integration:** Strengthen connections between science, mathematics, technology, and engineering to foster a holistic understanding of scientific principles and their real-world relevance.
3. **Cultivate Real-World Problem-Solving Skills:** Prepare students to address contemporary challenges, such as climate change, public health, and sustainable energy, by applying scientific principles to local and global issues.
4. **Encourage Collaborative Learning:** Build teamwork and communication skills by engaging students in group experiments, peer reviews, and collaborative projects that mirror professional scientific practices.
5. **Develop Critical Thinking and Evidence-Based Reasoning:** Equip students to critically evaluate scientific claims, identify credible sources, and construct well-supported arguments using data and evidence.
6. **Emphasize Scientific Literacy:** Prepare students for informed civic engagement and lifelong learning by integrating skills such as constructing lab reports, delivering scientific presentations, and debating ethical issues in science.

7. **Promote Systems Thinking:** Help students understand interconnected systems, such as ecosystems and energy cycles, encouraging them to analyze how changes in one area affect broader systems.
8. **Prepare for STEM Careers and Lifelong Learning:** Provide students with the skills and knowledge required to succeed in STEM fields, emphasizing the practical application of scientific principles and critical problem-solving in professional and academic contexts.

Key Philosophical Tenets:

1. **Inquiry-Driven Exploration**
   The science program prioritizes student engagement in the discovery process. Lessons are structured around the scientific method, where students formulate questions, design experiments, collect and analyze data, and draw evidence-based conclusions. This approach fosters a deep understanding of core scientific concepts and cultivates critical problem-solving skills.

2. **Hands-On Learning**
   Laboratory experiments, field investigations, and engineering challenges are integral to the curriculum. By actively participating in scientific processes, students connect theoretical knowledge to practical applications, deepening their comprehension and retention of material.

3. **Cross-Disciplinary Integration**
   BayTech's science curriculum bridges disciplines such as mathematics, technology, and engineering to provide a holistic understanding of scientific principles. For example:
   - Physics integrates mathematical analysis for motion studies.
   - Environmental science explores the intersection of biology, chemistry, and social systems.
   - Chemistry incorporates data analysis and technological simulations.

   These connections emphasize the real-world relevance of science and prepare students for STEM careers.

4. **Real-World Applications**
   Science instruction emphasizes solving authentic problems. Students engage with contemporary challenges such as climate change, public health, and sustainable energy solutions, linking their studies to global and local contexts.

5. **Collaborative Learning Environment**
   The program mirrors professional scientific practices by encouraging teamwork and peer collaboration. Students work in groups to hypothesize, conduct experiments, and present findings, building essential communication and interpersonal skills.

6. **Critical Analysis and Evidence-Based Reasoning**
   Students are taught to evaluate scientific claims critically, discern credible sources, and use

data to support conclusions. This skill set prepares them to navigate scientific and technological advancements responsibly.

Rationale for Curriculum Structure:

- **Student-Centered Learning**
  BayTech employs instructional strategies tailored to diverse learning styles, ensuring engagement and accessibility for all students. Key approaches include:
  - Experiments and Simulations: Students visualize and test scientific theories through hands-on activities that bring abstract concepts to life.
  - Collaborative Projects: Peer interaction and shared discovery cultivate teamwork and deepen understanding.
  - Classroom Discussions: Students articulate their understanding and refine their ideas through guided discussions, promoting critical thinking and communication.

- **Emphasis on Scientific Literacy**
  Scientific literacy is a cornerstone of BayTech's curriculum, preparing students for civic engagement and lifelong learning. Instruction includes:
  - Lab Reports: Students construct clear hypotheses, methodologies, and evidence-based conclusions.
  - Presentations: Opportunities to present scientific findings help develop public speaking and communication skills.
  - Debates on Ethical Issues: Engaging with scientific ethics encourages students to think critically about the societal impact of scientific advancements.

- **Project-Based Learning**
  BayTech integrates elements of Engineering and Design to applying scientific principles to real-world problems. Students design, test, and refine innovative solutions to engage students in meaningful investigations, such as:
  - Designing eco-friendly energy solutions.
  - Creating models of tectonic plate movements.
  - Analyzing environmental data, such as water quality impacts. These projects develop critical thinking, problem-solving skills, and a sense of relevance to real-world applications.

- **Systems Thinking:**
  The curriculum emphasizes interconnected systems, such as ecosystems and energy cycles, encouraging students to consider how changes affect broader contexts.

Science Course Offerings

Middle School (Grades 6–8)

Earth Science

Prerequisites: None

Earth Science introduces students to foundational concepts in geology, meteorology, oceanography, and environmental science. Students investigate topics such as plate tectonics, weather systems, energy resources, and the impact of human activity on the Earth's systems. Hands-on projects, interactive simulations, and the application of the scientific method build students' problem-solving skills and scientific literacy.

Life Science

Prerequisites: None

Life Science focuses on the study of living organisms, biological systems, and ecological relationships. Key topics include cellular processes, genetics, ecosystems, and human body systems. Students participate in laboratory experiments, model ecological interactions, and explore genetic patterns, fostering critical thinking and an appreciation of life's complexity.

Physical Science

Prerequisites: None

Physical Science combines basic principles of physics and chemistry to build a foundation for high school science. Students explore topics such as energy transformations, forces, states of matter, and chemical reactions. Through inquiry-based experiments and collaborative projects, students develop a strong understanding of the physical world while refining their analytical skills.

High School (Grades 9–12)

Biology

Prerequisites: None

Biology introduces students to the study of life and living systems, focusing on cellular processes, genetics, ecosystems, and evolution. Students conduct hands-on experiments, such as DNA extraction and photosynthesis investigations, to apply scientific concepts. Emphasis is placed on critical thinking, data analysis, and scientific writing to prepare students for advanced science courses.

Chemistry

Prerequisites: Algebra 1

Chemistry explores the structure, properties, and behavior of matter. Topics include atomic theory, chemical bonding, reaction rates, and thermodynamics. Students conduct experiments to study concepts such as acid-base reactions and stoichiometry. This course emphasizes mathematical problem-solving and prepares students for advanced science coursework.

Honors Chemistry

Prerequisites: Algebra 1 and Teacher Recommendation

Honors Chemistry offers a deeper and faster-paced study of chemical principles. Students engage in complex problem-solving, advanced laboratory investigations, and applications of chemistry in real-world contexts, preparing them for AP-level science courses.

Physics

Prerequisites: Algebra 1

Physics introduces students to the laws governing motion, forces, energy, and electromagnetism. Students apply mathematical reasoning to solve real-world problems and conduct experiments on topics such as projectile motion, wave properties, and circuits. The course emphasizes analytical and computational skills essential for STEM careers.

Honors Physics

Prerequisites: Algebra 1 and Teacher Recommendation

Honors Physics offers an accelerated and rigorous exploration of classical and modern physics topics. Students engage in advanced laboratory experiments, such as designing and analyzing experiments on rotational motion and energy conservation. This course prepares students for AP Physics or other advanced STEM opportunities.

Human Anatomy & Physiology

Prerequisites: B or Higher in Biology, Teacher Recommendation

This course provides a comprehensive exploration of human body systems and their interdependence. Students study anatomy and physiological processes through dissections, case studies, and laboratory investigations. This course is particularly suited for students interested in health sciences or medical careers.

Introduction to Medical Science

Prerequisites: Biology and Teacher Recommendation

This course introduces students to key concepts in medical science, including human anatomy, disease pathology, and healthcare practices. Laboratory activities, case studies, and guest speakers from medical fields expose students to real-world applications, preparing them for advanced studies in health sciences.

Introduction to Community Public Health

Prerequisites: Biology and Teacher Recommendation

This interdisciplinary course examines public health topics such as disease prevention, nutrition, mental health, and global health challenges. Students explore how societal and environmental factors influence health outcomes, using data analysis and case studies to evaluate public health interventions.

AP Anatomy and Physiology

Prerequisites: Biology, Chemistry, and teacher recommendation

AP Anatomy and Physiology is a rigorous, college-level course that provides an in-depth study of the human body and its systems. Students explore the structure and function of the body through topics such as cellular processes, tissues, and the skeletal, muscular, nervous, cardiovascular, respiratory, and digestive systems. Laboratory experiences, including dissections and physiological experiments, deepen understanding of complex concepts. The course emphasizes critical thinking, evidence-based analysis, and application of knowledge to real-world health and medical contexts. Students also engage with current research and case studies to connect their learning to

advancements in medical science, preparing them for further studies in biology, medicine, or related fields.

BayTech's science program is designed to engage students in the practices of scientific inquiry and foster a deep understanding of natural phenomena. By emphasizing hands-on learning, interdisciplinary connections, and real-world applications, the curriculum equips students with the knowledge and skills needed for academic and professional success in the sciences.

11. History Program Elements

BayTech's history curriculum is designed to inspire critical thinking, civic engagement, and a nuanced understanding of global and national events. Utilizing resources such as *Fabric of a Nation*, *Modern World History*, *American Politics and Government Today*, and *History Alive TCI*, the program provides students with a rigorous and engaging exploration of historical and contemporary issues. The curriculum is grounded in the belief that history education should equip students with the analytical tools and contextual knowledge needed to navigate an increasingly interconnected and complex world.

Objectives of the History Program

1. **Develop Critical Thinking and Analytical Skills**
   - Analyze primary and secondary sources to evaluate historical claims.
   - Synthesize evidence from diverse perspectives to construct well-reasoned arguments.
   - Engage in document-based inquiries and research projects to foster critical analysis.
2. **Foster Historical Contextual Understanding**
   - Explore connections between historical events and contemporary issues.
   - Understand how societal changes and historical movements shape current political, social, and cultural dynamics.
   - Use thematic approaches to identify patterns, causation, and long-term impacts of historical events.
3. **Promote Civic Engagement and Ethical Reflection**
   - Examine foundational concepts such as democracy, governance, and human rights.
   - Participate in discussions on ethics and policy to reflect on individual roles in a democratic society.
   - Prepare students for active civic participation by understanding governmental structures and responsibilities.
4. **Encourage Global Perspectives**
   - Study diverse voices and narratives to gain a comprehensive view of historical events.
   - Analyze global interactions and cultural exchanges to promote empathy and global citizenship.
   - Explore how historical movements influence cultural diversity and interconnectedness.
5. **Enhance Communication and Collaboration Skills**

- Participate in project-based learning tasks such as debates, presentations, and multimedia projects.
- Work collaboratively to solve problems, analyze policies, and design exhibits or research projects.
- Build teamwork and communication skills through shared exploration of historical themes.

6. **Prepare Students for College and Career Readiness**
   - Align learning with California Common Core State Standards and A-G requirements.
   - Emphasize skills such as critical analysis, research, and evidence-based writing for Advanced Placement and college-level coursework.
   - Equip students to navigate complex issues and contribute thoughtfully to their communities.

7. **Cultivate Lifelong Historical Inquiry**
   - Encourage curiosity and a sustained interest in historical events and their relevance to the modern world.
   - Develop habits of questioning, analyzing, and connecting historical knowledge to real-world applications.
   - Foster a mindset of continuous learning and informed decision-making in civic and personal contexts.

Key Philosophical Tenets:

1. **Critical Thinking and Evidence-Based Analysis**
   BayTech's history curriculum prioritizes the development of students' ability to analyze primary and secondary sources critically. Students learn to evaluate historical claims, synthesize evidence from diverse perspectives, and construct well-reasoned arguments. By engaging in document-based inquiries and research projects, they cultivate essential skills for understanding the past and its implications for the present.

2. **Connecting Past to Present**
   Through a thematic approach, students explore how historical events and societal changes influence contemporary issues. For example, courses like *Fabric of a Nation* and *American Politics and Government Today* encourage students to draw connections between historical movements and current political, social, and cultural dynamics. This fosters a sense of relevance and deepens students' engagement with history.

3. **Emphasis on Civic Engagement**
   The program underscores the importance of informed citizenship by exploring foundational concepts such as democracy, governance, and human rights. Classes like AP U.S. Government and *Glencoe United States Government: Democracy in Action* prepare students to actively participate in civic life by understanding the structures and responsibilities of government. Discussions on ethics and policy challenge students to reflect on their roles within a democratic society.

4. **Inclusive Perspectives and Global Understanding**
   BayTech's history curriculum incorporates diverse voices and narratives to provide a comprehensive view of historical events. From studying world history through *Modern World History* to analyzing U.S. history with *Fabric of a Nation*, students gain a multicultural perspective that promotes empathy and global awareness. This inclusivity prepares students to navigate a diverse and interconnected world.

5. **Project-Based Learning and Collaborative Exploration**
   Students engage in project-based tasks that encourage collaboration, creativity, and problem-solving. Examples include creating multimedia presentations on historical events, debating policy decisions, or designing exhibits that connect historical artifacts to broader themes. This approach mirrors the interdisciplinary nature of history and builds teamwork and communication skills.

Rationale for Curriculum Structure:

● **Sequential Progression**
  The curriculum is intentionally designed to build students' historical knowledge and analytical skills incrementally. Foundational courses such as *History Alive TCI* and *Modern World History* introduce broad contexts, helping students develop a framework for understanding global and national events. As students progress to advanced offerings like *AP U.S. History* and *AP U.S. Government*, they engage in more rigorous, in-depth analysis of historical themes, policies, and systems. This logical progression ensures students develop the expertise to connect events across time and context, supporting deeper historical insight.

● **Inquiry-Based Approach**
  Aligned with the belief that history education should encourage active engagement, the curriculum emphasizes an inquiry-based approach. Students are encouraged to ask compelling questions, evaluate diverse sources, and construct evidence-based arguments. This method not only enhances critical thinking but also mirrors the practices of historians, enabling students to analyze causation, identify patterns, and interpret the complexities of human societies.

● **Integration of Technology and Multimedia**
  The integration of technology into the curriculum supports the program's focus on connecting past events to contemporary issues. Digital tools, such as simulations, virtual archives, and interactive timelines, bring historical events to life, fostering deeper engagement and understanding. Multimedia platforms also enhance students' access to diverse perspectives and primary sources, ensuring a richer exploration of history.

● **Alignment with Standards and College Readiness Goals**
  The curriculum aligns seamlessly with California Common Core State Standards and the A-G

requirements for college eligibility, ensuring students are prepared for higher education and beyond. Emphasizing critical analysis, research, and written expression, the curriculum builds the skills needed for Advanced Placement success, college-level coursework, and informed civic participation. This alignment ensures that students not only meet academic benchmarks but are also equipped to engage thoughtfully with complex issues in their communities and the broader world.

History/Social Science Course Offerings

Middle School (Grades 6–8)

Social Studies (Grade 6)
Prerequisites: None
This course introduces students to the foundations of geography, civics, and ancient civilizations. Students explore early societies' cultural, political, and economic structures, examining how these have shaped the modern world. Through analyzing primary and secondary sources, students enhance critical thinking and problem-solving skills. The curriculum integrates map skills, timelines, and contemporary comparisons to deepen understanding and relevance.

World History (Grade 7)
Prerequisites: None
Grade 7 focuses on the rise and development of global civilizations from the Middle Ages to the early modern period. Topics include the spread of religions, trade networks, Renaissance and Reformation, and the Age of Exploration. Students analyze historical documents, cultural achievements, and the interconnectedness of civilizations, emphasizing cause and effect relationships. Current events discussions provide opportunities to link historical themes to today's global issues.

U.S. History (Grade 8)
Prerequisites: None
U.S. History in Grade 8 covers key events and societal transformations in American history, from colonization through Reconstruction. Students analyze the American Revolution, Constitution, westward expansion, and Civil War. The course incorporates debates, project-based learning, and evidence-based writing to build critical thinking and analytical skills. Students also examine how past events shape current American society, preparing them for high school-level history studies.

High School (Grades 9–12)

World History
Prerequisites: None
World History explores significant global developments from the 18th century to the present, including the Industrial Revolution, imperialism, world wars, and the Cold War. Students examine themes such as nationalism, economic globalization, and human rights. The curriculum emphasizes historical thinking skills, such as analyzing primary sources, constructing arguments, and recognizing patterns of continuity and change.

Honors World History

Prerequisites: World History and teacher recommendation

This advanced course provides a more in-depth study of global history, emphasizing critical thinking and independent analysis. Students engage in rigorous research projects, evaluate historiographical perspectives, and write analytical essays. Enrichment activities, such as debates and primary source workshops, prepare students for Advanced Placement coursework and college-level studies.

U.S. History

Prerequisites: None

U.S. History examines key developments in American history, focusing on the 20th century's social, political, and economic changes. Students study industrialization, the Great Depression, World War II, the Civil Rights Movement, and contemporary America. Assignments include document-based essays, research projects, and presentations, encouraging students to connect historical events to current societal issues.

AP U.S. History

Prerequisites: U.S. History and teacher recommendation

This college-level course offers a comprehensive study of American history from pre-Columbian societies to the present. Students critically analyze primary and secondary sources, evaluate historical interpretations, and construct evidence-based arguments. Intensive reading and writing assignments, including DBQs (Document-Based Questions), prepare students for the AP exam and higher education.

American Government/Economics

Prerequisites: U.S. History

This course combines an exploration of American political systems with foundational economic principles. The government component covers the Constitution, civil liberties, and the three branches of government. The economics portion introduces concepts such as supply and demand, fiscal policy, and globalization. Students engage in debates, simulations, and financial literacy activities to prepare for informed civic participation and practical decision-making.

AP U.S. Government

Prerequisites: U.S. History and teacher recommendation

This advanced course examines the structures and processes of American government. Topics include the Constitution, federalism, political parties, and landmark Supreme Court cases. Students analyze primary sources, participate in debates, and prepare for the AP exam. The course fosters civic engagement and an understanding of the complexities of governance in a democratic society.

Ethnic Studies

Prerequisites: None

This elective explores the histories, cultures, and contributions of diverse racial and ethnic groups in the United States, with a focus on social justice, identity, and equity. Students examine topics such as colonization, migration, systemic inequities, and the resilience of marginalized communities

through primary and secondary sources, literature, and media. The course emphasizes critical thinking, discussion, and personal reflection, empowering students to understand the interconnectedness of historical events and contemporary social movements. Students engage in projects and activities that highlight the value of cultural diversity and promote advocacy for positive change in their communities.

BayTech's History/Social Science curriculum immerses students in the exploration of historical events, systems of governance, and cultural developments. By integrating primary sources, critical analysis, and interdisciplinary connections, the program equips students with the skills to think critically, communicate effectively, and engage as informed citizens in a global society.

12. Foreign Language Program Elements

BayTech's foreign language curriculum is designed to foster linguistic proficiency and cultural understanding, equipping students with the tools needed to communicate effectively in a globalized world. The program offers Spanish courses from foundational levels to Advanced Placement, with a focus on practical communication, cultural appreciation, and real-world application. Guided by the National Standards for Learning Languages and aligned with the State Standards, the curriculum emphasizes the integration of language skills with cultural literacy to prepare students for college, career, and civic engagement.

Objectives of the Foreign Language Program

- **Develop Linguistic Proficiency:** Achieve fluency in listening, speaking, reading, and writing in Spanish at progressively advanced levels. Master foundational grammar, vocabulary, and pronunciation, progressing to complex sentence structures and advanced linguistic concepts.
- **Enhance Communication Skills:** Use Spanish effectively in real-world scenarios, such as daily interactions, social settings, and professional contexts. Participate in dialogues, presentations, and written assignments to build confidence in authentic communication.
- **Foster Cultural Understanding:** Explore the traditions, history, and values of Spanish-speaking countries through integrated cultural studies. Analyze cultural artifacts, such as art, music, literature, and media, to develop a deeper appreciation of diverse perspectives.
- **Prepare for College and Career Success:** Align language proficiency with State Standards and A-G requirements for college readiness. Prepare for Advanced Placement Spanish exams and acquire skills necessary for global career opportunities.

Key Philosophical Tenets

1. **Practical Communication Skills**
   The program prioritizes developing fluency in listening, speaking, reading, and writing. Instruction focuses on real-world themes, such as daily life, social relationships, and cultural practices, enabling students to use the language in authentic contexts.

2. **Cultural Literacy and Appreciation**
   BayTech's Spanish courses integrate cultural studies, allowing students to explore the history, traditions, and values of Spanish-speaking countries. By examining art, literature, and customs, students develop a deeper understanding of the cultural context of the language.

3. **Sequential Skill Development**
   Language instruction follows a logical progression from foundational vocabulary and grammar to advanced linguistic structures and cultural analysis. Each course builds on prior knowledge, ensuring students develop increasingly sophisticated language skills.

4. **Interactive and Immersive Learning**
   The curriculum employs interactive methods, including dialogues, games, audiovisual tools, and collaborative activities. Opportunities for cultural immersion, such as field trips, cultural events, and project-based learning, enrich the learning experience and enhance language retention.

5. **College and Career Readiness**
   BayTech's foreign language program prepares students for Advanced Placement exams and equips them with the communication skills needed for success in college and professional environments.

Rationale for Curriculum Structure

- **Progressive Proficiency**
  The curriculum builds linguistic proficiency incrementally, with students advancing from simple sentence structures and basic vocabulary to complex grammatical concepts and cultural studies. This progression ensures a solid foundation for mastery.

- **Integrated Cultural Studies**
  By embedding cultural literacy into language instruction, the curriculum provides a holistic approach to language learning. Students not only acquire the mechanics of the language but also gain an appreciation for the diverse cultural contexts in which it is spoken.

- **Alignment with Standards and Goals**
  The program aligns with state and national standards, ensuring students meet A-G requirements and are prepared for Advanced Placement success. Cultural relevance and thematic instruction support broader college and career readiness goals.

- **Interactive Learning Environment**
  Through the use of technology, immersive activities, and collaborative tasks, students actively engage in language learning. These methods foster confidence and fluency, preparing students for real-world language use.

Foreign Language Course Offerings

Middle School (Grades 6–8)

Spanish 1 and Culture
Middle School Elective
This course introduces students to the basics of the Spanish language while fostering an appreciation for the diverse cultures of Spanish-speaking countries. Through interactive lessons, students develop foundational skills in listening, speaking, reading, and writing. The course emphasizes conversational fluency, with vocabulary and grammar focused on everyday topics such as greetings, family, and school life. Students also explore cultural themes, including traditional music, art, cuisine, and celebrations, such as Día de los Muertos and Las Posadas.

High School (Grades 9–12)

Spanish 1
Prerequisites: None
Spanish 1 introduces students to the basics of Spanish language and culture. Students develop foundational communication skills in listening, speaking, reading, and writing. Emphasis is placed on vocabulary acquisition, sentence formation, and simple conversational fluency. Cultural studies include topics such as family life, traditions, and celebrations in Spanish-speaking countries. Activities such as role-playing and multimedia tools enhance language retention and cultural appreciation.

Spanish for Native Speakers 1
Prerequisites: None
This course is designed for students who are fluent in spoken Spanish but seek to enhance their reading, writing, and formal communication skills. Emphasis is placed on grammar, spelling, vocabulary development, and academic writing in Spanish. Students explore the rich history, literature, and cultural traditions of Spanish-speaking countries, fostering a deeper connection to their linguistic heritage. Through project-based learning and collaborative activities, students refine their language skills while gaining confidence in both academic and professional settings.

Mandarin 1
Prerequisites: None
Mandarin 1 introduces students to the fundamentals of the Chinese language, with a focus on developing skills in listening, speaking, reading, and writing. Students learn basic vocabulary, tones, and sentence structures, while exploring pinyin, the romanization system for Chinese characters. The course incorporates cultural studies, including Chinese traditions, festivals, and customs, providing a broader understanding of the language's context. Through interactive activities such as dialogues, role-playing, and multimedia resources, students build confidence in basic communication and lay a strong foundation for advanced language study.

French 1
Prerequisites: None

French 1 offers an introduction to the French language and Francophone cultures. Students develop foundational skills in speaking, listening, reading, and writing, with an emphasis on pronunciation and conversational fluency. Topics include greetings, family, food, and daily routines. The course integrates cultural exploration, highlighting French traditions, art, music, and cuisine. Through engaging projects, dialogues, and authentic materials, students immerse themselves in the language and gain an appreciation for the diversity of the Francophone world.

Intro to American Sign Language (ASL)
Prerequisites: None
Intro to ASL introduces students to the basics of American Sign Language and Deaf culture. Students learn essential vocabulary, grammar, and conversational skills, with a focus on expressive and receptive communication. Topics include introductions, family, numbers, and daily activities. The course emphasizes the cultural and historical significance of ASL, fostering awareness of the Deaf community and its contributions to society. Through practice in signing, visual-gestural communication, and exposure to authentic ASL resources, students develop the skills and confidence to engage in basic conversations.

Spanish 2
Prerequisites: Spanish 1
Spanish 2 builds on the foundational skills learned in Spanish 1, introducing intermediate grammar concepts such as past and future verb conjugations and sentence structure. Students expand their vocabulary and engage in more complex conversations, write detailed paragraphs, and interpret short texts. Cultural exploration covers regional differences, music, art, and cuisine in the Spanish-speaking world. Interactive assignments encourage practical language use in real-world contexts.

Spanish 2 Honors
Prerequisites: Spanish 1 and teacher recommendation
Spanish 2 Honors is an accelerated course that builds upon foundational skills from Spanish 1 while introducing more advanced vocabulary, grammar, and conversational structures. Students practice past, future, and conditional tenses in greater depth and engage in complex written and oral communication. The course integrates cultural studies, allowing students to explore art, history, and current events from Spanish-speaking regions. Honors-level assignments, including essays, presentations, and multimedia projects, challenge students to think critically and apply their language skills in authentic contexts, preparing them for advanced Spanish coursework.

Spanish for Native Speakers 2
Prerequisites: Assessment or teacher recommendation
Designed for heritage Spanish speakers, this course focuses on refining reading, writing, and grammar skills while celebrating and deepening cultural knowledge. Students work on advanced vocabulary, formal writing, and academic Spanish, with an emphasis on literary analysis and professional communication.

Spanish 3
Prerequisites: Spanish 2

Spanish 3 is an advanced course focusing on achieving fluency in all aspects of communication. Students explore complex grammar, such as subjunctive forms, conditional tenses, and idiomatic expressions. The course integrates analysis of literary and informational texts, student-led presentations, and discussions on contemporary and historical issues. Cultural topics include Latin American and Spanish literature, history, and social movements, fostering a comprehensive understanding of the Spanish-speaking world.

Spanish for Native Speakers 3

Prerequisites: Spanish for Native Speakers 2 or teacher recommendation

This advanced-level course for heritage speakers emphasizes academic and professional language use. Students refine advanced grammatical structures, critical writing skills, and oral presentation abilities. They analyze literary texts, explore contemporary Hispanic cultural issues, and prepare for AP-level coursework.

Honors Spanish 3

Prerequisites: Spanish 2 and teacher recommendation

This honors-level course challenges students with advanced grammar and vocabulary while deepening their cultural understanding. Students analyze literary works, engage in debates, and complete research projects on global issues affecting Spanish-speaking communities. The curriculum prepares students for the rigor of AP Spanish and beyond.

AP Spanish Language and Culture

Prerequisites: Spanish 3 or Spanish for Native Speakers 3 and teacher recommendation

This college-level course develops advanced proficiency in Spanish with a focus on the integration of language skills and cultural understanding. Students engage with thematic topics such as global challenges, cultural identity, and science and technology. Authentic resources, including articles, podcasts, literature, and films, provide a foundation for interpretive, interpersonal, and presentational communication. Students are prepared for success on the AP Spanish Language and Culture exam.

AP Spanish Literature and Culture

Prerequisites: AP Spanish Language and Culture or teacher recommendation

This advanced course provides an in-depth exploration of canonical and contemporary works of Spanish literature from the medieval period to the present. Students analyze poetry, prose, and drama within historical and cultural contexts. The course emphasizes literary analysis, thematic connections, and cultural interpretation. It prepares students for the AP Spanish Literature and Culture exam while fostering an appreciation of Hispanic literary traditions.

BayTech's foreign language program ensures students graduate with a solid foundation in Spanish language and cultural literacy. By integrating rigorous instruction, interactive methods, and immersive experiences, the curriculum prepares students to communicate effectively, appreciate diverse perspectives, and succeed in a globalized world.

13. Visual and Performing Arts Program Elements

BayTech's Visual and Performing Arts program nurtures creativity, technical skills, and artistic appreciation, offering students opportunities to explore music, digital arts, and creative expression. The curriculum emphasizes the development of artistic proficiency and the integration of visual and performing arts into broader academic and personal growth. By engaging students in hands-on projects, performances, and the exploration of art history and theory, BayTech's VAPA program fosters creativity, collaboration, and critical thinking skills.

Objectives of the Visual and Performing Arts Program

1. **Foster Creative Expression:** Encourage students to explore their unique artistic voices and develop confidence through hands-on projects, performances, and presentations in music and digital arts.
2. **Develop Technical Proficiency:** Equip students with foundational and advanced skills in visual and performing arts, including mastery of tools, techniques, and mediums relevant to music and digital arts.
3. **Enhance Interdisciplinary Connections:** Integrate the study of art history, theory, and cultural traditions with academic disciplines such as science, math, and history to provide students with a holistic understanding of artistic influence and innovation.
4. **Promote Art Appreciation and Cultural Literacy:** Expand students' understanding of diverse artistic traditions and cultural contexts, fostering empathy and a global perspective on how art reflects and shapes society.
5. **Emphasize Performance and Presentation Skills:** Offer regular opportunities for students to present their work publicly, developing confidence, professionalism, and communication skills essential for future endeavors.
6. **Align with College and Career Readiness Standards:** Ensure that students are equipped with artistic, technical, and critical thinking skills applicable to higher education and diverse industries, emphasizing creativity as a key competency for success.

Key Philosophical Tenets

1. **Creative Expression and Personal Growth**
   The VAPA program encourages students to explore their unique creative voices through music and digital arts. Students gain confidence and self-expression skills by creating, performing, and presenting their work.

2. **Skill Development and Mastery**
   Courses are designed to develop technical proficiency in both music and digital arts. Through sequential skill-building and personalized feedback, students progress at their own pace while mastering foundational techniques and advancing toward higher levels of artistic achievement.

3. **Integration of Art and Academics**
   The program emphasizes connections between the arts and other academic disciplines, such as science, history, and math. Students explore the historical and cultural context of art

forms, enhancing their understanding of broader cultural and intellectual movements.

4. **Collaborative and Individual Learning**
Students work both independently and collaboratively on projects, developing teamwork and interpersonal communication skills. Group projects, performances, and critiques help foster a sense of community and collective growth within the arts.

5. **Art Appreciation and Cultural Literacy**
The curriculum incorporates art history and cultural studies to deepen students' appreciation of artistic traditions from diverse backgrounds. Students learn how the arts reflect and influence societal values and historical contexts.

Rationale for Curriculum Structure

● **Sequential Progression**
The VAPA curriculum is structured to allow students to build their skills incrementally. Beginning courses introduce foundational techniques, while advanced offerings challenge students to refine their craft and explore more complex projects.

● **Individualized Instruction**
Courses are tailored to meet the needs of students with varying levels of experience and aptitude. This ensures that beginners gain confidence while advanced students are continuously challenged and supported in their growth.

● **Performance and Presentation Opportunities**
The program provides multiple opportunities for students to showcase their talents, whether through school functions, art exhibitions, or collaborative digital projects. These experiences help students build confidence and develop their presentation skills.

● **Alignment with College and Career Readiness Goals**
The VAPA program prepares students for future artistic pursuits in college or professional fields. By focusing on technical skills, creativity, and critical analysis, the curriculum equips students with competencies applicable across diverse careers and industries.

Course Offerings

Middle School (Grades 6–8)

Introduction to Art
Prerequisites: None
Introduction to Art provides middle school students with a foundation in artistic techniques and creative expression. The course explores various mediums, including drawing, painting, and sculpture, while teaching the principles of design, color theory, and composition. Students engage in hands-on projects that foster creativity and build confidence in their abilities. The curriculum

incorporates art history and cultural studies, helping students connect their work to global artistic traditions. Collaborative projects and individual assignments encourage experimentation and personal growth, preparing students for more advanced artistic studies.

High School (Grades 9–12)

Art 1
Prerequisites: None
Art 1 introduces students to the foundational techniques of visual art, including drawing, painting, and sculpture. Emphasizing the principles of design, color theory, and composition, the course fosters creative expression and technical skill development. Students explore diverse artistic styles and cultural influences while completing hands-on projects that build confidence and artistic proficiency.

Art 2
Prerequisites: Art 1
Art 2 builds on the foundational skills developed in Art 1, introducing advanced techniques and media. Students experiment with mixed media, three-dimensional design, and digital integration to create unique artistic expressions. Emphasis is placed on personal style, conceptual development, and critique skills, preparing students for Advanced Art or independent projects.

Advanced Art
Prerequisites: Art 2 or teacher recommendation
This advanced course allows students to refine their technical abilities and explore complex artistic concepts. Students work on portfolio-building projects, focusing on self-expression, thematic development, and mastery of medium-specific techniques. The course integrates art history and cultural studies to provide context and inspire innovative work.

Digital Arts 1
Prerequisites: None
Digital Arts 1 introduces students to the fundamentals of graphic design, digital illustration, and photo editing using professional software like Adobe Photoshop and Illustrator. Students develop technical skills in digital composition, typography, and color theory through hands-on projects. The course encourages creativity while teaching practical applications of digital arts in real-world contexts.

Digital Arts 2
Prerequisites: Digital Arts 1
Digital Arts 2 expands on the foundational skills acquired in Digital Arts 1, introducing advanced techniques in videography, animation, and digital storytelling. Students work on sophisticated projects, including branding design and multimedia presentations, while learning about industry standards and workflows. The course prepares students for further studies or careers in the digital arts.

Photography

Prerequisites: None

This course focuses on the technical and artistic aspects of photography, covering topics such as composition, lighting, editing, and visual storytelling. Students use professional equipment and software to create dynamic photo essays, portraits, and conceptual pieces. Emphasis is placed on developing a personal aesthetic and understanding photography's role in cultural and artistic traditions.

Videography

Prerequisites: None

Videography explores the creative and technical processes of video production. Students learn skills such as storyboarding, filming, and editing to produce short films, documentaries, and promotional videos. The course emphasizes narrative development, visual composition, and teamwork, providing a foundation for advanced video production or media studies.

These courses in the Visual and Performing Arts program aim to develop creativity, technical skills, and a deeper appreciation for artistic traditions. Students are encouraged to explore their talents, build confidence, and connect their work to broader cultural and academic contexts.

14. Health and Physical Education Program Elements

BayTech's Health and Physical Education ("P.E.") program is designed to empower students to cultivate lifelong healthy habits and maintain physical, mental, and emotional well-being. The program aligns with California state standards and integrates knowledge acquisition with physical activities in a safe, supportive environment. Students are encouraged to develop skills in decision-making, goal-setting, and self-awareness, laying a foundation for a productive and fulfilling life.

Objectives for BayTech's Health and Physical Education Program

1. **Promote Holistic Health Awareness:** Develop an understanding of physical, social, emotional, intellectual, spiritual, and environmental health to make well-rounded decisions for personal and community well-being.
2. **Encourage Lifelong Physical Activity:** Foster enthusiasm for physical fitness by introducing students to a variety of sports, exercises, and wellness practices, empowering them to maintain active lifestyles.
3. **Build Knowledge and Skills for Healthy Living:** Teach essential concepts such as nutrition, mental health management, stress reduction, and fitness planning to equip students with tools for maintaining overall wellness.
4. **Prepare for Lifelong Well-Being:** Equip students with habits, strategies, and knowledge that promote sustainable health practices, supporting their physical, mental, and emotional well-being throughout their lives.

Key Philosophical Tenets

1. **Holistic Health Education**
   The program emphasizes a comprehensive approach to health, addressing physical, social, emotional, intellectual, spiritual, and environmental aspects. By exploring these dimensions, students gain a nuanced understanding of health and wellness.

2. **Lifelong Physical Activity**
   BayTech promotes the development of lifelong physical activity habits by exposing students to a variety of sports, fitness routines, and wellness practices. This diversity encourages students to find activities that resonate with their interests and abilities.

3. **Supportive and Inclusive Environment**
   The program fosters a non-threatening and caring atmosphere where every student feels encouraged to participate and succeed. This approach helps build confidence, teamwork, and a positive attitude toward health and fitness.

4. **Empowered Decision-Making**
   Through knowledge and practice, students learn to make informed decisions about their health. Lessons on nutrition, stress management, and physical fitness provide the tools needed to maintain a healthy lifestyle.

Rationale for Curriculum Structure

● **Sequential and Standards-Aligned**
  The curriculum follows a sequential structure aligned with California Content Standards for Health and Physical Education. It introduces foundational concepts in middle school and builds on them in high school to ensure continuous development of skills and knowledge.

● **Integration of Health and Wellness Topics**
  The program integrates lessons on mental health, nutrition, physical fitness, and stress management, ensuring students develop a well-rounded understanding of personal and community health.

● **Practical Application**
  Health and P.E. courses emphasize the application of knowledge through active participation and real-life scenarios. This approach ensures students can apply what they learn to their daily lives and future challenges.

Course Offerings

Middle School (Grades 6–8)

Physical Education and Health
Prerequisites: None

Middle school students engage in at least 200 minutes of Physical Education and Health instruction every 10 days. The program includes:

- **Physical Education:** A rotation of traditional and non-traditional sports and activities, encouraging students to explore a variety of fitness routines and develop lifelong healthy habits.
- **Health and Wellness:** Lessons covering topics such as nutrition, physical fitness, mental health, stress management, and weight management. These lessons are designed to build students' understanding of holistic health and provide tools for informed decision-making.

High School (Grades 9–12)

Life Skills and Health
High School Elective
One-semester elective course covering topics in physical, psychological, social, and environmental health. Topics include nutrition, mental health, fitness planning, and stress management.

Physical Education
High School Elective
Focuses on advanced fitness routines, team sports, and individualized exercise plans. Emphasis on fostering lifelong physical activity and collaboration through group activities.

Weight Lifting
High School Elective
This elective course introduces students to proper techniques, safety protocols, and the principles of strength training. Students develop personalized fitness plans, focusing on building muscular strength, endurance, and overall physical fitness. Topics also include anatomy, nutrition for performance, and injury prevention, equipping students with skills for lifelong health and fitness.

Note: Health and P.E. requirements can also be met through active participation in school-sponsored sports, ensuring flexibility in fulfilling the program's goals while fostering a sense of teamwork and school spirit.

BayTech's Health and Physical Education program equips students with the knowledge, skills, and habits necessary for lifelong health and wellness. By combining active participation with a comprehensive understanding of health principles, the program prepares students to lead balanced, informed, and fulfilling lives.

15. Electives Program Elements

BayTech's elective program provides students with opportunities to explore personal interests, develop new skills, and prepare for future academic and career paths. Electives are designed to complement the core curriculum and align with A-G requirements, offering a diverse range of courses that encourage creativity, critical thinking, and leadership. The program emphasizes real-

world application, collaboration, and personal growth, enabling students to tailor their educational experience to their unique goals and aspirations.

Objectives of the College Electives Program

1. **Foster Personal Growth and Exploration:** Provide students with opportunities to discover and cultivate their interests, passions, and talents beyond core academic subjects.
2. **Enhance 21st-Century Skills:** Develop critical thinking, creativity, communication, collaboration, and problem-solving skills applicable to college, career, and community settings.
3. **Promote Leadership and Civic Engagement:** Equip students with leadership skills and encourage active participation in their school and local communities through courses like Peer Mentoring and Leadership.
4. **Support College and Career Readiness:** Offer practical and preparatory courses such as Business Law, Intro to Accounting, and College Prep Writing, equipping students with skills and knowledge for post-secondary success.
5. **Develop Technological and Artistic Skills:** Engage students in courses such as Yearbook, Mythology, and creative business electives, helping them harness both technical and artistic proficiencies.
6. **Cultivate Lifelong Learning and Curiosity:** Inspire a passion for learning across diverse subjects, enabling students to become self-motivated learners who explore beyond the classroom.

Key Philosophical Tenets

1. **Personalized Learning Opportunities**
   The elective program allows students to pursue their passions and interests in areas such as business, leadership, creative arts, and physical education. By offering a variety of courses, BayTech empowers students to design a personalized educational pathway.

2. **Real-World Skill Development**
   Elective courses emphasize practical, hands-on learning experiences that prepare students for college and career success. Topics such as financial literacy, business principles, and leadership skills equip students with tools for lifelong learning and professional achievement.

3. **Fostering Creativity and Innovation**
   Creative electives like Yearbook and Mythology encourage students to think outside the box, develop artistic and storytelling skills, and contribute to the school community. These courses nurture innovation and self-expression.

4. **Leadership and Teamwork**
   Courses such as Peer Mentoring and Leadership emphasize the development of interpersonal skills, collaboration, and the ability to positively impact the community.

Students gain experience in organizing events, mentoring peers, and leading initiatives.

5. **Health and Wellness Integration**
Electives such as Weight Lifting promote lifelong fitness habits and overall well-being. These courses provide opportunities for students to engage in physical activity while building discipline and resilience.

Rationale for Curriculum Structure

1. **Diverse Course Offerings**
The electives program spans a wide range of interests, from leadership and business to creative arts and physical wellness, ensuring all students find opportunities to explore their passions and develop well-rounded skills.

2. **Standards Alignment**
Electives are aligned with state standards and A-G requirements where applicable, ensuring that students earn college-preparatory credits while pursuing their interests.

3. **Project-Based and Hands-On Learning**
Courses like Yearbook and Leadership incorporate project-based tasks that encourage teamwork, creativity, and real-world application of skills. Students complete tangible projects, such as publishing a yearbook or organizing school events.

4. **Real-World Applications**
Electives like Business Law, Intro to Accounting, and Weight Lifting emphasize practical knowledge and skills that students can apply immediately in their personal and professional lives.

5. **Leadership and Mentorship Development**
Courses such as Peer Mentoring and Leadership are designed to nurture future leaders by focusing on interpersonal skills, decision-making, and civic responsibility.

6. **Student-Centered Approach**
The program offers flexibility, allowing students to choose courses that align with their goals and interests. This choice fosters ownership of learning and encourages engagement.

7. **Preparation for College and Career**
Electives focus on developing transferable skills that enhance college applications and career prospects. For example, business courses provide a foundation for entrepreneurship, while leadership courses prepare students for civic involvement and professional roles.

Elective Course Offerings

High School (Grades 9–12)

Peer Mentoring 9 & Peer Mentoring 12

Students develop leadership and mentoring skills by supporting their peers academically and socially. Activities include tutoring, organizing workshops, and fostering a positive school culture.

Leadership 9 & Leadership 12

Leadership courses focus on the principles of effective leadership, project management, and communication. Students take an active role in organizing school events, leading initiatives, and representing the student body.

Yearbook

This course gives students hands-on experience in designing, editing, and publishing the school yearbook. Students learn photography, graphic design, and writing skills while creating a memorable keepsake for the Charter School community.

Life Skills

Life Skills equips students with essential knowledge for personal and professional success, including financial literacy, time management, and communication strategies.

Study Hall

This elective provides structured time for students to complete assignments, receive academic support, and practice independent study skills.

Mythology

Students explore ancient myths, folklore, and legends from various cultures. This course emphasizes critical analysis, storytelling techniques, and the influence of mythology on modern literature and media.

Weight Lifting

This physical education elective focuses on strength training and fitness, teaching students proper techniques for weightlifting and promoting a healthy lifestyle.

College Prep - Writing

Designed to enhance academic writing skills, this course prepares students for college-level assignments. Students focus on crafting essays, research papers, and personal statements.

Intro to Business

This introductory course provides a foundation in business principles, entrepreneurship, and financial management. Students gain practical skills in budgeting, marketing, and decision-making.

Intro to Accounting

Students learn the fundamentals of accounting, including financial statements, budgeting, and bookkeeping. This course prepares students for advanced study in business and finance.

Business Law

This course introduces students to the legal aspects of business operations, including contracts,

ethics, and consumer law. Case studies and real-world scenarios provide practical insight into the field of business law.

Health and Fitness
This course emphasizes physical wellness, mental health, and lifelong fitness habits. Students explore topics such as nutrition, personal fitness planning, and stress management while engaging in regular physical activity.

Public Speaking
Public Speaking equips students with skills to communicate effectively and confidently. Students prepare and deliver a variety of speech formats, including persuasive, informative, and extemporaneous presentations.

College Prep _(Fall Only – Seniors)_
This semester-long course helps 12th-grade students prepare for the college application process. Students receive support in finalizing personal statements, submitting applications, applying for financial aid and scholarships, and developing essential academic and organizational skills for postsecondary success.

BayTech's elective program empowers students to explore their interests, cultivate new skills, and enhance their educational experience. These courses provide opportunities for growth, creativity, and preparation for future endeavors in college, careers, and beyond.

16. Academic Calendar and Schedules

BayTech ensures compliance with Education Code 47612.5, providing at least the minimum required instructional minutes for each grade level served by the Charter School. The school calendar includes a minimum of 175 instructional days, ensuring ample time for rigorous academic instruction and enrichment opportunities.

Each year, BayTech announces the finalized academic calendar prior to the start of the instructional year, allowing families and staff to plan effectively. The calendar includes designated instructional days, holidays, professional development days, and any other important school-wide events.

Academic Calendar
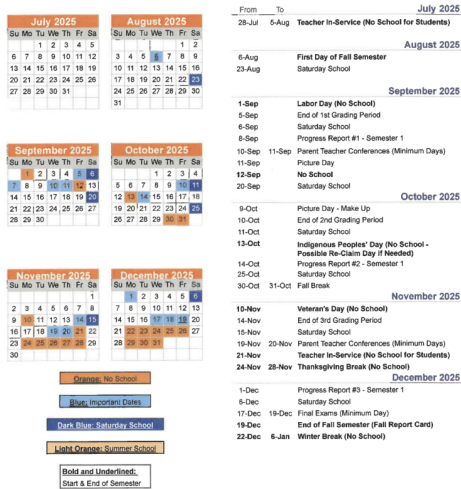
Figure 1.6: Sample Academic Calendar

- **Instructional Days:** At least 175 days, meeting state requirements and providing time for academic growth and enrichment.
- **Annual Announcement:** The calendar is shared with families and staff before the beginning of the instructional year.
- **Professional Development:** Designated non-instructional days are set aside for teacher training and collaborative planning.

Sample Daily Schedules

BayTech operates on a six-period daily schedule, with a seventh period and after-school program available for additional support and activities. The seventh period provides targeted interventions, tutoring, and credit recovery opportunities, while the after-school program offers extracurricular activities such as sports, clubs, and enrichment programs.

Regular and Shortened Day Bell Schedules

BAYTECH 2025-2026 Bell Schedule

Middle School - Regular Day
BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Lunch	Lunch	12:15 PM	12:45 PM
Eagle	Eagle	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
Eagle Take-Off	Eagle Take-Off	2:35 PM	2:40 PM
After School Program	After School Program	2:45 PM	6:00 PM

High School - Regular Day
BLUE DAYS: Monday & Thursday ORANGE DAYS: Tuesday & Friday

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:55 AM
2	7	10:00 AM	11:05 AM
3	8	11:10 AM	12:15 PM
Eagle	Eagle	12:20 PM	12:45 PM
Lunch	Lunch	12:50 PM	1:20 PM
4	9	1:25 PM	2:30 PM
5	10	2:35 PM	3:40 PM
Eagle Take-Off	Eagle Take-Off	3:45 PM	3:50 PM
After School Program (9th Grade only) & Sports (All grades)	After School Program (9th Grade only) & Sports (All grades)	3:55 PM	6:00 PM

Middle School - Minimum Day
Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Lunch	Lunch	11:15 AM	11:45 AM
Eagle	Eagle	11:50 AM	12:20 PM
4	9	12:25 PM	1:10 PM
Eagle Take-Off	Eagle Take-Off	1:10 PM	1:15 PM

High School - Minimum Day
Wednesdays will alternate between BLUE and ORANGE days

Period	Period	Start Time	End Time
Reading	Reading	8:30 AM	8:45 AM
1	6	8:50 AM	9:35 AM
2	7	9:40 AM	10:25 AM
3	8	10:30 AM	11:15 AM
Eagle	Eagle	11:15 AM	11:45 AM
Lunch	Lunch	11:50 AM	12:20 PM
4	9	12:25 PM	1:10 PM
5	10	1:15 PM	2:00 PM
Eagle Take-Off	Eagle Take-Off	2:00 PM	2:05 PM

Figure 1.7: BayTech's Bell Schedule

- **Regular Day Schedule:** A full instructional day with six class periods.
- **Shortened Day Schedule:** Adjusted for special events, professional development, or other needs, while ensuring compliance with state-mandated instructional minutes.

BayTech's thoughtfully designed calendar and flexible scheduling provide students with the time and support needed to succeed academically while offering opportunities for extracurricular growth and enrichment.

16. Long-Term Independent Study Program

BayTech offers a Long-Term Independent Study ("LTIS") program for students who will be absent for 16 or more school days in a school year due to medical, personal, or other justifiable reasons.

LTIS allows students to continue their academic progress while away from the classroom, ensuring they remain engaged in learning and meet instructional requirements.

Enrollment Process

Families seeking LTIS must submit a formal request, which is reviewed by a school administrator. If approved, the student, parent or guardian, teacher, and school administrator sign an Independent Study Agreement outlining expectations for participation, work completion, and academic accountability.

Academic Expectations

Students in LTIS complete assignments aligned with in-person instruction across core subjects, including English, Mathematics, Science, Social Studies, and electives. Coursework is delivered through a combination of digital platforms, printed materials, and teacher-directed projects. To receive attendance credit, students must submit completed assignments weekly. If a student fails to meet academic expectations, they may be transitioned back to in-person instruction.

Instructional Support

BayTech provides instructional support through weekly virtual or in-person check-ins with a designated LTIS teacher or advisor. Teachers maintain office hours for academic assistance, and students may participate in live virtual instruction for English and Mathematics when available. Grading is based on the completion and quality of assigned work, and students are required to take quizzes and assessments upon their return to in-person instruction to ensure mastery of content.

Technology and Resources

To support independent study, BayTech provides access to Chromebooks and Wi-Fi hotspots as needed. Digital tools such as Google Classroom and Exact Path facilitate student learning. Families receive a resource guide outlining available academic and mental health support services to ensure students remain connected to school resources.

Attendance and Progress Monitoring

Attendance in the LTIS program is determined by the completion of assigned coursework. Regular progress reports help ensure students remain on track, and students who do not engage meaningfully in independent study are reevaluated to determine whether the program remains appropriate.

Transition Back to In-Person Instruction

Upon returning to in-person instruction, students must submit all required work and participate in a transition meeting with an administrator or counselor to ensure a smooth reintegration. Teachers provide additional academic support as needed to address any learning gaps.

Compliance and Accountability

The LTIS program complies with California independent study regulations and BayTech's charter policies, ensuring that students receive a high-quality education regardless of their instructional setting.

17. WASC Accreditation

BayTech is fully accredited by WASC through 2029, a prestigious accrediting body that evaluates schools for academic excellence, operational integrity, and overall quality. Accreditation by WASC affirms that BayTech meets rigorous standards of educational effectiveness and continuous improvement, ensuring students receive a high-quality education that prepares them for college, career, and lifelong learning.

Accreditation Overview

WASC accreditation is a voluntary process that validates the quality and credibility of a school's programs. It involves a thorough evaluation of all aspects of the school, including:

- **Curriculum Design and Delivery:** Ensuring alignment with State Standards and the A-G requirements for college readiness.

- **Instructional Practices:** Promoting effective teaching strategies and engaging learning experiences for all students.

- **Governance and Leadership:** Demonstrating sound organizational structures and leadership practices.

- **Student Support Services:** Providing resources and interventions to address the academic, social, and emotional needs of students.

- **Assessment and Accountability:** Using data to drive decisions and improve student outcomes.

BayTech's current accreditation is valid through June 2029, reflecting the school's ongoing commitment to maintaining high standards of educational quality. This accreditation assures stakeholders, including students, families, colleges, and the community, that BayTech adheres to best practices in teaching, learning, and school governance.

See Appendix 7 for WASC Letter of Accreditation.

Commitment to Continuous Accreditation

BayTech is dedicated to maintaining full WASC accreditation in the years to come. This commitment involves:

1. **Regular Self-Study and Reflection:**
   BayTech conducts a comprehensive self-study to evaluate its strengths and areas for growth. This process engages faculty, staff, students, and families in meaningful dialogue about the school's goals, achievements, and challenges.

2. **Action Plan Development and Implementation:**
   Based on the findings from the self-study, BayTech develops a clear action plan to address identified areas for improvement. This plan is reviewed and monitored regularly to ensure progress toward set goals.

3. **Stakeholder Engagement:**
   BayTech actively involves all members of the Charter School community in the accreditation process, ensuring that diverse perspectives inform the school's policies, programs, and practices.

4. **Mid-Cycle and Full Accreditation Visits:**
   BayTech welcomes WASC accreditation teams for mid-cycle reviews and full accreditation visits. These external evaluations provide valuable feedback and validate the school's efforts to sustain excellence.

5. **Commitment to Continuous Improvement:**
   WASC accreditation requires an ongoing focus on enhancing teaching and learning, aligning practices with research-based standards, and adapting to the evolving needs of students and the broader educational landscape.

Benefits of WASC Accreditation

- **College Recognition:** WASC accreditation is widely recognized by colleges and universities, ensuring that BayTech graduates meet admission requirements for post-secondary institutions, including the University of California UC and CSU systems.

- **Enhanced Credibility:** Accreditation assures families and the community that BayTech provides a rigorous and legitimate education aligned with state and national standards.

- **Focus on Excellence:** The accreditation process encourages BayTech to continually assess and refine its programs, ensuring that students are equipped with the skills and knowledge needed for success in an ever-changing world.

BayTech's ongoing commitment to full WASC accreditation reflects its dedication to providing an exceptional educational experience, fostering trust among stakeholders, and maintaining its reputation as a leading college-preparatory institution.

D. GRADUATION REQUIREMENTS

1. Graduation Requirements Overview

The High School Graduation Requirements outlined by BayTech align with Education Code Section 51225.3, which applies to traditional public schools, and are designed to ensure that all students graduate prepared for post-secondary success, including admission into CSU and UC systems, as well as private colleges and universities. BayTech's graduation framework surpasses the minimum state requirements in many areas, ensuring that students are competitive for college admissions, scholarships, and careers in STEM and beyond.

High School Graduation Requirements

BayTech students must earn 220 semester credits across various disciplines to graduate, exceeding the A-G requirements set by California public universities. Each course is worth 5 credits per semester, and a grade of at least a "C" and a minimum GPA of 2.0 is required to earn credit.

Figure 1.8: These credits are distributed across the following subject areas:

Subject	Credits Required	Comments
History/Social Science	30	Includes 1 year of U.S. History, 1 year of World History, 1 semester of American Government, and 1 semester of Economics.
English	40	Four years of English, emphasizing literature, composition, and critical analysis.
Mathematics	30	Three years of Math that include Algebra 1, Geometry, Advanced Algebra or a higher course.
Laboratory Science	30	Three years of Science that include Biology or Environmental Science, Chemistry or Environment Science, and Physics
World Languages (LOTE)	20	Minimum of 2 years of the same language.

Visual & Performing Arts	10	Includes courses in disciplines such as music, visual art, and digital design.
Electives	40	Four years of courses beyond the core subject requirements.
Physical Education	20	Two years of physical education, promoting lifelong health and wellness.

Additional Graduation Requirements and Guidelines

In addition to earning the required 220 credits, BayTech students must meet the following graduation requirements:

- **Exit Plan**: All students must have a documented post-graduation plan, such as attending college, trade school, or entering the local workforce. This ensures students are prepared for their next steps after high school.
- **Minimum GPA Requirement**: Students must maintain a minimum GPA of 2.0 to qualify for graduation.

Academic Honors

To recognize exceptional academic achievement, BayTech awards distinctions based on cumulative GPA:

- **Cum Laude**: Awarded to students with a GPA of 3.5 or higher.
- **Magna Cum Laude**: Awarded to students with a GPA of 3.7 or higher.
- **Summa Cum Laude**: Awarded to students with a GPA of 3.9 or higher.

These distinctions celebrate academic excellence and reflect BayTech's commitment to fostering high achievement among its students.

Equity and Accessibility

BayTech ensures equitable access to graduation pathways for all students, including homeless, foster, migrant, immigrant, and newcomer students. These students may be exempt from requirements beyond the state minimum if necessary and receive additional support to stay on track for graduation.

Early Graduation and Waivers

Early graduation is considered on a case-by-case basis. Students must petition during their 11th-grade year and meet all state and school requirements, including the 11th-grade SBAC assessment. Waivers for certain graduation requirements may be granted in rare cases for students with special circumstances.

BayTech's comprehensive graduation framework ensures that all students are equipped with the skills, knowledge, and experiences needed to excel in higher education, the workforce, and as engaged citizens in their communities.

2. Grading Policy

BayTech's grading policy is grounded in a philosophy of equity, transparency, and standards-based evaluation. Grades are designed to reflect students' mastery of State Standards and course objectives, providing a clear measure of academic achievement, effort, and progress. The policy emphasizes fairness and consistency, ensuring all students have opportunities to demonstrate their understanding.

Grading Scale and Weighting

BayTech uses a standardized letter grading system to evaluate student performance:

- **A (90-100%)**: Represents excellent performance and mastery of content.
- **B (80-89%)**: Indicates good performance with a strong understanding, though minor errors may be present.
- **C (65-79%)**: Reflects satisfactory performance and basic understanding of material.
- **F (Below 65%)**: Signifies failing performance and insufficient understanding of the material.

Grades are weighted across categories to ensure a balanced assessment of student learning:

- Homework and practice account for 10-20% of the grade.
- Classwork and participation contribute 20-30%.
- Quizzes and formative assessments represent 20-30%.
- Tests, projects, and summative assessments hold the most weight at 40-50%.

Assessment Types

BayTech employs a variety of assessment methods to gauge student learning:

- **Formative Assessments**: Quizzes, in-class activities, and homework help monitor progress and provide feedback. These have minimal impact on final grades but are crucial for guiding instruction.
- **Summative Assessments**: Tests, projects, and end-of-unit exams evaluate mastery of course material and significantly impact overall grades.

- **Participation and Effort**: Classwork and participation grades reflect regular engagement and active involvement in the learning process.

Late Work and Extensions

BayTech accepts late work with certain conditions. Assignments submitted after the deadline may receive reduced credit, but teachers communicate deadlines and expectations clearly. Students facing extenuating circumstances can request extensions, prioritizing the completion of assignments over excessive penalties for lateness.

Extra Credit

Extra credit opportunities are provided sparingly and align with course content. These assignments are designed to encourage enrichment and deeper learning, rather than substituting for missing work. Extra credit is limited in scope to avoid disproportionate impacts on final grades.

Make-Up Work

Students who miss assignments, quizzes, or tests due to absences are allowed to make up the missed work. Teachers establish timelines for submission based on the length of the absence and provide support to help students catch up. This policy ensures that students have equitable opportunities to demonstrate their learning despite absences.

Grade Reporting

BayTech provides regular updates on student performance to both students and families. Progress reports are issued every five weeks, and final grades are reported at the end of each semester. Families can access grades through BayTech's online portal, and teachers maintain consistent communication with parents to address concerns and celebrate successes.

Academic Integrity

BayTech upholds a strong commitment to academic integrity. Students are expected to submit original work and adhere to ethical practices. Incidents of plagiarism, cheating, or academic dishonesty result in disciplinary action and may impact grades. To support academic integrity, teachers educate students on proper citation, research techniques, and the importance of honesty in their academic work.

Support and Interventions

Students who are at risk of failing are identified early and provided with targeted interventions. Tutoring, office hours, and additional practice opportunities are made available to help these students improve their performance. Additionally, individualized plans are implemented for students with Individualized Education Programs or 504 Plans, ensuring they receive accommodations tailored to their educational needs.

BayTech's grading policy is a reflection of the school's commitment to fostering academic rigor while supporting equitable opportunities for all students. The policy prioritizes fairness, clear communication, and the accurate reflection of student learning, ensuring that all students are set up for success.

3. Credit Recovery Opportunities and Support

BayTech is committed to ensuring that all students have access to the resources and support they need to stay on track for graduation, even if they experience academic challenges. Recognizing that some students may require additional time or alternative pathways to meet graduation requirements, BayTech offers a comprehensive set of credit recovery opportunities tailored to individual needs. These supports are designed to provide flexible, effective solutions while maintaining the rigor of a college-preparatory education.

Credit Recovery Programs

- **Summer Session Credit Recovery:**
  Students have the opportunity to participate in in-person summer session classes on campus. These classes are designed to help students recover credits for courses they did not pass during the academic year. The summer program provides a structured, supportive environment with access to teachers and resources to help students achieve academic success.

- **Online Credit Recovery (Edmentum):**
  For students who need to recover credits for a single course or semester, BayTech offers self-paced online courses through Edmentum. These courses are "a-g" approved and are overseen by credentialed teachers, ensuring that students receive high-quality instruction aligned with college preparatory standards. Edmentum's flexibility allows students to complete coursework at their own pace while balancing other commitments.

Built-In Academic Support

- **Academic Support Classes:**
  Intervention classes in English and/or Math are integrated into student schedules to provide additional time and focused instruction in core subjects. These classes are designed to reinforce foundational skills, address gaps in understanding, and give students the opportunity to master essential concepts.

- **Tutoring Services:**
  Teachers offer regular tutoring sessions after school and during BayTech's robust Saturday School program, which is calendared for 21 Saturdays each academic year. These sessions provide targeted, personalized support where students can review challenging material, receive extra practice, ask questions, and prepare for reassessments. Saturday School is a

critical component of BayTech's intervention model, ensuring that all students have ample opportunities to catch up, accelerate, and thrive.

Collaborative Planning and Support

- **Counseling Support:**
  BayTech's counseling department works closely with students and their families to identify the most effective credit recovery options. Counselors guide students in selecting programs that align with their academic goals, scheduling needs, and personal circumstances.

- **Extended Enrollment Opportunities:**
  Students who are unable to meet graduation requirements by the end of their 4th year are welcome to continue their education at BayTech until all requirements are met, in accordance with applicable state laws. This ensures that all students have the time and support they need to earn their diplomas.

BayTech's credit recovery options are designed to be accessible, flexible, and responsive to the diverse needs of students. Whether through summer sessions, online coursework, or built-in interventions, BayTech ensures that every student has the opportunity to recover lost credits, regain academic momentum, and achieve their educational goals. By combining high-quality instruction, personalized support, and a commitment to equity, BayTech empowers students to overcome challenges and stay on track for success.

4. Ensuring Transfer Students Meet Graduation and College Entrance Requirements

To support transfer students in meeting graduation and college entrance requirements, BayTech implements a personalized approach through its counseling team. Upon enrollment, school counselors conduct a thorough review of the student's transcripts to assess previously earned credits and identify any gaps in their academic record. Based on this review, an individualized academic plan is developed, tailored to meet both BayTech's graduation requirements and the student's college and career goals.

The counseling team utilizes the school's information system to monitor the student's progress, track course completions, and ensure alignment with A-G requirements for college eligibility. Regular check-ins with counselors and parents/guardians ensure the plan remains on track, providing flexibility and support to address any evolving needs. BayTech is committed to making the transition seamless for transfer students, enabling them to thrive academically and graduate on time.

5. Informing Parents About Course Transferability and College Entrance Eligibility

BayTech ensures parents, including those with limited English proficiency, are fully informed about the transferability of courses to other public high schools and the eligibility of courses for college entrance requirements. BayTech provides clear and accessible information through multiple channels:

1. **Student/Parent Handbook:**
   A comprehensive handbook, available in both hardcopy and online, is distributed to all families upon enrollment. The handbook outlines graduation and college entrance requirements, including details on A-G course eligibility and course transferability to other public high schools. (See Appendix 14.)

2. **Workshops and Information Sessions:**
   Throughout the school year, BayTech hosts workshops for parents/guardians to explain course transferability, graduation requirements, and college entrance eligibility. These workshops are conducted in both English and Spanish to ensure accessibility for all families.

3. **WASC Accreditation and A-G Standards:**
   As a fully accredited institution through the WASC, BayTech ensures that its courses meet the UC and CSU "A-G" standards for college entrance eligibility. All high school courses are fully transferable to other public high schools.

By leveraging these communication strategies, BayTech equips parents with the information they need to make informed decisions about their child's education, ensuring transparency and accessibility for all families.

6. Summer School Program

BayTech offers a robust summer school program designed to provide both academic support and advancement opportunities for middle and high school students. The program includes a wide range of courses in English, Math, Social Studies, Science, and other core subjects, and is open to all currently enrolled BayTech students in grades 6–12.

Key Details of the Summer School Program:

Eligibility:
Any student who has earned a grade of D or F in a subject is eligible for summer school credit recovery. In addition, students seeking academic advancement may enroll to accelerate their course sequence. For example, high school students may take Geometry during the summer to advance into Algebra II in the fall—placing them on track to complete Calculus A/B by their senior year. Similarly, rising 8th graders who qualify can take Math 8 during summer school, followed by Jump Start to Algebra, enabling them to take Algebra I in 8th grade.

Schedule and Attendance:
Summer school runs across the summer, with daily classes held from 10:00 AM to 2:00 PM. Consistent attendance is mandatory for students to earn credit or receive a promotion.

Instruction:
BayTech teachers deliver all summer school courses, focusing on re-teaching essential concepts, providing targeted intervention, and supporting mastery of grade-level standards. Teachers are compensated for their time and subject-area instruction.

Enrollment Process:
The Dean of Academics notifies eligible students during the last week of the school year and assigns them to appropriate summer school classes based on academic data and teacher recommendations. Students interested in advancement must also meet prerequisites and receive approval from the academic team.

E. SCHOOL CULTURE AND FAMILY ENGAGEMENT

BayTech cultivates a supportive, inclusive, and academically focused environment that equips students for success. The school's culture emphasizes high expectations, community connection, and active family engagement, ensuring students thrive in both academic and social domains.

1. School Culture

BayTech Pillars of Success

The Charter School's culture is built around six foundational pillars, emphasizing key traits for lifelong success:

- **Effective Communication**: Developing skills for clear and respectful dialogue.
- **Academic Achievement**: Fostering excellence in education and a commitment to learning.
- **Goal Orientation**: Encouraging students to set, pursue, and achieve ambitious objectives.
- **Lifelong Learning**: Instilling curiosity and a dedication to continual growth.
- **Critical Thinking**: Cultivating analytical and problem-solving abilities.
- **Social Responsibility**: Promoting empathy, respect, and contributions to the community.

These pillars replace the term "core values" to avoid confusion with other references and reflect BayTech's unique vision for student development. They are introduced during orientation and reinforced daily through announcements, classroom activities, and visible reminders throughout the school.

Cultural Celebrations

BayTech embraces diversity as a cornerstone of its community, celebrating cultural heritage through:

- **Cultural Events**: School-wide assemblies and fairs, such as the Hispanic Heritage Assembly, Black History Assembly, Asain American Month, Yom Hashoa, Middle Eastern Heritage Month, and the Cultural Food Fair, allow students to showcase and learn about their peers' traditions.
- **Classroom Integration**: Teachers incorporate cultural heritage into lessons, reinforcing respect and inclusivity.

By fostering an appreciation for diversity, BayTech ensures students feel valued, building a strong sense of belonging and community.

Fostering a Positive Environment

BayTech prioritizes practices that create a welcoming and supportive school culture:

- **Morning Greetings**: Teachers and administrators greet students daily to set a positive tone for the day.
- **All-School Morning Reading**: At the middle school level, each day begins with a shared schoolwide reading session. Students gather in a common space, enjoy breakfast, and read the same book together. During this time, teachers check in individually with students, strengthening relationships and setting a calm, focused tone for the day.
- **Behavioral Modeling**: Staff exemplify the respectful and responsible behavior they expect from students.
- **Anti-Bullying Initiatives**: Clear prevention and intervention strategies are implemented, ensuring a safe and respectful atmosphere.
- **Trauma-Informed Awareness**: Teachers are trained to identify signs of stress or trauma and connect students with appropriate resources for support.

These initiatives ensure students feel safe, supported, and empowered to succeed.

2. College-Going Culture

BayTech is deeply committed to fostering a college-going culture that inspires students to envision and prepare for post-secondary success. Key initiatives include:

- **Grade-Level College Names**: Each grade level is named after a university (e.g., UC Berkeley, Stanford) to reinforce college aspirations.

- **Tailored College Nights**: Families attend workshops providing detailed guidance on topics such as:

  - Building a high school transcript aligned with college admission requirements.
  - Researching colleges and understanding admission criteria.

- Navigating financial aid, including FAFSA, scholarships, and grants.
- Writing compelling college essays and preparing for interviews.
- Exploring post-secondary options, including community colleges, trade schools, and gap-year programs.

- **Supporting DREAMers:** BayTech explicitly supports undocumented students and their families through sessions that explain the California Dream Act Application (CADAA) process and AB 540 nonresident tuition eligibility. Counselors provide one-on-one assistance completing CADAA forms, understanding scholarship opportunities for undocumented students, and connecting families to trusted community resources.
- **Celebrating Acceptances**: College acceptances are announced during morning announcements, and students' names are displayed on a dedicated bulletin board. These celebrations motivate students to strive for similar success.
- **College Textbook Support for Alumni:** BayTech is committed to supporting students beyond graduation as they transition to higher education. To ensure that alumni have the resources needed for academic success, BayTech provides free textbooks to all graduates enrolling in four-year college programs.

  - Upon verification of college enrollment, alumni receive funding or direct access to required textbooks for their first semester of coursework.
  - This initiative helps reduce financial barriers and promotes a successful start to their postsecondary education.
  - The program is coordinated through the school's counseling office, which assists graduates in submitting enrollment documentation and identifying required course materials.

Through these programs, BayTech instills the belief that college is an achievable goal for every student.

3. Extracurricular Activities

BayTech offers a variety of extracurricular programs to enhance students' academic and personal development:

- **Athletics**: Students participate in sports such as basketball, soccer, volleyball, cross-country, and baseball, competing in the BACSAC and the CIF-Oakland Section.
- **Student Leadership Opportunities**: Programs like student council, mock job interviews, and resume-building workshops equip students with leadership and professional skills.
- **Special Events**: Activities such as science fairs, talent shows, and academic competitions provide outlets for creativity and exploration.

These programs complement classroom instruction, encouraging students to develop well-rounded skills and interests.

4. Student Engagement and Attendance

Student Satisfaction

BayTech's small, supportive environment and strong teacher-student relationships contribute to high levels of student satisfaction. Students particularly value:

- Personalized attention from teachers who care about their success.
- A positive school climate that emphasizes respect and encouragement.
- Expanded extracurricular offerings that address diverse interests.

Attendance Prioritization

BayTech maintains a 95% attendance goal, recognizing that consistent attendance is critical to student success. Strategies to support this goal include:

- **Positive Reinforcement**: Students are rewarded for meeting attendance milestones, fostering motivation.
- **Family Collaboration**: BayTech engages families to identify and address barriers to attendance, offering resources and solutions tailored to their needs.
- **Ongoing Monitoring**: Attendance reports are reviewed weekly, enabling timely interventions for students at risk of chronic absenteeism.

In cases of persistent challenges, the school's attendance team works collaboratively to develop new strategies and ensure every student's participation.

Dropout Recovery

BayTech supports students at risk of dropping out through targeted interventions, including:

- **Individualized Learning Plans**: Tailored academic plans address students' specific needs and challenges.
- **Early Monitoring**: Teachers and counselors identify at-promise students and intervene early to provide additional support.
- **Home Visits**: Staff build trust and rapport with families through home visits, reinforcing the importance of education and providing resources to overcome barriers.

These efforts ensure that every student has the opportunity to succeed.

5. Family Engagement

Parent Involvement

BayTech fosters meaningful partnerships with families, recognizing their critical role in supporting student success. Parents are encouraged to participate in:

- **Parent-Teacher Conferences**: Regular meetings provide opportunities to discuss academic progress and collaborate on strategies for improvement.
- **Celebrations and Awards Ceremonies**: Families join in recognizing student achievements, strengthening the Charter School community.

BayTech Parent Club

The BayTech Parent Club organizes social events and fundraisers to build community and support school initiatives. Led by a parent board, the club collaborates with teacher and student liaisons to ensure alignment of goals and communication.

Coffee with the Principal

Monthly meetings with the principal provide a forum for families to share feedback, ask questions, and learn about school programs. These informal sessions strengthen trust and collaboration between parents and school leadership.

Home Visit Program

BayTech's voluntary Home Visit Program deepens relationships between staff, students, and families. Teachers and administrators visit students' homes to:

- Build stronger connections with families.
- Share expectations for academic success.
- Provide personalized support tailored to each student's circumstances.

Enhanced Communication Strategies

BayTech employs innovative approaches to keep families informed:

- **Direct Outreach**: Teachers personally contact parents for key events like Back-to-School Night, significantly boosting participation.
- **Targeted Flyers**: Event information is distributed directly to parents during student drop-off, ensuring key updates are received.

By fostering a culture of partnership, BayTech ensures that families are actively engaged in their children's educational journeys.

F. STAFF DEVELOPMENT

Bay Area Technology School is dedicated to fostering a highly skilled and dynamic teaching workforce through a rigorous recruitment process and a robust professional development

program. These initiatives ensure that teachers are equipped to deliver high-quality, data-driven, and inclusive instruction that meets the diverse needs of the student body.

1. Teacher Recruitment

BayTech is committed to attracting and hiring educators who bring expertise, passion, and a dedication to fostering student success. The teacher recruitment process at BayTech is meticulously aligned with state and federal standards, ensuring that all educators meet the qualifications necessary to deliver rigorous, effective, and inclusive instruction. This commitment to excellence guarantees that BayTech students benefit from a high-quality education delivered by skilled professionals who prioritize equity and innovation.

Recruitment Standards

BayTech's recruitment process focuses on selecting candidates who demonstrate strong academic preparation, teaching proficiency, and a commitment to supporting a diverse student population.

1. **California Credentialing**
   All teachers must hold the California Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for their certificated assignment. This ensures that educators meet the professional standards required to teach in California public schools.

2. **Core Academic Proficiency**
   Teachers responsible for delivering "a-g" courses, including English, mathematics, science, history/social studies, and foreign languages, are required to demonstrate subject matter competency. They can fulfill this requirement through one of the following pathways:

   - Successfully passing a validated statewide subject matter examination.
   - Completing an approved university subject matter program.
   - Holding an undergraduate major, a graduate degree, or equivalent coursework in the subject they teach.

3. **English Learner Authorization**
   Given BayTech's diverse student body, teachers working with English Learners must hold the necessary certification to deliver specialized instruction that supports English language development. This ensures that EL students receive targeted support to achieve language proficiency and access academic content effectively.

4. **Non-Core Proficiency**
   Teachers of non-core subjects, such as physical education, health, and middle school technology are also required to demonstrate competency in their specific subject areas, ensuring high standards across all disciplines.

Credential Management and Compliance

BayTech maintains detailed records of teacher credentials, which are reviewed annually to ensure compliance with all state and federal regulations. These records ensure that all educators meet the Charter School's rigorous standards and remain in good standing with the CTC.

Teacher Expectations

BayTech holds its teachers to high professional standards, emphasizing their role as leaders in both academic and technological innovation.

1. **Policy Adherence**
   Teachers are expected to uphold all policies outlined in the BayTech Staff Handbook. These policies include ethical guidelines, instructional expectations, and professional conduct, ensuring a consistent and respectful learning environment. (See Appendix 14.)

2. **Proficiency in Technology Integration**
   As part of BayTech's Technology Integrated Education (TIE) model, teachers must exhibit proficiency in using digital tools and multimedia presentations to enhance instruction. This includes:

   - Developing technology-rich lesson plans that engage students in active learning.
   - Using learning management systems to track progress and communicate with students and families.
   - Incorporating adaptive technology to personalize instruction and support diverse learning needs.

3. **Excellence in Classroom Management**
   Teachers are required to demonstrate strong classroom management skills, creating a positive and productive learning environment. They are trained to:

   - Implement evidence-based strategies to address behavioral challenges.
   - Foster an inclusive and respectful classroom culture.
   - Adapt instructional techniques to meet the needs of students with varied learning styles and backgrounds.

4. **Instructional Expertise**
   BayTech teachers are expected to employ research-based instructional strategies that support academic achievement and student growth. This includes:

   - Differentiating instruction to meet the needs of diverse learners, including English Learners and students with special needs.
   - Using formative and summative assessments to inform instructional decisions.

- ○ Aligning lesson plans with State Standards and BayTech's college-and-career-readiness goals.

2. Professional Development

BayTech's professional development (PD) program is a cornerstone of its commitment to delivering high-quality, equitable, and innovative instruction. Grounded in the principles of data-driven practices, collaboration, and continuous improvement, the program is designed to equip teachers with the skills and strategies they need to meet the diverse needs of BayTech's student population. By fostering a culture of professional growth and accountability, BayTech ensures that educators remain dynamic, informed, and prepared to inspire student success.

Objectives of Professional Development

The professional development program at BayTech is strategically designed to address key areas of instructional practice and teacher growth. Each objective is tailored to enhance the quality of teaching while ensuring alignment with the school's mission and goals.

1. **Enhance Instructional Practices**
   Teachers receive ongoing training in evidence-based instructional strategies to improve classroom engagement and academic outcomes. These sessions focus on:

   - ○ Differentiated instruction to address varying student needs.
   - ○ Active learning techniques that promote student participation and critical thinking.
   - ○ Strategies to foster deeper understanding of content through inquiry-based and project-based learning.

2. **Data-Driven Instruction**
   Educators are trained to leverage both formative and summative assessment data to guide their teaching practices. This includes:

   - ○ Analyzing trends in student performance to identify strengths and areas for growth.
   - ○ Developing targeted interventions to close achievement gaps.
   - ○ Using diagnostic tools such as Exact Path and classroom-based assessments to monitor progress and refine lesson plans.

3. **Technology Integration**
   BayTech prioritizes equipping teachers with the skills to effectively incorporate technology into the classroom. This includes:

   - ○ Training on digital tools and platforms that enhance blended learning models.
   - ○ Using adaptive learning technologies to provide personalized instruction.
   - ○ Incorporating multimedia resources to make lessons more engaging and accessible.

4. **Equity and Inclusion**
   Professional development sessions emphasize culturally responsive teaching and trauma-informed practices to create an inclusive learning environment. Specific areas of focus include:

   - Recognizing and addressing implicit bias.
   - Building classroom environments that celebrate diversity and foster belonging.
   - Implementing strategies to support English Learners and students with special needs effectively.

5. **College and Career Readiness**
   To align instruction with post-secondary preparation standards, educators are trained to:

   - Integrate college and career readiness skills into daily instruction.
   - Align curriculum with State Standards and "a-g" requirements to ensure students are prepared for higher education.
   - Develop lessons that build critical thinking, problem-solving, and collaboration skills essential for success in college and careers.

Key Philosophical Tenets of Professional Development

BayTech's PD program is driven by a set of guiding principles that ensure it remains effective, relevant, and aligned with the school's mission of academic excellence.

1. **Commitment to Excellence**
   BayTech is dedicated to fostering a professional learning culture where educators are empowered to grow continuously. Professional development opportunities are designed to reflect evidence-based practices, enabling teachers to refine their skills and stay ahead of educational trends. This commitment ensures that teachers are equipped to meet the evolving needs of students in a diverse and dynamic educational landscape.

2. **Data-Driven Development**
   The foundation of BayTech's PD program lies in the analysis of student performance data. This ensures that professional development is tailored to address specific instructional challenges and improve student outcomes. For example:

   - If data indicates a need for improvement in literacy, sessions are organized around strategies to enhance reading comprehension and vocabulary development.
   - Similarly, trends in math performance might lead to workshops on conceptual understanding and problem-solving approaches.

3. **Collaborative Learning Environment**
   Professional development at BayTech is a collaborative endeavor where teachers engage in shared learning experiences. Through Department and Grade Level Meetings and team

meetings, educators work together to:

- Develop and refine curriculum.
- Share successful teaching strategies and classroom innovations.
- Address common challenges and create cohesive, aligned instructional plans.
  This collective approach fosters a sense of accountability and innovation, ensuring that all students benefit from a unified and effective instructional team.

3. Components of Professional Development

BayTech's professional development program is designed to provide educators with a robust framework for continuous growth, collaboration, and refinement of instructional practices. The program incorporates a variety of targeted components that ensure teachers are equipped to address the diverse needs of students while maintaining alignment with BayTech's mission and goals.

Collaborative Department and Grade Level Meetings

BayTech's Department and Grade Level Meetings are integral to fostering a collaborative and data-driven instructional culture. These communities bring teachers together by grade level or department to focus on shared goals and challenges.

- **Focus Areas**:

  - Addressing academic and behavioral challenges through collective problem-solving.
  - Analyzing student data to identify trends, gaps, and opportunities for targeted interventions.
  - Developing and refining common assessments to ensure consistency in measuring student progress.
  - Sharing best practices and innovative teaching strategies to enhance instructional effectiveness.

- **Outcomes**:
  Department and Grade Level Meetings promote a spirit of teamwork and shared accountability, ensuring that students benefit from cohesive and innovative instructional approaches. Teachers are empowered to adapt their methods based on collaborative insights, resulting in a more dynamic and responsive learning environment.

Individualized Coaching and Support

BayTech provides tailored coaching to teachers through its Lead Teacher/Curriculum Coach, ensuring that professional growth is personalized and impactful.

- **Methods**:
    - **Monthly One-on-One Meetings**: Teachers meet individually with the coach to discuss instructional challenges, set goals, and receive actionable feedback.
    - **Peer Observations**: Scheduled classroom visits allow teachers to observe and learn from their colleagues' effective practices, fostering peer-to-peer learning.
    - **Lesson Plan Feedback**: Teachers receive structured guidance on improving the rigor, creativity, and alignment of their lesson plans.
    - **Personalized Goal-Setting**: Teachers develop actionable professional goals aligned with their strengths, areas for growth, and school-wide objectives.

This individualized approach ensures that each teacher's professional development is aligned with their unique needs and instructional context.

Weekly Professional Development Sessions

Weekly PD sessions create a consistent structure for teacher training and skill enhancement.

- **Focus Topics**:

    - **Differentiated Instruction**: Strategies for tailoring lessons to meet diverse student needs.
    - **Advanced Classroom Management**: Techniques to create a positive and productive classroom environment.
    - **STEM Integration**: Innovative methods for incorporating science, technology, engineering, and math into daily instruction.
    - **Assessment Literacy**: Training on using data from formative and summative assessments to inform instruction and drive student success.

- **Structure**:
    Held every Wednesday, these sessions address current classroom challenges, equip teachers with practical tools, and ensure alignment with BayTech's instructional priorities.

External Professional Development Opportunities

BayTech encourages teachers to participate in external workshops, conferences, and seminars to deepen their expertise and stay abreast of educational advancements.

- **Support**:
    Teachers receive stipends and reimbursements for registration fees, travel expenses, and other costs associated with attending professional development events.

- **Examples of Opportunities**:

- STEM-focused conferences to explore the latest developments in science and technology education.
- California Charter Schools Association events to engage with statewide best practices and policy updates.
- Subject-specific training in areas such as mathematics, language arts, and social studies.

These opportunities allow teachers to bring back new insights and innovations that enrich BayTech's instructional programs.

Summer In-Service Programs

BayTech's summer in-service programs provide intensive preparation for the upcoming academic year, ensuring teachers are ready to deliver high-quality instruction from day one.

- **Topics Covered**:
    - Review of school policies, procedures, and academic goals.
    - Hands-on training in new curriculum tools, instructional strategies, and technology integration.
    - Collaborative curriculum mapping to ensure vertical and horizontal alignment across grade levels.
    - Planning for interdisciplinary projects and student-centered learning approaches.

The summer program fosters collaboration among staff and establishes a strong foundation for the academic year.

Peer Observations and Walkthroughs

Reflective practice is emphasized through structured peer observations and administrative walkthroughs.

- **Activities**:
    - Teachers conduct monthly peer observations to share effective strategies and gain new perspectives on classroom management and instruction.
    - Department chairs and administrators conduct regular walkthroughs, providing immediate feedback to refine teaching practices.

These activities promote a culture of continuous improvement and mutual support among educators.

4. Evaluating the Impact of Professional Development

BayTech employs a comprehensive and strategic approach to evaluate its professional development ("PD") program, ensuring that it consistently enhances teacher effectiveness and supports student

achievement. Through detailed analysis, ongoing feedback, and iterative adjustments, BayTech's PD program remains dynamic and responsive to the needs of its educators and students.

Key Metrics for Measuring PD Effectiveness

BayTech uses a range of quantitative and qualitative metrics to assess the impact of its professional development efforts:

- **Student Performance Data**:

  - Analysis of standardized test scores, including CAASPP, Exact Path, and English Language Proficiency Assessments for California ("ELPAC") results, provides a clear measure of how professional development improves instructional quality and student learning outcomes.
  - Comparative data is reviewed year-over-year to identify trends and evaluate the effectiveness of new instructional strategies introduced during PD sessions.

- **Staff Feedback**:

  - Teachers and support staff complete regular surveys to provide insights into the relevance, quality, and applicability of professional development sessions.
  - Feedback sessions are held to discuss areas of improvement and ensure the PD content aligns with instructional goals and teacher needs.

- **Classroom Observations**:

  - Walkthroughs conducted by administrators and department leads assess the integration of PD-driven strategies in the classroom.
  - Observations focus on key areas such as student engagement, differentiation, technology use, and the implementation of data-informed instruction.

- **Retention Rates of Educators**:

  - High retention rates among qualified teachers indicate a supportive, growth-oriented work environment fostered by effective professional development.
  - Exit interviews with departing staff provide additional insights into areas where the PD program can evolve to better meet the needs of educators.

Continuous Improvement of Professional Development

BayTech's PD program emphasizes a culture of reflection, collaboration, and adaptability to ensure it meets its objectives and remains effective over time.

- **Post-PD Reflections**:

  - Teachers are encouraged to reflect on how they have applied strategies learned during PD sessions in their classrooms.
  - Reflection forms and discussions help identify successes and challenges, allowing for targeted follow-up sessions and coaching support.

- **Collaborative Planning and Review**:

  - Department and Grade Level Meetings serve as a forum for teachers to collectively review the outcomes of professional development initiatives.
  - Teams discuss specific challenges encountered in implementing new strategies and collaboratively refine approaches to overcome these obstacles.

- **Iterative Adjustments**:

  - Feedback from staff and data from observations are used to make real-time adjustments to PD offerings.
  - Topics, delivery methods, and tools are continuously evaluated to ensure alignment with current instructional demands and teacher priorities.

Expanding Evaluation Beyond Metrics

BayTech recognizes that evaluating professional development goes beyond traditional metrics, integrating a broader perspective that reflects the school's culture and mission.

- **Student-Centered Outcomes**:

  - Teachers' ability to implement engaging, inclusive, and student-centered practices is a key focus of evaluation.
  - Improvements in classroom culture, student participation, and academic confidence are tracked as indirect indicators of PD success.

- **Professional Growth Narratives**:

  - Teachers document their professional growth through goal-setting and progress reports tied to PD objectives.
  - These narratives provide qualitative insights into how the PD program supports educators' individual development trajectories.

- **Innovation in Teaching Practices**:

- BayTech evaluates how professional development fosters innovation, such as the integration of cutting-edge technology, creative lesson design, or interdisciplinary approaches.
- Observations and feedback sessions capture examples of how teachers are expanding their instructional repertoire as a result of PD sessions.

Aligning Professional Development with Strategic Goals

BayTech's PD program is closely aligned with the Charter School's strategic priorities, ensuring it contributes to the overarching mission of fostering academic excellence and equity.

- **Focus on Equity and Inclusion**:

  - PD sessions are evaluated for their effectiveness in equipping teachers to support diverse learners, including English Learners and students with special needs.
  - Surveys and classroom observations assess the incorporation of culturally responsive teaching and trauma-informed practices.

- **Preparing Students for College and Career**:

  - Professional development initiatives are evaluated for their impact on college and career readiness instruction, ensuring that teachers are effectively preparing students for post-secondary success.
  - In addition to group-based sessions, BayTech employs a dedicated professional coach who provides one-on-one coaching for teachers who request individualized support. This allows educators to target specific areas of growth, refine their instructional practice, and align their goals with student outcomes.

By employing a rigorous and multifaceted evaluation process, BayTech ensures its professional development program remains impactful, adaptive, and aligned with its mission. This commitment to continuous improvement enables BayTech to create a thriving learning environment where both teachers and students can excel.

G. SPECIAL POPULATIONS

1. Support for all students

Philosophy

BayTech is dedicated to ensuring equitable educational opportunities for all students, including those with Individualized Education Programs. The Charter School's philosophy emphasizes

supporting diverse learners through high-quality services, inclusive practices, and a robust Multi-Tiered System of Supports ("MTSS") framework.

Primary Focus Areas:

BayTech's approach to supporting students with IEPs is centered on the following priorities:

- **Facilitating Access and Success in General Education:** Ensuring that students with IEPs have the tools, accommodations, and support to thrive alongside their peers in general education settings.
- **Accelerating Growth Toward Personalized Goals:** Providing targeted interventions and individualized strategies to help students achieve their specific educational objectives.
- **Meeting Legal Requirements:** Maintaining full compliance with federal and state laws governing special education to uphold student rights and quality standards.
- **Building Leadership Capacity for MTSS:** Empowering school leaders to effectively design, implement, and manage a comprehensive MTSS that addresses academic, behavioral, social-emotional, and health-related needs for all students.

Core Beliefs:

BayTech's educational philosophy is grounded in a set of guiding principles:

- **General Education for All Students:** Every student is a general education student first. Special education services are viewed as supports provided within an inclusive educational environment, not as isolated programs or separate placements.
- **Special Education as a Service:** Special education is not a place but a set of resources and supports designed to meet students' unique needs while fostering their participation in the general curriculum.
- **Collaboration and Planning:** Thoughtful planning, collaboration among educators, and culturally responsive practices are key to ensuring that all students can access rigorous curricula and succeed.

By embracing these principles, BayTech ensures that every student receives an education tailored to their needs, empowering them to achieve academic success and personal growth. The school's commitment to inclusive education is at the heart of its mission to prepare students for lifelong learning and meaningful contributions to society.

Multi-Tiered System of Supports

Development and Evolution
BayTech has partnered with the El Dorado County Charter SELPA to implement a robust MTSS framework designed to address the diverse needs of all students. This partnership provides BayTech with specialized resources, training, and guidance to ensure effective academic, socio-emotional, behavioral, and health-related interventions. BayTech's MTSS framework is data-driven

and focuses on early identification and targeted support, ensuring that students receive the appropriate level of intervention before challenges escalate.

Structure

BayTech's MTSS framework operates through a tiered system of support:

- **Tier 1: Universal Interventions**
  - Implemented school-wide, focusing on high-quality, research-based instruction and practices to benefit all students.
  - Includes positive behavioral interventions and supports, culturally responsive teaching, and school-wide academic and social-emotional learning curricula.
- **Tier 2: Targeted Services**
  - Provides additional support for students identified as needing more focused interventions based on academic, behavioral, or social-emotional data.
  - Includes small group instruction, short-term counseling, and other targeted interventions aligned with identified needs.
- **Tier 3: Intensive Services**
  - Designed for students with critical needs requiring individualized support.
  - May include one-on-one tutoring, intensive counseling, or specialized behavioral plans, often in collaboration with IEP teams or other stakeholders.

El Dorado Charter SELPA Partnership

The El Dorado Charter SELPA supports BayTech by:

- Providing professional development on implementing MTSS strategies effectively.
- Offering technical assistance and compliance guidance to meet state and federal special education requirements.
- Assisting with data analysis and resource allocation to align interventions with student needs.
- Facilitating collaboration between general and special education teams to enhance inclusive practices.

Through its partnership with the El Dorado County Charter SELPA, BayTech ensures that its MTSS framework is comprehensive, equitable, and responsive to the needs of all students. This collaboration enhances BayTech's ability to provide high-quality services and supports that enable every student to succeed academically, socially, and emotionally.

Coordination of Services: CARE Team

Team Composition

BayTech's Coordination, Assessment, Response, and Equity ("CARE") Team is a dedicated group of educators and support staff who meet weekly on Thursdays to review student needs and ensure timely, targeted interventions. The team includes:

- School administrators

- Intervention and support staff (e.g., special education and counseling professionals)
- Classroom teachers and academic coaches
- Additional staff as needed based on referrals

Functions of the CARE Team

- **Data-Driven Decision Making**
  Each week, the CARE Team reviews academic, behavioral, attendance, and social-emotional data to identify students who may benefit from additional support. The team uses this data to determine school-wide trends, prioritize resources, and ensure equity in student support.

- **Teacher Referrals**
  Teachers submit referral forms when they have concerns about a student's academic progress, behavior, or emotional well-being. These referrals prompt discussion at the CARE meeting and ensure timely follow-up.

- **Coordinating Interventions**
  The CARE Team evaluates each referred student and matches them with Tier 2 or Tier 3 interventions such as counseling, academic tutoring, behavior support, or attendance outreach. Interventions are monitored regularly to assess impact and adjust as needed.

- **Monitoring MTSS Implementation**
  While the CARE Team does not oversee MTSS in its entirety, it plays a central role in ensuring interventions are aligned with BayTech's MTSS framework and that all students receive the layered supports they need.

BayTech's CARE Team reflects the school's commitment to collaborative, data-informed student support. By meeting weekly and responding quickly to teacher-identified concerns, the team ensures that interventions are proactive, personalized, and aligned to the diverse needs of BayTech's student population.
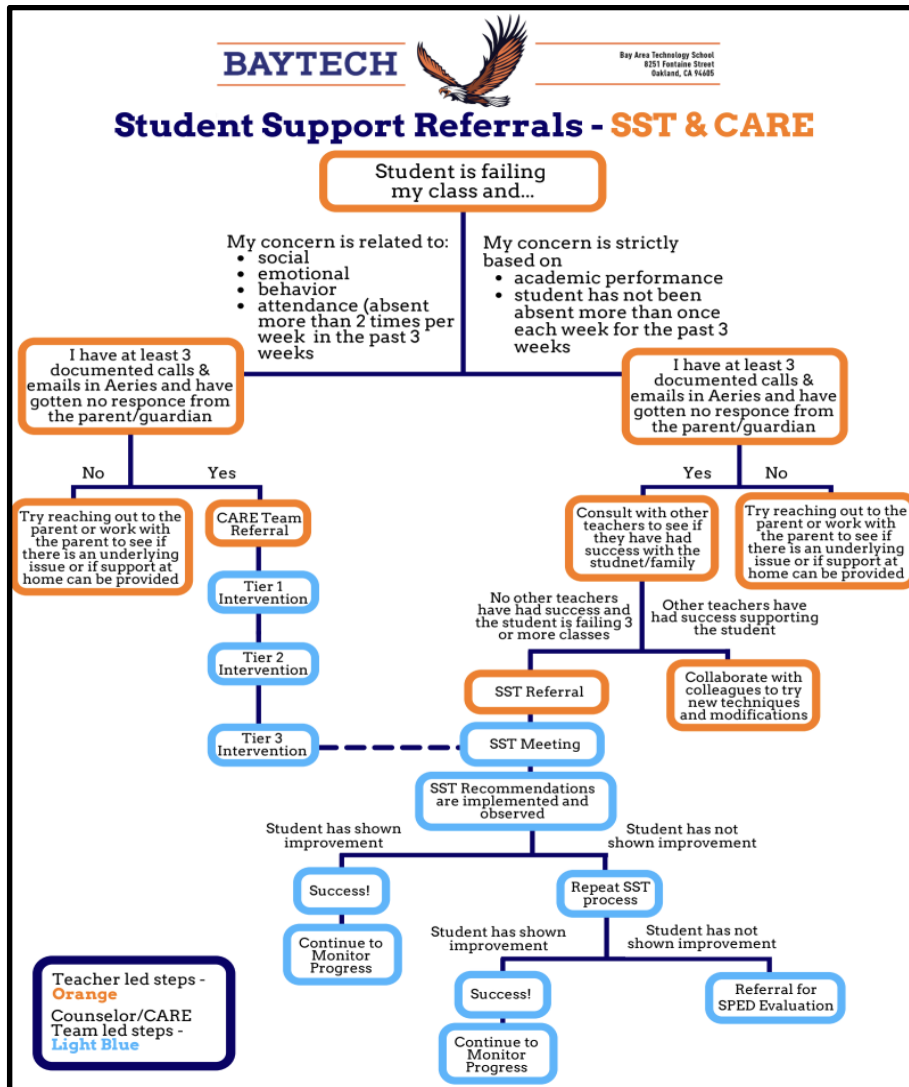
Figure 1.9: CARE Decision Tree for Coordination of Services

Tiered Services

BayTech's MTSS ensures students receive tailored academic, behavioral, and social-emotional interventions aligned with their individual needs.

Academic Services

Tier 1

- Implementation of research-based curricula designed to engage diverse learners.
- Differentiated instruction and inquiry-based learning strategies to address varied student needs.
- Daily differentiated reading and math blocks, leveraging adaptive assessments like Exact Path to monitor progress and provide personalized instructional pathways.

- Teachers utilize scaffolded lessons and small group instruction to meet grade-level expectations for all students.

Tier 2

- Targeted intervention cycles, typically lasting 6-8 weeks, based on diagnostic and formative assessment data.
- Small-group instruction focusing on identified skill gaps in reading and math.
- Teachers incorporate evidence-based strategies and frequent progress monitoring to ensure students make measurable gains.

Tier 3

- Data-Based Individualization ("DBI"): Personalized, intensive interventions for students experiencing persistent academic challenges.
- Individualized instruction for foundational skills in reading and math, supported by additional one-on-one teacher-led sessions.
- Services tailored to align with IEPs for students with specific learning needs, ensuring compliance with state and federal guidelines.

Behavioral Services

Tier 1

- School-wide Positive Behavioral Interventions and Supports (PBIS) framework fosters a positive school culture and clear behavioral expectations.
- Proactive strategies, including consistent routines, positive reinforcement, and recognition of exemplary behavior, promote a supportive environment.

Tier 2

- Development of individualized behavior support plans for students needing additional structure and guidance.
- Teachers and support staff provide interventions such as check-ins and targeted reinforcement strategies to encourage appropriate behavior.

Tier 3

- Functional Behavioral Analysis ("FBA") to identify and address the root causes of challenging behaviors.
- Implementation of individualized behavior intervention plans, including replacement behavior training, de-escalation techniques, and ongoing staff support.

Social-Emotional Services

Tier 1

- SEL strategies into daily classroom practices to support emotional regulation and interpersonal skills.
- Trauma-informed approaches ensure a safe and inclusive environment for all students, focusing on building strong relationships and fostering resilience.

Tier 2

- Small-group interventions to address specific social-emotional needs, including peer relationships, self-regulation, and conflict resolution.
- Sessions are guided by staff trained in SEL strategies and focus on developing emotional intelligence and problem-solving skills.

Tier 3

- Individualized support provided by trained school staff for students with significant social-emotional challenges.
- Collaboration with families and external agencies as needed to provide wraparound care and connect students with additional resources.

BayTech's tiered approach reflects its commitment to supporting every student holistically—academically, behaviorally, and emotionally—ensuring success in school and beyond.

Assessment and Progress Monitoring at BayTech

BayTech uses a comprehensive system of assessment and progress monitoring to ensure that all students receive effective, data-driven support across academic, behavioral, and social-emotional domains. This system is integral to the school's commitment to continuous improvement and student success.

<u>**Data Sources**</u>

Academic

- **Standardized Testing:** Performance on statewide assessments, such as SBAC, measures proficiency in core subjects.
- **Growth Metrics:** Tools like Exact Path provide ongoing data on reading and math growth.
- **Attendance and Grades:** Patterns in attendance and course performance indicate student engagement and areas needing intervention.

Behavioral

- **Behavior Data:** Office discipline referrals, behavior logs, and teacher reports track trends in student behavior and inform targeted supports.
- **Positive Reinforcement Metrics:** Monitoring the frequency of positive behavioral recognitions helps evaluate the effectiveness of Tier 1 PBIS strategies.

Social-Emotional

- **Teacher Observations:** Teachers use structured observations to assess emotional regulation, peer interactions, and overall social-emotional well-being.
- **Student Check-Ins:** Regular interactions with staff help identify students in need of additional SEL support.
- **Community and Climate Feedback:** Surveys of students and families provide qualitative insights into the school's social-emotional environment.

Annual Evaluation and Continuous Improvement

Annual Review Process

- Key performance indicators (e.g., SBAC scores, attendance rates, reclassification rates for ELs) are reviewed to identify successes and challenges.
- Teacher and staff surveys gather insights on the implementation and impact of academic, behavioral, and social-emotional programs.
- Feedback from families, gathered through advisory committees and surveys, ensures alignment with community needs.

Program Adjustments

- Data from assessments and reviews guide updates to BayTech's MTSS framework, ensuring that interventions remain effective and responsive.
- Professional development priorities are informed by evaluation findings, supporting staff in addressing emerging student needs.

BayTech's robust assessment and monitoring practices ensure that every student receives personalized, targeted support, fostering academic achievement, positive behavior, and social-emotional growth.

2. Support for Students with Disabilities

Special Education Program Overview

Legal Compliance

BayTech is fully committed to meeting all legal requirements related to serving students with disabilities. The Charter School adheres to the following federal and state laws to ensure compliance and equitable educational access:

- **Individuals with Disabilities Education Act ("IDEA"):** Provides students with disabilities access to a Free Appropriate Public Education ("FAPE") tailored to their individual needs.

- **Section 504 of the Rehabilitation Act of 1973 ("Section 504"):** Protects individuals from discrimination based on disability, ensuring access to accommodations and a supportive educational environment.
- **Americans with Disabilities Act ("ADA"):** Ensures all facilities and programs are accessible and inclusive for students with disabilities.
- **Student Study Team ("SST") Process:** BayTech employs an SST process as part of general education to evaluate and guide referrals for special education or Section 504 services. The SST uses a collaborative approach involving teachers, administrators, and families to identify and address student needs.
- **Accessibility:** All BayTech facilities are designed to be accessible for students with disabilities, ensuring physical and programmatic access across the campus.
- **Equal Access:** No student is denied access to BayTech's programs, extracurricular activities, or facilities based on the presence or severity of a disability.

Affiliation with El Dorado County Charter SELPA

BayTech operates as an independent Local Educational Agency member of the El Dorado County Charter SELPA. This partnership ensures the effective delivery of special education services and compliance with state and federal laws.

- **Independent LEA Status:** As a LEA, BayTech directly manages its special education services, working in partnership with the El Dorado County Charter SELPA to meet all compliance requirements.
- **Policy and Procedural Alignment:** BayTech utilizes El Dorado County Charter SELPA policies, procedures, and standardized forms to ensure consistent and equitable implementation of special education programs.
- **Support and Resources:** Through its SELPA membership, BayTech accesses training, consultation, and resources to meet the diverse needs of students with disabilities.

Commitment to FAPE and LRE

BayTech is dedicated to ensuring that all students receive FAPE in the Least Restrictive Environment ("LRE").

- **FAPE:** Each student is provided with IEPs or Section 504 Plans that address their unique needs and ensure access to the general curriculum.
- **LRE:** Students with disabilities are educated alongside their non-disabled peers to the maximum extent appropriate, with supplementary aids and services provided as needed.
- **Inclusivity:** Special education is treated as a service rather than a location, emphasizing integration within the general education environment whenever possible.

Non-Discrimination

BayTech embraces an inclusive philosophy, ensuring that all students, regardless of ability, are supported and valued within the Charter School community.

- **Equity in Admission and Services:** BayTech does not discriminate against students based on the nature, extent, or severity of their disabilities. All students have equal access to educational programs, extracurricular activities, and school facilities.
- **Commitment to Diversity:** BayTech views diversity, including that contributed by students with disabilities, as a strength that enhances the learning environment.

Section 504 of the Rehabilitation Act

Responsibilities

BayTech takes proactive steps to ensure compliance with Section 504, which mandates that students with disabilities are provided the accommodations and services necessary to access a meaningful education.

- **Discrimination Prevention:** BayTech ensures that no student with a disability is excluded from participation, denied benefits, or subjected to discrimination in any school program or activity.
- **Accommodations and Modifications:** Students with documented disabilities receive accommodations and modifications as outlined in their Section 504 Plans to enable equitable access to education.

504 Team Composition

The 504 team is responsible for evaluating and planning accommodations for students under Section 504. The team includes:

- **Parents/Guardians:** Ensure family involvement in decision-making.
- **Students:** Participate when appropriate to provide input and promote self-advocacy.
- **Knowledgeable School Staff:** Includes teachers, administrators, and specialists familiar with the student's needs and evaluation data.

Evaluation and Plan Development

The 504 team conducts comprehensive evaluations and develops individualized plans to meet the needs of students with disabilities.

- **Evaluation Process:**
  - Reviews existing records, including academic, behavioral, and medical information.
  - Utilizes assessments tailored to specific areas of need, ensuring that evaluations are valid and accurately reflect the student's abilities and challenges.
- **504 Plan Development:**
  - Creates a plan that details accommodations, modifications, and services necessary to provide FAPE.
  - Ensures that accommodations are aligned with the student's needs and educational goals.

- Provides a copy of the plan to all educators working with the student, including substitutes.
- **Annual Review:** The 504 Plan is reviewed annually to assess its effectiveness and make necessary adjustments based on the student's progress and evolving needs.

Implementation and Accountability

BayTech ensures that all staff members understand their roles in supporting students with 504 Plans.

- **Staff Training:** Educators are trained to implement accommodations and modifications effectively.
- **Compliance Monitoring:** The administration oversees plan implementation to ensure that all components are executed as intended.
- **Parent Communication:** Families are regularly updated on their child's progress and any changes to their 504 Plan.

Multi-Tiered System of Supports

Framework

BayTech's MTSS is a comprehensive approach to identifying and addressing the academic, behavioral, and social-emotional needs of all students. The framework ensures:

- **Integration of Supports:** Academic, behavioral, and social-emotional interventions are aligned and delivered in a coordinated manner.
- **Data-Driven Decision-Making:** Assessment data and ongoing progress monitoring inform the implementation and adjustment of interventions.
- **Equity and Access:** All students receive the appropriate level of support needed to succeed.

Tiered Services

Tier 1: Universal Supports

Universal supports are provided to all students to promote academic achievement, positive behavior, and social-emotional well-being.

- **Instructional Strategies:**
  - Differentiated instruction tailored to diverse learning needs.
  - Implementation of research-based curricula across all subjects.
  - Classroom management techniques that foster a positive learning environment.
- **Daily Instructional Blocks:**
  - **Reading and Math:** Targeted differentiated instruction is embedded in daily schedules to ensure foundational skills are reinforced for all students.

- ○ **SEL Strategies:** Embedded into daily routines to foster resilience, communication, and collaboration.
- ● **Focus on Inclusivity:** Teachers integrate strategies to ensure access to the general curriculum for all learners, including those at risk of falling behind.

Tier 2: Targeted Interventions

Students who require additional support beyond Tier 1 receive targeted interventions tailored to address specific gaps.

- ● **Small-Group Instruction:**
  - ○ Data-driven small-group sessions focused on identified areas of need in math, reading, or behavior.
  - ○ Teachers utilize diagnostic tools to monitor progress and refine strategies.
- ● **Structured Intervention Cycles:**
  - ○ Interventions are delivered in focused cycles lasting 6-8 weeks, allowing for periodic review and adjustment.
  - ○ Progress is monitored regularly to determine the effectiveness of interventions and identify students who may require more intensive support.
- ● **Behavioral Interventions:**
  - ○ Structured support plans, such as Check-In Check-Out, provide additional motivation and accountability for students struggling with behavioral expectations.

Tier 3: Individualized Interventions

Tier 3 interventions are designed for students with intensive needs who require highly specialized support.

- ● **Individualized Plans:**
  - ○ Interventions are customized based on student needs, incorporating strategies from DBI.
  - ○ Plans may include intensive academic support, behavioral interventions, or social-emotional counseling.
- ● **Alignment with IEPs:**
  - ○ Students with IEPs receive targeted services aligned with their identified goals.
  - ○ Collaboration between general education teachers, special education staff, and families ensures a cohesive approach to addressing needs.
- ● **Intensive Monitoring:** Progress is closely tracked, with frequent data reviews to adjust interventions and ensure student growth.

BayTech's MTSS framework exemplifies a proactive, inclusive, and data-informed approach, ensuring every student has the opportunity to achieve their full potential.

Coordination of Services: CARE Team

At BayTech, the CARE Team plays a pivotal role in ensuring that all students receive the support they need to thrive academically, behaviorally, and socially. Comprised of key stakeholders—including administration, intervention staff, and classroom teachers—the CARE team brings together diverse expertise to oversee the implementation of BayTech's MTSS.

The team works collaboratively to align interventions with resources provided by the El Dorado SELPA and ensure seamless integration of services for students with varying needs. CARE regularly reviews referrals for academic, behavioral, and social-emotional concerns, submitted by teachers, staff, or families, to identify students who may require additional support. Each referral is carefully evaluated, and students are matched with targeted interventions or support services that best address their specific challenges.

To maintain the effectiveness of interventions, the CARE team monitors student progress on a regular basis. Through data analysis and team discussions, they assess the impact of interventions and adjust strategies as needed to promote student growth. By coordinating resources and fostering a proactive approach to student support, the CARE team ensures that every student at BayTech has access to the tools and opportunities they need to succeed.

Student Study Team

The SST serves as a cornerstone of BayTech's proactive approach to identifying and addressing the diverse academic, behavioral, and social-emotional needs of its students. Rooted in the principles of collaboration and early intervention, the SST functions as a multidisciplinary team composed of administrators, teachers, interventionists, and other relevant staff. Its purpose is to exhaust general education strategies and resources before making referrals to special education or other specialized services.

Process and Role in General Education

The SST process begins when a student is identified by a teacher, parent, or staff member as needing additional support to succeed in the general education setting. The team convenes to review the student's performance, behavior, and social-emotional development. Drawing upon classroom observations, assessment data, and input from stakeholders, the SST works collaboratively to develop an individualized plan of support tailored to the student's specific needs.

The SST ensures that all general education resources, including Tier 1 and Tier 2 interventions within BayTech's MTSS, are fully utilized. Interventions may include differentiated instruction, targeted academic support, or behavioral strategies designed to address the student's unique challenges. The team monitors the effectiveness of these interventions through regular progress reviews, ensuring timely adjustments are made as necessary.

Alignment with IDEA Child Find Requirements

In compliance with the IDEA, the SST also fulfills BayTech's obligation under the Child Find mandate. This requires the Charter School to identify, locate, and evaluate all students who may

have disabilities requiring specialized services. While the SST is committed to exploring all general education possibilities, it does not delay the assessment process when a disability is suspected, particularly when a parent formally requests an evaluation.

Referral to Specialized Services

If the SST determines that general education interventions have not adequately supported the student, the team may recommend a formal referral for special education evaluation or services under Section 504. This referral is conducted in collaboration with the parent or guardian and follows the policies and procedures outlined by the El Dorado County Charter SELPA.

The SST ensures that any referral is accompanied by comprehensive documentation of the interventions attempted, the student's response, and relevant assessment data. This structured approach ensures that referred students receive timely and appropriate evaluations to determine their eligibility for additional supports.

Commitment to Collaboration and Equity

BayTech's SST is dedicated to fostering collaboration among educators, families, and support staff to create equitable learning opportunities for all students. Parents are integral members of the process, participating in meetings, contributing their insights, and helping to shape the student's support plan. The SST ensures that students receive interventions that reflect their individual strengths and challenges, promoting growth within the least restrictive environment.

Through its collaborative and data-driven practices, BayTech's SST exemplifies the Charter School's commitment to meeting the needs of every learner, ensuring they have the tools and resources to thrive academically, socially, and emotionally.

Identification and Referral Process

BayTech is committed to identifying and addressing the needs of students with disabilities through a comprehensive and systematic identification and referral process. Guided by its child find obligations under the IDEA and Section 504, BayTech ensures that all students who may require additional support are promptly evaluated.

The process begins with proactive measures to identify students who exhibit signs of potential disabilities. If initial general education interventions, such as differentiated instruction or targeted classroom supports, prove insufficient, the student is referred to the Special Education team for further evaluation. Teachers, staff, and families are encouraged to collaborate in identifying concerns, ensuring that no student's needs go unnoticed.

BayTech's partnership with the El Dorado County Charter SELPA plays a crucial role in this process. Together, BayTech and SELPA staff work to develop robust assessment plans that comply with state and federal guidelines. These plans outline the specific evaluations needed to understand a

student's educational, behavioral, and social-emotional requirements. This collaboration ensures that all necessary services and resources are identified and implemented effectively.

Evaluation Procedures

Once a student is referred for evaluation, BayTech employs validated assessment tools to provide a thorough analysis of the student's educational and behavioral needs. These tools are selected to ensure accuracy, validity, and reliability in understanding each student's unique challenges. Parents and guardians are integral to the evaluation process; they are involved in discussions to develop the assessment plan and review the results.

BayTech's evaluations are comprehensive, covering academic performance, social-emotional well-being, and behavioral indicators. These evaluations are designed to provide actionable insights into the student's strengths and areas for growth. The results serve as the foundation for creating an individualized plan, whether it is an IEP under IDEA or a 504 Plan under Section 504.

Assessments

Assessments at BayTech are conducted with precision and care to ensure that each student's needs are fully understood.

- **Types of Assessments:** Diagnostic evaluations are used to determine eligibility for services under IDEA or Section 504. These include academic progress monitoring tools such as Exact Path assessments, which provide data on students' mastery of grade-level content. When necessary, behavioral and social-emotional evaluations are administered to identify factors impacting the student's ability to engage fully in the learning environment.
- **Process and Consent:**
  Parental involvement is prioritized throughout the assessment process. BayTech obtains written consent from parents or guardians before initiating any evaluations, ensuring transparency and collaboration. The results of the assessments are then used to develop detailed and actionable plans, whether an IEP or a 504 Plan, tailored to meet the student's individual needs. These plans are designed to provide appropriate accommodations, modifications, and services to ensure students receive FAPE.

Through its structured and student-centered identification, referral, and assessment processes, BayTech ensures that all students with disabilities are supported in reaching their full potential.

IEP Development and Implementation

At BayTech, the development and implementation of IEPs are conducted with precision, collaboration, and a commitment to meeting each student's unique needs. This process aligns with state and federal regulations under the IDEA, ensuring that every student eligible for special education services receives the support necessary to thrive academically and socially.

IEP Team Composition

The creation and review of an IEP involves a multidisciplinary team of professionals and stakeholders dedicated to the student's success. The IEP team includes:

- **The Principal or Administrative Representative**: Ensures that the necessary resources are allocated and that the plan aligns with school policies.
- **General Education Teachers**: Provide insight into the student's performance and needs in the general education classroom, offering strategies for inclusive learning.
- **Special Education Teachers or Specialists**: Design and implement specialized instruction and accommodations.
- **Parents/Guardians**: Play a central role in the process by contributing their unique perspective and advocating for their child's needs.
- **Other Required Professionals**: Depending on the student's needs, this may include school psychologists, speech and language therapists, occupational therapists, or behavioral specialists.

IEP Content and Review

The IEP is a comprehensive document that outlines a personalized roadmap for the student's education. It includes:

- **Individualized Goals**: Clear, measurable objectives designed to address the student's academic, social-emotional, or behavioral needs.
- **Accommodations and Modifications**: Specific strategies and tools to ensure the student can access the curriculum and demonstrate learning.
- **Designated Services**: Any specialized instruction or related services, such as speech therapy or counseling, required to support the student's progress.
- **Placement Decisions**: Details about the LRE for the student, ensuring they learn alongside their non-disabled peers whenever possible.

IEPs are dynamic documents reviewed annually to ensure they remain aligned with the student's evolving needs. The team reconvenes to assess progress, update goals, and make any necessary adjustments. In addition, students undergo a triennial reassessment to evaluate their continued eligibility for special education services and determine if adjustments to the IEP are warranted. These reviews and reassessments are conducted earlier if significant changes in the student's needs or performance arise.

Access to Services

Students with IEPs at BayTech benefit from a comprehensive approach to support. All services and accommodations outlined in the IEP are provided with fidelity. These services may include, but are not limited to:

- Specialized academic instruction tailored to the student's unique learning profile.
- Access to interventions and supports available school-wide, such as Tier 2 or Tier 3 interventions within the MTSS framework.

- Related services, such as speech therapy, occupational therapy, or behavioral interventions, delivered by qualified professionals.

BayTech's approach ensures that students with IEPs not only receive individualized support but also have access to the broader resources and opportunities available to all students. By fostering collaboration among educators, specialists, and families, BayTech is dedicated to empowering students with disabilities to reach their full potential in an inclusive and supportive environment.

Professional Development

BayTech prioritizes equipping its staff with the knowledge and skills necessary to effectively support students with disabilities. The professional development program is designed to ensure compliance with laws and regulations such as IDEA and Section 504, while also focusing on practical strategies for implementation in the classroom. Training sessions cover essential topics including the development and management of IEPs and 504 Plans, and the use of accommodations and modifications within general education settings to meet diverse learner needs.

Recognizing the importance of holistic student support, BayTech also emphasizes trauma-informed practices and strategies for integrating SEL into daily instruction. This comprehensive approach ensures that staff are prepared to address both academic and socio-emotional challenges.

To foster continuous improvement, BayTech holds quarterly professional development sessions. These sessions incorporate best practices from around the country and address emerging needs identified through staff feedback and program evaluations. This ongoing commitment to professional growth ensures that educators remain informed and capable of meeting the evolving needs of BayTech's students.

Parental Engagement

BayTech values the critical role parents and guardians play in the success of students with disabilities. Parents are actively involved in the planning and review processes for their child's IEPs and 504 Plans. They are invited to participate in CARE Team and SST meetings, where they collaborate with staff to discuss student progress, address concerns, and develop tailored supports.

Clear procedures are in place to ensure that parental concerns or complaints about services are addressed promptly and effectively. BayTech works closely with El Dorado SELPA to resolve any issues, ensuring that services remain compliant with state and federal regulations. This collaborative approach fosters trust and ensures that parents are empowered partners in their child's educational journey. Through meaningful engagement, BayTech strengthens the connection between home and school, creating a supportive environment for all students.

Notification and Coordination of Services

BayTech prioritizes clear communication and effective coordination to ensure seamless delivery of special education services in compliance with state and federal laws. The Charter School

collaborates closely with the El Dorado County Charter SELPA, parents, and service providers to address the needs of students with disabilities, facilitate timely referrals, and implement required supports.

Notification Process

BayTech follows established procedures for notifying all stakeholders about special education matters, ensuring transparency and adherence to legal requirements. Key components of the notification process include:

- **Parental Notification:** Parents are informed promptly about any referrals, evaluations, IEP meetings, or changes to their child's educational program. Notifications are provided in the family's primary language and include procedural safeguards to ensure parents fully understand their rights.
- **SELPA Coordination:** BayTech communicates regularly with the El Dorado County Charter SELPA regarding assessments, service provision, and other special education requirements. This collaboration ensures that all resources and personnel are aligned to meet student needs.
- **Inter-Agency Communication:** For students transferring to or from BayTech, the Charter School coordinates with other districts or schools to exchange records and ensure continuity of services.

Coordination of Services

Effective coordination between BayTech and the SELPA ensures that all special education services are delivered consistently and in compliance with legal standards. Specific coordination activities include:

- **Service Implementation:** BayTech and SELPA work together to ensure that all services outlined in students' IEPs are delivered as planned. This includes scheduling and providing access to itinerant staff such as speech therapists, occupational therapists, and behavioral specialists.
- **Discipline Procedures:** For students with disabilities, BayTech follows procedures to ensure compliance with the IDEA during disciplinary actions. SELPA is notified before any suspension or expulsion to ensure that decisions are aligned with the student's IEP and legal protections.
- **Crisis Intervention and Support:** When students experience significant challenges or crises, BayTech coordinates with SELPA and other external agencies to provide additional supports, such as mental health services or behavioral interventions.

Collaboration with Families

BayTech recognizes the importance of involving families in every step of the special education process. Parents are invited to participate in:

- **Referral and Evaluation Discussions:** Families are informed and involved in decisions about whether their child requires assessments for special education eligibility.
- **IEP and 504 Plan Meetings:** Parents are active members of the team, contributing to decisions about goals, services, and accommodations.
- **Addressing Concerns:** BayTech provides clear pathways for families to raise concerns about their child's education. The Charter School works collaboratively with SELPA and parents to resolve issues and ensure that services meet the student's needs.

Commitment to Compliance and Collaboration

BayTech's notification and coordination processes reflect its dedication to delivering high-quality, legally compliant special education services. By fostering open communication, ensuring collaboration between all stakeholders, and maintaining strong partnerships with the El Dorado County Charter SELPA, BayTech ensures that students with disabilities receive the support they need to succeed academically and socially.

Special Education Staffing

BayTech is committed to ensuring that students with disabilities receive high-quality, tailored support from well-trained and dedicated professionals. The Charter School employs qualified special education teachers, interventionists, and paraprofessionals who deliver direct instruction and individualized services to meet students' unique needs. These staff members collaborate closely with general education teachers to implement inclusive practices and ensure that all students can access the curriculum.

Additionally, BayTech works with El Dorado SELPA to secure access to specialized service providers, such as speech and language pathologists, occupational therapists, and behavioral specialists, to address more specific student needs. These itinerant staff members bring expertise in targeted intervention strategies and play a critical role in the development and implementation of IEPs.

To maintain a high standard of service delivery, BayTech ensures that its special education staff participate in ongoing professional development. Training focuses on disability-specific strategies, evidence-based interventions, and best practices for supporting students in a variety of instructional settings. This commitment to continuous learning enables staff to effectively support diverse learners and foster their academic and social success.

Least Restrictive Environment

BayTech is deeply committed to the principle of educating students with disabilities in the Least Restrictive Environment . This foundational philosophy emphasizes that students with disabilities should learn alongside their non-disabled peers to the greatest extent appropriate. By fostering inclusive classrooms, BayTech provides opportunities for students with disabilities to engage in the same rigorous curriculum, social experiences, and extracurricular activities as their peers.

The decision to remove a student from the general education setting is made only when it is determined that their individual needs cannot be met in that environment, even with appropriate accommodations and supports. This approach ensures that all students receive an education that is both equitable and tailored to their unique circumstances.

BayTech employs a collaborative decision-making process through IEP teams, which include educators, specialists, parents, and other stakeholders. Together, they carefully evaluate each student's needs to determine the appropriate balance between inclusion and specialized instruction. This ensures that any removal from general education is purposeful, temporary when possible, and designed to provide the student with the tools and strategies they need to succeed.

Through its commitment to LRE, BayTech reinforces the belief that every student is a valued member of the Charter School community, deserving of an education that promotes both academic achievement and social integration.

Data Collection and Progress Monitoring

BayTech employs a comprehensive data collection and progress monitoring system to track the academic, behavioral, and social-emotional development of all students. This system ensures that interventions are data-driven and responsive to student needs.

Academic Data

Student academic progress is tracked through standardized assessments such as MAP and SBAC, as well as classroom-based assessments. These tools provide valuable insights into areas where students excel and where they need additional support. Teachers regularly analyze this data to inform instructional practices, tailor interventions, and set measurable academic goals.

Behavioral Data

Behavioral progress is monitored through office referrals, attendance records, and the outcomes of behavioral interventions. This data helps identify patterns or triggers that may be impacting a student's ability to learn and thrive in the Charter School environment. Teachers and staff use these insights to implement strategies that promote positive behaviors and reduce disruptions.

Social-Emotional Data

BayTech collects social-emotional data through student surveys, qualitative feedback, and observations from educators and counselors. This information provides a holistic understanding of each student's well-being and helps guide decisions about interventions or support services. By addressing social-emotional needs, BayTech ensures that students are prepared to succeed academically and socially.

Non-Public Placements/Agencies

For students whose needs cannot be fully addressed within the general education or BayTech's specialized education settings, BayTech collaborates closely with El Dorado SELPA to secure access to non-public placements or agency services.

Collaboration with SELPA

The SELPA facilitates the identification and arrangement of non-public placements for eligible students. These placements provide highly specialized programs and resources that may not be available within BayTech's offerings. The SELPA ensures that all non-public placements comply with state and federal laws, and that they align with the student's IEP goals.

BayTech and the SELPA work together to ensure seamless coordination of services, including transportation, communication with families, and progress monitoring. This partnership guarantees that students requiring non-public placements receive a FAPE in the LRE appropriate to their individual needs.

3. Support for Students who are Low-Achieving

BayTech is committed to providing equitable, data-driven support for students who are academically low-achieving, ensuring that every student has the opportunity to succeed. Using a robust MTSS framework, BayTech addresses the academic, social-emotional, and behavioral needs of all students. This tiered approach ensures that interventions are tailored to meet individual needs through continuous progress monitoring, dynamic instructional strategies, and the integration of diagnostic tools.

Interventions Framework

BayTech's MTSS framework is built on the principle of providing increasingly intensive levels of support to students based on their specific needs. Interventions are informed by Exact Path diagnostic assessments and classroom-based evaluations, which identify gaps in learning and allow for timely and targeted responses. These tools provide actionable data to inform instructional decisions, ensuring that each student receives the precise support they require.

Tier 1: Universal Instruction and Support
At the foundational level, BayTech implements high-quality, research-based instructional practices designed to meet the needs of most students within the general education setting. Universal supports include:

- **Differentiated Instruction**: Teachers use a variety of strategies to tailor instruction, incorporating interactive learning tools such as Google Classroom, hands-on activities, and scaffolded lesson plans.
- **Standards-Based Curricula**: BayTech ensures all classrooms employ rigorous, standards-aligned materials, supplemented by online platforms like Exact Path, which offer personalized pathways for student learning.

- **Inclusive Practices**: Universal supports include whole-class social-emotional learning SEL strategies and behavior reinforcement techniques to promote a positive learning environment for all students.

Targeted Interventions for Low-Achieving Students

Tier 2: Targeted Small-Group Interventions

Students identified as needing additional support are enrolled in Tier 2 interventions, which provide structured, small-group instruction focused on closing specific learning gaps. Tier 2 services include:

- **Reading and Math Interventions**: Exact Path's diagnostic data identifies students performing below grade level, and targeted programs address these gaps. For example:
  - **ELA Interventions**: Teachers employ evidence-based literacy programs that focus on decoding, fluency, and comprehension.
  - **Math Interventions**: Targeted instruction emphasizes foundational numeracy skills, problem-solving strategies, and correcting misconceptions in math.
- **Instructional Cycles**: Interventions are delivered in 6- to 8-week cycles, during which student progress is closely monitored using Exact Path benchmarks and formative assessments. Adjustments are made as needed based on data.
- **Push-In and Pull-Out Models**: Depending on student needs, support may be provided within the general education classroom (push-in) or in a dedicated intervention setting (pull-out).

Individualized Support Plans

For students requiring additional focus, BayTech collaborates with teachers and parents to create Student Improvement Plans ("SIP"). These individualized plans detail specific goals, strategies, and timelines to ensure student progress is measurable and achievable. SIPs include:

- Designated learning goals aligned with diagnostic data.
- Specific instructional modifications and accommodations.
- Clear benchmarks for evaluating progress.

Tier 3: Intensive, Individualized Interventions

Students who do not respond to Tier 2 supports are moved to Tier 3, which offers the most intensive level of intervention. These supports are customized to the individual and are closely aligned with findings from Exact Path diagnostics, teacher observations, and other relevant assessments. Tier 3 strategies include:

- **DBI**: Progress is analyzed weekly using Exact Path and classroom-based tools to adjust instructional methods and ensure alignment with student needs.
- **Specialized Programs**: Students may receive targeted support through additional programs designed for high-intensity intervention, such as:

- **Reading Mastery for Literacy**: Focused on students with severe decoding and fluency challenges.
        - **Bridges Math Intervention**: Offers a structured approach to foundational math skills for students far below grade level.
- **Individualized Sessions**: Intervention specialists or special education teachers provide one-on-one instruction tailored to address specific skill deficits.
- **Behavioral and Social-Emotional Interventions**: For students facing challenges beyond academics, counselors integrate social-emotional learning strategies into intervention plans.

After-School and Tutoring Programs

BayTech extends its commitment to low-achieving students through comprehensive after-school and tutoring programs. These programs aim to reinforce skills learned during the school day and provide additional time for individualized support. Key components include:

- **Homework Clubs**: Small group settings where students receive guided assistance with assignments, promoting independence and skill mastery.
- **Subject-Specific Tutoring**: Focused sessions targeting specific areas of difficulty, such as reading comprehension or algebraic reasoning.
- **Parent Partnerships**: Parents are actively involved in the intervention process, with workshops and resources provided to support learning at home.

Progress Monitoring

BayTech employs a comprehensive approach to progress monitoring, ensuring that all interventions are effective and aligned with individual needs. Data is collected and analyzed regularly to measure growth and inform decision-making. Progress monitoring includes:

- **Exact Path Benchmarks**: Administered at the beginning, middle, and end of the academic year to track academic growth in math and reading.
- **Classroom-Based Assessments**: Teachers utilize formative and summative assessments to evaluate day-to-day progress.
- **Behavioral and SEL Data**: Office referrals, attendance records, and SEL surveys provide insight into non-academic factors affecting performance.

Customized Learning Pathways

BayTech's use of Exact Path enables customized learning pathways for each student, particularly those in Tier 3. Students engage with interactive, adaptive lessons that adjust based on their performance, ensuring continuous engagement and growth. For example:

- Students struggling with foundational literacy skills might work on phonics and vocabulary through structured practice modules.

- Math pathways might focus on core concepts such as fractions or geometry to address gaps identified by diagnostics.

Closing the Achievement Gap

BayTech's holistic approach to interventions reflects its mission to close the achievement gap and support all students in reaching grade-level proficiency. By combining rigorous data-driven strategies, innovative instructional tools, and strong family partnerships, BayTech ensures that every student has a pathway to academic success.

4. Support for Students Who Are High Achieving

BayTech is committed to ensuring all students, including high-achieving learners, are supported through a comprehensive, inclusive approach that addresses their academic, social, and emotional needs. High-achieving students benefit from tailored interventions, advanced coursework, and enriching extracurricular opportunities designed to foster their growth and achievement.

Multi-Tiered System of Supports for High Achievers

BayTech's MTSS framework ensures that high-achieving students receive targeted support and enrichment opportunities to maximize their potential. This structured, tiered approach allows for a dynamic and flexible response to individual needs:

- **Tier 1: Universal Supports**
  High-quality, differentiated instruction within the general education classroom provides all students, including high-achieving learners, with opportunities to engage with challenging content. Teachers employ strategies like flexible grouping, inquiry-based learning, and project-based assignments to extend learning.
- **Tier 2: Targeted Enrichment**
  For students needing more advanced challenges, small-group enrichment activities focus on skill-building and exploration in specific subjects, such as advanced mathematics, literary analysis, or creative problem-solving.
- **Tier 3: Individualized Acceleration**
  High-achieving students with exceptional aptitude or interest in specific areas can participate in personalized learning plans that include one-on-one mentorship, accelerated coursework, and independent study projects.

Academic Enrichment Opportunities

BayTech offers a variety of academic enrichment programs to meet the needs of high-achieving students and keep them motivated and engaged. These opportunities encourage exploration, critical thinking, and the pursuit of advanced skills:

- **AP Courses**
  Students can access rigorous, college-level courses that challenge them academically and

prepare them for higher education. AP classes allow students to earn college credit while still in high school.
● **Dual Enrollment**
Through partnerships with local community colleges, students can take college courses that align with their academic interests and career goals.
● **Capstone Projects**
High-achieving students are encouraged to undertake independent research or long-term projects in areas of personal interest. These projects develop critical thinking, creativity, and presentation skills.
● **Science Fairs and Exhibitions**
Students have the opportunity to showcase their work in science and other academic fields through presentations and competitions, fostering a spirit of innovation and achievement.

Extracurricular and Community-Based Enrichment

BayTech recognizes the importance of well-rounded development and offers a variety of extracurricular activities that allow high-achieving students to explore their interests and build valuable skills:

● **Clubs and Organizations**
Student-led organizations provide spaces for creativity, collaboration, and leadership. Examples include art clubs, student government, and cultural organizations.
● **Performing Arts**
Students can participate in music, theater, and other performing arts programs to express themselves creatively and build confidence.
● **Community Service**
Service-learning projects connect students to their local community, fostering civic engagement and responsibility.
● **Field Trips and Guest Speakers**
Students engage with real-world experiences through visits to museums, colleges, and businesses, and they gain inspiration from guest speakers who share expertise from various fields.

Individualized Learning and College Readiness

BayTech prepares high-achieving students for future success by offering opportunities to pursue advanced studies while planning for college and career goals. These include:

● **Workshops and Seminars**
Students participate in sessions focused on college applications, financial aid, career planning, and leadership development.
● **Internships and Career Exploration**
BayTech's partnerships with local businesses and organizations provide students with hands-on experiences that align with their career aspirations.

- **Early College and Career Planning**
  Students work with counselors to develop a roadmap for their academic and professional futures, ensuring they are well-prepared for competitive college and career pathways.

Progress Monitoring and Parental Collaboration

BayTech closely monitors the progress of high-achieving students to ensure their needs are being met effectively. This includes regular assessment and collaboration with families:

- **Diagnostic Tools**
  Tools like Exact Path help track student growth and identify opportunities for further enrichment or acceleration.
- **Parent Involvement**
  Families are actively involved in developing individualized plans for high-achieving students. Regular meetings and progress reports keep parents informed and engaged.

5. Support for Students Who Are English Learners

Introduction and Vision

BayTech is deeply committed to fostering equitable opportunities for English Learners to develop the language proficiency and academic skills essential for lifelong success. This commitment reflects the school's belief that every student, regardless of their linguistic background, deserves access to a high-quality education that meets their unique needs and prepares them to thrive in an increasingly global society.

At BayTech, multilingualism is celebrated as a vital asset that enriches the entire school community. The diverse cultural and linguistic backgrounds of EL students are seen as strengths that enhance the educational experience for all. By valuing and leveraging these strengths, BayTech aims to create a learning environment where all students can achieve their full potential. This approach aligns with the school's broader vision of equity and inclusion, ensuring that EL students not only acquire English proficiency but also feel supported, respected, and empowered throughout their academic journey.

Core Priorities for Supporting English Learners at BayTech

1. Sociocultural Integration

BayTech is dedicated to fostering a learning environment that values and celebrates cultural diversity, ensuring that English Learners feel respected and supported as integral members of the school community. The Charter School prioritizes sociocultural integration by:

- **Creating Inclusive Environments:** Classrooms and schoolwide initiatives are designed to embrace and celebrate the cultural identities of EL students. Teachers and staff actively promote respect for diversity, ensuring that all students feel a sense of belonging.

- **Encouraging Collaboration:** Opportunities for meaningful interaction between EL and non-EL students are embedded into the Charter School culture. Group projects, peer mentoring programs, and collaborative activities help build mutual understanding, respect, and lasting connections among students from diverse backgrounds.
- **Celebrating Cultural Heritage:** BayTech integrates students' cultural backgrounds into the curriculum and extracurricular activities. Events such as cultural festivals, heritage fairs, and classroom projects highlight the traditions, languages, and histories of EL students, enriching the educational experience for everyone.

2. Language Proficiency

BayTech's approach to developing English language proficiency is grounded in evidence-based strategies that support both social and academic language skills. The Charter School is committed to ensuring that EL students build the linguistic foundation necessary to succeed in all areas of their education. Key elements of this priority include:

- **Research-Based Instruction:** Teachers employ proven methods for language acquisition, focusing on listening, speaking, reading, and writing skills. These strategies are tailored to help students master both conversational English and the academic language required for success in subjects like math, science, and history.
- **Integrated and Contextualized Learning:** Language instruction is seamlessly integrated with grade-level content, enabling EL students to build language skills while mastering academic concepts. For example, thematic lessons link vocabulary and grammar development to specific subject areas, making language learning meaningful and relevant.
- **Personalized Learning Through Technology:** BayTech leverages adaptive learning tools, such as ESL ReadingSmart, to provide personalized language practice. These technologies offer immediate feedback, allowing students to progress at their own pace while addressing individual areas of need.

3. Holistic Academic Support

Recognizing that language acquisition is only one part of an EL student's educational journey, BayTech provides comprehensive academic support to ensure ELs can thrive in rigorous, grade-level standards. This support is tailored to address the unique needs of each student through:

- **Differentiated Instruction:** Teachers use flexible strategies to meet EL students at their current levels of proficiency, providing appropriate challenges and scaffolds to help them achieve academic success. This includes the use of visual aids, sentence starters, and other tools to make complex concepts accessible.
- **Scaffolded Learning:** Instructional scaffolding ensures that EL students can engage with challenging material while gradually developing the skills and confidence needed for independence. Teachers break down lessons into manageable steps, providing guided practice before moving to independent tasks.

- **Frequent Assessment and Tailored Interventions:** BayTech conducts regular formative and summative assessments to monitor student progress. These assessments inform data-driven instructional decisions, allowing teachers to implement targeted interventions that address specific gaps in learning.
- **Professional Development for Teachers:** BayTech invests in ongoing training for its educators, equipping them with strategies like Specially Designed Academic Instruction in English. These approaches help teachers create inclusive classrooms where EL students can access the curriculum while simultaneously building their language skills.

Through these core priorities—sociocultural integration, language proficiency, and holistic academic support—BayTech ensures that EL students are empowered to succeed both academically and socially, preparing them for future success in a diverse and dynamic world.

Identification, Designation, and Notification Process for English Learners

BayTech ensures that English Learners are accurately identified, appropriately designated, and that families are promptly and effectively informed, in full alignment with Education Code. This process guarantees that EL students receive the support they need to succeed academically and linguistically.

Initial Identification

The initial identification process begins with the Home Language Survey (HLS), which is completed by families upon a student's initial enrollment in a California public school. The survey is designed to identify whether a language other than English is spoken at home, signaling the potential need for additional English proficiency assessment.

- **Purpose of the HLS:** The HLS determines whether a student may require support as an EL.
- **Legal Alignment:** In compliance with Education Code Section 313(a), the HLS ensures that no student requiring language support is overlooked.

If the HLS indicates that a language other than English is spoken at home, the student is assessed using the ELPAC Initial Assessment ("IA"):

- **Purpose of the ELPAC IA:** The IA evaluates students' skills in listening, speaking, reading, and writing to determine their initial English proficiency level.
- **Proficiency Levels:** Students are categorized as:
    - **English Learners:** Levels 1 (Novice English Learner) or 2 (Intermediate English Learner).
    - **Initially Fluent English Proficient ("IFEP"):** Level 3 (demonstrates sufficient proficiency to succeed without additional language support).
- **Timeliness:** The ELPAC IA is administered within 30 calendar days of enrollment or up to 60 days before the start of the school year (after July 1), ensuring timely identification as required by Education Code Section 60810.

● **Local Scoring:** Speaking and writing portions of the IA are scored locally to provide faster results for immediate instructional planning.

Ongoing Assessment for Designated ELs

For students designated as ELs, BayTech conducts annual evaluations using the Summative ELPAC ("SA"):

● **Purpose of the ELPAC SA:** The SA measures student progress in English language development across four domains: listening, speaking, reading, and writing.
● **Proficiency Levels:**
  ○ **Level 1:** Minimally developed proficiency.
  ○ **Level 2:** Somewhat developed proficiency.
  ○ **Level 3:** Moderately developed proficiency.
  ○ **Level 4:** Well-developed proficiency.
● **Annual Testing Window:** The ELPAC SA is administered between February 1 and May 31 each year, as mandated by Education Code.

The results of the ELPAC SA are used to:

● Track each student's progress toward fluency.
● Inform program placement and instructional adjustments.
● Evaluate readiness for RFEP.

Designation Criteria

BayTech designates students based on their ELPAC IA and SA results:

● **ELs:** Students scoring at Levels 1 or 2 on the ELPAC IA are designated as ELs and require language support services.
● **IFEP:** Students scoring at Level 3 on the ELPAC IA are considered proficient and do not require additional language support.
● **Ongoing Monitoring:** Designated ELs continue to take the ELPAC SA annually until they meet reclassification criteria.

Parent Notification

BayTech prioritizes clear and accessible communication with parents or guardians regarding their child's English proficiency status and educational placement. Notifications include:

● **Annual Updates:**
  ○ The student's English language proficiency level and how it was assessed.
  ○ Official language classification (EL or IFEP).
  ○ Placement in instructional programs, along with progress expectations.
  ○ Reclassification criteria and expected timeline for program exit.

- - Adjustments to instructional programs for ELs with disabilities, ensuring alignment with IEPs as required by Education Code Section 56345.

- **Preferred Language Communication:**
  - Notifications are provided in the family's preferred language whenever possible, ensuring accessibility and understanding, in compliance with Education Code Section 48985.

- **Parent Engagement:**
  - Families are invited to discuss placement decisions and participate in the development of their child's educational plan.
  - Resources and workshops are offered to help parents support their child's language development at home.

English Language Development Program Overview

BayTech's ELD program seamlessly combines Designated ELD and Integrated ELD to provide a comprehensive framework for English Learners. This dual approach ensures that students receive targeted language instruction while simultaneously developing their English proficiency within the context of core academic content. The program's alignment with the California ELD Standards ensures that instruction is rigorous, standards-driven, and tailored to the diverse needs of ELs at all proficiency levels.

Alignment with California ELD Standards

BayTech's ELD program adheres to the California ELD Standards, which provide a structured pathway for ELs to progress in their language development. These standards emphasize the integration of language acquisition with academic learning, fostering students' ability to access grade-level content across subjects.

- **Proficiency Levels:**
  - Instruction is designed to meet the unique developmental needs of students at the Emerging, Expanding, and Bridging proficiency levels.
  - Lessons are scaffolded to help students gradually advance toward fluency, ensuring they build foundational skills before mastering more complex language structures.

Integration of Language Development with Academic Content

BayTech's ELD program emphasizes contextualized learning by embedding language development within academic subjects. This approach ensures that ELs acquire English proficiency in tandem with mastering grade-level content.

For example:

- **Emerging Level:** Students focus on basic sentence structures and foundational vocabulary within academic subjects. In science, this might include identifying needs of a plant (e.g., "The plant needs water.").
- **Expanding Level:** Instruction incorporates descriptive language and the construction of compound or complex sentences, enabling students to express relationships between ideas (e.g., "The plant requires water and sunlight to grow.").
- **Bridging Level:** Advanced instruction integrates subject-specific vocabulary and higher-order discourse, empowering students to engage in analytical discussions and write about concepts like photosynthesis (e.g., "Photosynthesis is the process by which plants convert sunlight into energy.").

Focus on the Four Domains of Language

BayTech's ELD instruction explicitly targets the four key domains of language: Listening, Speaking, Reading, and Writing. These domains are developed through activities that are purposefully designed to integrate and reinforce comprehensive language skills.

- **Listening:** Students participate in interactive lessons, discussions, and multimedia presentations that enhance auditory comprehension.
- **Speaking:** Structured opportunities for academic conversations, such as think-pair-share and group discussions, encourage oral language development.
- **Reading:** Lessons incorporate texts aligned with both language proficiency levels and academic standards, ensuring students improve decoding, fluency, and comprehension skills.
- **Writing:** Students engage in journaling, structured essay writing, and creative tasks, developing their ability to articulate ideas clearly and effectively.

By combining Designated ELD, which focuses on targeted language instruction, with Integrated ELD, which embeds language development into core subjects, BayTech's program provides a holistic and equitable learning environment. This integrated approach not only prepares ELs for academic success but also empowers them to thrive socially and culturally within the BayTech community and beyond.

Integrated ELD Program Overview

BayTech employs research-based strategies to create an engaging and effective learning environment for ELs. These strategies are embedded in every classroom and tailored to the unique needs of EL students.

1. Embedding Language Objectives

- **Purpose:** Ensure every lesson targets specific language skills in addition to content goals.
- **Implementation:**
  - Teachers define explicit language objectives for each lesson, focusing on academic vocabulary, syntax, and discourse.

- Examples include:
  - **Math:** Learning to explain problem-solving processes using sequential vocabulary (e.g., "first," "next," "then").
  - **Science:** Describing cause-and-effect relationships (e.g., "If X happens, then Y occurs").
  - **Social Studies:** Constructing arguments using evidence from texts (e.g., "According to the document…").

2. Collaborative Learning

- **Purpose:** Develop speaking, listening, and interpersonal skills through peer interaction.
- **Implementation:**
  - Teachers use collaborative structures, such as:
    - **Think-Pair-Share:** Students discuss answers with a partner before sharing with the class.
    - **Small-Group Projects:** Students work in teams to research, create, and present on academic topics.
    - **Discussion Protocols:** Guided conversations with sentence starters to promote academic discourse.
  - Activities are designed to encourage ELs to practice language skills in a low-pressure, supportive setting.

3. Multimodal Instruction

- **Purpose:** Engage diverse learning styles by incorporating visual, auditory, and kinesthetic elements into lessons.
- **Implementation:**
  - **Visuals:** Charts, graphs, diagrams, videos, and infographics provide visual context for complex concepts.
  - **Auditory Tools:** Podcasts, read-alouds, and recorded lessons enhance listening comprehension.
  - **Kinesthetic Activities:** Hands-on experiments, manipulatives, and interactive simulations help ELs connect abstract ideas to tangible experiences.

4. Real-World Applications

- **Purpose:** Make academic content meaningful and relevant by connecting lessons to real-life scenarios.
- **Implementation:**
  - **Thematic Projects:** Students investigate real-world problems (e.g., environmental issues) and present solutions, incorporating subject-specific language.
  - **Role-Playing:** Simulated scenarios, such as business negotiations or scientific debates, allow ELs to practice language in authentic contexts.

- ○ **Community Connections:** Field trips, guest speakers, and service-learning projects expose students to practical applications of language and content knowledge.

Instructional Strategies

Simplified Language of Instruction

- ● **Purpose:** To ensure ELs can comprehend academic content while reducing cognitive overload caused by complex language structures.
- ● **Key Features:**
  - ○ **Direct and Concise Communication:**
    - ■ Teachers use short, straightforward sentences with a clear subject-verb-object structure.
    - ■ Avoidance of passive voice, double negatives, and overly complex phrasing.
  - ○ **Repetition of Key Concepts:**
    - ■ Important ideas are reinforced through multiple repetitions in different contexts.
    - ■ Critical vocabulary and terms are highlighted and reviewed regularly.
  - ○ **Dual-Mode Instructions:**
    - ■ Both verbal and written instructions are provided to cater to varied learning preferences.
    - ■ Key points are often accompanied by visual aids or demonstrations.
  - ○ **Real-Time Clarification:**
    - ■ Teachers pause frequently to check for understanding and clarify concepts as needed.

Multimodal Learning

- ● **Purpose:** To engage diverse learning styles and create multiple pathways for ELs to access content.
- ● **Key Features:**
  - ○ **Oral Activities:**
    - ■ Class discussions, storytelling, and think-pair-share exercises develop speaking and listening skills.
    - ■ Students practice academic discourse with structured prompts and guided conversation protocols.
  - ○ **Visual Supports:**
    - ■ Charts, infographics, and diagrams are integrated into lessons to help students visualize complex concepts.
    - ■ Videos and slides with captions provide additional context and repetition.
  - ○ **Auditory Tools:**
    - ■ Listening exercises, such as podcasts or read-aloud sessions, enhance comprehension of spoken English.

- - ■ Pronunciation practice is integrated using language software or teacher-guided drills.
    - ○ **Kinesthetic Activities:**
        - ■ Hands-on learning opportunities, such as experiments, role-playing, and physical models, allow ELs to engage actively.
        - ■ Movement-based activities (e.g., acting out vocabulary words) support memory retention and language application.

Peer Support and Cooperative Learning

- **Purpose:** To leverage the social nature of learning and provide ELs with authentic opportunities for language practice.
- **Key Features:**
    - ○ **Heterogeneous Groupings:**
        - ■ ELs are grouped with peers of varying proficiency levels for collaborative tasks.
        - ■ Advanced English speakers model fluent language use, providing natural scaffolding for ELs.
    - ○ **Mentorship Opportunities:**
        - ■ Older or more experienced students mentor ELs, offering guidance and encouragement while modeling academic language.
    - ○ **Collaborative Projects:**
        - ■ Group activities, such as problem-solving tasks or project-based learning, encourage teamwork and communication.
        - ■ Structured roles within groups ensure that all students contribute meaningfully.
    - ○ **Sentence Frames and Prompts:**
        - ■ Teachers provide language supports, such as sentence starters, to facilitate effective peer interaction.

Frequent Writing Opportunities

- **Purpose:** To develop ELs' ability to express their ideas in written English across a variety of contexts.
- **Key Features:**
    - ○ **Journaling:**
        - ■ Daily writing prompts encourage self-expression and practice with sentence construction.
        - ■ Journals allow for low-stakes exploration of ideas and language.
    - ○ **Structured Essays:**
        - ■ Writing assignments build skills in organizing ideas, constructing arguments, and using academic vocabulary.
        - ■ Topics are often aligned with classroom content to provide relevance and context.

- **Guided Editing Sessions:**
  - Teachers and peers provide constructive feedback on grammar, punctuation, and clarity.
  - Students are taught revision strategies, such as rephrasing sentences for precision or adding transitions for coherence.
- **Diverse Writing Tasks:**
  - Assignments range from creative pieces (e.g., short stories, poetry) to analytical tasks (e.g., compare-and-contrast essays, research reports).

Scaffolded and Differentiated Instruction

- **Purpose:** To gradually build students' independence and confidence by providing the right level of support for each task.
- **Key Features:**
  - **Sentence Starters and Frames:**
    - Pre-written phrases and structured templates help ELs construct sentences and organize their thoughts.
    - For example, "I believe __ because __" or "The main difference between __ and __ is __."
  - **Modeling and Guided Practice:**
    - Teachers demonstrate expected outcomes (e.g., how to write a paragraph, solve a math problem) before students attempt tasks independently.
    - Students practice skills with teacher support before transitioning to individual work.
  - **Breaking Lessons into Manageable Steps:**
    - Complex tasks are divided into smaller, sequential activities to make them more approachable.
    - Checklists and timelines help students stay organized and track their progress.
  - **Flexible Grouping:**
    - Students are grouped dynamically based on their proficiency levels or specific learning needs.
    - Groups are adjusted regularly to reflect progress and ensure that all students are challenged appropriately.

Designated ELD Program Overview

BayTech's Designated ELD program provides targeted, small-group instruction specifically designed to develop the academic and social language skills of English Learners. By tailoring lessons to students' specific English proficiency levels, the Designated ELD program helps ELs progress through the California ELD standards, ensuring they acquire the linguistic tools necessary for academic success.

Core Components of the Designated ELD Program

1. **Targeted Small-Group Instruction:**
    ○ EL students are grouped by proficiency levels: Emerging, Expanding, and Bridging based on ELPAC results.
    ○ Group sizes are kept small to maximize individualized attention and interaction.
    ○ Instruction is delivered during a dedicated ELD block to ensure a focused environment.

2. **Dedicated Time for Language Development:**
    ○ Designated ELD instruction is a scheduled daily or weekly session, separate from general content instruction.
    ○ This ensures that EL students receive explicit, uninterrupted time to work on their language skills.

Instructional Targets

The Designated ELD program emphasizes explicit instruction in three key areas of language development:

1. Cognitive Tasks

● **Purpose:** Equip students with the ability to think critically and apply higher-order reasoning skills using English.
● **Focus Areas:**
    ○ Summarizing: Teaching students to distill key ideas from text or discussions.
    ○ Inferring: Helping students draw conclusions and interpret meaning beyond explicit information.
    ○ Cause-and-Effect Reasoning: Guiding students to articulate relationships between events or concepts.
    ○ Comparing and Contrasting: Enabling students to analyze similarities and differences between ideas, texts, or perspectives.
● **Implementation Strategies:**
    ○ Sentence starters and frames (e.g., "The main idea is…," "I think this because…").
    ○ Structured group discussions to practice explaining and defending ideas.
    ○ Scaffolded tasks that gradually increase in complexity to build confidence and competence.

2. Linguistic Elements

● **Purpose:** Build a strong foundation in English grammar, syntax, and academic language.
● **Focus Areas:**
    ○ Grammar: Teaching verb tense, subject-verb agreement, and proper sentence structure.
    ○ Morphology: Understanding word roots, prefixes, and suffixes to expand vocabulary.

- Syntax: Constructing grammatically accurate and varied sentence types (e.g., compound, complex).
- Academic Vocabulary: Introducing domain-specific terms and general academic words.
- **Implementation Strategies:**
  - Explicit grammar lessons with examples and guided practice.
  - Vocabulary-building exercises, including word maps and morphology charts.
  - Interactive games and activities, such as "Grammar Bingo" or matching exercises, to reinforce concepts.
  - Writing exercises that integrate newly learned linguistic elements.

3. Fluency-Building Activities

- **Purpose:** Foster confidence and proficiency in speaking, listening, reading, and writing in English.
- **Focus Areas:**
  - Oral Fluency: Practicing pronunciation, intonation, and conversational skills.
  - Listening Comprehension: Developing the ability to understand spoken English in various contexts.
  - Reading Fluency: Enhancing accuracy, speed, and expression in reading aloud.
  - Writing Fluency: Encouraging clear and structured written communication.
- **Implementation Strategies:**
  - Repeated reading exercises to improve fluency and confidence.
  - Role-playing scenarios to practice real-world conversations.
  - Interactive read-aloud sessions, where students listen and respond to prompts.
  - Structured peer feedback on written work to encourage revision and clarity.

Instructional Strategies for Designated ELD

1. **Differentiated Grouping:**
   - EL students are grouped by proficiency level, ensuring instruction is tailored to their specific needs.
   - Flexible grouping allows for adjustments based on ongoing assessments and student progress.
2. **Visual and Kinesthetic Supports:**
   - Charts, anchor texts, and graphic organizers help students visualize and organize language concepts.
   - Hands-on activities, such as using manipulatives or acting out scenarios, make abstract concepts more accessible.
3. **Interactive Techniques:**
   - Think-Pair-Share: Encourages collaborative learning and conversational practice.
   - Academic Conversations: Structured discussions using sentence stems and academic vocabulary.
   - Visual Aids: Flashcards, diagrams, and videos support comprehension and retention.

4. **Formative Assessments:**
   - Frequent checks for understanding through quizzes, exit tickets, and oral presentations.
   - Feedback is immediate, actionable, and focused on improving specific skills.

Monitoring and Reclassification Processes

Progress Monitoring

BayTech implements a structured and systematic approach to track the progress of English Learners to ensure they are making steady gains in language proficiency and academic achievement. The process is aligned with Education Code and incorporates multiple tools and collaborative reviews.

- **Monitoring Tools:**
  - **Exact Path Diagnostics:**
    - Administered multiple times per year to evaluate students' growth in English language proficiency and core academic skills.
    - Provides detailed, actionable data on student strengths and areas requiring intervention.
  - **California Assessment of Student Performance and Progress:**
    - Measures ELs' mastery of grade-level academic content in ELA, math, and other subjects.
    - Used to evaluate readiness for reclassification and alignment with state benchmarks.
  - **Classroom-Based Assessments:**
    - Regular formative assessments, including quizzes, presentations, and writing tasks, provide immediate feedback on student progress.
    - Teacher observations during classroom instruction offer qualitative insights into language use and comprehension.
- **Collaborative Review:**
  - **Biweekly Department and Grade Level Meetings:**
    - Teachers and the EL Coordinator meet to review data from Exact Path, CAASPP, and classroom assessments.
    - Discussions focus on identifying trends, addressing learning gaps, and refining instructional strategies.
  - **Goal-Setting and Intervention Planning:**
    - Individualized goals are established for EL students based on assessment data.
    - Targeted interventions are adjusted as needed to address areas of concern and accelerate progress.

Reclassification Criteria

The reclassification process follows the guidelines set forth by the California Department of Education ("CDE") to ensure EL students are prepared to succeed in mainstream instruction without additional language support.

- **Criteria for Reclassification:**
  - **ELPAC:**
    - Students must achieve an overall score indicating proficiency in listening, speaking, reading, and writing.
  - **Academic Performance:**
    - Demonstrated grade-level mastery in core content areas (e.g., ELA, math) through standardized assessments like CAASPP and classroom-based evaluations.
  - **Teacher Evaluations:**
    - Teachers provide input on the student's ability to participate in and comprehend grade-level instruction.
    - Evaluations include evidence of the student's ability to work independently and engage in academic discourse.
  - **Parent Consultation:**
    - Parents are invited to participate in the reclassification decision-making process.
    - Input is gathered on the student's readiness to transition and any additional support needs.

Post-Reclassification Monitoring

BayTech ensures that RFEP students are supported in their transition to mainstream instruction through ongoing monitoring for a minimum of four years, as required by Education Code.

- **Annual Evaluations:**
  - **Exact Path and CAASPP Assessments:**
    - RFEP students continue to participate in these assessments to track their academic growth and identify any areas requiring additional support.
  - **Classroom Performance Data:**
    - Teachers monitor student participation, comprehension, and engagement in core content classes.
    - Qualitative and quantitative data are reviewed to ensure sustained academic success.
- **Intervention Support:**
  - If RFEP students are found to be struggling in any area, targeted interventions, such as tutoring or small-group instruction, are implemented promptly.
  - The Response to Intervention model is utilized to adjust the level of support based on the student's specific needs.
- **Family Communication:**

- Parents receive regular updates on their child's progress during the monitoring period.
- BayTech hosts informational meetings and workshops to help families support RFEP students in maintaining academic achievement.

By adhering to these comprehensive monitoring and reclassification processes, BayTech ensures that EL students are fully prepared for academic success in mainstream instruction and beyond.

Supporting Long-Term English Learners ("LTELs") and At-Promise Students

BayTech employs a comprehensive monitoring and evaluation system to ensure the effectiveness of its ELD program. By integrating regular assessments, collaborative data reviews, and consistent communication with stakeholders, the program ensures that English Learners receive targeted, effective support tailored to their needs. The monitoring process focuses on student growth, instructional effectiveness, and overall program success.

At each Exact Path testing window, LTELs identified as close to reclassification are flagged for intensive support. These students receive both push-in and pull-out services, including targeted language instruction, writing development, and academic vocabulary support to accelerate their progress toward reclassification. This targeted intervention cycle ensures that high-leverage students are closely monitored and supported at critical moments throughout the academic year.

To support this, BayTech implements:

- **Proactive monitoring systems** using ELPAC performance data, reading levels, and academic benchmarks to track student progress toward reclassification.

- **Quarterly data reviews** in CARE team meetings to flag students showing limited growth in ELD or academic content.

- **Designated LTEL supports**, including targeted language instruction during ELD, additional small group literacy tutoring, and structured opportunities for oral language development across the curriculum.

- **Teacher coaching** on scaffolding and integrated ELD strategies to ensure access to rigorous content for LTELs.

- **Parent engagement**, including workshops on reclassification criteria and home strategies to support language development.

- **Summer acceleration through The Big Lift**, an intensive program that invites newcomers and LTELs to build English fluency and preview key academic content. This includes frontloading the next year's math course—for example, 8th graders engage in Jump Start to

Algebra—ensuring students enter the school year with enhanced language confidence and academic readiness.

Through early identification and targeted interventions, BayTech ensures that all English Learners—including LTELs—receive the necessary supports to thrive academically and transition successfully to reclassification.

Program Monitoring and Evaluation

BayTech employs a comprehensive monitoring and evaluation system to ensure the effectiveness of its ELD program. By integrating regular assessments, collaborative data reviews, and consistent communication with stakeholders, the program ensures that English Learners receive targeted, effective support tailored to their needs. The monitoring process focuses on student growth, instructional effectiveness, and overall program success.

Progress Tracking

- *Regular Assessments:*

  - ELs' growth in language proficiency is measured through standardized tools such as the ELPAC and classroom-based assessments.
  - Teachers conduct formative assessments, including quizzes, exit tickets, and observation checklists, to evaluate student understanding in real-time.
  - Summative assessments, such as end-of-unit tests and projects, gauge ELs' ability to apply language skills in academic contexts.

- *Continuous Instructional Adjustments:*

  - Assessment results are used to refine lesson plans, implement additional supports, and ensure students are progressing toward reclassification.
  - Teachers monitor content mastery and language acquisition during classroom activities like group discussions, collaborative projects, and writing exercises.

Collaborative Data Review

- *Department and Grade Level Meetings:*

  - Grade-level teams and EL specialists meet biweekly to review EL progress and identify trends across classrooms.
  - Data discussions focus on sharing strategies, refining instructional approaches, and addressing challenges faced by ELs.
  - Collaborative review of both formative and summative data informs placement decisions and determines the need for interventions or supports.

- *Instructional Refinement:*

  - Teachers use shared insights and strategies to enhance lesson delivery and improve student outcomes.
  - EL coordinators and instructional coaches support teachers in analyzing data and implementing adjustments.

Student Feedback

- *Reflections on Learning:*

  - EL students are encouraged to reflect on their language and academic growth through structured activities like surveys and self-assessments.
  - Student feedback provides valuable insights into the effectiveness of instructional strategies and program design.

- *Engagement and Voice:*

  - Teachers actively seek input from students to better understand their learning experiences and make improvements that address their specific needs.

Parent Communication

- **Progress Updates:**
  - Families receive regular updates on their child's language proficiency, academic achievements, and overall progress through detailed reports.
  - Summaries of assessment results, including ELPAC and classroom performance, are provided in the family's preferred language whenever possible.

- **Workshops and Resources:**
  - BayTech offers workshops to help parents understand assessment results, reclassification processes, and ways to support language development at home.
  - Bilingual materials and translators ensure accessibility for families, fostering a collaborative partnership in student success.

Teacher Training and Support for ELD Development

BayTech recognizes that the success of its ELD program depends on the capacity and expertise of its teachers. To this end, the Charter School provides a robust and ongoing system of professional development, collaboration, and resources to empower teachers to effectively deliver both Integrated and Designated ELD instruction. This comprehensive approach ensures that educators are equipped to meet the diverse needs of English Learners while maintaining alignment with the California ELD Standards.

Professional Development for ELD Strategies

BayTech offers ongoing professional development sessions to equip teachers with effective strategies for delivering high-quality ELD instruction. These sessions are designed to build teacher capacity in both Integrated and Designated ELD practices.

- **Training on Language Objectives:**
    - Teachers learn how to integrate language objectives seamlessly into their lesson plans across all subjects.
    - Workshops focus on selecting relevant vocabulary, sentence structures, and discourse practices tailored to academic content areas.
- **California ELD Standards Alignment:**
    - Teachers participate in workshops to deepen their understanding of the California ELD Standards and ensure instruction meets rigorous state expectations.
    - Training emphasizes how to scaffold instruction for ELs at varying proficiency levels (Emerging, Expanding, and Bridging).
- **Targeted ELD Techniques:**
    - Specific training in small-group instruction and the use of research-based strategies, such as scaffolded and differentiated instruction, ensures teachers are prepared to address the unique needs of ELs.

Collaboration with EL Specialists

BayTech fosters a collaborative teaching environment where general education teachers and EL specialists work together to support student success.

- **Co-Planning and Lesson Design:**
    - EL coordinators and instructional coaches collaborate with teachers to design lessons that integrate language objectives with academic content.
    - Teachers receive guidance on adapting instructional materials to support ELs' language acquisition and content mastery.

- **Modeling and Coaching:**
    - Specialists model effective ELD strategies, such as using sentence frames, graphic organizers, and visual aids to enhance comprehension.
    - One-on-one coaching sessions provide teachers with personalized support to refine their instructional practices.

- **Team Meetings:**
    - Regularly scheduled team meetings create opportunities for teachers to share best practices, discuss challenges, and refine instructional strategies.
    - Collaborative discussions focus on analyzing student data, setting goals, and implementing targeted interventions.

Assessment and Feedback

BayTech emphasizes the importance of formative assessments and feedback to ensure instruction is responsive to students' needs.

- ● *Formative Assessments:*
  - ○ Teachers use classroom-based assessments, such as writing prompts, oral presentations, and quizzes, to monitor ELs' progress in both language and content acquisition.
  - ○ These assessments help identify areas where students may require additional support or scaffolding.

- ● *Feedback and Instructional Adjustments:*
  - ○ Teachers receive actionable feedback during coaching sessions and Department and Grade Level Meetings to adjust instruction as needed.
  - ○ Continuous reflection and adjustment ensure that instructional approaches are meeting the goals of both Integrated and Designated ELD.

Resources and Tools for ELD Instruction

BayTech provides teachers with a variety of instructional tools and resources to enhance ELD instruction and promote student engagement.

- ● **Adaptive Learning Platforms:**
  - ○ Teachers have access to technology tools such as ESL ReadingSmart, which provide personalized practice tailored to individual student needs.

- ● **Specialized Curricula:**
  - ○ The Charter School supplies teachers with scripted lessons, sentence frames, and visual aids specifically designed for ELD instruction.

- ● **Instructional Resources:**
  - ○ Resources like graphic organizers, anchor charts, and manipulatives help make abstract concepts tangible and accessible for ELs.

Through a combination of professional development, collaborative planning, and the provision of high-quality resources, BayTech ensures that its teachers are well-equipped to deliver a rigorous and supportive ELD program. This integrated system empowers educators to address the linguistic and academic needs of ELs, fostering their success both in and beyond the classroom.

Family Engagement

BayTech recognizes the vital role families play in the success of EL students and actively fosters partnerships with parents and guardians through inclusive, accessible, and collaborative initiatives.

Workshops

- **Content and Purpose:**
  - Workshops are designed to educate families about BayTech's EL programs, reclassification processes, and strategies to support language development at home.
  - Sessions include guidance on interpreting ELPAC results, navigating reclassification criteria, and leveraging digital tools like Lexia English for home-based learning.
- **Outcomes:**
  - Parents leave workshops with actionable strategies to reinforce their child's English language acquisition and academic growth.

Bilingual Resources

- **Accessible Communication:**
  - All communications, including progress reports, program details, and meeting invitations, are translated into families' preferred languages.
  - Translators are available for workshops, parent-teacher conferences, and advisory committee meetings to ensure clear and inclusive communication.
- **Parent Guides:**
  - Families receive bilingual guides with tips on supporting ELs with homework, understanding assessment results, and navigating school systems.

Advisory Committees

- **English Learner Advisory Committee ("ELAC"):**
  - ELAC serves as a platform for parents to provide feedback on BayTech's EL programs, ask questions, and participate in decision-making processes.
  - Committee members collaborate with staff to identify program strengths and areas for improvement, ensuring family voices shape EL support strategies.

Newcomer Support

BayTech is dedicated to meeting the unique needs of newcomer students, who often face significant linguistic, cultural, and social transitions. A targeted approach ensures these students feel welcomed and supported.

Targeted Interventions

- **Personalized Plans:**
  - Upon enrollment, newcomers are assessed for language proficiency and content knowledge. Personalized learning plans are developed to address individual needs.
- **Supplemental ELD Classes:**
  - Newcomer students receive targeted instruction in foundational English language skills, focusing on listening, speaking, reading, and writing.

Social and Emotional Support

- **Cultural Transition Activities:**
  - Social groups led by the Dean of Culture provide a safe space for newcomers to share experiences, build friendships, and adjust to their new environment.
  - Activities include discussions on cultural differences, navigating school systems, and celebrating cultural heritage.
- **Mentorship Programs:**
  - Peer mentors support newcomers in acclimating to BayTech's academic and social environment, offering guidance and encouragement.

Adaptive Learning Programs

- **Rosetta Stone English:**
  - This blended learning tool allows students to develop language skills at their own pace, offering personalized instruction and immediate feedback.
  - Progress is monitored to ensure newcomers are making consistent gains and receiving appropriate interventions as needed.

Evaluation of Program Effectiveness

BayTech continuously evaluates its EL program to ensure alignment with its mission, state standards, and the needs of students and families. This rigorous process drives improvements and ensures the program's success.

Key Metrics

- **Student Outcomes:**
  - ELPAC performance data tracks progress in listening, speaking, reading, and writing skills.
  - Reclassification rates are analyzed annually to ensure students transition to RFEP status appropriately.
  - Academic achievements, including Exact Path and CAASPP results, measure ELs' ability to meet grade-level standards.
- **Stakeholder Feedback:**
  - Surveys from parents, teachers, and students provide insights into program strengths and areas for enhancement.
  - ELAC meetings foster discussions on community perspectives and collaborative solutions.

Data Analysis

- **Annual Program Reviews:**
  - Comprehensive reviews of assessment data, instructional practices, and stakeholder feedback identify trends and gaps.

- ○ Recommendations for program adjustments are developed based on these findings.
- **Intervention Effectiveness:**
  - ○ The success of targeted interventions is evaluated through progress reports and student performance metrics.

Integration into LCAP

- **Resource Allocation:**
  - ○ Evaluation findings are incorporated into BayTech's Local Control and Accountability Plan ("LCAP") to prioritize funding for EL resources, professional development, and family engagement initiatives.
- **Goal-Setting:**
  - ○ Data-driven insights inform the development of actionable goals aimed at improving student outcomes and program effectiveness.

Through these comprehensive processes, BayTech ensures that its EL program remains effective, equitable, and responsive to the needs of students, families, and the broader school community.

Goals and Actions in the State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School's annual goals to be achieved in the Eight State Priorities, schoolwide and for all numerically significant pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, is provided in our LCAP, which is submitted to the District annually, and is attached as Exhibit 1.

ELEMENT 2 (MEASURABLE PUPIL OUTCOMES) AND ELEMENT 3 (METHOD OF MEASURING PUPIL OUTCOMES)

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." – Ed. Code § 47605(c)(5)(B)

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

Increases in Student Academic Achievement, Overall and by Subgroup

In accordance with Education Code section 47605(c)(5)(B), Charter School's pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in paragraph (4) of subdivision (c) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Charter School's LCAP goals will serve as the goals for this section unless Charter School's LCAP goals do not include increases in student academic achievement by subgroup, in which case such goals should be included below.

Charter School hereby grants authority to the State of California to provide a copy of aggregated (by school, numerically significant subgroups, etc.) test results directly to the District. Test results for the prior year, if not provided directly to the District by the State in a timely manner, will be provided by the Charter School to the District, upon request, no later than September 1 of each year.

A copy of the Charter School's 2025-28 Local Control and Accountability Plan is attached to this agreement as Exhibit 1 and helps inform the Charter Renewal's description of its measurable pupil outcomes.

Measurement of Pupil Academic Achievement

BayTech measures its progress toward meeting pupil outcomes in academic achievement through a comprehensive system that integrates statewide summative assessments, local diagnostic measures, and continuous cycles of data analysis and improvement.

Annually, the Charter School administers all state-required assessments, including the Smarter Balanced Assessment Consortium (SBAC) for English Language Arts and Mathematics, the California Science Test (CAST) or California Alternate Assessments (CAA), the English Language Proficiency Assessments for California (ELPAC), and the College/Career Indicator (CCI) for high school students. These results are analyzed using the California School Dashboard's 5x5 Performance Grid, which evaluates both status and change to determine overall and subgroup performance levels. BayTech's target is to achieve or maintain a performance level of "Green" or demonstrate "High Growth" in each academic area, both schoolwide and for all numerically significant student subgroups.

To monitor progress throughout the school year, BayTech employs multiple interim and diagnostic assessments, including Exact Path Reading and Mathematics diagnostics administered each fall, winter, and spring. These measures provide real-time data on student growth and are used to adjust instruction and interventions as needed. Teachers also use common standards-aligned assessments, including unit exams, calibrated writing tasks, and performance-based projects, to monitor mastery of grade-level content between state testing windows.

Every six to eight weeks, instructional teams engage in Cycles of Inquiry to analyze disaggregated data by grade level and subgroup, identify focal students, and set short-term instructional goals. This process allows teachers to refine lesson plans, implement targeted supports, and measure the impact of instructional strategies on student learning. Students who are performing below grade level receive additional monitoring and support through BayTech's Multi-Tiered System of Supports (MTSS), which includes small-group instruction, adaptive technology, and individualized intervention plans.

BayTech also conducts regular reviews of subgroup performance, ensuring that English Learners, students with disabilities, socioeconomically disadvantaged students, and foster or homeless youth make measurable progress toward proficiency. These data reviews inform instructional planning, resource allocation, and professional development priorities.

Progress toward academic goals is reported annually through the California School Dashboard, the School Accountability Report Card (SARC), and the Local Control and Accountability Plan (LCAP). The BayTech Board of Directors reviews disaggregated academic data at least annually to assess performance trends and approve schoolwide improvement actions. Families receive

report cards and assessment summaries each marking period, and the authorizer receives aggregated data and annual reports in accordance with Education Code requirements.

Through this multi-measure, data-driven approach, BayTech ensures that instructional practices are continuously informed by evidence of student learning and that all students—particularly those in historically underserved subgroups—demonstrate measurable progress toward achieving academic proficiency and college and career readiness.

Application of Education Code section 47607.3

Under Education Code section 47607.3, if Charter School meets certain criteria outlined in section 47607.3(a), the following shall apply:

- Depending on circumstances specified in section 47607.3, either the county superintendent of schools or the chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.
- The entity providing technical assistance may request assistance from the California Collaborative for Educational Excellence, which may, after consulting with the Superintendent and with the approval of the State Board, provide advice and assistance to the charter school.
- The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.

A. MEASURABLE PUPIL OUTCOMES

1. BayTech Student Outcomes

BayTech provides a rigorous and comprehensive education that prepares students to excel academically, socially, and professionally while becoming engaged, informed, and responsible global citizens. The educational program is designed to enable all students to meet the following pupil outcomes:

Outcome 1: ELA Goals

- Students will demonstrate mastery of grade-level State Standards in ELA.

- Students will apply literacy skills, including analyzing non-fiction and expository texts, to all disciplines, such as math, science, and social studies.
- Students will critically evaluate literature to enhance their understanding of diverse perspectives and develop their ability to think critically and empathetically.
- Students will be prepared to excel in high school, college, and careers as proficient communicators and civic-minded individuals.

Outcome 2: ELD Goals

- Multilingual learners will meet or exceed annual English Language Proficiency growth targets as defined by the ELPAC.
- Students will progress through the Emerging, Expanding, and Bridging levels of proficiency, culminating in RFEP.
- Students will effectively engage in academic discourse, integrate academic vocabulary into their communication, and demonstrate language growth across all content areas.

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of grade-level State Standards in mathematics, preparing them for success in advanced high school courses, college, and STEM-related careers.
- Students will use conceptual understanding and logical reasoning to solve problems and analyze data.
- Students will communicate mathematical reasoning through written and verbal explanations.
- Students will apply mathematical concepts to real-world scenarios and collaborative problem-solving tasks.

Outcome 4: History/Social Science Goals

- Students will demonstrate mastery of grade-level State Standards in History/Social Science and literacy standards for historical analysis.
- Students will apply critical thinking to evaluate historical events and their impact on contemporary society.
- Students will cultivate an understanding of cultural diversity, democratic principles, and their constitutional heritage to become informed citizens capable of civic engagement.
- Students will develop empathy and self-awareness through studying history and social science.

Outcome 5: Science Goals

- Students will demonstrate mastery of grade-level State Standards in science, including the NGSS.

- Students will engage in scientific inquiry by formulating questions, conducting experiments, and analyzing data to draw evidence-based conclusions.
- Students will apply scientific concepts and skills to solve real-world problems and engineering challenges.
- Students will integrate mathematics into scientific exploration, fostering cross-disciplinary understanding.
- Students will appreciate the role of science in global innovation and use their knowledge to contribute to sustainability and technological advancement.

Outcome 6: Technology Goals

- Students will demonstrate mastery of ISTE and National Educational Technology Standards, including:
  - Creativity and Innovation
  - Communication and Collaboration
  - Research and Information Fluency
  - Critical Thinking, Problem-Solving, and Decision-Making
  - Digital Citizenship
  - Technology Operations and Concepts
- Students will use technology to communicate effectively, collaborate on projects, and conduct research.
- Students will master essential digital skills such as word processing, presentations, spreadsheets, and Google Drive operations.
- Students will develop proficiency in keyboarding and coding to support future academic and professional success.

Outcome 7: Visual and Performing Arts Goals

- Students will demonstrate mastery of grade-level California State Standards in Visual and Performing Arts.
- Students will engage in artistic pursuits to foster creativity, collaboration, and innovation.
- Students will apply artistic skills to core subjects such as ELA, science, and history/social studies to enhance interdisciplinary learning.

Outcome 8: P.E. Goals

- Students will demonstrate mastery of grade-level California State Standards in Physical Education.
- Students will develop an understanding of the relationship between physical activity, nutrition, and emotional well-being.
- Students will adopt lifelong fitness habits and identify at least one physical activity they enjoy and can pursue regularly.
- Students will demonstrate teamwork, perseverance, and sportsmanship through participation in individual and team-based physical activities.

Outcome 9: SEL Goals

- Students will develop self-awareness and self-management skills to achieve personal and academic success by:
    - Identifying and managing emotions.
    - Setting and working toward personal goals.
    - Recognizing personal strengths and seeking external supports when needed.
- Students will use social awareness and interpersonal skills to build and maintain positive relationships by:
    - Recognizing and respecting the perspectives of others.
    - Communicating effectively and constructively resolving conflicts.
    - Celebrating diversity and promoting inclusion in their communities.
- Students will demonstrate responsible decision-making skills by:
    - Evaluating ethical, safety, and societal factors in their choices.
    - Making responsible contributions to their school and broader community.

In accordance with Education Code Section 47605(c)(5)(B), BayTech's measurable pupil outcomes prioritize increased academic achievement both schoolwide and for all subgroups. The Charter School uses multiple data points and stakeholder input to ensure that goals remain meaningful and achievable, contributing to continuous improvement and long-term success. BayTech regularly examines and refines its measurable pupil outcomes to ensure they align with the school's mission, California state standards, and the evolving needs of its students. This dynamic approach ensures that every BayTech graduate is prepared for success in high school, college, and beyond.

2. Academic Measurable Pupil Outcomes ("MPOs")

The pupil outcomes outlined above reflect BayTech's commitment to academic excellence and holistic student development. To ensure these outcomes are achieved, BayTech employs a comprehensive system of metrics to evaluate student progress and achievement across all content areas. These metrics, which include standardized assessments, classroom performance, and growth indicators, provide actionable insights into the effectiveness of instructional practices and student success. The following table outlines the specific metrics BayTech uses to assess and monitor academic outcomes, ensuring alignment with state standards and the school's mission.

Figure 2.1 Academic MPOs

Category	Measure	Target
Student Proficiency in ELA	The California School Dashboard's 5x5 Student Performance Grid for ELA, which tracks student performance and growth on the SBAC assessment based on status and	Average student growth on SBAC will annually achieve a performance level of 'Green' or demonstrate 'High Growth', with a minimum annual target of no less than 'Low' performance, both overall and for all numerically

	change levels		significant student subgroups.
Student Proficiency in Mathematics	The California School Dashboard's 5x5 Student Performance Grid for Mathematics, which tracks student performance and growth on the SBAC assessment based on status and change levels		Average student growth on SBAC will annually achieve a performance level of 'Green' or demonstrate 'High Growth', with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.
Progress towards English fluency	% of EL Students improving at least one level on ELPAC (Dashboard English Learner Progress Indicators ("ELPI")) The California School Dashboard's ELPI, which tracks the progress of English learners toward English proficiency based on performance levels on the ELPAC assessment		Average student progress on the ELPI will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, for the English Learner subgroup
College and Career Readiness	The California School Dashboard's College/Career Indicator ("CCI"), which tracks the readiness of high school students for postsecondary success		Average student performance on the CCI will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than

	based on multiple measures, including A-G completion, CTE pathway completion, AP performance, dual enrollment, and state test performance	'Low' performance, both overall and for all numerically significant student subgroups.

3. Culture MPOs

In addition to academic growth, BayTech prioritizes cultivating a positive, inclusive, and engaging school culture that supports student well-being and prepares them for lifelong success. Metrics to evaluate school culture focus on measuring student engagement, attendance, social-emotional learning, and family satisfaction. These data points help BayTech assess its efforts in fostering a supportive learning environment where every student feels valued and empowered. The table below highlights the specific metrics used to monitor and enhance BayTech's school culture outcomes.

Figure 2.2 Culture MPOs

Category		Measure	Target	
Graduation Rate		The California School Dashboard's Graduation Rate Indicator, which tracks the percentage of students who successfully complete high school within four years, based on cohort graduation data.	The school's graduation rate will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.	
Student Satisfaction of School Culture		Student survey: % of students who feel safe and connected at school	100%	1.

	Family Satisfaction with School Culture	Parent Survey: % of parents satisfied with school safety and connectedness	90%
Average Daily Attendance		The Average Daily Attendance Rate, which tracks the percentage of enrolled students attending school on an average day, as publicly reported on Ed-Data	The school's average daily attendance rate will annually be maintained at 96% or higher, both overall and for all numerically significant student subgroups.
Chronic Absenteeism		The California School Dashboard's Chronic Absenteeism Indicator, which tracks the percentage of students who are absent 10% or more of the school year	The school's chronic absenteeism rate will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance, both overall and for all numerically significant student subgroups.
Suspension Rate		The California School Dashboard's Suspension Rate Indicator, which tracks the percentage of students who are suspended at least once during	The school's suspension rate will annually achieve a performance level of 'Green' or higher, with a minimum annual target of no less than 'Low' performance,

	the school year	both overall and for all numerically significant student subgroups.	
Expulsion Rate	The Expulsion Rate, which tracks the percentage of students expelled during the school year, as publicly reported on Ed-Data	The school's expulsion rate will annually be maintained at 0%, both overall and for all numerically significant student subgroups.	

B. ANNUAL ACADEMIC GOALS ALIGNED TO STATE PRIORITIES

In compliance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), BayTech has established annual goals, actions, and measurable outcomes, both schoolwide and for reach subgroup of pupils, in and aligned with the Eight State Priorities outlined in Education Code Section 52060(d). These goals are designed to ensure continuous improvement in student outcomes, both schoolwide and for each numerically significant subgroup of pupils, as defined in Education Code Section 52052(a)(2).

A reasonably comprehensive description of BayTech's goals, actions, and outcomes is on file with the District and is also available in Exhibit 1 - LCAP, which is incorporated into this charter. Additionally, Figures 23 and 24 summarize the key components of the LCAP, including metrics and measures aligned with the California School Dashboard and Local Control Funding Formula ("LCFF") Evaluation Rubrics.

1. Annual LCAP Planning Process

BayTech has identified three long-term core goal areas, each supported by measurable annual outcomes, actions, and services to promote student success. These goals are aligned with the state's Eight State Priorities and the California Accountability System. The goals, metrics, and actions are reviewed and updated annually as part of the LCAP process to reflect progress, address evolving needs, and align with state requirements.

BayTech sets ambitious yet achievable goals to ensure measurable academic growth for all students, including subgroups, focusing on ELA, mathematics, science, and social studies. BayTech's goals prioritize the implementation of standards-aligned curricula and instructional practices that

support mastery of grade-level content. The charter School integrates metrics from the California Accountability System to assess progress and inform instructional strategies.

Specific goals are set to address the needs of numerically significant subgroups, including English Learners, socioeconomically disadvantaged students, and students with disabilities. BayTech focuses on eliminating achievement gaps and promoting equitable access to rigorous academic programs and support services.

BayTech engages families, the Board of Directors, and other stakeholders in developing and refining its LCAP through structured feedback opportunities, public meetings, and collaborative planning sessions.

2. LCAP Goals Aligned to State Priorities

The following tables provide an additional reasonably comprehensive description of BayTech's three primary LCAP goals and their alignment with the Eight State Priorities. Each table illustrates how BayTech's goals address the State Priorities through specific actions, measurable outcomes, and targeted services. This alignment ensures a comprehensive approach to fostering student academic success, enhancing engagement and connectedness, and promoting a safe and supportive learning environment. By systematically addressing these priorities, BayTech demonstrates its commitment to delivering a high-quality educational experience for all students.

Figure 2.3 Goal Alignment with Eight State Priorities

	P1: Basic Conditions of Learning	P2: Implementation of State Standards	P3: Parental Involvement	P4: Pupil Achievement	P5: Pupil Engagement	P6: School Climate	P7: Course Access	P8: Other Pupil Outcomes
Goal 1 - Provide rigorous instruction customized to challenge and meet the needs of all students to prepare them with 21st-century college and career-ready skills.	X	X		X			X	X
Goal 2 - Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement.		X	X		X			

Goal 3 - Provide an attractive, clean, safe, and inviting place for the Charter School community so students feel socially and emotionally supported and have a secure learning environment free from physical, emotional, and digital harassment.	X		X			X		

Figure 2.4 Goals, Outcomes, Actions, and Alignment to State Priorities

Goal 1: Rigorous Instruction	
Goal & Alignment	**Outcomes**
Goal 1: Provide rigorous instruction customized to challenge and meet the needs of all students to prepare them with 21st-century college and career-ready skills. This work is aligned with the following State Priorities: **State Priority #1 - Basic Services** The degree to which teachers are appropriately assigned (Education Code §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)) **State Priority #2 - Implementation of State Standards** Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. **State Priority #4 - Student Achievement** Pupil Achievement as measured by all of the following: statewide assessments, the percentage of EL pupils who progress toward English language proficiency as measured by the ELPAC, and the	❖ 100% of teachers are fully credentialed and appropriately placed (CTC) ❖ 100% of students have access to Standards-Based Instructional Materials for use at home and school (School Accountability Report Card ("SARC")) ❖ 100% of students meeting growth targets on Exact Path math and reading tests (6-12) ❖ Average ELA and Math SBAC student growth will reach 'Green' annually or demonstrate 'High Growth' (Dashboard 5x5 SBAC) overall and for all significant subgroups. ❖ 50% meeting or exceeding standards on CAST overall and for all significant subgroups. ❖ 100% of graduates meeting UC/CSU entrance requirements ❖ College and career readiness will reach 'Green' or demonstrate 'High Growth' (Dashboard CCI) overall and for all significant subgroups. ❖ 100% enrollment in courses required by the state for middle and high school ❖ 25% of students participating in dual enrollment courses ❖ EL students improving at least one ELPAC level will reach 'Green' or demonstrate 'High Growth' (Dashboard ELPI). ❖ 15% EL Reclassification rate

English learner reclassification rate.

State Priority #7: Course Access

The extent to which pupils have access to and are enrolled in: a broad course of study including courses described under Education Code Sections 51210 and 51220(a)-(i), as applicable; programs and services developed and provided to unduplicated pupils; and programs and services developed and provided to individuals with exceptional needs.

State Priority #8: Other Pupil Outcomes

Student outcomes, if available, for the adopted course of study for grades K to 8, as applicable.

Actions		
		1.1 Curriculum and Instruction ● Provide standards-aligned curriculum and instructional materials to all students. ● Implement a school-wide Reading for Comprehension program with common strategies across teachers to improve literacy outcomes. **1.2 English Language Development** ● Implement a structured English Immersion program for English learners. ● Provide professional development for all teachers on language acquisition strategies and AVID Excel techniques. ● Deliver Integrated ELD in core classes and explicit instruction in English language development, including reading, writing, oral language, academic vocabulary, and college readiness skills. ● Assign additional staff to support students new to the United States in regular classrooms and targeted settings. **1.3 Multi-Tiered System of Support**

- Offer after-school tutoring and Saturday School biweekly for additional academic support.
- Partner with UC Berkeley to provide tutors during and after school and on Saturdays.
- Utilize Exact Path reading and math assessments to tailor personalized instruction.
- Conduct daily interactive reading periods to enhance fluency and comprehension.
- Provide Eagle Period small-group instruction supported by adaptive technology.
- Lower teacher-student ratios through teacher aides.
- Facilitate an Advanced Reading class for students scoring far below grade level in reading.
- Engage students in individualized goal-setting based on assessment data in collaboration with teachers or staff.

1.4 Adaptive Online Resources
- Integrate adaptive technology, such as Exact Path, IXL, and NoRedInk, to provide personalized reading and math learning aligned to each student's academic level.
- Utilize assistive technology to maximize academic growth for low-income students, English Learners, and Foster Youth.

1.5 College Preparatory Program
- Employ a full-time college and career counselor to develop individualized academic plans and ensure high school students are on track for graduation and college readiness.
- Conduct initial counselor meetings with 8th-grade students to preview high school expectations and create a 4-year plan.
- Offer credit recovery opportunities and a full summer school schedule to maintain A-G compliance for graduating seniors.
- Provide enrichment opportunities, including college visits, Annual College Night, and ASVAB testing for career planning.
- Deliver graduation coaching and academic monitoring for 11th- and 12th-grade students.

1.6 Broad Course of Study
- Enroll all students in diverse courses, including Arts, Technology, Leadership, Health, and Physical Education, to ensure exposure to a broad and well-rounded curriculum.

1.7 Professional Development and Coaching

		● Organize a comprehensive summer professional development program with internal and external training opportunities for staff. ● Conduct two weeks of pre-semester preparation, including curriculum planning, orientation sessions, and cross-curricular meetings. ● Facilitate ongoing professional development throughout the school year on curriculum implementation, differentiation strategies, and social-emotional learning. ● Provide instructional coaching and BTSA support for new teachers to enhance teaching efficacy and professional growth.

Goal 2: Student Engagement	
Goal & Alignment	**Outcomes**
Goal 2 - Foster a sense of school connectedness among all stakeholders, including parents, staff, students, authorizer, and community to increase engagement and student achievement. This work is aligned with the following State Priorities: **State Priority #2 - Implementation of State Standards** Implementation of State Standards, including how the programs and services will enable ELs to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency. **State Priority #3 - Parental Involvement** Parental involvement and family engagement, including efforts to	❖ 98% Cohort Graduation rate (Dashboard) ❖ 1% HS Drop Out Rate ❖ 96% Attendance rate ❖ Chronic absenteeism will reach 'Green' or demonstrate 'High Growth' (Dashboard Chronic Absenteeism Indicator) overall and for all significant subgroups. ❖ 100% of staff trained in using adopted programs, instructional strategies, and communication in virtual and on-site training. ❖ 75% of parents participating in parent education events, school events, and activities ❖ 12 family engagement events minimum per year ❖ 75% of parents involved in school activities (Orientations, Parent Teacher Conferences, Parent Club Meetings) ❖ 10% of parents are involved in decision-making (School Site Council, ELAC, Surveys, etc.)

seek parent input for making decisions for schools and how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs. **State Priority #5 - Student Engagement** Pupil engagement, as measured by school attendance and chronic absenteeism rates.		

Actions		
2.1 Attendance Initiatives ● Clearly communicate attendance policies to students and families before and during the Charter School year. ● Incentivize attendance and punctuality through point systems for students arriving on time in dress code. ● Assign staff to call families when students are absent. ● Send letters to families of students with multiple absences. ● Conduct home visits or hold family meetings to identify and address barriers to consistent attendance. ● Provide transportation for students with chronic absenteeism. **2.2 Parent Engagement** ● Host parent education and engagement events to support low-income and EL families in gaining college-related and technological knowledge. **2.3 Communication** ● Distribute the "Middle Years" newsletter for middle school parents. ● Organize SPED transition meetings to guide families transitioning from district programs. ● Use communication tools such as Apptegy, Parent Square, and Aeries Parent Portal for texts, emails, robocalls, and online enrollment. ● Share positive updates with families through postcards and "good news" phone calls. ● Provide translation services through office staff for non-English-speaking families.		

- Maintain active school communication on social media platforms like Instagram, Facebook, and X via a designated Social Media Representative.

2.4 Student Engagement
- Offer supplemental transportation for school events and activities.
- Provide diverse extracurricular options, including sports, clubs, and after-school programs.
- Organize enriching field trips to museums and shows.
- Celebrate cultural history months (e.g., Black History, Hispanic Heritage, Middle Eastern Heritage).
- Foster school spirit through events like Spirit Week and talent shows.
- Recognize student achievements through awards ceremonies and Honor Roll events.
- Arrange special experiences like Grad Night.
- Implement a Peer Mentoring program pairing high school mentors with middle school mentees.

Goal 3: Community & Culture		
Goal & Alignment	**Outcomes**	
Goal 3 - Provide an attractive, clean, safe, and inviting place for the Charter School community so students feel socially and emotionally supported and have a secure learning environment free from physical, emotional, and digital harassment. This work is aligned with the following State Priorities: **State Priority #1 - Basic Services** The degree to which teachers are appropriately assigned (Education Code. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities	❖ Suspension rate will reach 'Green' or demonstrate 'High Growth' (Dashboard Suspension Rate Indicator) overall and for all significant subgroups. ❖ 0% Expulsion Rate ❖ Student survey: 100% of students who feel safe and connected at school ❖ Parent Survey: 90% of parents are satisfied with school safety and connectedness ❖ Staff Survey: 95% of staff satisfied with school safety and connectedness ❖ 100% compliance on Site Inspections (SARC)	

are maintained in good repair (Education Code §17002(d))			
State Priority #3 - Parental Involvement Parental involvement and family engagement, including efforts to seek parent input for making decisions for schools, and how the Charter School will promote parent participation in programs for unduplicated pupils and individuals with exceptional needs. **State Priority #6. - School Climate** School climate, as measured by all of the following, as applicable: ❖ Pupil suspension rates ❖ Pupil expulsion rates ❖ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness			

Actions			
	3.1 Daily Anchoring Program ● Implement a schedule that integrates social-emotional learning, individualized instruction, and calming activities to prepare students for the school day. ● Pillar 1: Launch a school-wide reading program where students read books from the Stanford Reading Book List and "Developing Character through Literature" during breakfast (grades 6–8) or extended first period (grades 9–12). ● Pillar 2: Utilize adaptive technology tailored to student levels (not age groups) for English and Math instruction after lunch. ● Pillar 3: Conduct an "Eagle Take-Off" period to reset and promote calmness and serenity, as well as individualized support and enrichment through programs such as Exact Path. **3.2 BayTech Bridge Program**		

	● Offer a two-week summer Bridge Program for incoming sixth and seventh graders to focus on: 　○ Team-building activities. 　○ Enrichment opportunities. 　○ High school students serving as camp leaders. 　○ Diagnostic testing, orientation, and school tours. 　○ Field trips. 　○ Study skills and scholar expectations. **3.3 Social Emotional Support** ● Provide comprehensive mental wellness and safety resources, including: 　○ Access to a school psychologist. 　○ A CARE Team to address student well-being. 　○ Staff mentors to offer students a trusted adult for communication. 　○ The "Stop It" program for two-way communication about suicide prevention and bullying reports. 　○ GoGuardian software for web filtering, content monitoring, and alerts for at-promise students. 　○ A puberty education program. 　○ Resources to support Foster and Homeless Youth. **3.4 Behavioral Supports** ● Communicate behavioral expectations for middle school students through: 　○ Standardized posters detailing BayTech behavior expectations, positive discipline charts, and choice reminders. 　○ Proactive staff supervision strategies to defuse escalating behaviors. ● Enhance responses to reduce suspensions by offering: 　○ Mental health support, counseling, and conflict mediation. 　○ Home visits and detention alternatives. **3.5 Health and Safety** ● Provide access to a school nurse and additional health services through community partnerships. ● Employ a Chief Operations Officer to oversee campus facilities maintenance and improvements.

3. LCAP Review and Revisions

BayTech's goals, outcomes, metrics, and actions are revisited and revised annually as part of the LCAP process. This process includes:

- **Annual Updates:** Changes made to goals, outcomes, metrics, or actions will be documented in the annual LCAP update, including a detailed analysis of progress and alignment with the LCFF Evaluation Rubrics.
- **Alignment with the California School Dashboard:** Revisions necessary to maintain alignment with evolving state requirements and accountability frameworks shall not be considered a material revision to the charter but will be submitted to the authorizer annually in compliance with Education Code Sections 47604.33 and 47606.5.
- **Community Engagement:** BayTech actively seeks input from its school community to ensure that goals reflect student needs and align with the Charter School's mission.

A. SUMMARY

BayTech will meet all statewide standards and administer student assessments as required by Education Code Section 60605 and other applicable state and federal laws. The Charter School will ensure alignment with the requirements for non-charter public schools, as outlined in Education Code Section 47605(d)(1).

To evaluate student progress, BayTech will administer all state-mandated assessments, including:

- CAASPP: Utilizing the SBAC for English Language Arts and Mathematics.

- California Science Test ("CAST"): Measuring student achievement in science for eligible grade levels.

- California Alternate Assessments ("CAA"): For students with significant cognitive disabilities as designated in their IEPs.

- Physical Fitness Test ("PFT"): Assessing physical education benchmarks for eligible grade levels.

- ELPAC: Measuring English proficiency for multilingual learners.

BayTech will also comply with all federal assessment and accountability requirements under the Every Student Succeeds Act to ensure transparency and equity in reporting student progress.

A detailed description of the assessments utilized in BayTech's educational program is included in Exhibit 1 - LCAP. These assessments are designed to align with the Eight State Priorities, providing multiple measures of student performance across all subject areas. Furthermore, BayTech affirms that its methods for measuring pupil outcomes, as outlined in the LCAP, will align with reporting requirements on the SARC in accordance with Education Code Section 47605(c)(5)(C).

B. THEORY OF ACTION ON ASSESSMENTS

BayTech is committed to supporting teachers in delivering high-quality instruction that enables students to master grade-level content standards. The Charter School firmly believes that effective teaching, combined with a strong culture of assessment, drives significant student learning and performance across a variety of assessment methods.

Purpose and Benefits of Assessments:
BayTech's approach to assessments is grounded in the principle that ongoing evaluation informs teaching, learning, and family engagement. Through a robust and reflective data-driven practice:

- Teachers can tailor instruction to address individual student needs, refine lesson design, and work toward achieving measurable pupil outcomes.
- Students can actively monitor and reflect on their progress toward learning goals, fostering a sense of ownership and accountability for their academic growth.
- Families gain insights into their child's strengths and areas for improvement, empowering them to support their child's learning journey at home effectively.

Assessment as a Continuous Process:
At BayTech, assessment is not limited to formal or scheduled activities. Instead, it is an ongoing process that includes:

- Observation of student learning in real-time.
- Teacher and student reflection on progress and challenges.
- Analysis of student work to identify strengths and gaps.
- Collaborative discussions between teachers and students to deepen understanding.
- A combination of formal and informal testing to measure performance and mastery.

Capturing Comprehensive Data:
BayTech prioritizes collecting and analyzing data from multiple sources to provide a holistic view of student progress. By leveraging this information:

- Instructional support staff can make informed decisions about intervention strategies.
- Students are equipped with actionable feedback to guide their learning.
- Families have clear, accessible information to partner with the Charter School in promoting student success.

This comprehensive approach ensures that all stakeholders—teachers, students, and families—are actively engaged in the learning process, contributing to a supportive and outcomes-oriented educational environment.

C. MULTIPLE MEASURES

BayTech utilizes a comprehensive assessment system designed to ensure that all students demonstrate consistent and measurable progress toward academic goals. By employing multiple assessment tools and methods, BayTech provides a clear framework for monitoring student progress, guiding instruction, and supporting targeted interventions.

Purpose of the Assessment System:
Our assessment system ensures that:

- All students are tracked for adequate and consistent progress toward measurable outcomes.
- Teachers have actionable data to inform instruction and adapt lesson plans to meet diverse learning needs.
- Administrators can oversee student achievement trends, identify areas for improvement, and allocate resources effectively.

Content-Specific and Supplemental Assessments:
Teachers regularly integrate additional assessments tailored to their specific content areas. These assessments allow educators to:

- Address subject-specific learning goals and standards.
- Gain deeper insights into student understanding and mastery within their disciplines.
- Adjust teaching strategies to ensure alignment with curricular objectives.

Frequent Monitoring for Intervention:
Students identified as academically behind or requiring additional support receive more frequent assessments as part of BayTech's MTSS. This process enables:

- Early Identification of learning gaps to ensure timely intervention.
- Targeted Support through continuous monitoring of progress in intervention areas.
- Customized Learning Plans that address the unique needs of each student, fostering growth and achievement.

By incorporating multiple measures and regular progress checks, BayTech's assessment system fosters a culture of continuous improvement and accountability, ensuring that every student has the tools and support needed to succeed academically.

D. STATE ASSESSMENTS

Pursuant to Education Code Section 47605(d)(1), BayTech will annually administer and report all required assessment measures under the CAASPP system, or its legal equivalent, to all applicable students. This includes the SBAC, CAA, CAST, ELPAC, and the PFT.

The results of these state-mandated assessments will provide comprehensive insights into overall school-wide performance, as well as class, grade-level, and subgroup achievement. These assessments will serve as one of multiple methods to document and monitor student growth along an achievement continuum.

BayTech will update its assessment practices as required to align with changes in state and federal accountability mandates, ensuring continued compliance with Education Code requirements and applicable federal laws. Any adjustments to the assessment measures to comply with these mandates will not constitute a material revision of the charter.

1. Assessment Modifications and Accommodations

The Charter School will ensure that students with disabilities, as defined under the IDEA or Section 504, participate in state standardized assessment programs with the necessary accommodations and modifications outlined in their IEP or Section 504 Plan. This includes, but is not limited to, the administration of the CAAs as appropriate to their individual needs and educational goals.

2. External Reporting

The Charter School will maintain adequate staffing and robust systems to ensure timely and accurate reporting in compliance with legal requirements and to address all reasonable inquiries from OUSD and other authorized reporting agencies.

E. DATA USE AND REPORTING

1. BayTech's Approach to Cycles of Inquiry

BayTech utilizes Cycles of Inquiry to enhance instructional practices and support measurable pupil outcomes. Every 6 to 8 weeks, teachers and administrators engage in collaborative, data-driven reflection and planning to address student needs and improve outcomes. These cycles involve analyzing student performance on multiple measures, including benchmark data in ELA and mathematics, as well as writing, science, history/social studies, ELD, and social-emotional learning.

Key steps in the Cycle of Inquiry include:

- **Data Analysis:** Grade-level or department teams review performance data to identify patterns of underperformance or exceptional achievement and determine focal students who require targeted support.
- **Hypothesis Development:** Teams pose questions based on data trends, develop hypotheses, and create instructional response plans.
- **Action Planning:** Instructional strategies, pacing adjustments, and interventions are identified and implemented as needed to accelerate student progress.
- **Reflection and Improvement:** Strategies are refined through ongoing coaching and collaboration to ensure instructional effectiveness.

Instructional leadership teams also analyze walkthrough data to evaluate the impact of high-priority instructional practices. This analysis informs coaching resources, administrative focus areas, and professional development planning to align with the school's goals for student success.

Student Engagement in the Inquiry Process
Students are active participants in understanding and acting on their assessment data. At the end of each marking period, students:

- Review individual assessment results with their teachers.
- Analyze performance data, set personal goals, and create action plans for improvement. This process encourages accountability and self-reflection, fostering a growth mindset among students.

2. Family Engagement: Sharing Student Progress

BayTech ensures families have consistent and meaningful access to student performance data. Communication is facilitated through multiple channels, including:

- **School-Wide Meetings:** Informational sessions to keep families updated on school progress and goals.
- **Quarterly Learning Team Meetings:** Collaborative discussions involving students, families, advisors, and mentors to review progress and plan next steps.

Formal Reporting
BayTech provides families with clear, bilingual (English and Spanish) reports designed for accessibility and understanding:

- **Report Cards:** Distributed at the end of each marking period to summarize student achievement.
- **Assessment Results Reports:** Detailed analysis of benchmark and state assessment performance.
- **Student-Parent-Teacher Conferences:** Dedicated opportunities to discuss student progress, goals, and action plans.

Families also have access to all internal assessments upon request and during conferences, ensuring transparency and involvement.

3. Compliance with Mandated Reporting

BayTech adheres to all state and federal reporting requirements:

- **English Learners:** In accordance with Title III, families of English Learners receive annual notifications regarding reclassification status through ELPAC results.
- **Students with Disabilities:** BayTech complies with IDEA requirements, providing families of students with IEPs with regular reports aligned with their child's individualized plan. These families also receive the same reports and assessment data provided to all students.

By fostering open communication, accessible reporting, and collaborative planning, BayTech ensures that students, families, and staff work together to achieve academic success and personal growth.

4. Data-Driven Decision-Making

Commitment to Data Transparency and Accountability

BayTech employs a comprehensive approach to reviewing program effectiveness by leveraging multiple streams of data. Disaggregated data is analyzed at various levels, including subgroups, grade levels, individual classes, and students. This process ensures that insights are not only actionable but also transparent, fostering accountability and a culture of continuous improvement within the Charter School community.

Using Data to Inform Instruction and Curriculum

BayTech continuously evaluates its academic content and instructional strategies in response to data findings. This includes refining the curriculum, enhancing teaching methods, and tailoring professional development opportunities. Each year, BayTech develops a school improvement plan as part of its annual Site Planning process. This plan incorporates input from staff, families, and the broader school community, ensuring that decision-making is inclusive and aligned with the Charter School's goals.

Board Oversight and Stewardship

As stewards of public education funds, the BayTech Board of Directors systematically reviews school data to monitor trends in student learning outcomes. This oversight ensures that financial and human resources are allocated effectively to support the Charter School's educational program and maintain fidelity to its charter.

The Board works collaboratively with BayTech leadership and the Charter School community to respond to identified needs reflected in data trends. Through this partnership, BayTech ensures that programmatic changes are well-informed, data-driven, and aligned with its mission to provide a high-quality education to all students.

F. LOCAL CONTROL AND ACCOUNTABILITY PLAN

BayTech will submit its LCAP to the District and County Office of Education annually, on or before July 1, in compliance with Education Code Section 47604.33. As part of its commitment to transparency and stakeholder engagement, BayTech will present an annual update to the LCAP, along with the LCFF Budget Overview for Parents, as part of a nonconsent item during a regularly scheduled board meeting on or before February 28 each year.

The Charter School will utilize a variety of data sources to assess progress toward the goals outlined in Element 2 of this charter, ensuring alignment with its LCAP. This approach allows BayTech to regularly evaluate and refine its strategies to meet the needs of its students and community, fostering a culture of accountability and continuous improvement. The LCAP development and implementation process will integrate these evaluations, ensuring that the

Charter School's goals remain relevant, achievable, and aligned with the needs of its diverse student population. (See LCAP – Exhibit 1.)

G. SCHOOL ACCOUNTABILITY REPORT CARD

Each academic year, BayTech will compile comprehensive data to produce its SARC, ensuring compliance with state requirements. The SARC will include disaggregated student achievement data to analyze academic performance across various subgroups, such as ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities.

This report will serve as a critical tool for transparency and accountability, providing essential school performance data to the District, families, Board of Directors, and the broader community. Through the SARC, BayTech reaffirms its commitment to fostering equity, tracking progress, and engaging stakeholders in its mission to deliver a high-quality education.

H. DISTRICT VISITATION AND INSPECTION

BayTech will comply fully with the District's visitation process to provide the necessary information for validating the Charter School's performance and compliance with the terms of this charter. In alignment with Education Code Section 47604.32, BayTech recognizes and submits to the District's authority to conduct random visits, inspections, and observations as part of its statutorily required oversight.

The District may receive data on student achievement through BayTech's reports and presentations in accordance with the District's standard protocols for reviewing and evaluating charter school performance.

Response to Inquiries

In compliance with Education Code Section 47604.3, BayTech will respond promptly to all reasonable inquiries from authorized entities, including but not limited to:

- The County Office of Education
- The District Board of Education
- The State Superintendent of Public Instruction

Responses will include access to financial records and other relevant information necessary to fulfill oversight responsibilities and statutory requirements.

ELEMENT 4 (GOVERNANCE)

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." – Ed. Code § 47605(c)(5)(D)

Operation by or as a Nonprofit Public Benefit Corporation

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School. Charter School shall comply with the provisions of Education Code section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. A for-profit educational management organization and a for-profit charter management organization are entities that manage or operate a charter school.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amend the bylaws to change the number of governing board members, Charter School shall provide a copy of the amended bylaws to the OUSD Office of Charter Schools ("OCS") within 30 days of adoption.

Charter School will respond to Public Records Act requests in a timely manner and in compliance with the California Public Records Act (Government Code section 6250 et seq.).

Indemnification of District

Charter School through this Charter agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Governing Board Operation

Charter School shall follow Education Code section 47604.1, and comply with the Ralph M. Brown Act (Government Code section 54950 et seq.); the California Public Records Act (Government Code section 6250 et seq.); Government Code section 1090 et seq.; and the Political Reform Act (Government Code section 81000 et seq.) Charter School shall also comply with the provisions of Education Code section 47604.1(c) with respect to the location of its meetings, and broadcasting its meetings on a two-way teleconference where required.

Charter School shall publicly post all governing board meeting agendas in accordance with the Brown Act. Charter School shall keep accurate records of all governing board meetings, whether they were canceled, rescheduled, or held, and make board meeting documents, including board meeting minutes, available to the public either upon request or by posting on the charter school's website.

Charter School acknowledges the District's statutory right to appoint, at the District sole discretion, a single representative of the District's choosing to the Charter School governing board pursuant to Education Code section 47604(c).

Required Notifications to the District

Charter School shall notify OCS in writing of any citations or notices of workplace hazards; investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, regarding any aspect of Charter School's operations, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff. This 24-hour notification applies to any allegations of serious misconduct related to student safety or child abuse by any student or adult that occurred on campus.

Charter School Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records, and Education Code section 49069.3 and 49069.5 regarding transfer of records for youth in foster care.

Charter 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 Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter 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 Charter School does not have that Charter School needs in order to meet its obligations, the District shall provide the same to Charter School in a reasonably timely manner upon request.

Charter School in accordance with Education Code section 47604.3, shall promptly respond to all reasonable inquiries from the District, including but not limited to, inquiries regarding financial records, Letters of Inquiry, and Notices of Concern, and shall consult with the District as needed regarding any such inquiries. Charter School acknowledges that it is subject to audit by the District. If the District seeks an audit of Charter School, the District 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 Charter School by law or charter provisions.

Charter School Ombudsperson

Charter School shall ensure that, at all times throughout the term of the Charter, a neutral party, "Ombudsperson", is identified to serve as an independent resource, assisting families and community members in investigating and addressing complaints, conflicts, and other school-related issues. This individual's name and contact information should be clearly articulated in the Charter School's student and family handbook or distributed widely.

A. GOVERNANCE STRUCTURE

BayTech is a direct-funded, independent charter school operated by Bay Area Technology School, a California Nonprofit Public Benefit Corporation, in accordance with California law. BayTech functions independently from the OUSD, except for the supervisory oversight mandated by statute.

In compliance with Education Code Section 47604(d), OUSD is not liable for BayTech's debts, obligations, or claims arising from acts, errors, or omissions, provided the District fulfills its statutory oversight responsibilities. Responsibility for all debts and obligations rests solely with BayTech and its nonprofit corporation.

1. BayTech Governance Overview

The governance structure of BayTech includes the following components:

- BayTech Board of Directors
- Executive Director
- Principal
- BayTech Family Leadership Council
- English Learner Advisory Committee

In accordance with the corporate bylaws, the Principal, under the direction and oversight of the Executive Director, supervises and manages the operations of the school.

2. Governance Roles and Responsibilities

Bay Area Technology School, as the nonprofit entity operating BayTech, oversees the school's operations. The BayTech Board of Directors makes corporate and policy-level decisions and delegates day-to-day management responsibilities to the Executive Director. (See Appendix 10 for Board Members Biographies.)

The Executive Director and Principal are responsible for coordinating all school-level planning and decision-making processes involving professional staff, parents/guardians, and community members. These processes focus on establishing and reviewing BayTech's educational plans, goals, performance objectives, and major instructional programs. This distributed decision-making framework empowers the Charter School community to contribute to school-based decisions while adhering to the policies and guidelines established by the Board of Directors.

3. Support and Leadership Structures

BayTech believes that students thrive in a distributed leadership model that actively involves parents, teachers, and school leadership. To this end:

- BayTech facilitates the BayTech School Site Council, fostering collaboration between families and school leadership.

- Regular and ad hoc structures are employed to create opportunities for staff and parent leadership, ensuring broad-based input into school initiatives.

4. Governance Structure

The governance structure and organizational roles at BayTech are designed to foster collaboration, ensure accountability, and provide a high-quality education for all students. The organizational chart outlines key roles and relationships within the school.

Executive Director

- Reports to the Board of Directors and is responsible for the Charter School's overall leadership, vision, and strategic direction.
- Ensures compliance with charter mandates and regulatory requirements.

Chief of Staff

- Reports to the Executive Director.
- Oversees advertising, communications, and external relations to enhance the Charter School's visibility and engagement.
- Supports administrative functions to ensure effective coordination across departments.

Chief Operations Officer

- Reports to the Executive Director.
- Manages non-instructional operations, including facilities, finance, human resources, and compliance.

Principal

- Leads overall school operations and strategic direction.
- Supervises and collaborates with department leaders and administrative staff.

Dean of Academics

- Oversees curriculum development, instructional quality, and academic performance.
- Supports department chairs and teachers to ensure rigorous and engaging instruction.

Dean of Students

- Manages student behavior, attendance, and overall school culture.
- Collaborates with staff to provide support for student well-being and engagement.

School Site Council

- Participates in shared decision-making processes to support school policies and programs.

English Learner Advisory Committee

- Advises on programs and services for English Learners to ensure equitable access to education.

Office Manager

- Handles administrative operations and ensures smooth communication between staff, students, and families.

Academic Departments
Each department includes a Department Chair, teachers, and aides who collaboratively work to deliver quality instruction:

- **Math Department**
- **Science Department**
- **Social Studies Department**
- **English Department**
- **Foreign Language Department**
- **Enrichment Department** (Includes elective courses and activities to enhance student learning.)
- **Resource Department** (Resource Specialists and Aides provide tailored support for students with special needs to ensure academic success.)

5. Organizational Chart

Organizational charts for both BayTech and its governance structures are regularly updated to reflect changes in priorities, resources, and organizational needs. These charts provide clarity on roles and responsibilities and ensure alignment with the school's operational and strategic goals.

By fostering collaboration and leveraging distributed leadership, BayTech ensures that its governance structure is inclusive, transparent, and focused on achieving its mission and vision.
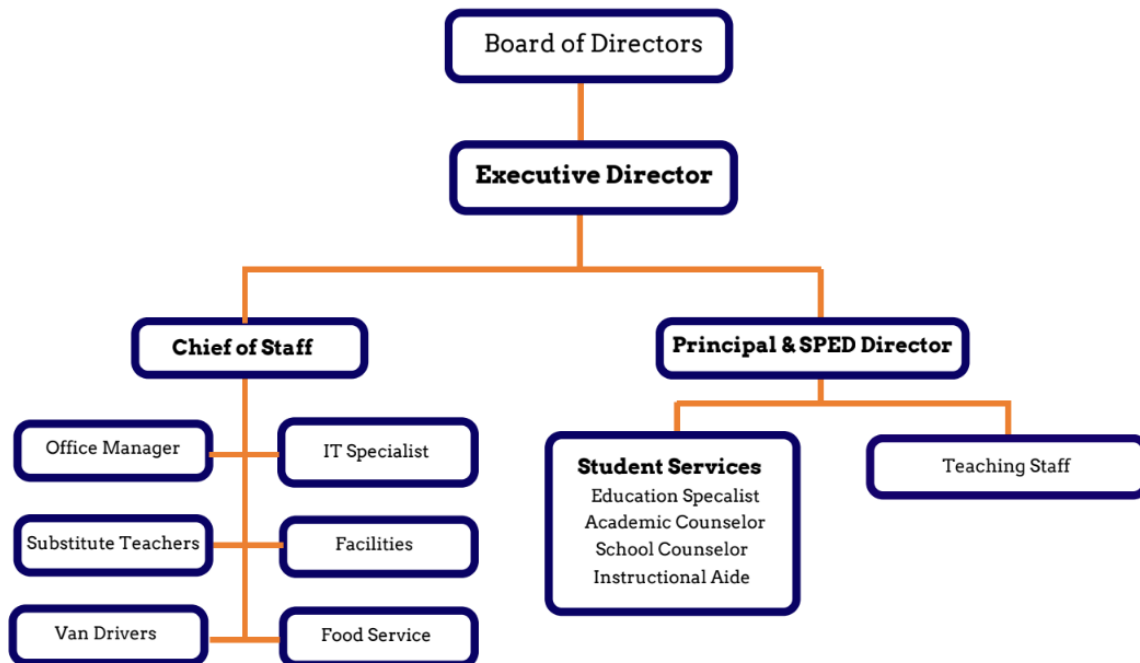
Figure 4.1 BayTech Organizational Chart

The Charter School, BayTech, operates autonomously from the District, except for the supervisory oversight required by statute and any other contracted services negotiated with the District. Pursuant to Education Code Section 47604(d), the District is not liable for the debts or obligations of BayTech, which is operated by Bay Area Technology School, a California nonprofit public benefit corporation, nor for claims arising from acts, errors, or omissions by the Charter School, provided the District fulfills all oversight responsibilities required by law.

The governing structure of BayTech may be revised as necessary. Any material revisions will be submitted to the District in accordance with Education Code Section 47607 and will be governed by the standards and criteria outlined in Education Code Section 47605.

B. NON-PROFIT PUBLIC BENEFIT CORPORATION

BayTech is a directly funded charter school operated by the California nonprofit public benefit corporation, Bay Area Technology School, pursuant to Education Code Section 47604(a).

Bay Area Technology School, a California nonprofit 501(c)(3) tax-exempt corporation, was established to operate BayTech. Bay Area Technology School functions in accordance with its adopted corporate bylaws. BayTech maintains a separate budget and is included in the organization's annual financial audit. Combined financial statements for the organization are also prepared annually.

Bay Area Technology School complies with all applicable state, federal, and local regulations and laws related to its operation. It also adheres to the District's guidelines and requirements for charter schools. When necessary, it retains its own legal counsel and has procured general liability, workers' compensation, property, errors and omissions, and unemployment insurance policies.

Bay Area Technology School ensures compliance with all assurances outlined in the charter petition, both at its inception and across each element of the charter.

C. BOARD OF DIRECTORS

The Bay Area Technology School Board of Directors ("the Board") holds ultimate responsibility for the operation and governance of BayTech. The Board appoints the Executive Director, who manages daily operations on its behalf. The Board consists of a minimum of five (5) and a maximum of thirteen (13) members, as determined by Board resolution. In accordance with Education Code Section 47604(c), the District may appoint one representative to the Board. Additionally, one member of the Board is a parent representative from the Charter School. Biographies of the current BayTech Board members are included in Appendix 10.

1. Board Responsibilities

- The Board's primary role is to promote and uphold the mission of BayTech as articulated in the charter. It serves as the decision-making body for school-wide policies, ensuring stakeholder participation and accountability. Key responsibilities include:

- Hiring, supervising, evaluating, disciplining, and dismissing the Executive Director.

- Approving major contractual agreements exceeding $5,000.

- Approving and overseeing the implementation of BayTech's general policies, including human resource policies that promote staff career growth and fair compensation.

- Approving and monitoring the annual budget and any revisions.

- Acting as the fiscal agent, including receiving operational funds, grants, and donations aligned with BayTech's mission.

- Contracting with an independent auditor for an annual financial audit compliant with generally accepted accounting principles.

- Establishing operational committees as needed.

- Monitoring student and staff performance progress.

- Encouraging parental and community involvement in school programs.

- Executing responsibilities as outlined in the Corporations Code.

- Strategic planning for the Charter School's future.

- Approving the school calendar and the schedule of Board meetings.

- Participating in dispute resolution and complaint procedures when necessary.

- Approving charter amendments and submitting material revisions for District consideration.

- Approving the annual fiscal audit and performance report.

- Acting as a hearing body or appointing an administrative panel to handle student expulsion recommendations.

2. BayTech Board Composition

BayTech is governed by a Board of Directors in accordance with applicable law and its adopted bylaws, which may be amended as outlined in the bylaws and are consistent with the terms of the charter.

Composition

The Board comprises five to thirteen members from diverse professional and academic backgrounds to ensure BayTech has the expertise necessary to maintain a high-quality program. Areas of expertise may include:

- Education and school administration

- School finance and accounting

- Legal compliance

- Corporate governance

- Leadership and fundraising

Additionally, the chartering authority, in accordance with Education Code Section 47604(c), is entitled to designate a single representative to the Board. If such a representative is appointed, the Board may appoint an additional director to ensure an odd number of members.

Each year, the Board elects a Chair, who may resign at any time, requiring a new Chair to be elected for the remainder of the term. The Board may also expand its membership as needed to address legal changes or to add specific skill sets.

The governance structure and organizational roles are designed to foster collaboration, ensure accountability, and provide a high-quality education for all students.

3. Terms of Office

Members of the BayTech Board of Directors serve staggered three-year terms to ensure continuity of governance and institutional memory. Board members may be reappointed for additional consecutive terms without limit, subject to nomination and approval procedures outlined in the organization's bylaws.

Terms of office are established and maintained in alignment with the Bay Area Technology School Bylaws, which specify the schedule for elections, appointments, and vacancies. Staggering of terms is designed so that approximately one-third of the Board seats are up for renewal each year, ensuring ongoing stability while allowing for periodic infusion of new perspectives and expertise.

If a vacancy occurs before the completion of a term, the Board may appoint a qualified individual to serve the remainder of the unexpired term, in accordance with the bylaws. All directors continue to serve until their successors are duly elected or appointed and have assumed office.

4. Delegation of Duties

The Board has the authority to initiate and carry out activities consistent with applicable laws and the school's mission. While the Board may delegate duties to BayTech employees, it retains ultimate responsibility for budget approval, fiscal audits, performance reports, and adopting Board policies. Any delegation must:

- Be documented in writing.

- Specify the entity designated and the scope of authority.

- Outline any conditions or terms of the delegation, including start and end dates.

- Be approved by a majority vote of the Board.

5. Governing Board Meetings

The Board of Directors meets at least 6-8 times yearly and schedules regular meetings annually. Meetings comply with the Brown Act and Education Code Section 47604.1(c) and invite community participation.

Meetings are held at BayTech's principal office or within the jurisdiction with the highest number of enrolled students if the Charter School operates in multiple districts.

6. Conflict of Interest

The Board adheres to a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 *et seq*., as set forth in Education Code Section 47604.1, and Corporations Code rules. Updates are made to reflect any changes in charter school-specific laws.

The BayTech Board of Directors ensures the Charter School's success and alignment with its mission by fostering a governance structure rooted in expertise, diversity, and stakeholder involvement.

7. Criteria and Process for Selecting Governing Board Members

The Board of Directors comprises individuals selected based on their experience, qualifications, and dedication to BayTech's mission and vision. The Board strives to include members with expertise in education, law, finance, and nonprofit management, among others.

Each director serves a three-year term, with staggered terms to ensure continuity and prevent all terms from expiring simultaneously. At each annual meeting, the current Board of Directors fills vacant seats through a separate vote for each position. A majority vote by a quorum of directors is required to confirm a new member.

Members of the Charter School community are encouraged to recommend candidates to the Board for consideration. This process ensures a collaborative approach to selecting qualified individuals committed to supporting BayTech's mission and vision.

8. Recruitment and Selection of Board Members

New BayTech Board members are recruited and selected in accordance with the provisions of Bay Area Technology School bylaws, which state that current directors elect successors. The Principal collaborates with the Board of Directors to ensure candidates align with BayTech's mission, culture, and goals.

9. Qualifications for Board Membership

The following qualifications are sought in prospective Board members:

- Dedication to advancing the mission and vision of BayTech.

- Willingness to volunteer for committees and contribute the necessary time and energy to assigned tasks.

- Ability to work effectively within a team structure.

- Belief in the potential for all students to achieve high academic success.

- Expertise or interest in at least one area critical to BayTech governance, such as finance, education, legal compliance, or fundraising.

10. Development of Board Members

To ensure effective governance, all Board members receive annual (or as otherwise required) training on:

- Open meeting laws, including the Brown Act.

- Conflict of interest policies.

- Ethics (AB 2158) and essential policies.

- Financial and legal responsibilities.

- Charter school oversight.

New Board members also receive training on:

- Roles and responsibilities of Board members.

- Committee functions and recruitment.

- Evaluating the Board and Principal.

- Conducting effective meetings.

- Human resources and special education policies.

- Public relations and marketing.

Additional training is provided during Board meetings, workshops, or relevant conferences and may be facilitated by legal counsel, the California Charter Schools Association, or other experts.

11. Standing Committees

The Board of Directors establishes standing and ad hoc committees to focus on specific tasks or policies. Standing committees include:

- **Finance Committee:** Handles budget matters, including fundraising and fiscal oversight.

- **Student Outcomes Committee:** Monitors performance, curriculum, instructional delivery, professional development, and technology.

- **Executive Committee**: Recommends new Board members and evaluates the Executive Director.

Committees are chaired by Board members, with faculty, parents, and community members invited to serve in advisory roles. Committees operate under clearly defined purposes and decision-making authority, and all meetings comply with the Brown Act.

12. Fiscal Management

The Executive Director is the corporate officer responsible for all budgetary matters, with oversight from the Board of Directors. The Executive Director manages Day-to-day financial operations and collaborates with the Principal, instructional leadership team, and SSC to develop budgetary recommendations. The Executive Director works with an external CPA to audit financial statements and review internal controls.

13. Compensation

Board members serve voluntarily and do not receive compensation for their roles. Reimbursement for reasonable expenses may be authorized by Board resolution.

By prioritizing strong recruitment, development, and governance practices, the BayTech Board ensures a high standard of oversight and accountability in alignment with the school's mission and values.

D. GOVERNANCE PROCEDURES AND OPERATIONS

1. Meeting Requirements and Procedures

BayTech is governed in accordance with all applicable laws and regulations pertaining to public agencies and charter schools, as well as its corporate bylaws. The Board adheres to the Brown Act, Education Code Section 47604.1(c) to ensure transparency and accountability.

- The Board meets at least bimonthly, with additional meetings scheduled as needed.

- Meetings are held at the school site, which is within the physical boundaries of Alameda County, and the annual schedule is approved during the Annual Meeting each August. This schedule is included in the school's monthly calendar and distributed to all parents.

- Meeting agendas, including date, time, and location, are posted on the Charter School campus near the office and on the school's website at least 72 hours in advance for regular meetings and 24 hours in advance for special meetings, in compliance with the Brown Act.

- Notices for special meetings are displayed in the main office and at the Charter School's primary entrance at least 24 hours before the meeting, and are posted to the website.

- A book of minutes documenting all meetings, proceedings, and actions is maintained at the Charter School or another location designated by the Board, as outlined in the Bylaws.

2. Bylaws and Decision-Making Procedures

In accordance with the corporate bylaws:

- A majority of the authorized number of directors constitutes a quorum for conducting business. However, a majority of the directors present may adjourn any meeting to another time and place, regardless of whether a quorum is present.

- Any act or decision approved by a majority of directors present at a meeting with a quorum is recognized as the act of the Board, subject to California Nonprofit Corporation Law.

- If a quorum is initially present, business may continue even if some directors withdraw, provided that a majority of the required quorum approves actions.

3. Participation via Teleconference or Electronic Means

Directors may participate in meetings via teleconference or other electronic means in compliance with the Brown Act and the bylaws, provided, at a minimum:

1. Each participating director can communicate concurrently with all other directors.

2. Directors have full participation in all matters before the Board, including the ability to propose or object to specific actions.

3. Teleconferenced locations are:

   - Identified on the agenda.

   - Open to the public, with the agenda posted at the teleconference location.

- All votes during teleconferenced meetings are conducted via roll call.

● At least a quorum of the Board must be physically present within the jurisdiction of the corporation.

These procedures ensure that Board operations are conducted effectively, transparently, and in compliance with legal and regulatory requirements.

4. Student Representation

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

E. EXECUTIVE DIRECTOR

The Executive Director serves as the leader of BayTech and is responsible for overseeing the school's overall operations, ensuring alignment with its mission, and maintaining the quality of education across the organization. The Executive Director works closely with the Board of Directors, the Principal, staff, families, and community stakeholders. Reporting directly to the Board of Directors, the Executive Director provides strategic leadership and operational support to ensure BayTech's success.

Primary Responsibilities

The Executive Director focuses on developing and implementing systems and strategies that enable BayTech to thrive academically, operationally, and financially. The role includes addressing key strategic challenges, such as:

● Maintaining a strong focus on improving academic outcomes.

● Securing necessary financial resources in an increasingly tight economic environment.

● Building human talent systems to recruit, retain, and support high-quality teachers and administrators.

The Executive Director's high-level responsibilities include:

1. **Strategic Planning**

    ○ Collaborate with the Board of Directors to execute BayTech's current strategic plan.

    ○ Lead the development of new strategic initiatives that advance the school's mission.

2. **Leadership and Team Building**

- Build and lead a cohesive team to carry out BayTech's mission effectively.

- Foster a culture of collaboration and continuous improvement among leadership and staff.

3. **Advancement and Partnerships**

- Identify and secure funding from foundations, corporations, and individual donors.

- Develop strategic partnerships to support BayTech's goals and enhance its programs.

4. **Governance**

- Support the Board of Directors in its governance responsibilities.

- Implement the directives of the Board and ensure compliance with its policies.

5. **External Relations**

- Act as the chief spokesperson for BayTech, representing the Charter School to external audiences, including civic leaders, business communities, and education stakeholders.

- Build strong relationships with families, community members, and other partners.

6. **Financial Management**

- Oversee BayTech's financial systems, including budgeting, financial planning, and fiscal accountability.

- Ensure proper financial stewardship in alignment with the Board's oversight.

7. **School Support and Oversight**

- Provide support to the Principal and school staff in areas such as hiring, evaluation, HR, and day-to-day operations.

- Ensure that the instructional and operational goals of the Charter School are met.

8. **Compliance**

- Ensure BayTech adheres to all applicable federal, state, and local regulations.

- Maintain compliance with all authorizer oversight protocols, Education Code reporting obligations, and statewide charter accountability standards related to academics, governance, and finance.

Focusing on strategic vision and operational excellence, the Executive Director ensures BayTech delivers a high-quality education while fostering a culture of accountability, innovation, and community engagement. The Executive Director's leadership is critical to the Charter School's sustained growth and success.

F. PRINCIPAL

The Principal of BayTech leads and manages the Charter School, inspiring staff, families, and community members to create an optimal environment for student learning. The Principal operates with the flexibility and autonomy to propose and implement improvements, request resources, and shape school practices in alignment with BayTech's mission and vision.

Primary Responsibilities

1. **Leadership and Vision**

   - Lead BayTech in alignment with the school's vision and mission.

   - Manage and implement the school's strategic and site plans.

2. **Instructional Leadership**

   - Provide guidance on curriculum implementation and instructional practices.

   - Identify staff professional development needs and ensure training opportunities.

   - Maintain high expectations and standards for student achievement.

   - Oversee the administration of standardized testing.

   - Monitor and support classroom instruction to ensure consistent quality.

3. **Team Management**

   - Lead staff leadership teams, which include representatives from administration, teachers, and support staff.

   - Supervise, evaluate, and support all school employees in alignment with BayTech's mission and charter obligations.

   - Provide oversight for student teachers, interns, and classroom volunteers.

4. **Communication and Stakeholder Engagement**

- Facilitate clear communication between all stakeholders, including staff, families, and the community.

- Act as a liaison between parents and staff, addressing concerns and fostering collaboration.

- Engage parents in key decisions affecting the Charter School and encourage their active involvement.

- Keep stakeholders informed of school policies, changes, and progress toward goals.

5. **Operational Oversight**

- Oversee day-to-day school operations, ensuring smooth functionality.

- Ensure discipline and adherence to school policies among staff and students.

- Support the development and implementation of all school programs.

6. **Community Building**

- Foster a sense of community among staff, students, and families.

- Respect and respond to the strengths and needs of staff, maintaining daily availability to address concerns.

- Plan and conduct engaging and informative parent meetings.

7. **Collaboration and Reporting**

- Report progress on educational goals and outcomes to stakeholders, the Executive Director, and the Board of Directors.

- Collaborate with other BayTech leaders and staff to align efforts, share best practices, and ensure organizational coherence.

- Participate in administrative meetings, grant writing, fundraising, and budget planning.

8. **Dispute Resolution and Compliance**

- Participate in dispute resolution and complaint procedures as needed.

- Ensure the Charter School complies with all applicable policies and procedures.

Through strong leadership, effective communication, and a commitment to student success, the Principal ensures that BayTech remains a high-quality educational institution that meets the needs of its diverse community.

G. STAKEHOLDER INVOLVEMENT & DISPUTE RESOLUTION

1. School Site Council ("SSC")

The SSC serves as an advisory body working with the principal to develop, review, and evaluate school improvement programs. The SSC at BayTech is composed of:

● The Charter School principal

● One teacher representative elected by the faculty

● One parent representative elected by the Parent Club

● One student representative elected by the Student Council

The SSC recommends site-specific issues to the Board and offers feedback on the annual LCAP goal-setting and review process. Recommendations from the SSC are communicated to the Board by the principal.

2. English Learner Advisory Committee

In compliance with state law, BayTech will establish an ELAC when 21 or more students are identified as Limited English Proficiency ("LEP"). The ELAC primarily comprises parents and community members advocating for English Learners.

● ELAC advises the principal and SSC on programs and services for English Learners.

● The committee educates parents of English Learners about the programs available for their children, fostering meaningful engagement.

3. Parent Involvement

BayTech prioritizes active parent participation in school governance, decision-making, and student achievement, recognizing its critical impact on student outcomes. The Charter School actively engages parents through:

● **Parent/Student Orientations:**

○ Held annually in English and Spanish for new and returning students.

- Topics include accessing COOLSIS (online gradebook), academic programs, tutoring options, test prep, and school expectations.

- **Parent/Teacher Conferences:**

  - Conducted twice yearly with Spanish interpretation available.

  - Teachers provide ongoing communication through COOLSIS and additional conferences for at-promise students.

- **4-Year Plans:**

  - Collaboratively developed by parents, students, and the College Counselor/Dean of Academics.

  - Plans outline graduation requirements and post-graduation goals, with progress monitored through Naviance.

- **College Nights:**

  - Hosted biannually to educate parents on college applications, admissions, and financial aid.

- **Home Visit Program:**

  - Teachers and staff visit students' homes to build stronger relationships with families, provide support, and answer questions.

- **Parent Club:**

  - Meets monthly to organize events such as the Harvest Festival, Cultural Food Fair, and STEM Expo.

  - Facilitates communication between parents, teachers, and students, significantly increasing parent engagement.

- **Parent Advisory Groups:**

  - Participate in LCAP goal setting, WASC re-accreditation, ELAC, and other school initiatives.

- **Communication Tools:**

  - **COOLSIS** tracks student behavior, academics, and attendance, providing real-time updates to parents.

  - **Parent Square** delivers messages in English and Spanish.

- **Newsletters** (distributed biannually in English and Spanish) highlight accomplishments, events, and school updates.

- The Charter **School website** and social media channels keep parents informed of upcoming activities.

● **Back to School Night:**

- Improved communication strategies have made this one of BayTech's most attended events, providing parents with curriculum overviews, classroom policies, and student progress updates.

BayTech's multi-faceted approach to stakeholder involvement ensures that parents, students, and community members are informed, engaged, and empowered to contribute to the school's success.

ELEMENT 5 (EMPLOYEE QUALIFICATIONS)

"The qualifications to be met by individuals to be employed by the charter school." – Ed. Code § 47605(c)(5)(E)

Equal Employment Opportunity and Nondiscrimination

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. Charter School further acknowledges that it shall not retaliate against any employee for engaging in protected activity, exercising a protected right, or initiating or pursuing any claim, proceeding, charge or complaint based upon an allegation of discrimination.

Teacher Credentialing Requirements

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

Reporting Educator Misconduct to the California Commission on Teacher Credentialing

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

Employment of Felons

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

A. OVERVIEW

BayTech is committed to its mission of preparing students for college and career by providing a personalized, technology-driven education that meets the needs of Oakland's diverse student population. To achieve this, BayTech prioritizes recruiting and retaining well qualified, mission-aligned professionals who contribute to a culture of continuous improvement, equity, and academic excellence.

The Charter School recruits skilled and dedicated personnel for administrative, instructional, and support roles, ensuring that every employee is equipped to foster student success. All employees have legal authorization to work in the United States and complete a Department of Justice (DOJ) fingerprinting background check, tuberculosis risk assessment and examination (if necessary), and reference checks to uphold the health and safety of BayTech's students and staff.

BayTech maintains rigorous hiring standards, ensuring all employees meet the qualifications outlined in their job descriptions and demonstrate a commitment to high-quality instruction, student-centered learning, and a collaborative work environment. The Charter School actively seeks educators and staff who reflect the diverse backgrounds of its students and are dedicated to fostering an inclusive and equitable learning community.

In accordance with state and federal law, BayTech is an equal-opportunity employer and prohibits discrimination based on actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other protected characteristic as defined in Section 422.55 of the Penal Code. BayTech creates a workplace where all employees feel valued, supported, and empowered to contribute to the school's mission.

B. CODE OF PROFESSIONALISM

To ensure our programs' effectiveness and students' success in meeting learning outcomes, all staff members must be committed to our collective mission and vision. Every stakeholder is accountable for the academic and social growth of our students.

Members of Bay Area Technology School's Board of Directors, any administrators, managers, or employees, and any other committees of the Bay Area Technology School Board 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.

All Bay Area Technology School and Charter School staff commit to:

● Abide by federal, state, and local laws.

● Maintain a professional relationship with all students.

- Refrain from the abuse of alcohol or drugs during professional practice.

- Exemplify honor and integrity in professional practice, particularly using public funds and property.

- Comply with state, federal, and local laws regarding the confidentiality of student records.

- Fulfill the terms and obligations detailed in the charter.

- File necessary reports of child abuse.

- Maintain a high level of professional conduct.

1. Employee Recruitment and Selection Process

Bay Area Technology School and the Charter School are dedicated to hiring professional and qualified staff. All staff hired at the Charter School must demonstrate an understanding and commitment to Bay Area Technology School and the Charter School's mission, vision, and educational philosophy.

Bay Area Technology School provides all qualified applicants and staff equal employment opportunities. Employment decisions are based on qualifications, abilities, and work performance. BayTech fosters a culture of accountability, integrity, and professionalism to ensure its programs' effectiveness and students' success in meeting academic and social-emotional learning outcomes. All staff members are committed to the collective mission and vision of the school, recognizing that every stakeholder plays a role in student achievement.

Members of BayTech's Board of Directors, administrators, managers, employees, and any committees operating under the Board adhere to applicable federal and state laws, nonprofit integrity standards, and the policies and regulations set by the OUSD regarding ethics and conflicts of interest. These policies apply unless they conflict with statutes or regulations governing charter schools.

2. Employee Recruitment and Selection

BayTech is committed to hiring and retaining professional, well qualified staff who align with the school's mission, vision, and educational philosophy. Prospective employees must demonstrate expertise in their field, a student-centered mindset, and a commitment to continuous improvement.

BayTech upholds equal employment opportunities for all qualified applicants and staff. Hiring and employment decisions are based strictly on qualifications, abilities, and job performance, ensuring a diverse and equitable workplace that reflects the community it serves.

C. RECRUITMENT

BayTech is committed to hiring well qualified, mission-aligned professionals who contribute to a culture of academic excellence, innovation, and equity. All staff members demonstrate a deep understanding of and commitment to BayTech's mission, vision, and personalized, technology-driven educational approach.

The Executive Director and Chief of Staff oversee the recruitment strategy, in collaboration with the Principal, to attract top talent. Recruitment efforts focus on identifying educators and staff who are skilled in their fields and dedicated to serving BayTech's diverse student population. Recruitment strategies include:

- Posting job opportunities on strategic websites and publications to maximize visibility.

- Partnering with the Principal to represent BayTech at career fairs, conferences, and networking events.

- Actively engaging with innovative and experienced educators through professional networks.

- Utilizing digital and print media for targeted outreach.

- Strengthening partnerships with universities, educator preparation programs, and professional organizations to build a strong talent pipeline.

- Implementing strategies to attract and retain a diverse workforce that reflects the community BayTech serves.

By fostering strong recruitment partnerships and outreach efforts, BayTech ensures that every hire contributes to its mission of delivering a high-quality, individualized education that prepares students for college and career success.

D. SELECTION

BayTech maintains full authority over the selection and appointment of employees to ensure that all hires align with the school's mission, vision, and commitment to student success. The Board of Directors establishes personnel policies and sets the terms and conditions of employment.

- The Board of Directors is responsible for the selection, employment, and release of the Executive Director.

- The Executive Director, in consultation with the Board, oversees the selection, employment, and release of executive leadership, including the Chief of Staff, Chief Operations Officer, and Principal.

- The Principal, in collaboration with the Executive Director and leadership team, is responsible for selecting, employing, and releasing all school-site staff.

- The Principal leads a Selection Committee composed of site staff and, when appropriate, students and parents to ensure a transparent and inclusive hiring process.

Selection Process

To hire well qualified candidates who embody BayTech's values and instructional excellence, the Charter School follows a rigorous selection process:

1. Application Screening: The hiring team reviews resumes, cover letters, and written responses to essay prompts to assess alignment with BayTech's mission.

2. Pre-Screening Tools: BayTech uses screening assessments to evaluate candidates' skills and qualifications.

3. Initial Interviews: Brief phone or video interviews are conducted as needed to assess fit.

4. Performance-Based Evaluation: Finalists participate in an in-depth interview, including a sample teaching lesson or job-specific demonstration.

5. Verification: The Human Resources ("HR") team verifies credentials, past employment, state and federal background checks, and professional and personal references.

6. Final Selection: The Principal, in consultation with the Chief of Staff makes the final hiring decision.

7. Employment Offer: The Chief of Staff finalizes contracts and extends formal offers of employment.

This structured selection process ensures that BayTech hires educators and staff who are both professionally qualified and committed to fostering student achievement and upholding the school's high standards.

E. EMPLOYEE QUALIFICATIONS

BayTech ensures that all employees meet state and federal legal requirements for employment, including credentialing, background checks, TB risk assessment or examination, immunizations, and any additional position-specific qualifications. The HR Department maintains and makes available for inspection all necessary documentation, including:

- Teacher credentials verifying appropriate certification for assigned positions.
- TB risk assessment or examination documentation in accordance with Education Code Section 49406.
- Verification of state and federal criminal background check clearance.

- Confidential criminal background summaries, stored securely in compliance with legal requirements.
- Legal employment verification documents, typically an I-9 Employment Eligibility Verification form with acceptable identification.
- Other relevant employment documentation, as required by law or position.

1. Employment Agreements

BayTech classifies employees based on job function and employment status. All employees have individual employment agreements, which may take the form of employment contracts or at-will agreements, specifying job classifications and conditions of employment.

Employment agreements may be renewed based on the following:

- Performance evaluations demonstrating the employee meets or exceeds job expectations
- Adherence to BayTech's policies, procedures, and expectations, which align with the school's mission and state laws

For further details regarding employee qualifications related to student and staff health and safety, see Element 6.

2. Qualifications and Job Descriptions for Key Positions

BayTech operates as a single charter school with a leadership team responsible for overseeing all aspects of school operations, academics, and student support. The leadership structure ensures that BayTech delivers a high-quality, technology-driven instructional program aligned with its mission and charter.

The following outlines the key BayTech leadership and staff positions and the qualifications required for each role. These roles and responsibilities are adjusted as necessary to meet the school's and its students' evolving needs. The requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary, under Education Code section 47605(l) and 47605.4.
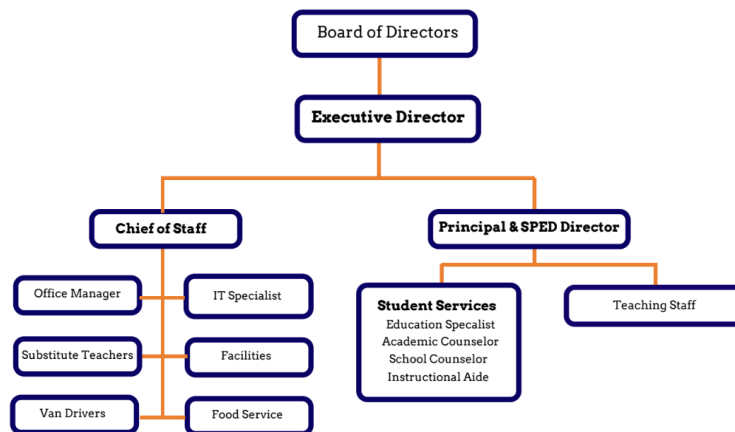
Figure 5.1: BayTech's Org Chart

Executive Director
Reports to: BayTech Governing Board

The Executive Director is responsible for the overall leadership and strategic direction of BayTech, ensuring that the Charter School meets its mission of providing a personalized, technology-driven education. The role includes governance, community engagement, operations, personnel management, and oversight of the instructional program. The Executive Director advises the Board, develops policies, oversees compliance, manages finances, and supports staff development.

Qualifications

● California Administrative Services Credential required

● Proven ability to lead instructional and operational teams

● Strong communication, problem-solving, and organizational skills

● Experience with governance, school budgeting, and compliance

● Ability to analyze school achievement data and drive improvements

Principal & SPED Director
Reports to: Executive Director

The Principal oversees the daily operations and instructional leadership of BayTech, ensuring a positive school culture, high-quality teaching, and compliance with educational policies. Responsibilities include faculty supervision, student discipline, staff development, community

engagement, and academic programming. They also oversee all special education programs and services, ensuring compliance with federal and state laws while leading staff to deliver high-quality, individualized support that meets the academic, behavioral, and social-emotional needs of students with disabilities.

Qualifications

- Master's degree in Education required

- At least five years of teaching experience

- Strong leadership, supervisory, and problem-solving skills

- At least 3 years of experience serving students with special needs.

- Understanding of instructional methodology and educational law

- Excellent written and verbal communication skills

Chief of Staff
Reports to: Executive Director

The Chief of Staff manages personnel operations, recruitment, compliance, and HR functions at BayTech. Responsibilities include developing HR policies, overseeing hiring processes, handling employee relations, and ensuring adherence to federal and state labor laws.

Qualifications

- Bachelor's degree or higher in Business Administration or related field

- Minimum of 3 years of HR management experience

- Knowledge of employment law, compliance, and personnel policies

- Strong organizational and interpersonal skills

- PHR, SPHR, or SHRM certification preferred

Dean of Students
Reports to: Executive Director

The Dean of Students supports student success through intervention programs, behavior management, and engagement initiatives. The role includes monitoring attendance, overseeing disciplinary processes, and fostering a positive school climate.

Qualifications

- Master's degree in Social Work or related field preferred

- Three years of leadership experience in an academic or social setting

- Strong assessment, communication, and intervention skills

- Ability to coordinate academic and behavioral support programs

Academic Counselor
Reports to: Director of Student Services

The Academic Counselor provides one-on-one and group counseling for middle and high school students, focusing on academic intervention, college/career planning, and social-emotional support. Responsibilities include monitoring student progress, leading intervention programs, and coordinating standardized testing.

Qualifications

- Bachelor's degree and three years of relevant experience

- Strong communication, problem-solving, and data analysis skills

- Experience working with diverse student populations

- Familiarity with college/career planning and student support services

Education Specialist
Reports to: Principal

The Education Specialist provides instructional support to students with disabilities, developing and implementing IEPs, assessing student progress, and collaborating with general education teachers to ensure inclusive learning environments.

Qualifications

- Valid California Education Specialist Credential (Mild/Moderate)

- Two or more years of experience in special education preferred

- Strong knowledge of IEP development and implementation

- Experience working with diverse student populations

Teacher
Reports to: Principal

Teachers at BayTech provide rigorous instruction in accordance with Common Core Standards and personalized learning strategies. Responsibilities include lesson planning, classroom management, student assessment, and collaboration with colleagues.

Qualifications

- Bachelor's degree or higher in Education or related field

- Valid CTC certificate, permit, or other document required for their certificated assignment

- Experience working in diverse student environments preferred

- CLAD/BCLAD certification preferred

Instructional Aide
Reports to: Principal or Designee

Instructional Aides support teachers by assisting students with coursework, reinforcing lessons, monitoring student progress, and managing classroom activities.

Qualifications

- Completion of at least 48 semester units of college coursework or passing the CBEST

- Experience working with middle and high school students preferred

- Strong communication and organizational skills

Office Manager
Reports to: Chief of Staff

The Office Manager handles day-to-day office operations, payroll processing, record-keeping, and communication with parents and staff. Responsibilities include managing state reporting, maintaining financial records, and coordinating office logistics.

Qualifications

- High school diploma required; college degree preferred

- Four years of experience in administrative or clerical support

- Strong organizational, record-keeping, and communication skills

- Proficiency in Microsoft Office and data management

School Counselor
Reports to: Principal

The School Counselor provides social-emotional, behavioral, and academic counseling to support student well-being and a positive school culture.

Qualifications

- Deliver counseling services for general education and special education students.

- Lead implementation of SEL and Positive Behavior (PPS) programs.

- Support conflict resolution, peer mediation, and restorative practices.

- Collaborate with teachers and families to create individualized support plans.

- Contribute to climate and culture initiatives that promote inclusion and safety.

Non-instructional Staff

BayTech's non-instructional staff play a critical role in supporting the school's mission by ensuring smooth operations, maintaining a positive school environment, and providing essential services to students, families, and staff. Qualifications for non-instructional positions vary based on the role, but all candidates must demonstrate a commitment to BayTech's mission, values, and student-centered approach. Employees are expected to possess the necessary skills, experience, and professionalism required for their respective positions, as outlined in their job descriptions.

BayTech seeks individuals who are adaptable, collaborative, and dedicated to fostering an inclusive and supportive school culture. Staff members are required to meet all applicable state and federal employment requirements, including background checks, TB clearance, and legal work authorization.

3. Services Provided via Contractors

BayTech contracts with external organizations to provide specialized services that support school operations and student needs. These may include facilities maintenance, technology support, special education services, and mental health counseling. The Charter School ensures that all contracted personnel meet the same high standards as BayTech employees, with qualifications aligned to the expectations for equivalent in-house positions.

All contracted service providers must comply with BayTech's policies, including confidentiality agreements, background checks, and adherence to school-wide safety and operational protocols. BayTech maintains oversight of all external service providers to ensure quality and consistency in meeting the school's operational and educational goals.

4. Professional Development

BayTech provides ongoing, data-driven professional development to ensure all staff members have the knowledge and skills needed to support student success. Professional development is aligned with the school's annual instructional priorities and focuses on improving teaching effectiveness, student engagement, and overall school operations.

Before the school year begins, staff participate in intensive training, including curriculum implementation, instructional strategies, technology integration, and school culture-building. Professional learning continues through workshops, coaching, and collaborative planning sessions throughout the year. Teachers and staff receive individualized coaching and professional growth opportunities tailored to their areas of need, ensuring continuous improvement in instructional practices and student support.

5. Performance Evaluation

The Principal is responsible for evaluating all teachers and support staff to ensure alignment with BayTech's educational goals. Staff evaluations are conducted at least annually, focusing on instructional effectiveness, student outcomes, professionalism, and contributions to the Charter School community. The Principal may collaborate with instructional leaders to conduct classroom observations and assess teachers' ability to facilitate learning through diverse modalities.

Staff retention decisions are based on demonstrated growth, student achievement impact, professionalism, and alignment with BayTech's mission and culture. Similarly, school leadership, including the Principal, is held to high-performance standards. The Executive Director oversees school leadership evaluations to ensure that the Charter School remains a safe, high-achieving learning environment where staff are supported and students excel.

BayTech complies with Education Code section 44939.5, ensuring that all required reports of egregious misconduct by certificated employees are submitted promptly. The Charter School maintains appropriate staffing, technology, and systems to meet reporting obligations and respond promptly to inquiries from the District and state agencies.

ELEMENT 6 (HEALTH AND SAFETY)

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." – Ed. Code § 47605(c)(5)(F)

Site Safety Plan

Charter School shall develop a school safety plan, which shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year. Charter School shall include any additional topics added through amendment of Education Code section 32282 or any other legislation.

Pupil Safety

Immunizations, Health Examinations, and Health Screenings

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

Suicide Prevention Policy (Grades 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, that meets the requirements of Education Code section 215, if it serves any of those grade levels. The policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention, and shall specifically address the needs of high-risk groups, including, but not limited to, all of the following: Youth bereaved by suicide; Youth with disabilities, mental illness, or substance use disorders; Youth experiencing homelessness or in out-of-home settings, such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth.

Employee Training

Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on blood borne

pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall also ensure that its employees receive the required sexual harassment training under Govt. Code 12950.1.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Employee Screening Requirements

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237, 44830.1 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

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

Tuberculosis Screening

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

A. OVERVIEW

BayTech maintains clear and comprehensive procedures to ensure the health and safety of students and staff. The BayTech Board of Directors oversees and implements robust health, safety, and risk management policies in consultation with insurance carriers and risk management experts. These policies establish a safe learning environment and are regularly reviewed and updated to address evolving needs.

BayTech's health, wellness, and safety policies include:

- Health and Wellness Policies, covering immunizations, health screenings, medication administration, emergency epinephrine auto-injectors (EpiPens), bloodborne pathogen protocols, a drug-free and tobacco-free campus, and staff responsibilities as mandated child abuse reporters.

- School Safety Plan detailing background check procedures, anti-discrimination and harassment policies, facility safety measures, and a disaster preparedness plan with emergency procedures for fire, earthquakes, intrusions, and other potential crises.

These policies guide the conduct of both students and staff to maintain a secure and supportive school environment. They are reviewed and updated to comply with legal requirements and best practices. All policies are readily available on-site for Authorizer review, included in the Student & Family Handbook and Employee Handbook, and outlined in Appendix 14 – Handbooks.

BayTech ensures that all staff receive annual training on health, wellness, and safety policies to maintain compliance and readiness.

For a detailed breakdown of emergency response procedures, refer to Appendix 15– Health, Wellness, and Safety Plans, which includes the BayTech Emergency Operations Plan.

B. HEALTH AND WELLNESS

The following summarizes BayTech's health and safety policies, ensuring compliance with state and federal regulations while prioritizing the well-being of students, staff, and the school community.

1. Procedures for Background Checks

All BayTech employees and contractors undergo a criminal background check and provide a criminal record summary in accordance with Education Code Sections 44237 and 45125.1. Employment applicants must submit fingerprints to the California Department of Justice for background screening.

BayTech does not hire individuals in certificated or classified positions convicted of violent or serious felonies except as permitted by law under Education Code Sections 44830.1 and 45122.1. The Principal ensures compliance with this policy and reports regularly to the Board of Directors. The Superintendent monitors the fingerprinting and background clearance process for the Principal.

Volunteers working outside the direct supervision of a credentialed employee must be fingerprinted and cleared before engaging with students independently.

2. Medication In School

BayTech follows Education Code Section 49423, which allows school personnel to assist students with medication administration when authorized by a physician and the student's parent or guardian.

BayTech complies with Education Code Section 49414, maintaining emergency epinephrine auto-injectors (EpiPens) in an accessible location for emergency use, as required by AB 1651 (2023). The storage location of these injectors is included in annual notices to families and staff.

If BayTech stocks albuterol inhalers to respond to respiratory distress, it adheres to Education Code Section 49414.7, including staff training, notification procedures, and proper inventory management.

3. Tuberculosis Risk Assessment and Examination

All employees and volunteers with frequent or prolonged student contact must complete a TB risk assessment and examination before beginning work with students. Employees must undergo TB re-screening at least once every four years, per Education Code Section 49406.

4. Immunizations

All students attending classroom-based instruction must provide records of required immunizations in compliance with Health and Safety Code Sections 120325-120375 and Title 17, California Code of Regulations Sections 6000-6075.

- 7th-grade students must provide proof of a pertussis (whooping cough) vaccine booster before enrollment.

- 6th-grade students and their parents/guardians receive a notification regarding the importance of human papillomavirus ("HPV") vaccination before 8th grade, in accordance with Education Code Section 48980.4 and Health and Safety Code Section 120336.

5. Naloxone

BayTech stocks and maintains Naloxone (Narcan) nasal spray on campus for emergency administration in the event of an opioid overdose. Staff members are trained in recognizing opioid-related emergencies and using Naloxone as a life-saving intervention.

6. Blood Borne Pathogens

BayTech meets all state and federal standards for handling bloodborne pathogens and other infectious materials. The Charter School has a Bloodborne Pathogen Exposure Control Plan to protect employees and students from potential exposure to human immunodeficiency virus ("HIV"), and hepatitis B ("HBV"), and other bloodborne viruses.

When exposed to blood or bodily fluids, staff and students follow the latest medical protocols for disinfecting and reporting incidents. The Bloodborne Pathogen Exposure Plan is included in Appendix 15 – Health, Wellness, and Safety Plans.

7. School Meals

BayTech is committed to promoting student health and wellness by ensuring that all students have access to nutritious meals that meet federal nutritional guidelines.

- BayTech provides breakfast and lunch free of charge to any student who requests a meal, regardless of their eligibility for federally funded free or reduced-price meals. Each student may receive one free meal per meal service period.

- Nutritional Standards: All meals shall be nutritionally adequate meals that qualify for federal reimbursement .

- Adequate Time to Eat: BayTech ensures students have sufficient time for meals, considering available guidance on best practices for nutrition and wellness.

8. Diabetes

BayTech provides diabetes awareness materials to ensure students and families are informed about the risks and prevention of diabetes.

- Type 2 Diabetes Information: In compliance with Education Code Section 49452.7, BayTech provides all incoming 7th-grade families with an information sheet that includes:
    - A description of Type 2 diabetes.
    - Risk factors and warning signs.
    - Recommendations for screening students at risk.
    - Available treatment and prevention methods.
    - Types of diabetes screening tests available.

9. Athletic Programs

BayTech complies with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to:

- Gender Equity in Athletics: BayTech follows Education Code Section 221.9, ensuring compliance with gender equity and participation disclosure requirements for competitive athletics.

- Cardiac Arrest Awareness: BayTech adheres to Education Code Section 33479, ensuring recognition of sudden cardiac arrest symptoms in athletic programs.

- Concussion & Head Injury Protocols: BayTech follows Education Code Section 49475, requiring proper concussion management for all student-athletes, including training, reporting, and medical clearance before returning to play.

In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator. Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

10. Drug, Alcohol, and Smoke-free Environment

BayTech maintains a zero-tolerance policy for drugs, alcohol, tobacco, and vaping on campus. The Charter School enforces a drug-free, alcohol-free, and smoke-free environment in compliance with state and federal regulations to promote student and staff health and safety.

11. Suicide Prevention Policy

BayTech has adopted a comprehensive suicide prevention policy aligned with Education Code Section 215 and AB 58 (2021-22).

- Stakeholder Collaboration: The policy is developed in consultation with mental health professionals, school staff, community stakeholders, and suicide prevention experts
.
- Prevention, Intervention, and Postvention: The policy addresses suicide prevention, early intervention, and postvention strategies.

- Support for High-Risk Groups: Specific attention is given to supporting:
  - Youth bereaved by suicide.
  - Students with disabilities, mental illness, or substance use disorders.
  - Homeless youth and foster youth.
  - LGBTQ+ students.

- Regular Review & Updates: BayTech reviews its suicide prevention policy at least every five years to align with the California Department of Education's best practices.

12. Human Trafficking Prevention

BayTech ensures that students and families are informed about human trafficking prevention in accordance with state guidelines.

- Grades 6-12 Awareness: BayTech identifies and implements appropriate methods to inform parents and guardians about human trafficking prevention resources for students in grades 6-12.

- Resource Accessibility: Families receive educational materials, community resources, and reporting procedures to support prevention efforts.

13. Menstrual Products

BayTech ensures that students have free access to menstrual products in compliance with state regulations.

- Stocking & Accessibility: All women's restrooms, all-gender restrooms, and at least one men's restroom are stocked with an adequate supply of menstrual products at all times.

- Informational Signage: BayTech posts notices regarding Education Code Section 35292.6 in a prominent and conspicuous location in all every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite menstrual products.

- Maintenance & Oversight: A designated staff member monitors supplies and ensures restroom accessibility. Contact information for this staff member is included on the posted notices.

14. All Gender Restrooms

BayTech supports inclusivity by maintaining all-gender restrooms in accordance with state law.

- Restroom Availability: By July 1, 2026, BayTech will provide and maintain at least one all-gender restroom at school sites, with more than one female and male restroom designated for student use.

- Accessibility & Signage: The all-gender restroom will remain unlocked, unobstructed, and easily accessible to students and available during school hours and school functions when students are present. It will include clear signage identifying it as open to all genders.

- Point of Contact: A designated staff member will oversee restroom availability and ensure compliance information is posted in a prominent location.

15. Safe Place to Learn Act

BayTech complies with the Safe Place to Learn Act (Education Code Section 234 et seq.), ensuring a safe, equitable, and inclusive learning environment for all students. Policies addressing discrimination, harassment, intimidation, and bullying are actively enforced.

16. Bullying Prevention

BayTech is committed to preventing and addressing bullying and cyberbullying by implementing clear policies and training programs.

- Prevention Procedures: The Charter School has structured policies for preventing bullying, including cyberbullying, and supporting affected students.

- Annual Staff Training: All certificated and school-site employees who regularly interact with students complete the CDE online training module on bullying prevention each year, as required by Education Code Section 32283.5(a).

17. Supporting LGBTQ+ Students

BayTech fosters an inclusive and affirming school environment for LGBTQ+ students.

- Annual Training Requirement: Through the completion of the 2029-30, all teachers and certificated employees will complete at least one hour of LGBTQ+ cultural competency training annually via an online training platform and curriculum.

- Compliance & Records: BayTech maintains detailed training records as required by Education Code Section 218.

18. Recess

BayTech provides structured recess to support student well-being and engagement.

- Recess Duration: Except where a field trip or other educational program is taking place, to the extent required by Education Code Section 49056, BayTech provides:
  - At least 30 minutes of supervised, unstructured recess on regular instructional days.
  - At least 15 minutes of recess on early release days.

- Recess & Discipline: BayTech does not restrict a student's recess as a disciplinary measure, except in cases where the student presents an immediate threat to the physical safety of themselves or their peers.

- Distinction from P.E. & Mealtimes: Recess is separate from physical education classes and meal periods, ensuring students have dedicated time for movement, socialization, and play.

19. California Healthy Youth Act

BayTech provides comprehensive sexual health and HIV prevention education in accordance with the California Healthy Youth Act (Education Code Section 51930 et seq.).

- Instruction in Grades 7-12: Students receive sexual health and HIV prevention education at least once in middle school and once in high school.

- Curriculum Compliance: The instruction is age-appropriate, medically accurate, and inclusive, ensuring students receive factual and relevant health education.

20. Mental Health Education

BayTech integrates mental health education into its curriculum when offering health education courses in middle or high school, in compliance with Education Code Section 51925 et seq.

- Curriculum Requirements: Instruction covers mental health awareness, coping strategies, reducing stigma, and accessing resources.

- Student Support: The curriculum emphasizes early intervention, resilience-building, and fostering a supportive school culture.

21. Mental Health Information

BayTech ensures students have visible and digital access to mental health resources in compliance with Education Code Section 49428.5.

- On-Campus Posting: A mental health resources poster identifying approaches and resources addressing student mental health is displayed in English and any other language spoken by 15% or more of the student population. It is placed in public areas frequently visited by students.

- Digital Distribution: The poster is digitized and shared at the beginning of each school year through BayTech's website, student portals, social media, and learning platforms.

22. Workplace Violence Prevention Plan

BayTech implements and maintains a Workplace Violence Prevention Plan that meets the requirements of Labor Code Section 6401.9.

- Prevention & Response: The plan establishes protocols for identifying, reporting, and mitigating workplace violence risks.

- Staff Training: Employees receive annual training on prevention strategies, de-escalation techniques, and emergency procedures.

23. Homicide Threats

BayTech strictly follows Education Code Sections 49390-49395, ensuring all homicidal threats are immediately reported to law enforcement.

- Mandatory Reporting: Any employee or Board member who observes or is alerted to a written or verbal threat of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to the Charter School or a school activity must report the incident to law enforcement.

- Collaboration with Law Enforcement: BayTech works closely with local authorities to investigate and respond to any threats, prioritizing the safety of students, staff, and the community.

24. Gun Safety Notice

At the start of each academic year, BayTech distributes a gun safety notice to all parents/guardians in compliance with California child gun access prevention laws.

- Parent Notification: Families receive a written notice using the latest model language published by the California Department of Education.

- Firearm Safety Awareness: The notice provides critical information on firearm storage laws and child access prevention measures.

25. Transportation Services

BayTech ensures compliance with Education Code Section 39875(c) regarding student transportation services.

- Driver Screening & Testing: Any individual providing transportation services undergoes criminal background checks, drug and alcohol testing, and licensing verification.

- Safe & Reliable Transportation: BayTech ensures that all transportation arrangements meet legal safety standards.

26. Vision, Hearing, and Scoliosis

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

26. Family Educational Rights and Privacy Act ("FERPA")

BayTech upholds student privacy rights in compliance with FERPA and Education Code Section 49060 et seq.

- Confidentiality: All student records are securely maintained and protected from unauthorized access.

- Parental Rights: Parents and eligible students have the right to access, review, and request corrections to educational records.

- Staff Compliance: All BayTech employees and officers receive annual FERPA training to ensure adherence to privacy laws.

C. SCHOOL SAFETY PLAN

BayTech maintains a comprehensive School Safety Plan, reviewed and updated annually by March 1 to ensure a safe and secure learning environment. The plan outlines strategies, programs, and procedures that promote campus safety while ensuring compliance with Education Code Section 32282(a)(2)(A)-(N) and other applicable laws.

BayTech's School Safety Plan includes the following key components:

- Child Abuse Reporting Procedures – Staff are trained as mandated reporters to identify and report suspected cases of child abuse or neglect in accordance with state law.

- Routine and Emergency Disaster Procedures – The plan includes fire, earthquake, lockdown drills, evacuation, and shelter-in-place protocols.

- Student Discipline and Serious Offenses – Policies outline consequences for students committing serious offenses, including those identified under Education Code Section 48915, which may lead to suspension or expulsion.

- Notification of Dangerous Students – Teachers receive notifications regarding students with a history of violent behavior per Education Code Section 49079.

- Discrimination & Harassment Policy – BayTech enforces zero-tolerance policies for discrimination and harassment, ensuring compliance with Education Code Section 200.

- Gang-Related Apparel Policy – If applicable, BayTech enforces dress code policies prohibiting gang-related apparel.

- Safe Ingress & Egress Procedures – The plan details safe entry and exit procedures for students, parents, and staff to reduce traffic hazards and enhance campus security.

- Safe & Orderly Learning Environment – BayTech prioritizes a structured, supportive, student-centered school culture.

- School Discipline Procedures – Rules and procedures for student behavior and disciplinary action align with Education Code Sections 35291, 35291.5, and 47605.

- Tactical Responses to Criminal Incidents – Staff are trained to respond to potential criminal threats, ensuring swift and appropriate action.

- Active Shooters – Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan.

- Threat & Violence Response Protocols – The Charter School has procedures to assess, report, and respond to dangerous, violent behavior, or unlawful activity that is being conducted or threatened to be conduct on campus, at school-sponsored events, or on a school bus serving the school.

- Medical Emergencies – Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or similar life-threatening medical emergency while on school grounds.

- Opioid Overdose Response – The plan includes protocols for responding to opioid overdoses, including the use of Naloxone (Narcan) by trained staff.

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Principal and, if there is merit to the concern, the Principal shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

BayTech remains committed to ensuring a safe, inclusive, and well-prepared school environment for all students and staff.

D. ADDITIONAL POLICIES

1. Comprehensive Anti-Discrimination and Harassment Policies and Procedures

BayTech is committed to maintaining a safe, inclusive, and equitable school environment that is free from discrimination, harassment, and retaliation. The Charter School strictly prohibits discrimination and harassment based on actual or perceived characteristics, including but not limited to:

- Race, religion, creed, color, nationality, national origin, ancestry, or ethnic group identification

- Gender, gender identity, gender expression, sex, sexual orientation, pregnancy, childbirth, or related medical conditions

- Genetic information, medical condition, physical or mental disability

- Marital status, age, military or veteran status, or denial of family and medical leave

- Association with a person or group with any of these characteristics or any other basis protected by federal, state, local law, ordinance, or regulation

Zero Tolerance for Harassment and Discrimination
Misconduct of this nature is taken very seriously and addressed per BayTech's policies and procedures.

2. Complaint and Investigation Procedures

BayTech has established a centralized complaint and investigation process to handle concerns related to discrimination, harassment, or retaliation. This includes complaints involving:

- Employee-to-employee misconduct

- Employee-to-student misconduct

- Student-to-employee misconduct

The Executive Director or a designated administrator is responsible for investigating, remediating, and following up on complaints.

BayTech's Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation and Complaint Forms are included in both the:

- Employee Handbook

- Student and Family Handbook

These handbooks are accessible in Appendix 14 – Handbooks.

3. Policy Dissemination & Staff Training

A copy of the policy is provided to:

- All students and families as part of any orientation program conducted at the beginning of each quarter, semester, or summer session.

- All faculty, administrators, and support staff at the start of the school year or upon hiring new employees.

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Additional policies, including the Uniform Complaint Policy, Title IX Compliance, Harassment, Intimidation, Discrimination, and Bullying Policy, and the Policy for Complaints Against Personnel, are detailed in Appendix 15 – Health, Wellness, and Safety Plans.

4. Facility Safety

BayTech ensures that all school facilities meet or exceed safety standards in compliance with Education Code Section 47610 and the California Building Standards Code, including provisions for seismic safety.

Annual Safety Inspections & Compliance

- Sprinkler systems, fire extinguishers, and fire alarms are inspected and tested annually to ensure they remain in operable condition.

- Fire drills are conducted as required by Education Code Section 32001 to prepare staff and students for emergencies.

- Facility documentation, including inspection records and compliance reports, is maintained on-site and readily accessible for review.

ADA & Structural Safety Compliance

BayTech affirms compliance with the following:

- ADA accessibility requirements

- State and federal fire, health, and structural safety regulations

● Proper building security measures, including maintaining a valid Certificate of Occupancy

These protocols ensure that BayTech remains a safe and legally compliant learning environment for all students, staff, and visitors.

5. SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

6. Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for the extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

E. EMPLOYEE TRAINING

BayTech ensures that all staff receive annual training on health, safety, emergency procedures, and legal compliance requirements to maintain a safe and well-prepared school environment.

1. Health, Safety, and Emergency Training

All employees participate in mandatory annual training covering:

● Bloodborne pathogens and exposure control procedures

● Emergency response protocols, including fire, earthquake, and lockdown drills

● Crisis management and first responder procedures

● Use of life-saving equipment, such as EpiPens and Naloxone (Narcan)

Emergency response drills are conducted regularly throughout the year for students and staff. A training calendar is maintained to ensure compliance and readiness.

2. Sexual Harassment Prevention Training

BayTech ensures that all employees complete sexual harassment prevention training as required under Government Code Section 12950.1. This training covers:

● Recognizing and preventing sexual harassment

● Reporting procedures and employee responsibilities

● Creating and maintaining a harassment-free workplace

3. Child Abuse Detection and Reporting (Mandated Reporter Training)

In compliance with Education Code Section 44691, BayTech provides annual child abuse detection and reporting training to all mandated reporters, including:

● Teachers, administrators, and support staff

● Any other personnel required by law

Training Timeline:

● Training occurs within the first six weeks of each school year.

● New employees hired after the school year begins complete training within their first six weeks of employment.

BayTech remains committed to ensuring staff are well-trained, informed, and prepared to uphold a safe, inclusive, and legally compliant school environment.

ELEMENT 7 (BALANCE OF RACIAL/ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNER STUDENTS)

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." – Ed. Code § 47605(c)(5)(G)

A. OVERVIEW

BayTech serves approximately 350 students in grades 6-12 and remains committed to reflecting the diverse demographics of Oakland. The Charter School actively works to achieve and maintain a balance of racial and ethnic students, special education students, and ELs, including RFEP students, that will reflect the general population residing in the territorial jurisdiction of the Oakland Unified School District, in alignment with Education Code Section 47605(c)(5)(G).

BayTech ensures equal access to its educational program for all students and prioritizes inclusive recruitment efforts to attract students from all backgrounds, particularly those reflective of the OUSD community. The Charter School does not discriminate in admission and maintains a waitlist to support enrollment targets.

B. DEMOGRAPHIC REVIEW AND RECRUITMENT STRATEGIES

The Principal and Executive Director conduct a demographic review of currently enrolled students each fall to assess representation across racial, ethnic, special education, and EL populations. If significant disparities are identified, BayTech takes proactive steps to address them, including:

- Engaging with Community Leaders: BayTech initiates dialogue with community organizations, advocacy groups, and local leaders to understand barriers to enrollment for underrepresented groups.

- Enhancing Inclusive Outreach: The Charter School adjusts recruitment strategies to ensure culturally responsive outreach that resonates with diverse families.

- Expanding Community Partnerships: BayTech collaborates with neighborhood schools, community centers, and family resource organizations to connect with families of prospective students.

- Refining Marketing Efforts: The Charter School implements multilingual, culturally relevant marketing to ensure all families are informed about BayTech's offerings.

The Executive Director and Principal lead the development and execution of a comprehensive recruitment and outreach strategy to ensure that BayTech remains a diverse, equitable, and inclusive school that reflects the Oakland community.

C. RECRUITMENT STRATEGIES

1. Enrollment Timeline

BayTech implements a structured enrollment timeline that ensures a broad-based recruitment process across Oakland. The timeline allows families to learn about BayTech's 6-12 program, personalized learning approach, and college and career preparation focus, helping them make an informed school choice.

2. Earned Media

BayTech leverages earned media to highlight its innovative programs, academic achievements, and student success stories. The Executive Director, Principal, and leadership team actively build relationships with local journalists, community newspapers, and digital media outlets to secure coverage that showcases BayTech's impact on students and the broader Oakland community.

3. Social Media Advertising & Digital Engagement

BayTech utilizes targeted social media advertising to increase brand awareness and reach more families across Oakland. Through platforms like Facebook, Instagram, and Nextdoor, the Charter School promotes:

- Student success stories

- Innovative instructional programs

- Enrollment deadlines and application steps

Families can directly engage with BayTech through social media, ask questions, and receive follow-up calls from school representatives.

4. Collateral Materials

BayTech creates professionally designed marketing materials to communicate its mission, academic programs, and student opportunities. These include:

- Brochures, flyers, and posters distributed at community centers, local businesses, and events

- Materials printed in English and Spanish to reflect the diverse communities BayTech serves

- Clear, truthful messaging that showcases BayTech's strengths while making no false claims

Marketing materials are available upon request for review by OUSD and other stakeholders.

5. Grassroots Community Outreach

BayTech is committed to direct, community-based outreach to connect with families where they live, work, and gather. Key strategies include:

- Partnership with Oakland Enrolls to support families through the charter school application process.

- Community presentations led by the Principal and school staff to increase awareness and answer questions.

- Engagement with local organizations serving middle and high school-aged youth, including:

    - Recreation centers and after-school programs

    - Libraries, churches, markets, and restaurants

    - Community-based organizations, such as Unity Council and the Josie de la Cruz Recreation Center

6. Targeted Outreach in the Fruitvale Community

As a school rooted in East Oakland, BayTech prioritizes outreach in the Fruitvale neighborhood, ensuring local families know the academic pathways, student support services, and extracurricular opportunities available at BayTech. This includes:

- Distributing materials and hosting events at local businesses and gathering places

- Building partnerships with community leaders to spread awareness

- Providing enrollment assistance in multiple languages to support Oakland's diverse families

BayTech remains committed to ensuring equitable access to its program and fostering a school community that reflects the diversity of Oakland.

D. TARGETED OUTREACH TO ACHIEVE BALANCE

BayTech is relocating to the Fruitvale from the East Oakland Hills and is committed to ensuring that families in the new community know its academic programs and enrollment opportunities. The Charter School actively recruits students to reflect the diverse demographics of Oakland and supports equitable access for all student groups, including English Learners and students with disabilities.

1. Multilingual Outreach and Accessibility

To ensure Spanish-speaking families can access information about BayTech, the school:

- Employs Spanish-speaking personnel to support families during the recruitment, enrollment, and onboarding.

- Translates all marketing materials and digital outreach into Spanish.

- Provides oral and written translation for social media ads, enrollment communications, and outreach events.

2. Recruitment of Students with Disabilities

BayTech is committed to ensuring that students with disabilities have equitable program access. To reach families of students with low-incidence disabilities, BayTech conducts outreach through local preschool programs serving students with IEPs.

For students with high-incidence disabilities, BayTech:

- Widely advertises its special education programming, ensuring families know the individualized support available

- Promotes its MTSS offerings to highlight academic and behavioral intervention services

- Provides access to mental health support for students in need

3. BayTech Open Houses

BayTech hosts community informational meetings each spring and fall to engage prospective families and share details about academic programs, student services, and enrollment opportunities.

Outreach for Open Houses includes:

- Personal invitations to current BayTech families to spread the word to their networks.

- Targeted distribution of information to preschools, community organizations, and local service providers.

- Social media promotions on platforms like Facebook, Instagram, and Nextdoor.

- Event listings on platforms like Eventbrite to encourage easy registration.

- Grassroots outreach, including word-of-mouth promotion and community-based advertising.

Scheduling Considerations:

- Meetings are scheduled in December, February, March, and April to align with key enrollment decision periods.

- Weeknight and weekend sessions are offered to accommodate families' schedules.

- BayTech leadership and key staff members are present to answer specific family questions.

BayTech recognizes that OUSD conducts program reviews to ensure federal and state regulations compliance. The Charter School remains fully transparent in its recruitment efforts and outreach initiatives to maintain alignment with oversight requirements.

E. SYSTEMS AND SUPPORTS TO RETAIN TARGET STUDENT GROUPS

BayTech is committed to maintaining enrollment of students from diverse racial, ethnic, linguistic, and special education backgrounds by implementing inclusive, culturally responsive, and student-centered strategies. Our approach ensures that all students feel valued and supported, with access to high-quality academic programs, social-emotional resources, and community engagement opportunities.

1. Culturally Responsive Staffing and Programming

BayTech prioritizes hiring staff reflective of the school's student population, ensuring that students see themselves represented in their teachers, mentors, and support staff. Recruiting Spanish-speaking personnel enhances communication with families, and BayTech actively incorporates culturally responsive curricula to engage students in learning that reflects their identities and histories.

- Inclusive Curriculum: BayTech integrates diverse perspectives into instruction, with units that explore civil rights, social justice, and cultural history across various subjects.

- Culturally Responsive School Culture: Schoolwide events celebrate the heritage and contributions of historically marginalized communities, reinforcing an environment of belonging and inclusion.

- Student Belonging Initiatives: BayTech conducts student focus groups and surveys to assess campus culture and identify areas for improvement in equity and inclusivity.

2. Supporting Black/African American Students

BayTech works to ensure Black/African American students feel a deep sense of belonging and engagement by:

- Providing affinity spaces and small-group mentorship opportunities with school leadership and extended learning staff.

- Tracking attendance and engagement trends to proactively address challenges and provide solutions such as family outreach, transportation assistance, and flexible scheduling.

- Ensuring inclusive representation in the curriculum by integrating Black history, literature, and social justice themes into courses and advisory lessons.

- Facilitating participation in on-campus celebrations for Black History Month.

- Listening to student voices through focus groups and surveys that inform enrichment programs and schoolwide initiatives.

3. Supporting Students with Special Needs

BayTech ensures that students with disabilities receive high-quality, individualized support by:

- Offering a full continuum of Special Education programming, including targeted behavioral and academic interventions.

- Providing Educationally Related Mental Health Services to address social-emotional needs.

- Facilitating collaborative family engagement through transparent communication, well-structured IEP meetings, and parent education workshops.

By continuously evaluating and refining its retention strategies, BayTech creates a school community where all students thrive academically, socially, and emotionally, regardless of background or ability.

ELEMENT 8 (ADMISSIONS POLICIES AND PROCEDURES)

"Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]." – Ed. Code § 47605(c)(5)(H)

Documentation of Admissions and Enrollment Processes

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

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

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with all requirements related to admissions preferences found in Education Code section 47605(e)(2)(B).

In compliance with Education Code section 47605(e)(2)(B)(iii), Charter School ensures that admissions preferences do not limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Charter School implements outreach strategies to ensure these student populations are aware of and able to access the school's enrollment opportunities, including multilingual recruitment efforts, collaboration with local community organizations, and targeted engagement with underrepresented families. Furthermore, Charter School monitors the demographic composition of its applicant pool and enrollment annually to assess whether additional measures are needed to maintain equitable access for all students.

Homeless and Foster Youth

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

Non-Discrimination

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

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

As indicated in the affirmations included at the beginning of this petition, pursuant to Education Code section 47605(e)(4)(A), Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason.

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours or attend an orientation event, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of their child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because their parent cannot, has not, or will not provide volunteer service to Charter School.

A. OVERVIEW

Bay Tech will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall admit all pupils who wish to attend the Charter School. Admission is not based on a student's place of residence within California, except as allowed under Education Code Section 47605(e)(2) for enrollment preferences or as required by law under Education Code Section 51747.3.

- No admission test or assessment shall be required before acceptance or enrollment.

- BayTech complies with all laws regarding age requirements for public school attendance in charter schools.

- Enrollment decisions are made without regard to academic performance, English proficiency, disability, or other protected characteristics.

Legal Compliance and Transparency

- Public Notification of Enrollment Rights: In compliance with Education Code Section 47605(e)(4)(D), BayTech will:

    - Post a notice developed by the CDE on its website, informing families of their enrollment rights under Section 47605(e)(4).

    - Ensure that this notice is accessible to parents/guardians and available in relevant languages spoken by the community.

- No Disenrollment or Encouragement to Transfer:

    - BayTech will not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including but not limited to:

        - Academic performance or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii)

        - Disability or special education status

        - English Learner status

        - Neglect or delinquency Economic disadvantage or homelessness

        - Foster youth status

        - Race, ethnicity, nationality, gender, or sexual orientation

BayTech remains committed to equitable access, legal compliance, and student retention, ensuring all students have an equal opportunity to enroll and thrive in a supportive, inclusive learning environment.

B. RECRUITMENT AND APPLICATION PROCESS

BayTech implements a transparent and inclusive recruitment process to ensure that its student population reflects the diversity of the surrounding community.

1. Application Process

Students who wish to attend BayTech must complete an application form during the publicly advertised open enrollment period, which takes place each year for admission to the following school year.

- Applications are accessible online through a citywide charter application system.

- Families may receive direct assistance with the application process in person or over the phone.

- Applications include the following required information:

  - Basic contact details

  - Grade level for the upcoming school year

  - Eligibility for enrollment preferences (as outlined below)

2. Application Timeline & Lottery Process

- Applications are due by mid-February each year.

- If the number of applications exceeds available seats, a public random drawing ("lottery") will be conducted in compliance with Education Code Section 47605(e)(2)(B).

- Application materials clearly state the submission deadline and proposed lottery date.

- All applicants are notified of the public lottery date, time, and location, as detailed in the admission process below.

BayTech remains committed to an open, fair, and accessible enrollment process, ensuring that all families have the opportunity to apply, receive support, and access quality education at the school.

C. ADMISSION PROCESS

BayTech ensures a transparent, equitable, and legally compliant admission process that provides equal access to all students in accordance with Education Code Section 47605(e)(2).

3. Pre-Admission Information

- Parents/guardians are encouraged but not required to participate in a pre-admission meeting and school tour to learn about BayTech's academic program, expectations, and community.

- Upon admission, families are invited to attend a family orientation to support student success and integration into the Charter School community.

4. Public Random Drawing

Following the open enrollment period, applications are counted to determine whether any grade level has received more applications than available seats. If demand exceeds capacity, a public random lottery is conducted in compliance with Education Code Section 47605(e)(2)(B).

- All applicants are notified via push notifications, email, and public postings on the Charter School website at least two (2) weeks prior to the lottery.

- The notification includes the lottery date, time, location, and procedural rules.

- Families are invited but not required to attend the lottery.

- Unless otherwise communicated in writing, the lottery will be held annually in March at BayTech's campus.

5. Enrollment Preferences

BayTech follows the legally permitted admission preferences outlined in Education Code Section 47605(e)(2)(B)(i)-(iv). These preferences are:

1. Siblings of currently enrolled students.

2. Children of current BayTech staff members (not to exceed 10% of total enrollment).

3. Students residing within OUSD boundaries.

BayTech does not use weighted numerical preferences and ensures that all enrollment policies comply with federal law, the California Constitution, and Education Code Section 200.

6. Equitable Access and Compliance

BayTech's admission preferences do not limit enrollment access for:

- Students with disabilities

- Academically low-achieving students

- English Learners

- Homeless or foster youth

- Economically disadvantaged students (eligible for free/reduced-price meals)

- Neglected or delinquent youth

- Students of any nationality, race, ethnicity, gender, or sexual orientation

BayTech does not require mandatory parent volunteer hours, orientation attendance, or any fees as conditions of admission or continued enrollment in accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv).

7. Lottery Execution and Waitlist Management

- The designated lottery official (appointed by BayTech leadership) conducts separate lotteries for each oversubscribed grade level.

- The lottery is conducted in public, with transparent procedures, ensuring fairness for all applicants.

- All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

- All results are published in English and Spanish and posted online and at predetermined locations.

- Families of selected students have three weeks to confirm their intent to enroll and submit an enrollment packet (including proof of age, address, and immunization records).

8. Waitlist Procedures

- Students not selected in the lottery are placed on a waitlist in the order drawn.

- Applications received after the deadline are added to the waitlist after all lottery applicants have been placed.

- The waitlist is only valid for the current school year and does not roll over to the following year.

- Families on the waitlist are notified via push notification and phone if a spot becomes available during the school year.

9. Record-Keeping and Oversight

BayTech maintains detailed records of the lottery and enrollment process, including:

- Documentation of all admission procedures

- Copies of all parent notifications and communications

● Lottery results and waitlist placements

These records are securely stored and retained in compliance with state and federal regulations.

BayTech is committed to an open, transparent, and legally compliant admission process that ensures equitable access for all students.

D. ENROLLMENT PROCESS

Upon admission to BayTech, families must complete the registration process to finalize enrollment. The enrollment process includes the submission of an enrollment packet containing the following required documents:

Required Enrollment Documents

1. Student Registration Form – Provides essential student and family contact information.

2. Proof of Immunization – In accordance with California law, all students must submit completed immunization records before starting school. Immunization verification must be provided through a physician's or immunization clinic's written medical records.

   ○ There is no grace period for immunization compliance.

   ○ Students who have not completed the required immunization series will be denied enrollment until compliance is met.

   ○ Exemptions are allowed only to the extent authorized by law.

3. Home Language Survey – Required for all students first enrolling in a California public school to determine English proficiency status.

4. Emergency Medical Information Form – Includes health conditions, emergency contacts, and consent for medical treatment.

5. Proof of Age Eligibility – Verification that the student meets the minimum and maximum age requirements for public school attendance.

6. Authorization to Request and Receive Student Records[9] – Allows BayTech to obtain academic and behavioral records from previous schools.

7. Special Education Documentation (if applicable):

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[9] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- ○ SST records – A copy must be provided if the student has had an SST evaluation or recommendations.

- ○ 504 Plan or IEP – If applicable, families must submit a copy of the most recent plan to ensure continuity of services.

BayTech is committed to ensuring a smooth and legally compliant enrollment process while supporting families in completing all required documentation.

ELEMENT 9 (INDEPENDENT FINANCIAL AUDITS)

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." – Ed. Code § 47605(c)(5)(I)

A. FISCAL AUDIT

BayTech conducts an annual independent financial audit of its books and records in compliance with Education Code Sections 47605(c)(5)(I) and 47605(m). The school's financial records are maintained in accordance with Generally Accepted Accounting Principles and applicable laws. The annual audit follows the California Code of Regulations and the State Controller's K-12 Audit Guide for charter schools. If required under federal law, the audit scope will expand to include Office of Management and Budget Circular compliance.

B. INDEPENDENT AUDITOR SELECTION AND RESPONSIBILITIES

The BayTech Board of Directors selects and contracts with an independent auditor who:

- Holds CPA credentials

- Has experience in education finance

- Is approved by the State Controller as an educational audit provider

The auditor performs an annual review of BayTech's financial records, ensuring compliance with:

- The Audit Guide for Charter Schools

- State and federal accounting requirements

- Internal financial controls, attendance, and enrollment reporting

The audit verifies the accuracy of financial statements, including balance sheets, income statements, and cash flow statements, and examines budgetary controls, fund management, and other financial operations required by law.

C. FINANCIAL REPORTING TO OUSD AND REGULATORY AGENCIES

BayTech prepares and submits unaudited financial reports to OUSD, including:

- Two interim reports and a year-end report in a format provided by OUSD.

- Actual and revised budget figures, projected revenues, expenditures, and fund balances.

- Annual financial statements audited by a Certified Public Accountant submitted to OUSD within four months after the close of the fiscal year to ensure compliance with this requirement. The audit cost is a fixed expense in BayTech's annual budget.

D. AUDIT COMPLIANCE AND RESOLUTION OF FINDINGS

The annual audit is completed and submitted by December 15 each year to:

- The District

- OUSD Superintendent of Schools

- Alameda County

- California State Controller

- California Department of Education

If the audit identifies exceptions or deficiencies, they will be:

1. Reviewed by the Executive Director.

2. Presented to the Board of Directors with findings and recommendations.

3. Reported to OUSD, including a written timeline detailing how issues will be resolved.

If an audit appeal or request for summary review is necessary, BayTech will submit it to the Education Audit Appeals Panel in accordance with applicable laws. The annual independent fiscal audit is a public record and will be made available upon request.

E. FINANCIAL OPERATIONS AND COMPLIANCE

BayTech is responsible for its own financial services, including:

- Accounting

- Budgeting

- Payroll

BayTech ensures that all financial operations—including general education, categorical programs, and special education funding—comply with state and federal procedures. For federal programs, including Title I, BayTech adheres to eligibility and fiscal guidelines set by the federal government and completes the Consolidated Application as required.

BayTech provides all required financial and related reports to OUSD, including:

- Enrollment and attendance data

- Federal and state compliance documentation

BayTech promptly responds to all reasonable financial inquiries from OUSD and consults with OUSD as needed.

For the most recent approved audit, refer to Appendix 9 - Financial Documents.

ELEMENT 10 (PROCEDURES BY WHICH PUPILS CAN BE SUSPENDED OR EXPELLED)

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." – Ed. Code § 47605(c)(5)(J)

Student Due Process Protections

Charter School's student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

(i) For suspensions of fewer than 10 days, Charter School shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, Charter School shall provide both of the following:

(I) Timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) A hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) No pupil shall be involuntarily removed by Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until Charter School issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

BayTech's disciplinary procedures comply with federal and state constitutional due process requirements by ensuring fair notice, an opportunity to be heard, and decision-making based on reliable evidence. Prior to any suspension (except in an emergency) or recommendation for expulsion, students are informed of the alleged misconduct and the evidence supporting it and are provided an opportunity to present their version of events. For expulsion matters, BayTech provides timely written notice of the charges, hearing date and location, the right to review and obtain copies of the evidence, the right to present documents and witnesses, and the right to be represented by counsel or a non-attorney advocate. Notices are translated into the parent/guardian's primary language upon request to ensure meaningful participation.

Hearings are conducted before a neutral decision-maker (the Board or an Administrative Panel not including the student's teacher), and technical rules of evidence do not apply; however, only reliable and probative evidence that reasonable persons would rely upon is considered. The student has the opportunity to confront and question adverse witnesses unless the hearing body determines, consistent with law, that doing so would create an unreasonable risk of psychological or physical harm, in which case sworn statements may be used with appropriate safeguards. A record of the proceedings is maintained, and written findings of fact and a final decision are issued within required timelines.

Disciplinary decisions adhere to substantive due process by being non-arbitrary, proportionate to the severity and circumstances of the offense, and supported by substantial evidence in the record. BayTech applies progressive discipline where appropriate, considers the totality of circumstances (including intent, prior conduct, and mitigating factors), and ensures that

consequences do not discriminate on the basis of protected characteristics. Consistent with IDEA and Section 504, BayTech provides all required procedural safeguards for students with disabilities, including manifestation determinations and services during removals, and ensures comparable protections for foster and homeless youth as required by law. Collectively, these procedures safeguard students' constitutional rights while maintaining a safe and orderly learning environment.

Required Notifications

As indicated in the affirmations included at the beginning of this petition, Charter School shall comply with notification requirements included in Education Code section 47605(e)(3) for any pupil who is expelled or leaves Charter School without graduating or completing the school year for any reason, and, upon request, will provide the District with the student's last known contact information.

Compliance with OCS Student Discipline Guidelines

Charter School shall comply with the District's "Disciplinary and Expulsion Documentation Requirements Policy," posted on the Student Discipline page of the OUSD Office of Charter Schools website, whose terms are incorporated by reference as if set forth expressly in this Charter. The purpose of this policy is to outline the notification requirements to families and to the Office of Charter Schools.

A. CODE OF CONDUCT

BayTech is committed to creating a warm, supportive environment that fosters student self-discipline and maximizes learning for all. Our site-specific Code of Conduct serves as a general guide for behavior rather than a rigid set of rules. When corrective measures are needed, we consider individual circumstances, personalities, and the unique needs of each student to ensure every child can succeed.

All families receive the Student and Family Handbook—updated annually and available in English and Spanish—which outlines our Code of Conduct in detail. The Handbook also includes BayTech's full Suspension and Expulsion Policy and Procedures, which comply with district requirements, expellable offenses, due process rights, and timelines for suspension and expulsion hearings. The procedures ensure transparency, providing families with clear and timely notices of any disciplinary actions and their right to appeal and participate in hearings.

In compliance with BayTech's charter and OUSD's policies, we ensure that all disciplinary actions are fully documented and that families are notified at every stage. This includes clear timelines for suspension and expulsion hearings, as well as steps for addressing disciplinary matters involving foster youth, students with disabilities, or students who may require special education services.

The full disciplinary process is outlined in the handbook, which is provided to families at the start of each school year to ensure they are well-informed about BayTech's commitment to upholding student rights and maintaining a fair, consistent approach to discipline.

B. SUSPENSION, EXPULSION, AND INVOLUNTARY REMOVAL

BayTech is committed to maintaining a safe, supportive, and respectful learning environment that promotes positive student behavior and academic success. In alignment with this commitment, BayTech has established policies and procedures for suspension, expulsion, and involuntary removal to ensure the safety and well-being of all students. These policies are designed to comply with the requirements outlined in Education Code Section 48900 et seq. and other relevant laws. The policy and procedures are reviewed annually, with updates made to remain in compliance without requiring a material revision to the charter.

BayTech believes that every student deserves a learning environment where they can thrive. We employ a comprehensive MTSS to address students' needs and foster success. When students violate the rules, BayTech staff carefully consider the root causes of behavior and apply strategies that support the student's social-emotional development. Research shows that suspensions and expulsions disproportionately affect African American and Hispanic students, and these measures do not always result in improved outcomes. Therefore, BayTech works to minimize suspensions and expulsions by promoting a positive school culture, providing social-emotional learning, and offering proactive interventions to address behavioral issues.

BayTech enforces all disciplinary policies and procedures consistently, fairly, and with respect for the individual needs of each student. Students and their parents/guardians[10] receive these policies in writing at enrollment and can request additional copies from the Principal's office. The policies are also updated annually in the Student and Family Handbook.

Key Policy Points:

Corporal Punishment: BayTech does not permit corporal punishment. Employees may only use reasonable and necessary force to protect individuals or prevent property damage.

Suspended or Expelled Students: Students who are suspended or expelled are excluded from school and school-related activities for the duration of the suspension or expulsion unless otherwise specified in writing.

Students with Disabilities: Students identified as having a disability under IDEA or Section 504 are subject to the same grounds for suspension and expulsion as general education students. However, additional safeguards and procedures are in place to comply with federal and state law, including conducting a manifestation determination meeting for students with disabilities when necessary.

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[10] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Involuntary Removal: BayTech will not involuntarily remove a student from the Charter School unless a written notice is provided to the parent/guardian at least five (5) school days in advance. The notice, provided in the student's or parent/guardian's native language, will explain the grounds for removal and the right to request a hearing. If a hearing is requested, the student will remain enrolled at BayTech until a final decision is made.

"Involuntarily removed" includes disenrollment, dismissal, transfer, or termination but does not apply to disciplinary actions due to misconduct that meets the grounds for suspension or expulsion, as outlined below.

These policies and procedures support BayTech's mission of maintaining a safe, nurturing, and inclusive academic environment. They are outlined in the Student and Family Handbook and are reviewed and updated regularly to ensure compliance with all applicable laws and best practices.

C. PROCEDURES

1. Grounds for Suspension and Expulsion of Students

At BayTech, a student may be suspended or expelled for misconduct related to school activities or attendance. Such misconduct includes, but is not limited to, any conduct occurring:

- On school grounds

- While traveling to or from school

- During the lunch period, whether on or off campus

- During or while going to or coming from any school-sponsored activity

BayTech's list of offenses aligns with the provisions outlined in Education Code Section 48900 et seq. and includes expellable offenses as defined by state law. All disciplinary actions, including suspension and expulsion, comply with these legal requirements, ensuring the rights of all students are protected and due process is followed.

2. Enumerated Offenses

Discretionary Suspension Offenses

The following acts may result in a student's suspension when it is determined that the student has:

1. Caused or Threatened Physical Harm

   - Caused, attempted to cause, or threatened to cause physical injury to another person

   - Willfully used force or violence upon another person (except in self-defense)

2. <u>Possession or Use of Prohibited Substances</u>

    ○ Unlawfully possessed, used, was under the influence of, or furnished any controlled substance (Health and Safety Code Sections 11053–11058), alcoholic beverage, or intoxicant of any kind

    ○ Unlawfully offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, then sold or furnished to any person another liquid substance or material and represented same as controlled substance or alcoholic beverage or intoxicant

3. <u>Robbery or Extortion</u>

    ○ Committed or attempted to commit robbery or extortion

4. <u>Property Damage or Theft</u>

    ○ Caused or attempted to cause damage to school property or private property (including electronic files/databases)

    ○ Stole or attempted to steal school property or private property (including electronic files/databases)

5. <u>Tobacco and Nicotine Products</u>

    ○ Possessed or used tobacco or products containing tobacco or nicotine products (e.g., cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel), excluding the student's own prescription products

6. <u>Obscenity and Profanity</u>

    ○ Committed an obscene act or engaged in habitual profanity or vulgarity

7. <u>Drug Paraphernalia</u>

    ○ Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia (Health and Safety Code Section 11014.5)

8. <u>Imitation Firearm</u>

    ○ Possessed an imitation firearm (i.e., a replica that a reasonable person would believe to be a real firearm)

9. <u>Witness Intimidation</u>

- Harassed, threatened, or intimidated a student who is or may be a witness in a school disciplinary proceeding to prevent them from testifying and/or retaliate for testifying

10. Prescription Drug Misuse

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma

11. Hazing

- Engaged in or attempted hazing, defined as any initiation likely to cause bodily harm, personal degradation, or mental harm. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

12. Terroristic Threats

- Made terroristic threats against school officials or school property (including electronic files/databases). For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

13. Sexual Harassment

- Committed sexual harassment as defined in Education Code Section 212.5, deemed by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive enough to negatively impact a student's academic performance or create an intimidating, hostile, or offensive educational environment.

- (Applicable to students in grades 6–12)

14. Hate Violence

- Caused, attempted to cause, or threatened to cause hate violence as defined in Education Code Section 233(e)

- (Applicable to students in grades 6–12)

15. <u>Harassment, Threats, or Intimidation</u>

    ○ Intentionally harassed or intimidated school staff, volunteers, or a student/group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, created substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6-12, inclusive.

16. <u>Bullying (Including Cyberbullying)</u>

    ○ Engaged in severe or pervasive physical or verbal acts (including communications made in writing or electronic communications, and including one or more acts committed by a student or group of students) that would be deemed hate violence or harassment, threats, or intimidation which are directed toward one or more students that has or could be reasonably predicted to have the effect of one or more of the following:

        ■ Cause fear of harm to person or property

        ■ Significantly harm a student's physical or mental health

        ■ Interfere with academic performance or participation in school services/activities

    ○ "Electronic act" includes messages, texts, images, or other electronic communications that create a credible impersonation or false profile for bullying purposes

    ○ "Cyber sexual bullying" includes disseminating or soliciting nude or explicit images that could cause substantial disruption or harm

17. <u>Aiding or Abetting</u>

    ○ As defined in Penal Code Section 31, aided or abetted in causing or attempting to cause physical injury to another person

    ○ A student adjudged by a juvenile court as an aider or abettor to a violent crime may be disciplined under these provisions

18. <u>Possession of Dangerous Objects</u>

    ○ Possessed, sold, or furnished any knife or other dangerous object with no reasonable educational use, unless the student had prior written permission from a certificated employee and concurrence from the Executive Director or designee

These guidelines reflect BayTech's commitment to student safety and well-being. Each situation is evaluated on an individual basis to ensure a fair and appropriate response.

Non-Discretionary Suspension Offenses

BayTech requires that a student be suspended and recommended for expulsion if it is determined that the student:

- Possessed, Sold, or Furnished Firearms or Destructive Devices
  Possessed, sold, or otherwise furnished a firearm, explosive, or other destructive device, unless written permission to possess such an item was granted by a certificated school employee with the Principal or designee's concurrence.

- Brandishing a Knife
  Brandished a knife at another person.

- Unlawful Sale of Controlled Substances
  Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053 et seq.

- Sexual Assault or Battery
  Committed or attempted to commit a sexual assault, as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 (or former Section 288a), or committed a sexual battery, as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses

The following offenses may result in a recommendation for expulsion if it is determined that the student:

1. Physical Injury or Violence

    - Caused, attempted to cause, or threatened physical injury to another person.

    - Willfully used force or violence upon another person, except in self-defense.

2. Controlled Substances and Intoxicants

    - Unlawfully possessed, used, or was under the influence of any controlled substance (Health & Safety Code Sections 11053–11058), alcoholic beverage, or intoxicant of any kind.

    - Unlawfully offered, arranged, or negotiated to sell a controlled substance, as defined in Healthy and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise provided to any person a

different liquid substance or material while claiming it was a controlled substance, alcoholic beverage, or intoxicant.

3. Robbery or Extortion

    ○ Committed or attempted to commit robbery or extortion.

4. Damage or Theft of Property

    ○ Caused or attempted to cause damage to school or private property (including electronic files/databases).

    ○ Stole or attempted to steal school or private property (including electronic files/databases).

5. Tobacco Products

    ○ Possessed or used tobacco or nicotine products (e.g., cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel). This does not prohibit a student's own prescription products.

6. Obscenity and Profanity

    ○ Committed an obscene act or engaged in habitual profanity or vulgarity.

7. Drug Paraphernalia

    ○ Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia (Health & Safety Code Section 11014.5).

8. Imitation Firearm

    ○ Possessed an imitation firearm closely resembling a real firearm.

9. Witness Intimidation

    ○ Harassed, threatened, or intimidated a student who is or may be a witness in a school disciplinary proceeding for the purpose of preventing the student from being a witness and/or retaliating against that student for being a witness.

10. Prescription Drug Misuse

    ○ Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

11. Hazing

○ Participated in or attempted hazing, defined as an initiation method likely to cause bodily harm or personal degradation. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

12. Terroristic Threat

a) Made terroristic threats against school officials and/or property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), intending them to be taken seriously and causing fear for safety.

13. Sexual Harassment

○ Committed sexual harassment (Ed. Code Section 212.5) that a reasonable person of the same gender as the victim would find sufficiently severe or pervasive enough to negatively impact academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6-12, inclusive.

14. Hate Violence

○ Caused or threatened to cause hate violence as defined in Ed. Code Section 233(e). This provision shall apply to students in any of grades 6-12, inclusive.

15. Harassment, Threats, or Intimidation

○ Harassed or intimidated staff, volunteers, or other students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or a hostile educational environment. This provision shall apply to students in any grades of 6 to 12, inclusive.

16. Bullying (Including Cyberbullying)

○ Engaged in severe or pervasive acts (physical, verbal, or electronic) that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has been or could be reasonably predicted to have the effect of one or more of the violence:

■ Cause fear of harm to person/property.

■ Harm a student's physical or mental health.

■ Interfere with a student's academic performance.

■ Interfere with a student's ability to participate in school activities.

- ○ "Electronic act" includes communication via electronic devices (phone, computer, etc.) that may involve impersonation, false profiles, "burn pages," or cyber sexual bullying.

- ○ "Cyber sexual bullying" refers to disseminating or encouraging the dissemination of nude/semi-nude or sexually explicit images of a minor in a harmful manner.

17. Aiding or Abetting Violence

- ○ Aided or abetted the infliction or attempted infliction of physical injury (Penal Code Section 31).

- ○ Students adjudged by a juvenile court to have aided or abetted a crime of severe physical violence may be subject to discipline accordingly.

18. Dangerous Objects

- ○ Possessed, sold, or furnished any knife or other dangerous object without written permission from a certificated school employee and concurrence by the Principal or designee.

Non-Discretionary Expellable Offenses

A student must be recommended for expulsion if it is determined, following the procedures outlined below, that they:

1. Firearms or Destructive Devices

- ○ Possessed, sold, or otherwise furnished any firearm, explosive, or destructive device without written permission from a certificated school employee, with the Principal or designee's concurrence.

- ○ In accordance with the Federal Gun-Free Schools Act (1994), a student who brings or possesses a firearm or destructive device on campus shall be expelled for one year, subject to due process.

2. Brandishing a Knife

- ○ Brandished a knife at another person.

3. Sale of Controlled Substances

- ○ Unlawfully sold a controlled substance listed in Health & Safety Code Section 11053 et seq.

4. Sexual Assault or Battery

   ○ Committed or attempted sexual assault under Penal Code Sections 261, 266c, 286, 287, 288, or 289 (or former Section 288a), or committed sexual battery under Penal Code Section 243.4.

Definitions

● Firearm: Any weapon (including a starter gun) designed to expel a projectile by explosive action; frames, receivers, silencers, any firearm muffler or silencer, and certain destructive devices. Antique firearms are excluded.

● Destructive Device: Explosives, incendiary, or poison gas devices (e.g., bombs, grenades, rockets, missiles, mines, or device similar to any of the devices described in the preceding and subsequent clauses).

● Knife: Any dirk, dagger, or similar weapon primarily for stabbing; a blade longer than 3½ inches; a folding knife with a locking blade; or a razor with an unguarded blade.

These provisions reflect BayTech's commitment to maintaining a safe and supportive learning environment.

3. Suspension Procedure

Initial **Conference**

● Except in emergency situations, suspension is typically preceded by a conference conducted by the Principal or designee, the student, and the student's parent/guardian. When practical, the referring teacher or staff member may also attend.

● An "emergency situation" exists if there is a clear and present danger to the safety or health of students or school personnel. In such cases, if a conference cannot be held prior to the suspension, the student and parent/guardian will be notified of the right to return to school for a post-suspension conference.

● During the conference, the student will be informed of the reasons for disciplinary action and the evidence against them and allowed to present their perspective, in line with Education Code Section 47605(c)(5)(J)(i).

● This conference will be held within two (2) school days unless the student waives this right or cannot attend (e.g., due to hospitalization). The meeting will occur as soon as the student can participate.

● No student will face additional penalties if a parent/guardian fails to attend the conference. Reinstatement from suspension is not contingent upon parent/guardian participation.

Parent/Guardian Notification

- At the time of suspension, the Principal or designee will make a reasonable effort to contact the parent/guardian by email, phone, or in person.

- Written notification will include the specific offense(s) and the expected date of the student's return. The letter will ask the parent/guardian to respond promptly if a conference is requested regarding the suspension.

Suspension Length and Expulsion Recommendations

- Suspensions (without an expulsion recommendation) will not exceed five (5) consecutive school days.

- If expulsion is recommended, the student and parent/guardian will be invited to a conference to determine whether the suspension should be extended until the expulsion hearing. This extension is only made if:

  - The student's presence would be disruptive to the educational process, or

  - The student poses a threat or danger to others.

- If either condition applies, the suspension may be extended pending the outcome of the expulsion hearing.

Student Work During Out-of-School Suspension

- In accordance with Education Code Section 47606.2(a), upon the request of the parent/guardian (or the student themselves), teachers will provide any student in grades 6–12 who is suspended for two (2) or more days with the homework that would otherwise have been assigned.

- In accordance with Education Code Section 47606.2(b), if the assigned homework is submitted on time—either upon the student's return from suspension or within the initially assigned timeframe, whichever is later—and is not graded before the academic term ends, it will not be factored into the student's overall grade.

These procedures aim to ensure fairness, protect student rights, and maintain a safe and supportive learning environment at BayTech.

4. Authority to Expel

In accordance with Education Code Section 47605(c)(5)(J)(ii), any student recommended for expulsion is entitled to a hearing before a neutral officer to determine whether expulsion is warranted. The procedures described here provide for that hearing and the required notice.

A student may be expelled by the neutral and impartial BayTech Board of Directors following a hearing before it, or by the Board upon recommendation from a neutral and impartial panel ("Administrative Panel") convened by the Executive Director (or designee). The Administrative Panel shall consist of at least three (3) certificated members who are neither the student's teacher nor members of BayTech's Board. A designated neutral chairperson will preside over the panel. If the Administrative Panel determines that a student has committed an expellable offense, it may recommend expulsion to the Board of Directors, which will make the final decision.

5. Expulsion Procedures

A student recommended for expulsion has the right to a hearing to determine whether expulsion is warranted. Unless postponed for good cause, this hearing will occur within thirty (30) school days after the Principal or designee concludes that the student has committed an expellable offense.

If an Administrative Panel conducts the hearing, it will make a recommendation to the BayTech Board of Directors, which will then render a final expulsion decision. Hearings will be held in closed session, complying with all applicable student confidentiality requirements (e.g., FERPA), unless the student or the student's parent/guardian provides a written request for a public hearing at least three (3) days before the scheduled date.

Hearing Notification

Written notice of the hearing will be sent to the student and the student's parent/guardian at least ten (10) calendar days before the hearing date. This notice is considered served once it is mailed and will include:

1. The hearing date and location.

2. A clear statement of the specific facts, charges, and offenses based on the proposed expulsion.

3. A copy of BayTech's disciplinary rules relevant to the alleged violation.

4. A reminder that the student and/or parent/guardian must inform any future school district or school of the student's expulsion status, should the student seek enrollment elsewhere.

5. An explanation of the opportunity for the student and/or parent/guardian to appear in person and/or employ legal counsel or a non-attorney representative.

6. An explanation of the right to inspect and obtain copies of all evidence and documents used at the hearing.

7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.

8. An explanation of the right to challenge any evidence presented and to offer oral or written evidence, including witness testimony, on the student's behalf.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

BayTech adheres to strict procedures in expulsion hearings involving sexual assault or battery allegations to protect the rights and well-being of all parties involved while ensuring due process.

Protection of Witness Identity and Testimony

The Administrative Panel or BayTech Board of Directors may determine that disclosing a witness's identity or testimony would subject the witness to an unreasonable risk of psychological or physical harm. If this determination is made, witness testimony may be presented in the form of sworn declarations, which:

● Shall be reviewed only by the BayTech Board of Directors or Administrative Panel.

● Shall be redacted to remove the witness's name and identifying details before being provided to the student facing expulsion.

Rights of the Complaining Witness

A complaining witness in any sexual assault or battery case shall be:

1. Provided a copy of the applicable disciplinary rules.

2. Informed of their rights, which include:

   ○ Receiving at least five (5) days' notice before they are scheduled to testify.

   ○ Up to two (2) adult support persons (e.g., a parent, guardian, or legal counsel) present during testimony.

   ○ Electing to testify in a closed hearing if an open session would cause serious psychological harm.

Accommodations for the Complaining Witness

To reduce stress and intimidation, BayTech will provide the following accommodations for a complaining witness:

● A separate waiting room before and during breaks in testimony.

● Breaks during testimony at the discretion of the hearing officer.

● A seating arrangement, designed to minimize intimidation during the hearing.

- Time restrictions on testimony are to occur only during school hours unless good cause is shown for other arrangements.

Confidentiality and Support Persons

- Support persons must be informed that the hearing is confidential before testimony begins.

- If a support person is also a witness, BayTech must provide evidence that:

    ○ The witness's presence is requested by the complaining witness.

    ○ The witness's presence will be helpful and not influence testimony.

- The hearing officer may:

    ○ Admonish or remove a support person found to be prompting, swaying, or influencing the witness's testimony.

    ○ Require the support person to testify before the complaining witness.

Special Considerations for Public Hearings

If a student facing expulsion requests a public hearing, the complaining witness has the right to:

- Provide testimony in a closed session if a public setting would cause serious psychological harm.

- Request alternative testimony methods, such as:

    ○ Videotaped depositions.

    ○ Live testimony from a separate location via closed-circuit television.

Admissibility of Evidence

- Evidence regarding specific instances of a complaining witness's prior sexual conduct is presumed inadmissible unless the hearing officer determines that extraordinary circumstances require its inclusion.

- Before such a determination is made, the complaining witness must be notified and given an opportunity to object.

- The complaining witness has the right to be represented by:

    ○ A parent/guardian

    ○ Legal counsel

- o   Another support person

- ● Reputation or opinion evidence regarding the sexual behavior of the complaining witness is strictly inadmissible.

BayTech is committed to ensuring that all expulsion hearings involving sexual assault or battery allegations are conducted fairly, respectfully, and in compliance with legal protections for all parties involved.

7. Record of Hearing

A record of the expulsion hearing shall be created and may be maintained through any reliable method, including electronic recording, provided that a reasonably accurate and complete written transcription of the proceedings can be produced upon request.

8. Presentation of Evidence

BayTech ensures that expulsion hearings follow a fair and transparent process. While technical rules of evidence do not apply, only reliable and credible evidence that reasonable individuals would rely upon in serious matters may be considered.

- ● Expulsion recommendations must be supported by substantial evidence demonstrating that the student committed an expellable offense.

- ● Findings of fact shall be based solely on the evidence presented at the hearing.

- ● Hearsay evidence is admissible but cannot be the sole basis for an expulsion decision.

- ● Sworn declarations may be accepted in cases where the Board or hearing panel determines that disclosing the identity or testimony of a witness could subject them to an unreasonable risk of psychological or physical harm.

If a student requests a public expulsion hearing and the charges involve sexual assault or battery (as defined in Education Code Section 48900), the complaining witness has the right to provide testimony in a closed session to protect their privacy and well-being.

9. Expulsion Decision

- ● The Administrative Panel issues a written decision with findings of fact and a recommendation to the Board regarding expulsion.

- ● The BayTech Board of Directors makes the final expulsion decision within ten (10) school days following the hearing.

- ● The Board's decision is final.

If expulsion is not recommended or approved:

- The student is immediately reinstated in their educational program.

Suspension of Expulsion Order:

- The Board may suspend the enforcement of an expulsion order for up to one (1) calendar year and allow the student to return on probationary status under a rehabilitation plan.

- If the student violates school rules or commits another expellable offense, the Board may revoke the suspension and reinstate the expulsion under the terms of the original order.

- The Board shall apply the same suspension-of-expulsion criteria to all students, including students with disabilities, in alignment with Education Code Section 48917.

10. Written Notice to Expel

Following an expulsion decision, the Principal or designee shall send written notice to the student and their parent/guardian, including:

- The specific offense committed by the student.

- The parent/guardian's obligation to inform any new district of the student's expulsion status.

A copy of the expulsion decision will also be sent to the chartering authority OUSD and the student's district of residence within 30 days of the expulsion. This notice shall include the following:

- Student's name.

- Expellable offense committed.

Upon request, the Charter School will provide the student's school district of residence with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

11. Disciplinary Records

BayTech maintains records of all student suspensions and expulsions and makes them available to the chartering authority upon request.

12. No Right to Appeal

The Board of Directors' decision to expel is final, and students do not have the right to appeal.

13. Expelled Students/Alternative Education

Expelled students are responsible for seeking alternative education placements, including but not limited to:

- Programs within OUSD or the student's district of residence.

BayTech will work cooperatively with parents/guardians and work with local school districts to assist in finding appropriate placements during expulsion.

14. Rehabilitation Plans

Students who are expelled will receive a rehabilitation plan, developed by the Board at the time of expulsion. The plan may include:

- Periodic review and progress assessments.

- Requirements for readmission consideration.

- A specific date (no later than one (1) year from the expulsion) when the student may reapply for readmission.

15. Readmission or Admission of Previously Expelled Student

The decision to readmit an expelled student or to admit a student expelled from another district is at the sole discretion of the Board.

- A meeting with the Principal or designee, the student, and the parent/guardian will determine if the student:
    - Successfully completed their rehabilitation plan.
    - No longer poses a threat or disruption to the BayTech environment.
- The Principal or designee will make a recommendation to the Board.
- The Board will make the final decision in a closed session and report actions taken in compliance with the Brown Act.
- Readmission is contingent upon space availability at BayTech at the time of the request.

16. Notice to Teachers

BayTech will notify teachers of students who have engaged in or are reasonably suspected of engaging in acts listed in Education Code Section 49079 and the enumerated offenses set forth above.

17. Involuntary Removal for Truancy

BayTech is a school of choice, and students who do not attend are potentially preventing another student from enrolling.

- Students may be involuntarily removed for truancy as outlined in the Board-adopted Attendance Policy.

- Prior to any removal, BayTech will:

    - Provide notice to the student and parent/guardian.

    - Offer an opportunity for a hearing to contest removal.

- Students removed for truancy will receive a rehabilitation plan and may seek readmission under the procedures outlined above.

18. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

Notification of SELPA

BayTech immediately notifies the El Dorado County Charter SELPA and coordinates all disciplinary procedures with the SELPA when disciplining a student with a known or suspected disability. This includes any student for whom BayTech or the SELPA has reason to believe may have a disability. (See Appendix 13 for SELPA Letter of Good Standing.)

Services During Suspension

Students who are suspended for more than ten (10) school days in a school year continue to receive:

- Access to the general education curriculum in an alternative setting, as outlined in their IEP or 504 Plan.

- Progress monitoring toward IEP goals and appropriate educational services.

- A functional behavioral assessment FBA and, if necessary, behavioral intervention services and modifications to prevent recurrence of the behavior.

- Services may be provided in an interim alternative educational setting ("IAES").

Procedural Safeguards

Within ten (10) school days of a recommendation for expulsion or a significant change in placement, the IEP/504 Team, parent/guardian, and relevant members of the student's support team review all relevant information, including:

● The student's IEP or 504 Plan

● Teacher observations

● Any relevant information provided by the parent/guardian

The team determines whether:

1. The conduct was caused by or had a direct and substantial relationship to the student's disability.

2. The conduct was a direct result of BayTech's failure to implement the student's IEP or 504 Plan.

If either condition applies, the behavior is determined to be a manifestation of the student's disability. In such cases, BayTech:

● Conducts a FBA and develops or modifies a behavior intervention plan.

● Returns the student to their previous placement, unless an alternative placement is agreed upon.

If the behavior is not determined to be a manifestation of the student's disability, BayTech applies the same disciplinary procedures as it would for non-disabled students, while ensuring continued access to special education services.

Due Process Appeals

A parent/guardian who disagrees with the placement decision or manifestation determination may request an expedited administrative hearing through the Office of Administrative Hearings or initiate a dispute resolution process under BayTech's 504 Policy and Procedures.

During the appeal, the student remains in the interim alternative educational setting until the hearing officer's decision or the end of the forty-five (45) day period, unless otherwise agreed.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current place of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

If BayTech believes that maintaining the student's current placement poses a substantial risk of harm, it may also request a hearing officer to order an alternative placement. The hearing officer may:

1. Return the student to their original placement.

2. Order a new placement in an interim alternative educational setting for up to forty-five (45) school days.

Special Circumstances for Immediate Removal

The Principal or designee may immediately remove a student to an IAES for up to forty-five (45) school days, regardless of whether the behavior is a manifestation of the student's disability, if the student:

● Carries or possesses a weapon at school or a school-related event.

● Knowingly possesses, uses, sells, or solicits illegal drugs or controlled substances while at school or a school function.

● Inflicts serious bodily injury on another person while at school or a school function.

The IEP/504 Team determines the IAES placement in these cases.

Consideration for Students Not Yet Eligible for Special Education

A student not identified as a student with a disability may still claim procedural safeguards if BayTech had prior knowledge of the student's disability before the incident occurred.

BayTech is considered to have knowledge of a disability if:

● The parent/guardian previously expressed concern in writing (or orally, if unable to write) that the student may require special education services.

● The parent/guardian requested an evaluation for special education services.

● A teacher or BayTech staff member raised concerns about the student's behavior to the Director of Special Education.

If BayTech had no prior knowledge of a disability, it proceeds with standard disciplinary actions. However, if an evaluation is requested, BayTech conducts an expedited evaluation, but the student remains in the assigned educational placement until the evaluation is completed.

BayTech is not deemed to have knowledge of a disability if:

● The parent/guardian previously refused an evaluation or special education services.

- The student was evaluated and found ineligible for services.

ELEMENT 11 (EMPLOYEE RETIREMENT SYSTEMS)

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – Ed. Code § 47605(c)(5)(K)

A. WORK BASIS

Employee hours per week at BayTech will be based on individual employee work agreements. Most staff work forty (40) hours per week.

B. COMPENSATION

Bay Area Technology School provides total compensation to individual employees that is competitive with other private and public schools for comparably qualified and experienced employees, i.e., the Charter School offers compensation that assures the successful recruitment of employees that enable the Charter School to fulfill its mission and goals. Specific salaries and stipends are determined based on employee employment agreements.

C. BENEFITS

Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS employees) are provided by Bay Area Technology School, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined by individual employment agreements for all employees.

D. RETIREMENT

Eligible certificated employees participate in the State Teachers' Retirement System ("STRS"), in which the employer and the employee each contribute the statutory amount. Eligible classified employees participate in the Public Employees' Retirement System ("PERS"), in which the employer and the employee each contribute the statutory amount. All employees, with the exception of STRS participants, participate in the Federal Social Security Program. Bay Area Technology School also currently provides an option to participate in a 403(b) retirement plan with no employer match.

Bay Area Technology School will make any contribution that is legally required of the employer, including STRS, PERS, and federal social security.

ELEMENT 12 (PUPIL ATTENDANCE ALTERNATIVES)

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." – Ed. Code § 47605(c)(5)(L)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the District.

ELEMENT 13 (EMPLOYEE RIGHTS OF RETURN)

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." – Ed. Code § 47605(c)(5)(M)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically and explicitly granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School, if any, will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at the Charter School. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of the closure of the Charter School.

ELEMENT 14 (DISPUTE RESOLUTION)

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." – Ed. Code § 47605(c)(5)(N)

Procedures for Complaints against Charter School

Charter School will establish complaint procedures as required by 5 CCR §4600 *et seq.* The complaint procedures shall address both complaints against the Charter School alleging discrimination or violations of law and complaints regarding other areas. Charter School will ensure that its complaint processes are fair and accessible for families. Charter School will not, at any time, refer such complaints to the District for handling.

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an impartial and neutral ombudsperson for situations in which the school leader is the subject person of the complaint or the ombudsperson has a perceived bias. If the complainant requests an alternate ombudsperson, Charter School shall have a procedure for reviewing the request and responding to the complainant with the findings of the review, and either (a) identifying an alternate ombudsperson, or (b) providing a rationale for why an alternate ombudsperson is not necessary. The complaint procedures will be clearly articulated in the school's student and family handbook or distributed widely.

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue

the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

Complaints by Students and Employees

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

Disputes between the District and the Charter School

The staff and Governing Board members of Charter School agree to attempt to resolve all disputes between the District and Charter 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 between the District and Charter 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, except any controversy or claim that in any way related to revocation of the Charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(f), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, mail, or electronic mail. The Written Notification, and all subsequent notifications under this procedure, shall be deemed received (a) if personally delivered, or sent by electronic mail, upon date of delivery to the address of the person to receive

such notice if received by the District by 5:00 PM; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Bay Area Technology, c/o Seth Feldman:
Bay Area Technology
1445 23rd Ave.
Oakland, CA 94606

To Director, Office of Charter Schools:
1011 Union Street #947
Oakland, CA 94607

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, mail, or electronic 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 calendar 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.

Complaint and Dispute Resolution Process

BayTech has established comprehensive complaint procedures to address allegations of discrimination, legal violations, and other concerns. These procedures are designed to ensure transparency, equity, and prompt resolution. BayTech does not refer complaints to the District at any time.

Complaint Procedures

The complaint process provides clear guidelines, including:

- Defined timelines for the school's response.

- Specification of whether responses will be provided in writing.

- Identification of the party responsible for responding to complaints.

- Designation of the individual or entity responsible for making final decisions, with clarity on whether such decisions will be issued in writing.

- Appointment of an ombudsperson to handle complaints involving the Charter School leader.

These procedures are articulated in the Student and Family Handbook and are widely distributed to ensure accessibility and understanding among all stakeholders. (See Appendix 14.)

Title IX and Section 504 Compliance

BayTech is committed to compliance with Title IX of the Education Amendments of 1972 ("Title IX") and Section 504. To uphold this commitment:

- At least one employee at each school site will be designated to coordinate compliance efforts and address complaints related to Title IX and Section 504.

- All students and employees will be notified of the designated employee's name, office address, and telephone number.

- Grievance procedures will be adopted and published to provide prompt and equitable resolution of Title IX and Section 504 complaints.

ELEMENT 15 (CLOSURE PROCEDURES)

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." – Ed. Code § 47605(c)(5)(O)

The Charter School shall follow the procedures for closure outlined in the Oakland Unified School District Office of Charter Schools Charter School Closure Checklist available on the OCS website.

Closure Action

The decision to close Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(h)) or non-renewed by the OUSD Board of Education, and the Charter has exhausted any appeals procedures the Charter pursued; the governing board of Charter School votes to close Charter School; the Charter lapses or is surrendered; or the Charter School ceases to serve students for at least half of an academic year.

Closure Procedures

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter School Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the OUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The OUSD Office of Charter Schools (OCS). Charter School shall provide OCS with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to OCS.

3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to OCS.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and ACOE of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to OCS.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to OCS.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to OCS.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to OCS.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to OCS in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall

4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

5. Charter School must provide to OCS the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to OCS and the designee a spreadsheet of personnel records of all active and inactive employees, that includes dates of employment, role, salary, and any other information necessary for employment verification. Both Charter School and the designee, individually and separately, shall

inform OCS immediately upon the transfer of Charter School's employee records to the designee.

6. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE may notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of Local Control Funding Formula and select apportionments, start up grants, or other liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final "closeout audit" within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit, if so permitted by the California Department of Education, California State Controller, and/or the State Superintendent of Public Instruction.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not OUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the District SELPA

or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budget
2. Local control and accountability plan and annual updates
3. Interim financial reports
4. Second interim financial reports
5. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

<u>Disposition of Liabilities and Assets</u>

The closeout audit shall identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

5. The submission of an inventory of equipment log in coordination with the charter school's independent auditor about the proper procedures for liquidating the assets, consistent with federal regulations. The inventory log shall include:
   a. Name and contact of person(s) handling the liquidation;
   b. Each item in excess of $500 (computers, laptops, printers, and other equipment);
   c. An identification number that corresponds to a tag on that item;
   d. The cost of the item and whom/where/date of the item that was donated/sold.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for closure of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide OUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including, but not limited to, final tax returns and forms (e.g. Form 990 and related Schedules).

This Element 15 shall survive the revocation, nonrenewal, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Closure Procedures

1. Designation of Responsible Entity

Upon a Closure Action, the Board designates a Closure Administrator (the Executive Director or other qualified designee) to conduct and oversee all closure-related activities. The Board may retain additional agents (e.g., independent auditor, legal counsel, records custodian) to support execution. The Board resolution identifies the designee(s), scope of authority, and funding for closure tasks.

2. Notifications

Within the timelines specified above, the Closure Administrator provides written notice of closure to: (1) parents/guardians and all majority-age/emancipated students; (2) the authorizer (OUSD Office of Charter Schools); (3) the Alameda County Office of Education; (4) the Charter SELPA; (5) retirement systems (STRS, PERS, Social Security Administration, as applicable); (6) the California Department of Education; (7) any school district responsible for serving displaced students; and (8) all employees and vendors. Notices include the effective date of closure, contact information for inquiries, the student's district of residence, how to obtain student records and transcripts, and, for CDE, a description of the circumstances of closure and the records location.

3. Student Lists and Records Transfer/Maintenance

The Closure Administrator prepares and provides to the responsible entity (and OUSD) a master list of pupils by grade level that includes, for each student, courses/classes completed, credits earned, state assessment results (e.g., CAASPP/SBAC, CAST/CAA, ELPAC), and the student's district of residence. The Charter School transfers complete, organized original cumulative pupil records to OUSD pursuant to District procedures and applicable law, including immunization records, transcripts, discipline records, special education and Section 504 records, English Learner records,

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and state assessment histories. CALPADS data are updated prior to closure. A records custodian is identified for any remaining non-cumulative records consistent with District guidance.

4. Final Audit (within six months of closure)

An independent closeout audit is completed within six months of the effective closure date. The audit includes: (1) a full accounting of all assets (cash, receivables, inventory of property/equipment/other items of material value); (2) a full accounting of all liabilities (payables, debt, unpaid compensation, audit findings, other obligations); and (3) an assessment of the disposition of any restricted funds and compliance with grant terms. If permitted by the State, the closeout audit may serve as the annual audit for the fiscal year of closure. The audit is conducted by a neutral, licensed CPA under generally accepted accounting principles, and the report is provided to the authorizer and other agencies as required.

5. Net Assets and Disposition

After satisfying or otherwise addressing all liabilities, the Charter School disposes of any remaining net assets in accordance with law, grant/contract terms, and the nonprofit corporation's governing documents. District property and any assets provided by or on behalf of the District are returned to the District. Donated property is returned in accordance with donor terms. Restricted categorical funds are returned to the source consistent with law; AB 602 or other special education funds are returned to the SELPA as applicable. The Charter School submits final expenditure and performance reports for all entitlement and grant programs and provides an inventory log and liquidation plan consistent with federal and state requirements.

6. Required Annual Reports

All required annual reports due for the fiscal year of closure are completed and filed in the form and by the deadlines required by the CDE and the authorizer, including, as applicable, the preliminary budget, LCAP and annual update, interim reports, second interim, and the final unaudited actuals. Final federal, state, and local tax filings (e.g., Form 990, payroll tax returns, W-2/1099 issuance) are completed by statutory deadlines.

7. Funding of Closure Procedures

The Board allocates sufficient funds to complete all closure tasks, including notifications, records transfer, student placements support, legal and audit services, and wind-down activities. Closure costs are paid from available unrestricted funds, receivables, and allowable insurance proceeds; restricted funds are not used for unrelated obligations. If necessary, the Board may encumber or liquidate allowable assets to meet closure obligations, consistent with law, grant conditions, and District requirements.

ADDITIONAL PROVISIONS

Insurance

Commercial General Liability Insurance: Charter School shall maintain Commercial General Liability Insurance, including automobile coverage, with limits of at least one million dollars ($1,000,000) per occurrence, and two million dollars ($2,000,000) aggregate, sexual misconduct, harassment, bodily injury and property damage. Coverage for sexual misconduct and harassment may either be provided through General Liability Insurance or Professional Liability Insurance. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured with the additional insured endorsement provided to OUSD within 15 days of effective date of the start of a new charter term, if approved. Evidence of insurance shall be attached to this document as Exhibit B. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against Charter School. The policy shall protect Charter School and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

Workers' Compensation Insurance: Charter School shall procure and maintain, at all times during the term of the charter, Workers' Compensation Insurance in conformance with the laws of the State of California (including, but not limited to, Labor Code section 3700) and Federal laws when applicable. Employers' Liability Insurance shall not be less than one million dollars ($1,000,000) per accident or disease.

Facilities

Prior to occupancy or use of any school site or facility other than a District facility under Education Code 47614 ("Proposition 39"), or Facility Use Agreement in lieu of Proposition 39, Charter School shall provide OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Prior to occupancy or use of any school site or facility, Charter School shall provide documentation to OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located. This requirement shall also apply, upon request by the District, to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Hold Harmless/Indemnification Provision

Charter School, through this Charter agrees to defend, indemnify, and hold harmless OUSD, its officers, directors, agents, representatives, employees, attorneys, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities including but not limited to attorneys' fees that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. Moreover, Charter School agrees to indemnify, defend, and hold harmless OUSD and the OUSD Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

Fiscal Matters

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% if Charter 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. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including, but not limited to, licensing and permit requirements as well as requirements related to protection of health and safety. Charter School shall notify all parties with whom it enters into a contract that the District

is a separately legal entity and is not responsible for performing any of the Charter School's obligations under the contract, including payment for services.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

The Charter School's financial statements, proposed budgets, projections, expenditures, and cashflow shall include the Charter School's anticipated expenditures for special education services, including any projected funding received for special education services, the average cost per pupil of providing special education services, and the extent to which the Charter School projects that it will have to incur special education expenditures from its unrestricted general fund revenues. If the Charter School does not belong to a SELPA as an LEA, it must also provide its projected equitable contribution to Districtwide special education costs.

Audit and Inspection of Records

The District hereby reserves the right, pursuant to its oversight responsibility, and Education Code section 47604.3, to audit Charter School's books, records, data, processes and procedures through the Office of Charter Schools, or in coordination with FCMAT, or in coordination with a mutually agreed upon third party. 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,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 business days' notice to Charter School. In

extreme circumstances when 30 business days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if an allegation of waste, fraud, or abuse of power related to Charter School operations is received by the District, Charter School shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools.

Data and Information Reporting

Charter School shall provide the following data elements to OCS, according to a data reporting calendar that will be published by OCS prior to September 1 of each school year:
- Fall Census Day enrollment spreadsheet
- Reports required by Education Code section 47604.33:
  - Preliminary budget
  - Local control and accountability plan and update
  - First interim financial report
  - Second interim financial report
  - Final unaudited report
- Other audit-related, attendance, and/or enrollment information and reports:
  - Annual independent audit report (Ed. Code § 47605(m))
  - Independent Auditor Selection Form (Ed. Code § 41020(f)(1))
  - 20 day attendance report (Ed. Code § 47652(a))
  - Monthly attendance reports
  - Principal Apportionment Data (P1, P2, and P-Annual)
  - Monthly student exit reports (Ed. Code § 47605(e)(3))
  - Information/documentation related to Charter School's facilities, SELPA, student/family handbook, and governing board (including membership, bylaws, and specified policies)
  - Any other reports and data as requested.
- Additionally, Charter School shall notify OCS in writing and update in Epicenter or online reporting platform within five business days of all changes to leadership at the Charter School, the Charter Management Organization, and the governing board.

A. INTERPRETING THE CHARTER

All terms of the charter that can be interpreted as within the intent of the Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect unless mutually agreed otherwise by the Charter School and the District. The District and

the Charter School agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good-faith fashion.

Changes in the law or the District administration related to charter schools occur from time to time. The Charter School shall fully comply with all such legal and/or administrative changes.

Modifications to this charter pursuant to such changes shall be deemed administrative amendments and shall not be considered "material revisions" requiring approval pursuant to Education Code Section47607(a)(3).

B. REVOKING THE CHARTER

The District may revoke the charter of the Charter School in accordance with Education Code Section 47607 and its implementing regulations.

C. TERMS OF CHARTER RENEWAL PETITION

The Charter School's renewal term shall begin on July 1, 2026, and expire five years thereafter on June 30, 2031. Any material revisions to Charter School's charter shall be made by the mutual agreement of the governing board of the Charter School and the District in accordance with Education Code Section 47607. The Charter School may present a petition to renew or materially revise the Charter, and the District agrees to respond to such petitions pursuant to the process, criteria, and timelines specified in Education Code Sections 47605, 47607, 47607.2, and applicable provisions of the California Code of Regulations.

FINANCE AND OPERATIONS

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).

A. BUDGET AND FINANCIAL PLAN

The Charter School has been financially healthy and stable since opening, with positive fund balances and a reserve far in excess of the state minimum. Please see the enclosed budget documents for further details. The following documents have been included in Appendix 9 - Financial Documents to support the review of this renewal petition.

- Projected Budget

- Projected Cash Flow

- Annotated Budget Narrative and Assumptions

The budget and cash flow projections are based on the best data available to the petitioners at the time of submission and include many key assumptions, as outlined in the annotated budget narrative.

B. ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h)

Financial Oversight and Responsibilities

Bay Area Technology School contracts with Creative Back Office, a school fiscal consulting firm, to manage all accounting and budgeting operations. Creative Back Office is responsible for overseeing the school's financial accounting system, processing fiscal records, preparing financial reports, and handling payroll processing. All financial operations are overseen by the Executive Director to ensure compliance and fiscal accountability.

Bay Area Technology School will provide financial reports in accordance with California's Standardized Account Code Structure ("SACS"), including the First and Second Interim Reports,

Adopted Budgets, and Unaudited Actuals, as required by the Education Code. The Charter School will also provide an annual audit, including financial schedules in SACS format, to the District Superintendent of Education, the California Department of Education, and any other relevant parties as required by law.

By December 15th of each year, Bay Area Technology School will provide the District with a statement of assets and liabilities. If this information is not included in the annual audit or if the audit is not completed by this date, a separate document will be submitted.

Sources of Funds

The primary sources of funding for Bay Area Technology School come from the State of California and local in-lieu of property taxes under the LCFF, based on Average Daily Attendance. Additional funds are received from state and federal programs for special populations. Other funding sources include grants, fundraising, and food service revenue.

Financial Reporting

By July 1 each year, Bay Area Technology School will provide a draft budget for the upcoming school year to the District, including enrollment estimates and ADA assumptions. The Charter School will also provide other financial reports as required by Education Code Section 47604.33, including:

- By July 1: Preliminary budget for the current fiscal year and an annual update (LCAP) as required by Education Code Section 47606.5.
- By December 15: Interim financial report reflecting changes through October 31 and the annual independent audit report for the prior fiscal year.
- By March 15: Second interim financial report reflecting changes through January 31.
- By September 15: Unaudited final report for the preceding fiscal year, including all receipts and expenditures.

The Charter School will maintain the necessary staff and technology systems to ensure timely reporting in compliance with legal requirements and to meet inquiries from the District and other authorized agencies.

Insurance

Bay Area Technology School will maintain commercially reasonable insurance coverage, including:

- Workers' Compensation Insurance as required by California Labor Code.
- General Liability Insurance with a combined single limit of no less than $1,000,000 per occurrence, covering bodily injury, property damage, contractual obligations, products and completed operations, corporal punishment, and sexual misconduct and harassment.

The Charter School will provide evidence of this coverage to the chartering authority. These amounts may be adjusted based on recommendations from the insurer or agreements with the District.

Direct Funding

The Charter School will receive funding directly from the state as outlined in Education Code Section 47630 et seq., electing to do so under Education Code Section 47651. Any funds due to the Charter School that flow through the District will be forwarded promptly.

Concurrent Enrollment

Bay Area Technology School will not seek funding for students attending private schools that charge tuition.

C. BAYTECH FACILITIES

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

BayTech relocated from the King Estates Campus at 8251 Fontaine St., Oakland, CA 94605 to 1445 23rd Ave., Oakland, CA 94606 (the Palace Theater) at the start of the 2025–26 school year. Renovation of the Palace Theater began in Summer 2023 and was completed to allow for occupancy this fall. BayTech secured financing for the acquisition and renovation of the facility, with approximately 40% of the loan forgiven after seven years, and executed all required real-estate agreements. The school completed a transportation impact review and obtained all necessary City approvals, including the conditional use permits. Prior to opening, BayTech obtained a Certificate of Occupancy and all other required permits and now operates the new site in full compliance with local and state requirements. This move ended BayTech's co-location with Rudsdale Continuation High School, which had shared the King Estates campus since August 2014.

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