

Bay Area Technology

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Hayri Hatipoglu, Principal

Principal, Bay Area Technology

About Our School

Bay Area Technology School (BayTech) is a non sectarian, non religious, nonprofit public charter school located in Oakland which aims to reach excellence in education through a combined effort of all stakeholders. Students at BayTech will learn all necessary skills to become college ready by engaging in a rigorous curriculum which focuses on STEM. All students and staff will demonstrate all the universal core values and skills to overcome all obstacles in the 21st century.

Contact

Bay Area Technology
8251 Fontaine St.
Oakland, CA 94605-4109

Phone: 510-382-9932
E-mail: contact@baytechschool.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Oakland Unified
Phone Number	(510) 434-7790
Superintendent	Kyla Johnson-Trammell
E-mail Address	kyla.johnson@ousd.org
Web Site	http://www.ousd.org

School Contact Information (School Year 2017-18)	
School Name	Bay Area Technology
Street	8251 Fontaine St.
City, State, Zip	Oakland, Ca, 94605-4109
Phone Number	510-382-9932
Principal	Hayri Hatipoglu, Principal
E-mail Address	contact@baytechschool.org
Web Site	www.baytechschool.org
County-District-School (CDS) Code	01612590106906

Last updated: 11/28/2017

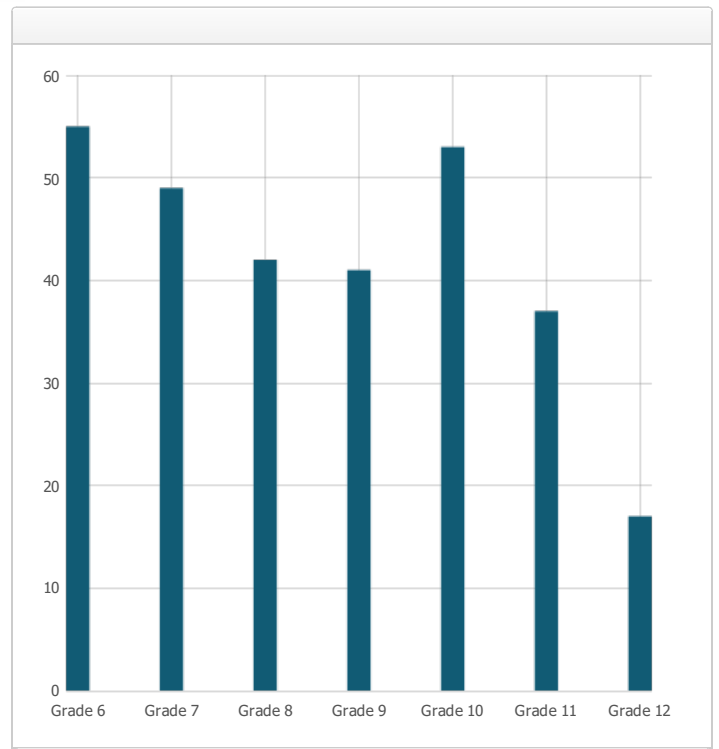
School Description and Mission Statement (School Year 2017-18)

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 emphasizing STEM. 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.

Last updated: 11/28/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	55
Grade 7	49
Grade 8	42
Grade 9	41
Grade 10	53
Grade 11	37
Grade 12	17
Total Enrollment	294



Last updated: 1/11/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	39.9 %
American Indian or Alaska Native	0.6 %
Asian	1.8 %
Filipino	0.6 %
Hispanic or Latino	45.1 %
Native Hawaiian or Pacific Islander	0.6 %
White	11.4 %
Two or More Races	0.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100.0 %
English Learners	15.2 %
Students with Disabilities	7.3 %
Foster Youth	0.9 %

Last updated: 1/11/2018

A. Conditions of Learning

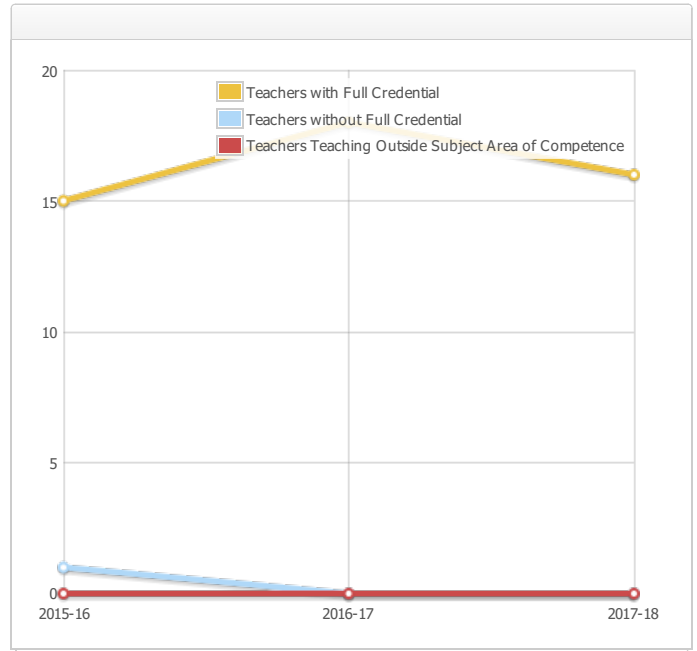
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

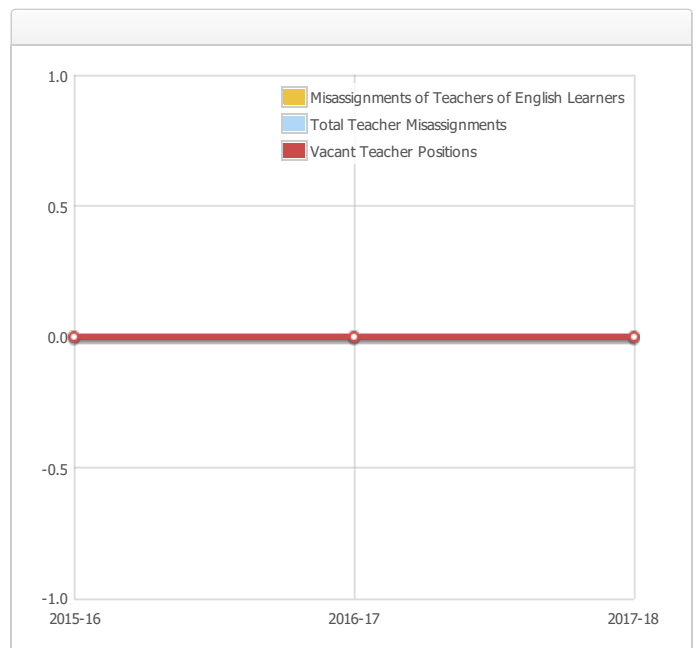
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	18	16	16
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/18/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	PLATO Course English 6 - Online Curriculum PLATO Course English 7 - Online Curriculum PLATO Course English 8 - Online Curriculum PLATO Course English 9 - Online Curriculum PLATO Course English 10 - Online Curriculum PLATO Course English 11 - Online Curriculum PLATO Course English 12 - Online Curriculum	Yes	0.0 %
Mathematics	PLATO Course Mathematics 6 - Online Curriculum PLATO Course Mathematics 7 - Online Curriculum PLATO Course Mathematics 8 - Online Curriculum PLATO Course Algebra 1 - Online Curriculum PLATO Course Geometry - Online Curriculum PLATO Course Algebra 2 - Online Curriculum PLATO Course Pe-Calculus - Online Curriculum PLATO Course Probability & Statistics - Online Curriculum Algebra 1 - Pearson Common Core Edition Algebra 2 - Pearson Common Core Edition Geometry - Pearson Common Core Edition	Yes	0.0 %
Science	PLATO Course Biology - Online Curriculum PLATO Course Chemistry - Online Curriculum PLATO Course Physics - Online Curriculum PLATO Course Earth and Space Science - Online Curriculum PLATO Course Life Science - Online Curriculum PLATO Course Physical Science - Online Curriculum PLATO Course Science 6 - Online Curriculum PLATO Course Science 7 - Online Curriculum PLATO Course Science 8 - Online Curriculum	Yes	0.0 %
History-Social Science	PLATO Course World History - Online Curriculum PLATO Course US History - Online Curriculum PLATO Course US Government - Online Curriculum PLATO Course Economics - Online Curriculum PLATO Course Civis - Online Curriculum PLATO Course Middle School World History - Online Curriculum PLATO Course Middle School US History - Online Curriculum	Yes	0.0 %
Foreign Language	PLATO Course Spanish 1 - Online Curriculum PLATO Course Spanish 2 - Online Curriculum PLATO Course Spanish 3 - Online Curriculum Temas AP Spanish Language - Vista Higher Learning 2014	Yes	0.0 %

AP Spanish Language and Culture Exam Preparation Student Edition - Vista Higher Learning 2014 Realidades 1 & 2 - Princeton Hall			
Health	PLATO Courseware Health - Online Curriculum	Yes	0.0 %
Visual and Performing Arts	John Thompson's Modern Course for the Piano - Level One John Thompson Willis Music Co 2017 John Thompson's Modern Course for the Piano - Level Two John Thompson Willis Music Co. 2017 John Thompson' Popular Piano Solos John Thompson Willis Music Co. 2017	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/11/2018

School Facility Conditions and Planned Improvements

The current campus went through a major improvement all rounds and this does not need any major improvement. The facility is a solid foundations

Last updated: 11/28/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: August 2017

Overall Rating	Good
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Last updated: 1/11/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	15%	33%	30%	32%	48%	48%
Mathematics (grades 3-8 and 11)	11%	34%	25%	26%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 11/28/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	167	98.23%	32.94%
Male	107	104	97.19%	37.5%
Female	63	63	100.00%	25.39%
Black or African American	62	61	98.38%	31.15%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	83	81	97.59%	34.57%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00%	21.43%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	165	163	98.78%	33.13%
English Learners	66	64	96.97%	21.88%
Students with Disabilities	16	13	81.25%	92.31%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	170	167	98.23%	34.13%
Male	107	104	97.19%	40.39%
Female	63	63	100.00%	23.81%
Black or African American	62	61	98.38%	18.04%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	83	81	97.59%	39.51%
Native Hawaiian or Pacific Islander	--	--	--	--
White	14	14	100.00%	50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	165	163	98.78%	33.13%
English Learners	66	64	96.97%	45.31%
Students with Disabilities	16	13	81.25%	100.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/11/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	28.57%	29.27%	38.81%	34.87%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/11/2018

Career Technical Education Programs (School Year 2016-17)

N/A

Last updated: 1/11/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 11/28/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	41.0%	12.8%	0.0%
9	33.3%	16.7%	0.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/11/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent Club

Research consistently shows that when parents are involved, students achieve more—regardless of socioeconomic status, ethnic/racial background, or the parents' educational levels. Children whose parents are involved also generally have higher grades and test scores, better attendance, and more consistently complete homework. At BayTech, we are fortunate to have strong community support through the BayTech Parent Club.

Parent-student-teacher collaboration: We believe that a cooperative parent-student-teacher triad narrows the achievement gap between the students at risk and the students who succeed as measured by the current assessment standards. BayTech has been working with parents to make them aware of the importance of their involvement in their children's education through the following activities in 2016-2017 school year :

Parent club meetings: In order to support BayTech staff and teachers, parents established an association called "BayTech Parent Club". They meet the first Thursday of each month with members, officers, and school staff to discuss on how they can support instruction, school activities, and how they can help to improve the quality of education the students receive from BayTech. Agenda items of these meetings include parent volunteer hours, volunteer needs and accomplishments, home visit progress, parenting classes, parent-teacher communication, classroom needs and/or improvements.

The Parent Club ensures that all the parent concerns and recommendations are properly voiced at the school's main governing body. The Parent Club has:

- Produced their bylaws and revised as necessary,
- Conducted elections for the member positions,
- Planned and conducted fund raising activities, such as the annual yard sale, silent auction and E-recycle.
- Assisted school administration in reaching out the parents regarding school policies,
- Supported the school through the renewal process and School Improvement Plan.
- Recruited parent volunteers for classroom and school activities, such as:
Field Trip Chaperones
(LA Trip, UC Berkeley Trip, Exploratorium, Chabot Space Center Trip, etc.)
- Conducted parent surveys evaluating school's performance and outreached 90% of the parents,

Home visits: Each BayTech teacher has a homeroom group of 20-25 students. The teacher is responsible for following up with parents regarding their involvement with their children's academic progress. BayTech teachers visit the homes of mostly low-achieving students at least once a year, and provide feedback to parents on what needs to be done to have students stay focused and motivated in their education both at home and at the school.

BayTech Newsletters Parent Club Section: Bimonthly the parent club is given the opportunity to publish a page of updates and announcements about the upcoming parent/staff organized school events, parent club activities, parent club meeting minutes and other items of interest.

Parent-teacher conferences: Every quarter teachers invite a selected number of parents in order to present detailed progress reports. The parents are selected based on their children's academic and behavioral progress. Most of these selected parents are the parents of low-achieving students, and students referred for retention. The parent and teacher put together a collective action plan and set a future conference date to monitor the student's progress. Based on our assessment and evaluation reports, 90% of the students who participated in this process have shown significant improvements in both academics and discipline.

Back to school nights: BayTech staff and the parents organize back to school nights to guarantee proper teacher and parent interaction at the beginning of each school year. In this event, parents meet the teachers and are given the class syllabi. Parents and teachers also exchange contact information to ensure close communication.

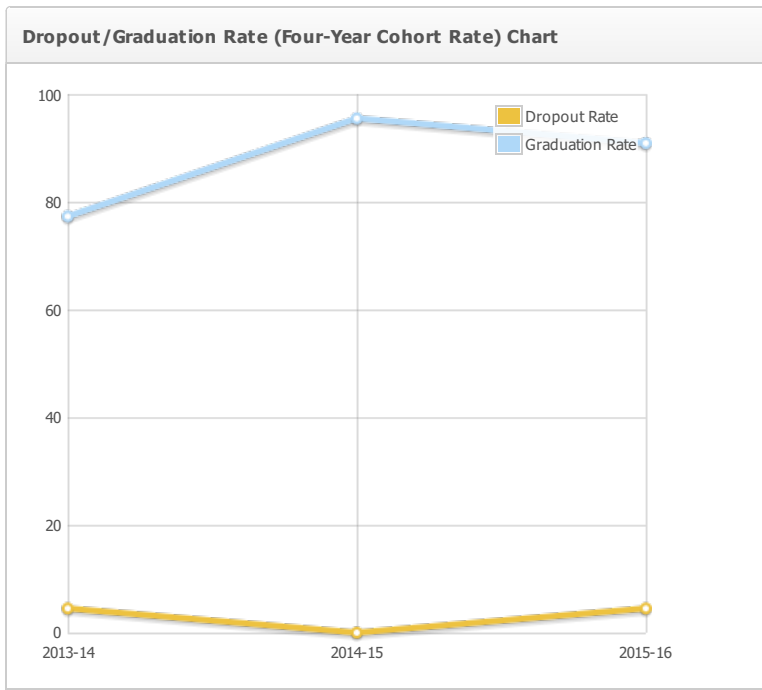
State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	4.5%	0.0%	4.5%	23.9%	24.1%	20.3%	11.5%	10.7%	9.7%
Graduation Rate	77.3%	95.5%	90.9%	60.5%	63.4%	64.9%	81.0%	82.3%	83.8%



Last updated: 12/21/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	95.7%	74.6%	87.1%
Black or African American	100.0%	67.8%	79.2%
American Indian or Alaska Native	0.0%	37.5%	80.2%
Asian	0.0%	82.0%	94.4%
Filipino	0.0%	84.9%	93.8%
Hispanic or Latino	88.9%	73.9%	84.6%
Native Hawaiian or Pacific Islander	0.0%	63.3%	86.6%
White	100.0%	90.1%	91.0%
Two or More Races	0.0%	77.8%	90.6%
Socioeconomically Disadvantaged	95.5%	75.2%	85.5%
English Learners	50.0%	56.7%	55.4%
Students with Disabilities	0.0%	66.6%	63.9%
Foster Youth	0.0%	56.4%	68.2%

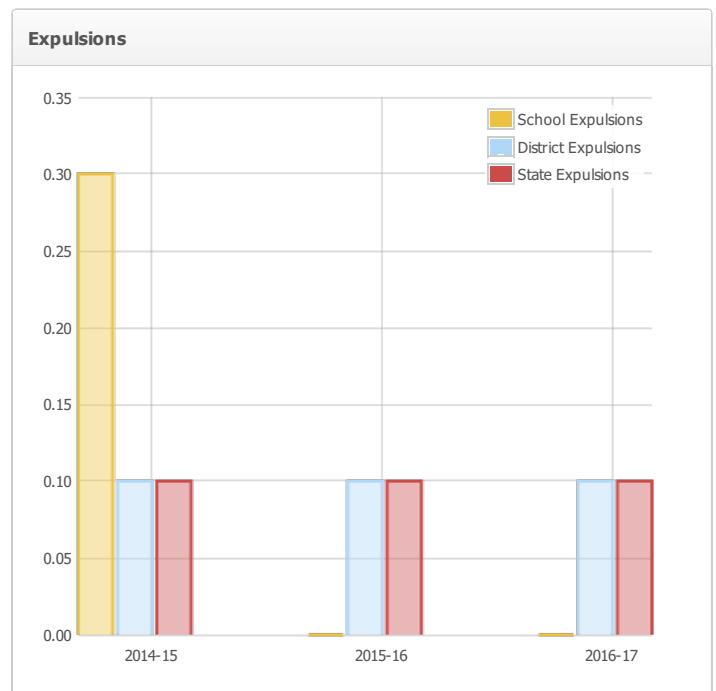
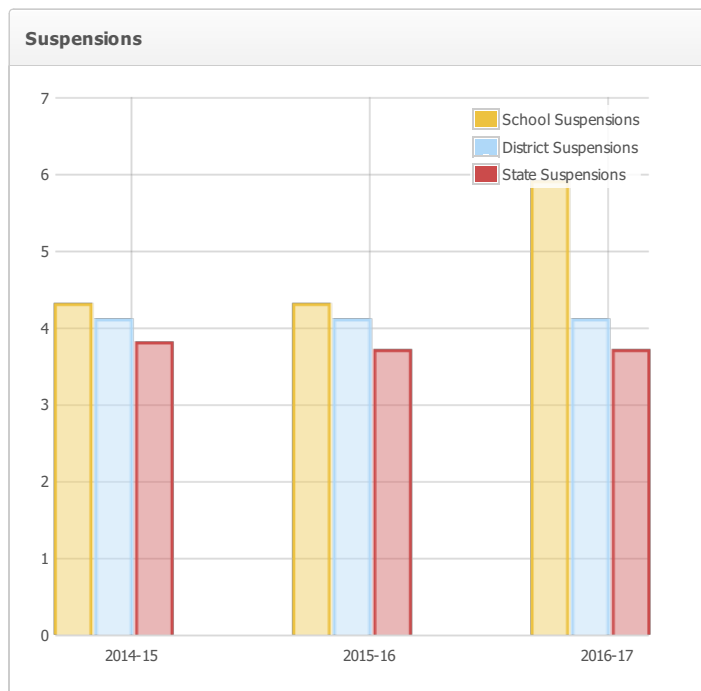
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.3%	4.3%	5.9%	4.1%	4.1%	4.1%	3.8%	3.7%	3.7%
Expulsions	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/21/2017

School Safety Plan (School Year 2017-18)

BayTech has adopted a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. These policies comply with all applicable state and local health and safety laws and regulations, and address the issues including but not limited to the following topics:
 The school has functioned as a drug-free, alcohol-free, and tobacco-free workplace.
 All employees (paid and volunteer) working with students are subject to fingerprinting and provided the school with a criminal record summary.
 Child abuse, acts of violence, and other improprieties have been duly reported, as mandated by federal, state, and local agencies.
 The School is a zero-tolerance zone for sexual harassment for all employees, students, and parents in any combination.
 Emergency safety plans (e.g., staff training and procedures for response to natural disasters and emergencies, including fires and earthquakes have been detailed, have been taught to all on campus. Regular fire and earthquake drills have taken place twice a year.)
 First Aid/CPR trained personnel have been on the school premises at all times during the school session.

Last updated: 11/28/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2014-2015	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Last updated: 12/21/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	24.0	1	9	1	25.0	0	11	1	30.0	0	8	1
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 11/28/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	7	10	0	22.0	12	12	0	21.0	15	17	0
Mathematics	20.0	8	8	0	24.0	9	7	0	21.0	11	7	0
Science	23.0	5	9	0	24.0	6	8	0	21.0	11	7	0
Social Science	24.0	3	7	0	22.0	10	4	0	19.0	13	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 11/28/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/10/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9429.9	\$1264.9	\$8165.1	\$45460.0
District	N/A	N/A	\$0.0	\$62935.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-32.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	21.6%	-54.2%

Note: Cells with N/A values do not require data.

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

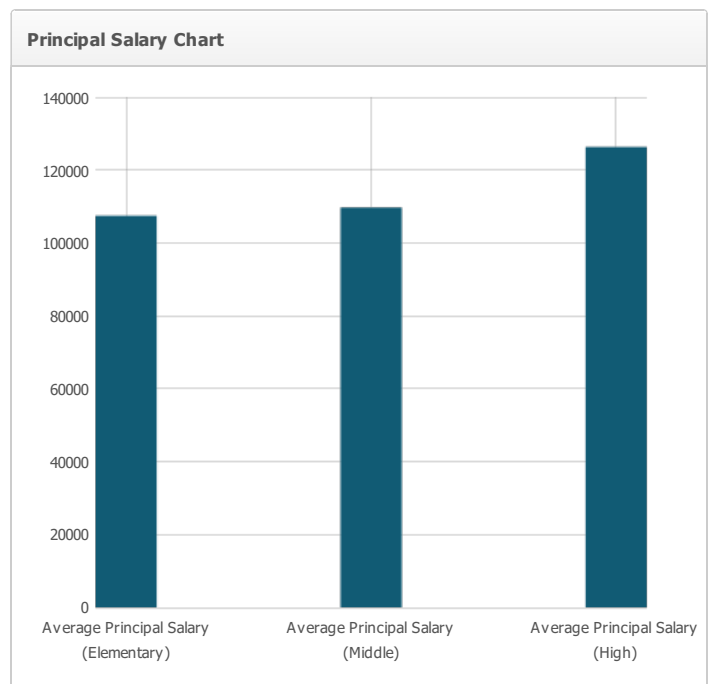
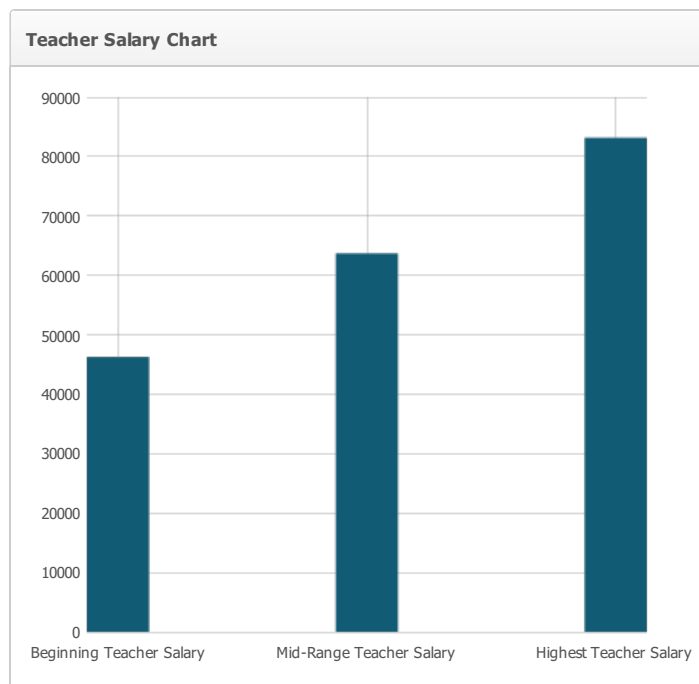
BayTech school is applying a School Improvement Plan required by OUSD. With this plan, BayTech provides RTI service to students who score below grade level. This program requires a full time RTI specialist and supportive materials.

Last updated: 11/28/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,258	\$47,808
Mid-Range Teacher Salary	\$63,694	\$73,555
Highest Teacher Salary	\$83,162	\$95,850
Average Principal Salary (Elementary)	\$107,457	\$120,448
Average Principal Salary (Middle)	\$109,728	\$125,592
Average Principal Salary (High)	\$126,332	\$138,175
Superintendent Salary	\$288,400	\$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	10.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 12/21/2017

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All Courses	4	14.6%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 11/28/2017

Professional Development

BayTech provides extensive professional development opportunities for its staff. Teachers participate in an extensive 8 day in-services before the school year starts. They receive support from the school admin in regards to school academic, structure and discipline as well as support from professional presenters in the areas of Common Core, Differentiated Instruction, Special Education and ELD. Teachers also participate in 3 full-day professional development days within each school year. The primary area of staff development over the past years has been a focus on the implementation of the Common Core State Standards and Differentiated Instruction. This focus was selected given the dramatic overhaul of state standards and assessment methodologies.

Throughout the school year, teachers meet each week on Wednesday afternoons for 2 hours of professional development, following an early student release. Teachers meet biweekly for staff meetings where overall school structure and culture is being evaluated, assemblies and activities are discussed and data from SBAC, MAP and other assessments tools are being evaluated and action plans are being taken. Monthly department meetings and monthly PLC meetings are being held as well for teacher to be able to have a platform where they can express their thoughts, challenges and future plans in a collaborative setting. Each teacher is in a PLC team and work progressively throughout the school year.

Additionally, BayTech values individual personal development. Thus, teachers are encouraged to participate in outside PDs, workshops and training such as ones for AP courses, SAT exams, Common Core, college and financial aide workshops. Teachers are also encouraged and supported to conduct peer observations once per semester within the school and once a year outside of the school.

Last updated: 11/28/2017