Bay Area Technology School

SELF-STUDY REPORT
Bay Area Technology School
February 6 - 8, 2017

ACS WASC/CDE Focus on Learning Accreditation Manual
2016 Edition

8251 Fontaine Street. Oakland, CA 94605

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Preface

BayTech believes in the importance of self-study. As we begin a new chapter in the BayTech history book, the WASC Accreditation process has been extremely valuable. The undertaking has been insightful and revealing. Our findings have built a framework for the future, providing staff with the opportunity to gather and analyze data to inform our practice and program. By monitoring the WASC report and continually updating the community profile, BayTech can track progress for ongoing improvement and accountability. Building off of the data analysis and reflective labor, we will make this work a regular part of our school's development. We plan on developing our new three-year LCAP report and School Improvement Plan. Through self-study, regularly visiting key metric data in critical areas, and disaggregating data we will understand how particular subgroups are performing.

Since the last WASC mid-term report, BayTech has collectively clarified our overarching and driving goal. We will achieve college and career readiness by improving student performance in reading, writing, math, and by providing a standards-based curriculum emphasizing STEM. In the spring of 2016, the Leadership Team met to understand the changes in the WASC self-study process and format since our last self-study in 2011. We gathered data and sketched out a self-study framing process for the rest of the staff. In the early fall, the Leadership Team previewed the WASC framework with the staff, reaffirmed our mission, and began solidifying our Critical Learner Needs. The staff has identified three key areas of need in earlier collaborative sessions.

Our faculty meets weekly for one hour. This fall semester, those meetings have largely been dedicated to continuing the WASC self-study process. Because BayTech is a small school, a "Committee of the Whole" was established to assess the program for students. The leadership team and governance groups were composed of the same people who coordinate parents, students, staff, and other stakeholders. Members of the leadership team led schoolwide focus groups. Each group consisted of 4-5 staff members. Students met during staff meetings and parents met on Saturdays. Our governance groups met multiple times to analyze data, outline responses to the prompts based on this data, and to identify strengths and challenges. The leadership team met with the WASC Coordinator together and individually to check for progress, update sections, and maintain our timeline.

Members of the Leadership Team developed the Action Plan. They used the governance group's analyses as their guide. The Leadership Team, and the entire faculty gave feedback on the initial draft, leading to a more strategic final draft included in this report.

Chapter 1

Student Community Profile and Supporting Data and Findings

Bay Area Technology School, 2017 WASC Report

Background and History

The BayTech Project

In 2003, a group of scholars and hi-tech engineers working and residing in the Bay Area realized the lack of interest in the STEM field among college level students and began to shed light on underlying causes. The group discovered that student interest in the STEM field started declining in the middle and high school years where students mainly consider Math and Science courses too difficult and give up. Consequently, the United States started losing academic competitions to newly developing countries such as China and India and has become dependent on international students to fill STEM programs in colleges and universities, both at the undergraduate and graduate level. The team started to research and find ways they could build more STEM interest among students. The idea of establishing a charter school that would promote Science, Technology, Engineering, and Math through a rigorous curriculum was born.

Bay Area Technology School, (BayTech) started its operation in Fall 2004 in downtown Oakland. BayTech has been established and operated by *Willow Education* (WE), a 501(c)(3) California non-profit foundation. A dedicated group of scientists and engineers in the San Francisco Bay Area formed WE to promote high quality education in Northern California. The BayTech project accelerated after the $450,000 start-up grant from the State of California's Public Charter School Grant Program (PCSGP) for developing a public charter school in Oakland with an emphasis on mathematics, science, and technology. The local community has welcomed BayTech since the very first day. In a very short time, BayTech has achieved organizational and financial stability, increased academic achievements, and has been accepted by parents and community members.

BayTech Mission Statement

The mission of BayTech is to serve students in grades 6 through 12 in the Oakland Unified School District by enabling our students to become literate in STEM areas, encouraging our students to be self-motivated, lifelong learners equipped with communication and presentation skills indispensable for the technologically-oriented global environment of the 21st century, and preparing our students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural community. BayTech provides a standards-based curriculum emphasizing STEM. BayTech's program aims to improve student performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEM areas.

BayTech offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. Tutoring, after-school programs, and school-to-university links supplement classroom instruction. BayTech creates a supportive and caring environment with small classes and strong student-parent-teacher communication and improves students' knowledge and skills in core subjects, thereby increasing their objective and critical thinking skills as well as their chances of success in higher education and beyond. BayTech provides students with a comprehensive education program that creates multiple opportunities for them to develop into successful contributing members of society.

Accord Education

BayTech implements an education model designed by the Accord Institute of Education Research (Accord). Accord is a "501 (c)(3)" non-profit organization with a clear mission to improve K-12 education through research, teaching and learning excellence, continuous school improvement, and school leadership coaching for sustainable and academically thriving schools. Based in Orange County, CA, Accord now serves over 30 public charter schools and 3 charter management organizations. Innovative ideas, best practices, and research on K-12 education are offered to schools in the form of curriculum, professional development training and training, and school improvement initiatives. Since its inception, Accord has focused on the important work of education quality and ongoing education improvement. Accord believes that charter schools play a critical role in pioneering educational innovations and ensuring that children receive the levels of quality instruction, attention, and resources that they deserve. Accord's work supports individual charter school success through sustainable, replicable, and applicable educational improvement strategies and by positively influencing larger educational reform efforts in the United States. Specifically, Accord will provide comprehensive support to BayTech in the following major categories:

•Program accountability and evaluation reports

•Annual STEM focused conference and semiannual full day in-service programs

•Accord curriculum development and recommendations for selection of non-Accord curricula

•College readiness programs and training

•Supplemental program development, implementation, and monitoring, including home visits, competitions, and after school programs

•Renewal charter petition support

•Financial services including budget development, accounting support, audit preparation, and revenue enhancement strategies

•Operations support including facilities acquisition, human resources, and business operations

•Public relations, networking, and other marketing activities

Expected Schoolwide Learning Results

BAYTECH

Expected Schoolwide Learning Results

E **ffective 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 communicating.
Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations.

A **cademic Achievers Who Will:**
Produce quality of work across the curriculum.
Be eligible for college by completing required coursework and equipped with the necessary skills to pursue and succeed in higher education.
Acquire and apply knowledge about new technology.
Apply research and analysis skills to form factual, fact based perspectives and responses.

G **oal-Oriented Students Who Will:**
Earn a high school diploma and complete A-G requirements for college.
Pursue higher education or vocational goals / professional training.
Demonstrate time management skills to meet the academic deadline.

L **ifelong Learners Who Will:**
Explore a variety of academic, athletic, artistic, and extracurricular areas.
Be open to discovery and develop an enthusiasm and interest for learning.
Be adaptive to a wide array of professional and cultural settings.
Be goal-oriented and understand the importance of continual goal setting.

E **xcellent 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 a personal or academic goal.
Identify and use resources effectively to gather, communicate, and evaluate information.

S **ocially Responsible Students Who Will:**
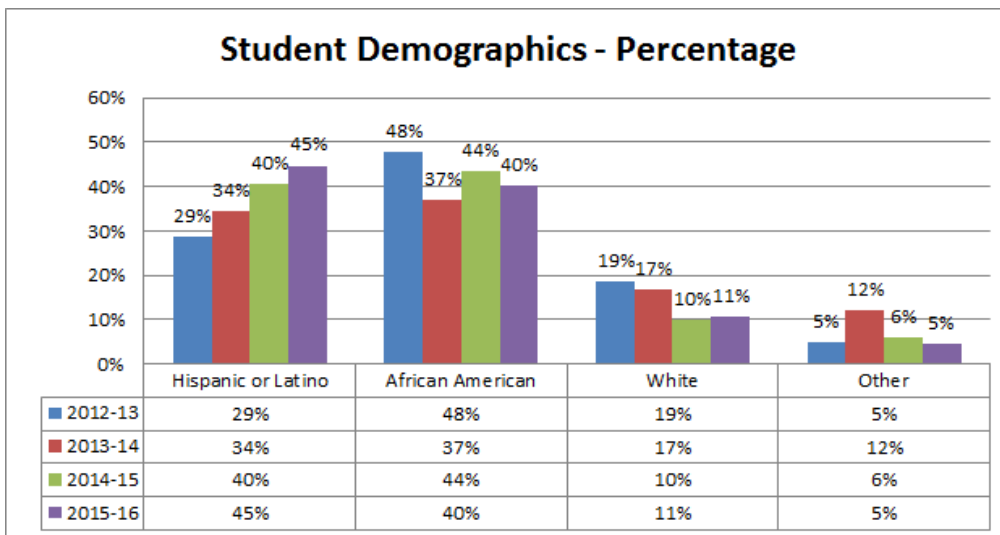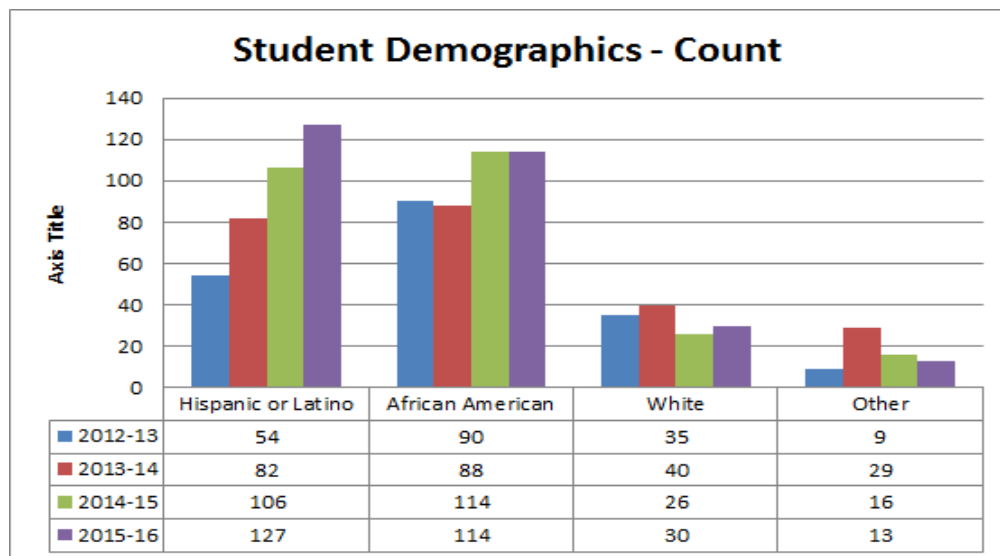Be culturally aware and who will be understanding and appreciative of the histories and values of different cultures.
Be leaders within their community who contribute to the improvement of life in their school and community.
Demonstrate conscientiousness and honesty through personal and academic performance.
Has integrity and take responsibility for personal choices and actions.

School Demographics

BayTech's student population is ethnically diverse and largely low-income. While BayTech enrollment continues to have a majority of Latino and African American students--totaling 85%, the percentage of African-American students has declined from 70% to 40% while the percentage of Latino or Hispanic students has increased from 15% to 45% in the last 5 years.

Student Demographics - Count

	Hispanic or Latino	African American	White	Other
2012-13	54	90	35	9
2013-14	82	88	40	29
2014-15	106	114	26	16
2015-16	127	114	30	13

Student Demographics - Percentage

	Hispanic or Latino	African American	White	Other
2012-13	29%	48%	19%	5%
2013-14	34%	37%	17%	12%
2014-15	40%	44%	10%	6%
2015-16	45%	40%	11%	5%

Community Profile

BayTech traditionally serves a socio-economically disadvantaged community. An average of 80% of BayTech students are eligible for free-and reduced lunch program. Since the school started, over 75% of our students have been consistently categorized as socio-economically disadvantaged. Considering exceptional needs of the target population, BayTech preferred to start with a small school and small classroom sizes. BayTech still operates with a student to teacher ratio of 26 to 1. BayTech's growth strategy promotes a slow but steady increase allowing students, parents, and faculty to work closer toward academic success. The result of BayTech's effective approach and commitment brought today's success.

Socio-economically Disadvantaged Students

|	2013-14	2014-15	2015-16
BayTech	76%	89%	82%
Oakland	77%	75%	
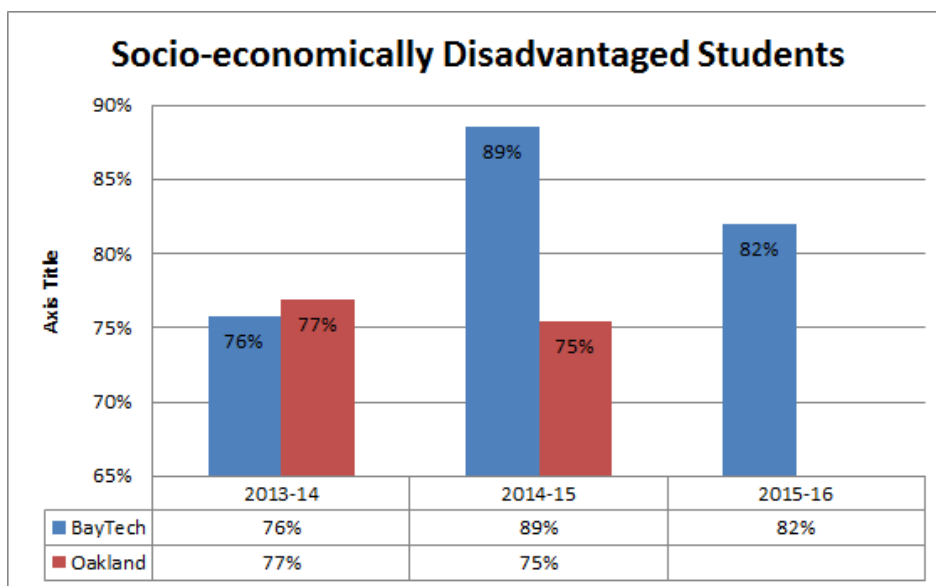
Since the founding of BayTech in 2003, the school has grown from only having a 6th grade class to a full- capacity 6th-12th grade middle and high school by 2011. BayTech graduated its first high school students in 2011 and by 2016 BayTech graduated six cohort classes. BayTech graduates are attending colleges both in California and throughout the United States.

Enrollment
The school went through a second location change to a larger campus in 2012, which resulted in a temporary enrollment decrease of 20%. BayTech has since shown steady enrollment growth despite the negative effects of long distance relocation and a painstaking renewal process. In 2015-2016, the enrollment capacity reached 95%, and the school started a waiting list for enrollment.
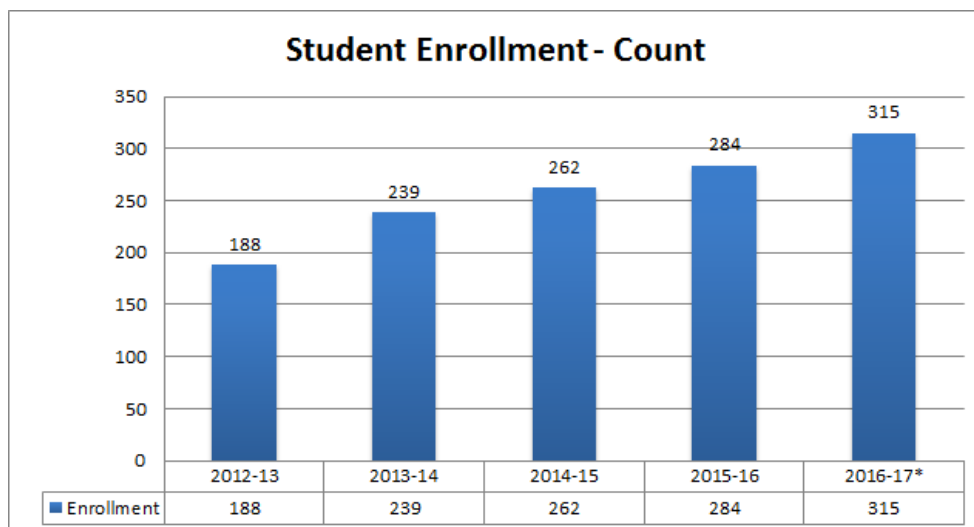
Parent Education Level
The percentage of BayTech parents graduating from college or an advanced degree is only 20%. Most of BayTech parents have a high school degree, GED, or did not finish high school.
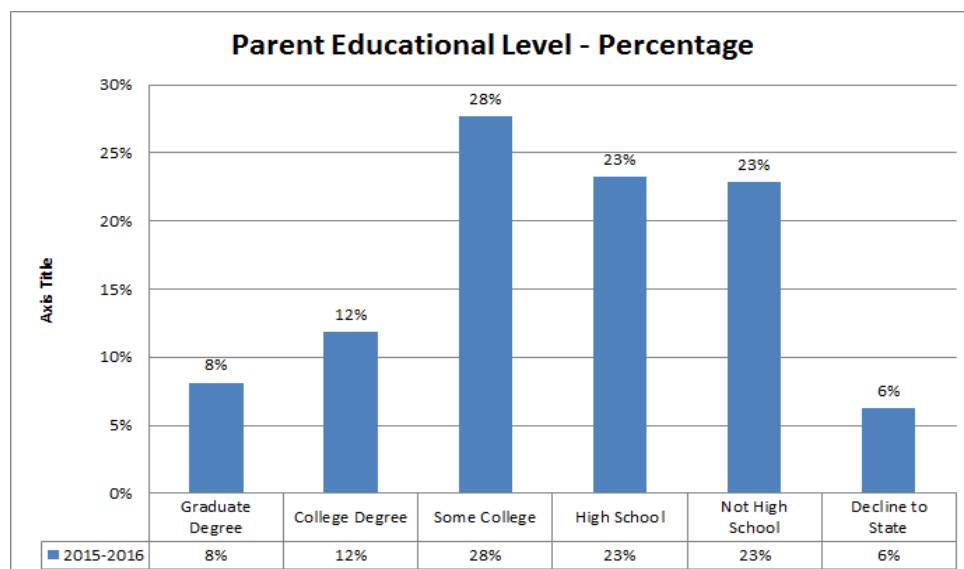
Parent Involvement

Bay Area Technology School promotes active parent involvement with school activities, governing and decision-making processes, and student achievement. Parents support student academics via conferences with the their teachers and administration. Parents are actively involved supporting our extra-curricular activities and award ceremonies.

BayTech Parent Club is a parent organization that meets biweekly and organizes school and community wide social events and fundraising activities. The Parent Club is led by a parent board consisting of the Parent Club President, Vice-President, Secretary, and Treasurer. BayTech appoints both a Teacher and Student Liaison to confer with the Parent Club Board in order to facilitate communication between the stakeholders.

Since the inception of our Charter, BayTech has always encouraged parental involvement, however, since forming the Parent Club, we have seen a significant increase in parent participation, student excitement, and community interest. Parent Club participation has increased from the original five members in 2012 to having more than twenty actively participating members in the 2015-16 school year. Through their dedication, Parent Club has helped make BayTech's Harvest Festival and Cultural Food Fair annual traditions and part of the BayTech culture.

Parent/Student Orientations

Meetings are held at the beginning of each school year. Orientations are divided into three presentations explaining the most important components of BayTech. These meetings are informative and take place over the course of three days. Each orientation offers separate sections for new students and returning students with a variety of days and times to choose from to accommodate all parents/guardians. All students and parents learn about the following:

- COOLSIS Training
- Discipline/School Expectations/Operations
- Academics/Edmentum 101

Parent/Teacher Conferences

BayTech offers Parent/Teacher conferences open to the entire student body twice per year. Once, in the fall for the purposes of setting individual student goals and once in early spring to track student progress on those goals. In addition to continual monitoring via the COOLSIS grade book application; parents are also encouraged to meet individually with the teachers throughout the year to track student progress. Teachers also set up additional conferences after each Progress Report with parents of students who fail to make progress on their goals. These dates are scheduled in October during the first semester and in March during the second semester.

Home Visits

One of the notable characteristics of BayTech that distinguishes it from other Oakland schools is the home visit program. BayTech has always encouraged its teachers to make home visits and use them as a tool for student achievement. This relationship sets high expectations for the whole student and parent body. In addition, increased communication provides parents, students, and teachers with the opportunity to monitor and recognize progress. BayTech's home visit program targets all of the students currently enrolled in the school. BayTech teachers and staff make home visits for the following reasons:

- Promotes a partnership between parents and teachers
- Observing students in their home environment
- Encourages parent involvement
- Parents gain a better understanding of the school's academic policies
- Understanding the student's social and emotional needs
- Understanding the home and community environment that student's grew up in

Community Foundation Programs

BayTech partners with the following community programs to enhance our students' education and build lasting community relationships between our students and their community:

East Bay College Fund

NextGen

American Association of Yemeni Students and Professionals (AAYSP)

East Bay Food Bank

Accord Education

Beats, Rhymes, and Life

Alameda County Community Food Bank

Rainbow Recreation Center East Oakland

International Rescue Committee

Ethnicity

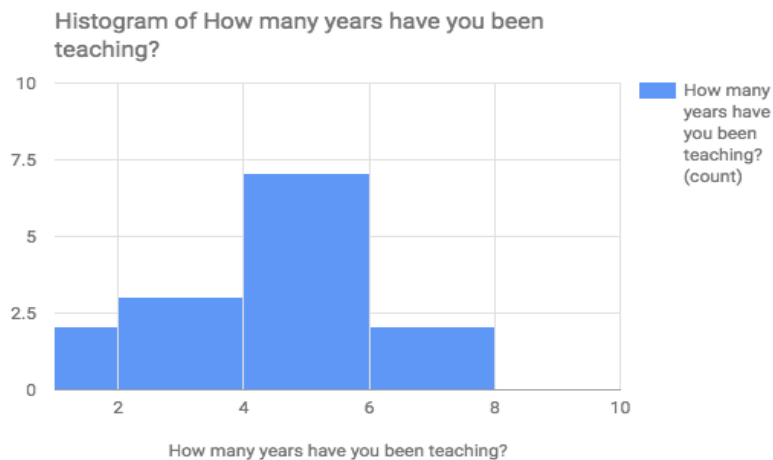Count of Ethnicity
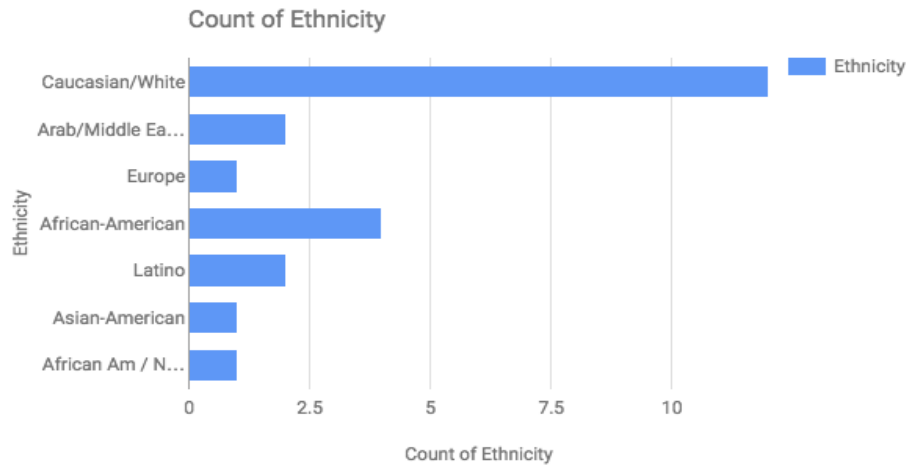
BayTech has a very diverse staff. The data for major groups includes; nearly 50% of teachers identify as White/Caucasian, 17% as African-American, 8% Latino, 8% Middle Eastern, and 4% Asian American.

Experience

The average number of years teaching is 5.

Bi-lingual Staff

Count of bilingual staff.

no
34.8%

yes
65.2%
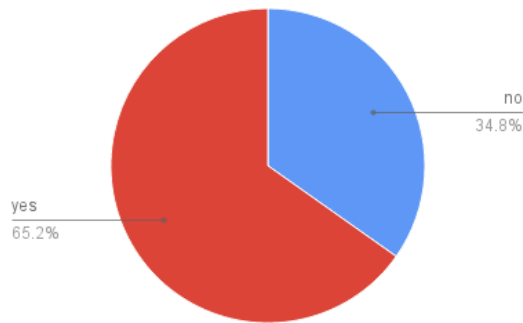
More than half of BayTech teachers are bilingual. Languages represented include Spanish and Turkish.

Education and Credentials

BayTech teachers are highly prepared: all BayTech teachers have Bachelor's degrees, 44% have Master's degrees, no one has a National Board Certificate. Nearly half of all staff members (40%) have a Clear Credential. Seven have a Preliminary Credential and are participating in the BTSA induction process. The remaining staff members have appropriate credentials as defined by the CTC.

Nearly 40% of BayTech's staff have a clear credential. The other 40% have a preliminary credential.

39.1%

39.1%

21.7%
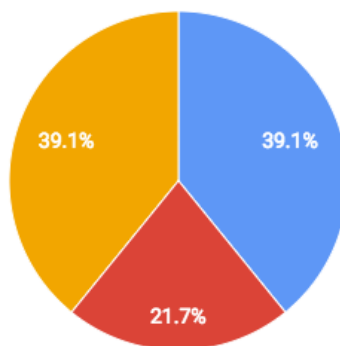
Professional Development
In addition to ongoing professional development activities that support efforts to increase student academic performance, BayTech provides all staff with multiple opportunities to grow professionally. BayTech assesses staff professional development needs through formal and informal performance observation, surveys, and feedback. Based on these data and combined with the School Improvement Plan, BayTech determines common staff development days and tailors staff development to individual staff needs. Professional development occurs at different levels within the school. Furthermore, the school is organized into Professional Learning Communities (PLC) by grade level and by department.

Professional Learning Communities (PLC)
BayTech makes use of PLCs to:
- Clarify intended outcomes
- Develop common assessments and share data
- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

As an implementation of the PLC at BayTech, all staff will read educational literature and make informed recommendations for school and system-wide improvement. The staff produces an annual reading list recommended by the PLCs. The following literature have recently been added to BayTech staff's reading list: *Failure Is Not An Option*, *Classroom Management That Works*, *How To Differentiate Instruction In Mixed-Ability Classrooms*, and *Teach Like A Champion: 2.0.*

School-wide Meetings and Professional Development Activities
Administrative Meetings
The BayTech Principal, Dean of Academics, and Dean of Students meet weekly to act on general school issues including, academics, safety, attendance, overall communications, and student activities. Upcoming events are discussed and planned. Additional members of the Executive Administration Team include the College Advisor, Lead Teacher, and department chairs who attend monthly. The resource teacher and Office Manager participate as needed. Additionally, the department chairs meet with the Dean of Academics biweekly for the PLC and Department Level/ Grade Level meetings.

General Staff Meetings

BayTech staff meets every other week to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues are discussed as time permits.

Department Chair Meetings

Department Chair meetings are held monthly. These meetings are held the week prior to the department meeting in order to review and complete the agenda.

Department Level Staff Meetings

All teachers meet departmentally every month to:
- Collaborate with other instructors within the department
- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum and CCSS, CNGS, and California state standards
- Analyze student achievement data (MAP, CST, SBAC, etc.,)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events (East Bay STEAM EXPO)
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Chair Meetings

Two Grade-level Chairs (one each for high school and middle school) meet monthly. These meetings should be held the week prior to the staff grade level meetings in order to review and complete the agenda for the grade level staff meeting.

Grade Level Staff Meetings

Grade level teachers meet once a month and collaborate on the issues below:
- Classroom strategies
- Sharing best practices
- Curricular and academic issues (grading uniformity, homework load, differentiation etc.,)
- Support for students with academic challenges (IEP, 504, RTI, SSR, A.R., A.M., Tutoring)
- Discussion of student academic supports (peer tutoring, mentorships, etc.,)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum and CCSS
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings
BayTech staff participates in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, etc. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback are addressed in the summer in–service program.

Summer in-service programs
BayTech also holds orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding BayTech's operations and the academic and education program goals for the year. A teacher workshop/summer in service program is held in August for approximately two weeks. The program consists of at least four days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

Peer Observations
BayTech believes that every effective teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Therefore, each teacher is required to make monthly class visits to other teachers' classrooms and one off-campus observation per semester to observe effective strategies and reflect on his/her observations by using peer observation beneficiary forms. These forms are used as part of the process to create a professional development plan for individual growth.

Formal Observations/Evaluations
All teachers are observed in the classroom by Department Chairs, Administrative Team and the Lead Teacher/ Curriculum Coach. A rubric guides observation and allows for the development of constructive feedback. BayTech's formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers are evaluated annually. A pre-conference and post conference are scheduled for each evaluation.

Lead Teacher/ Curriculum Coach
Additionally, BayTech has employed a Lead Teacher/ Curriculum Coach to develop an overarching professional development plan for the school while guiding teachers toward PDs that fit their individual interests and professional goals. This position also includes the following tasks:
- Observe each teacher a minimum of one time per month
- Meet monthly with each teacher as a mentor
- Facilitate monthly observations between teachers
- Facilitate one off-campus observation for each teacher each semester
- Review lesson plans and curriculum mapping and give feedback
- Research, plan, develop, and implement professional development strategies

Walkthroughs
BayTech administration/Department Chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

Beginning Teacher Support and Assessment Program (BTSA)
BayTech provides new teachers with BTSA, a two-year program that provides beginning teachers with collegial support, guidance, professional development, motivation to continue in the profession, and training. It links college level teacher preparation with classroom application.

Scheduled Professional Development & Training
All teachers are encouraged by administration to attend as many PDs as they want. The Professional Development PLC manages and shares a list of free and low-cost professional developments seminars and webinars. Stipends are available to pay for low-cost PDs. BayTech has always supported teacher PD by reimbursing workshops (with pre-approval). BayTech is in the process of formalizing the PD approval and reimbursement procedures. All administrators are sent to a variety of Professional Development seminars and conferences for not only their own professional development but also to bring information, teaching techniques, changes in educational law, the most current STEM curriculum, and best practices to the teachers.

BayTech partners with the following PD Conferences as part of BayTech's Master Professional Development Plan of providing the best STEM education available to Oakland's inner-city youth:
- **National Charter Schools Conference:** Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the Annual National Charter Schools Conference, which is organized by The National Alliance for Public Charter Schools (NAPCS).
- **California Charter Schools Association (CCSA) Conference:** Based on organizational need aligned with the schedule, selected faculty and administrative staff attend the annual California Charter Schools Association (CCSA) Conference.
- **Charter Schools Development Center (CSDC):** Based on organizational need aligned with the schedule, selected emerging and new leaders attend the Charter Schools Development Center (CSDC) Leadership Institute.
- **Accord Institute for Education Research (Accord):** All BayTech faculty and administration attend the Accord Institute's annual Teacher and Leadership Workshop.
- **Association of California School Administrators:** (LEAD symposiums) BayTech sends the Lead Teacher to attend workshops specifically designed for focusing professional development on STEM and CCSS.
- **BayTech professional development days**: BayTech Professional Development Days are held for a minimum of one full day each semester. Issues such as student achievement data, differentiated instruction, intervention, and departmental collaboration among BayTech teachers are discussed.
- **Edmentum (PLATO/Study Island):** All teachers attend training and professional development on the use of blended curriculum models utilizing Edmentum's slate of curriculum and educational tools.

Other professional development programs that BayTech considers include:
- **College Board's Workshops and Seminars: SAT, AP, etc.**
- **Association of Latino Administrators and Superintendents Conference**
- **National Council of Teachers of Mathematics Conference**
- **National Science Teachers Association Conference**

- **National Council of Teachers of English Conference**
- **California Council for History Education Conference**
- **California Science Teachers Association (CSTA)** annual PD program
- **California Association of Mathematics Teacher Educators Conference**

Additionally, professors and professional teacher trainers from area universities as well as other universities and institutions will be identified and invited to conduct professional development activities at BayTech.

Ongoing Professional Development Program for Special Education
BayTech conducts ongoing in-services for special education. During the August in-service training a school psychologist trains our entire staff about services and programs related to students with learning disabilities. BayTech has a special education teacher to train the staff on the IEP documentation and how to implement accommodations and modifications in a general education classroom. Our special education teachers attend workshops and trainings provided by OUSD and attends a resource conference to hear from additional experts in the field of special education. Additional support is offered to teachers through the Special Education PLC via the SpEd PLC chair.

The professional training in special education includes:

- Laws and regulations aligned with the IDEA
- Implementation of modifications and accommodations
- State test requirements/options for students with disabilities
- Writing Individualized Education Programs (IEP)
- IEP meeting procedures
- Rights and responsibilities of parents, students, and teachers
- Section 504 plans

In addition to the August sessions, BayTech conducts quarterly training sessions about special education implementing best practices from around the country while paying heed to California and Federal laws.

Academic Program

Bay Area Technology School is a college preparatory school and aims to improve student performance in reading, writing, and math, reduce dropout rates, achieve high student attendance rates, and increase the number of students who pursue careers in STEM areas. All students follow a curriculum that fulfills the University of California (UC) A-G course requirements. BayTech's graduation requirements exceed the A through G course requirements in some aspects. For example, BayTech requires three years of social sciences, three years of science, one year of technology course and forty hours of community service.

BayTech provides a rigorous course load for its students to follow. BayTech offers supplemental support, academic interventions and online classes for students with disabilities or low reading levels. These courses do not replace basic requirements for students, yet they enable students to reach to their grade level achievement. For example, students who are moving from outside the US with limited or no English knowledge are required to take the California English Language Development Test (CELDT). This test allows us to find out the student's reading and comprehension level in English and provide support to raise the reading level.

BayTech has a six-period schedule. BayTech also offers a sustained silent reading (SSR) period, a study hall period and after school program. The after school program is for students who need extra time for tutoring and students who would like to participate extracurricular activities such as soccer club, basketball club or computer club. Senior class students receive a college advisory class four days a week.

BayTech's education program aims to:

- o Increase students' interest in STEM areas by offering an innovative and engaging and rigorous standards-based curriculum.
- o Provide a quality core curriculum including humanities and social science.
- o Sharpen critical thinking skills by providing hands-on, inquiry-based activities.
- o Reduce dropout rates by providing academic and social support in a small school environment.

BayTech bases its educational program on the understanding that our nation's economic future will require a highly trained workforce in STEM. The comprehensive science education provided by BayTech helps students acquire a whole set of necessary intellectual habits and attitudes that might well be called "scientific habits of thinking," an important component of critical thinking.

Recognizing that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony; BayTech also works with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.

Graduation Requirements

BAYTECH GRADUATION REQUIREMENTS	
Subject Area	**Requirements**
(a) History / Social Science	Three years, including World H., U.S. History and US Gov. and Civics
(b) English	Four years of approved courses
(c) Mathematics	Three years, including Algebra I, Geometry, and Algebra II
(d) Science	Three years that includes two years with lab required; chosen from Biology, Chemistry, and Physics
(e) Language Other Than English	Two years in the same language required
(f) Visual & Performing Arts	One year of VPA: dance, drama/theater, music, or visual art
(g) Electives	Five different courses in Social Science, English, Mathematics, Science, LOTE, VPA, Computers & Technology
Physical Education	Two years
Computers & Technology	One year
Community Services	40 hours in total
AP Course/College Credit Requirements	AP or college courses can be taken to meet minimum course requirements or as elective.
Other Requirements	Minimum Cumulative GPA of 2.0

Bay Area Technology School's graduation requirements exceed the A-G course requirements of the University of California (UC) and California State University (CSU) systems. BayTech believes these increased requirements prepare our students for competitive universities and equip them with skills needed to be successful at post-secondary education.

Sample four-year program for a typical student:

9th grade	English 1
	Algebra 1
	Biology
	Spanish 1
	Physical Education 1
	Digital Graphics
10th grade	English 2
	Geometry
	Chemistry
	World History
	Spanish 2
	Computer Programming
11th grade	AP English Language
	Algebra 2
	Physics
	AP US History
	Current Events/Piano
	AP Computer Science/Elective
12th grade	AP English Literature
	Pre-Calculus
	Elective Science/ Piano
	American Government/Economics
	Physical Education 2
	AP Computer Science

AP and Advanced Courses
BayTech offers a continually expanding variety of AP courses to aid student preparation for college with current offerings in a variety of formats to fit individualized student needs:

2011	- AP Literature - AP Calculus - AP Computers
2012	- AP Language - AP Calculus - AP Computer - AP US Government
2013	- AP Literature - AP Calculus - AP Computer - AP US Government - AP Biology - AP US History
2014	- AP Language - AP Calculus - AP Computer - AP US Government - AP Biology - AP US History - AP World History
2015	- AP Literature - AP Calculus - AP Computer - AP US Government - AP Biology - AP US History - AP World History - AP Physics
2016	- AP Literature & Composition - AP Language & Composition - AP Government - AP US History - AP Biology - AP Psychology (Hybrid) - AP Computer Science (Hybrid)

Each year since 2011, we have had increased enrollment commensurate with our increasing enrollment. As can be seen below, our percentage enrollment of Hispanic and African American students in AP courses continues to outpace Caucasian enrollment.

AP Demographics Comparison Data 2011-2016
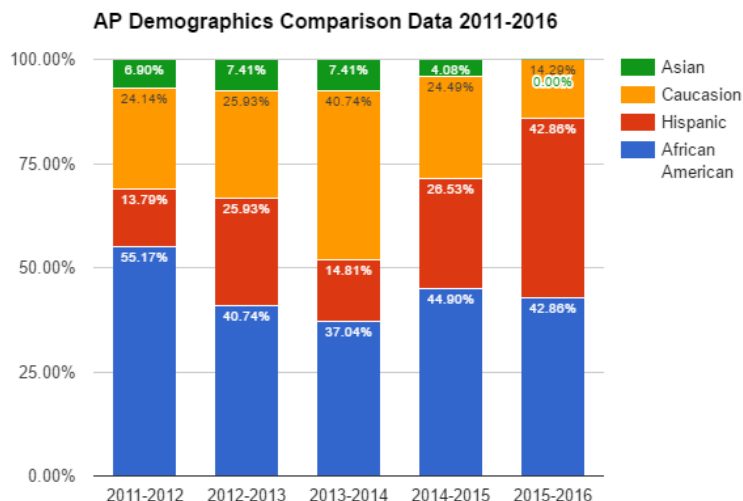
Co-Curricular Programs

High School Athletics

Upon relocating in 2012-13, BayTech started a new athletic program from scratch. In 2013-14, BayTech offered only Boys Basketball. Since then, BayTech increased their focus on developing a more organized and robust athletics program to improve academic performance and teach teamwork, sportsmanship, and citizenship. Approximately 30% of our high school population participated in interscholastic athletics in 2015-16.

The BayTech Athletics Department now offers eight programs; Girls' Volleyball, Boys' Soccer, and Cross Country, in the fall; Girls' Basketball, Boys' Basketball and Boys' JV Basketball in the winter; and Girls' Soccer, Boys Baseball, and Flag Football in the spring. All sports offered are on a high school Varsity level within the Bay Area Charter School Athletic Conference (BACSAC).

BayTech is competitive across all team sports. Currently, BayTech students have earned First Team All- League awards in Boys' and Girls' Basketball and Second Team All-League Awards in Girls' Volleyball. One of our female athletes won the BACSAC Division B Most Valuable Player Award in 2015-6 for the first time in school history. BayTech acknowledges their student's athletic contributions by hosting an end of the year sports banquet.

Tutoring & Clubs

BayTech offers a variety of after school tutoring, clubs, sports, and activities for all students free of charge. In grades 6-9, students are automatically enrolled in the after school program unless they sign out with the family's consent. Grades 10-12 students may enroll in a club they are interested in by request or stay after school for additional tutoring. The 2015-2016 academic year saw BayTech serve 188 students in the after school programs in addition to the extra-curricular

school athletic programs. A few club offerings are; photography/yearbook, computer club, audio visual, etc. BayTech receives funding for this program from the ASES Grant.

Counseling Services/Restorative Justice

Since the last WASC visit, Bay Area Technology School has hired a full time support counselor in order to address the student's social/emotional and personal needs. The Counselor has been working to support students by offering them various opportunities to express their needs and concerns. The counseling program works toward building a safe and supportive environment. Students are supported with conflict resolution, peer challenges and bullying prevention. The top 5% at risk students are offered one-on-one and group counseling, mediation and restorative justice. Students meet with the counselor once a week. The meetings last about 30 minutes each session.

Counseling is used as a supportive tool for students but it also serves as a preventative measure to keep students from expressing harm towards themselves and others. Walk-ins are open and available to all students if needed. Students who may be struggling with behavior and are having issues with other students are seen by the counselor in order to receive guidance and support to help them make safe decisions. With the help from teachers, parents, and the Dean of Students; the Counselor strives to ensure an overall safe school environment for all students.

The Counseling Program is made available to students by referral only. Teachers, staff and parents can make referrals. If emergencies arise then the Dean of Students gives a referral to the counselor.

Restorative Justice

Restorative Justice is an approach to justice that focuses on the needs of the victims and the offenders, as well as the involved community. This contrasts to more punitive approaches where the main aim is to punish the offender. Restorative Justice focuses on repairing the harm that was done through cooperative processes that include all stakeholders. Within the Counseling program, Restorative Justice is being utilized as a tool to help students deal with conflict and as a way to settle their differences within a safe and supportive setting. Restorative Justice meetings are held as needed and are open to all students.

Attendance and Discipline

BayTech attendance has remained consistent since the last WASC report, with Average Daily Attendance (ADA) at:

- 95% in 2013-14
- 95% in 2014-15
- 95% in 2015-16.

Over the past three years BayTech has transitioned to a Restorative Practice approach to discipline. By providing alternatives to suspension through a restorative model, the goal is for students to better understand the harm caused by their actions in order to grow and change behaviors. In the 2013-14 school year, there were 19 suspensions, compared with 13 suspensions in 2014-15. Both years more than 30% of suspensions were related to extreme defiance and willful use of force. Other less frequent causes for suspension were possession of a controlled substance, vandalism, or harassment. BayTech has expelled only one student in the past 5 years. The reason for expulsion: possession of a controlled substance and distributing narcotics on school grounds.

Student Achievement

BayTech students are tested twice a year to measure academic progress (MAP). The majority of BayTech students surpassed their projected growth target in math. The 9th grade math score fell below the expected target during the 2014-15 school year. A drop in 9th grade scores can be attributed to incoming freshman below the proficiency level. Data was not reported for some grades due to personnel replacement and missing data reports from the Northwest Evaluation Assessment (NWEA).

Math
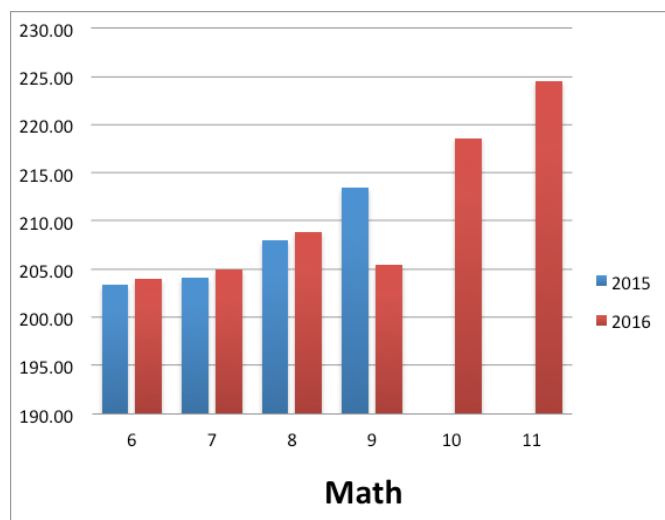
All scores are based on beginning of the year normative data. Since the norms are based on a bell curve, BayTech students are meeting expectations within their respective range.

BayTech students surpassed all targeted projections in Reading for the 2014-15 school year, however, a drop in 9th grade scores can be attributed to incoming freshman below the proficiency level.

Reading
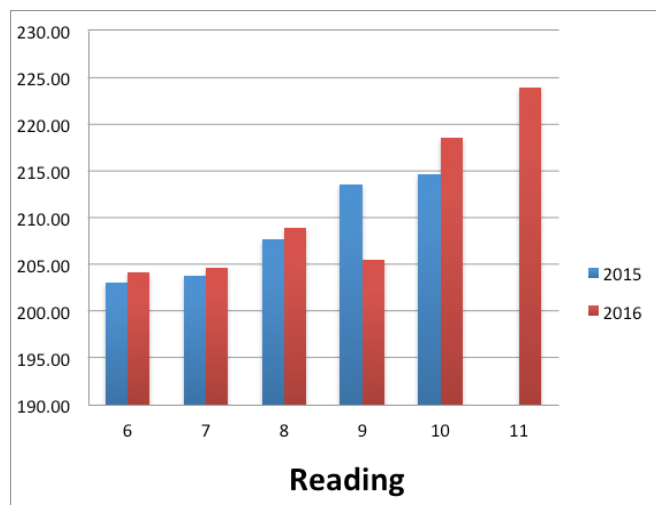
Student data is based on their beginning of the year MAP scores.

BayTech students by ethnicity scored higher than their targeted growth. White students fell below the target in math, but scored slightly above their targeted growth in reading.
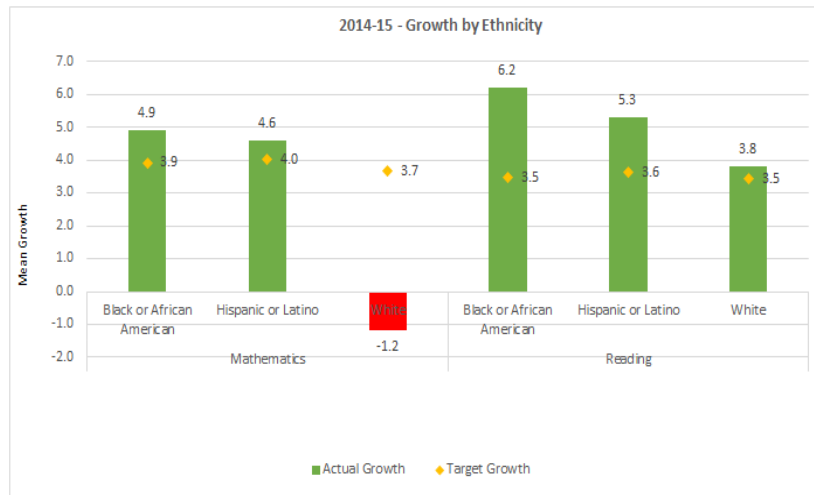
Academic Performance Index (API)

API was not calculated for the 2013-14 school year, nor will it be in the future due to the Smarter Balanced Assessment results. BayTech demonstrated growth each year before the campus relocation in 2012-13.
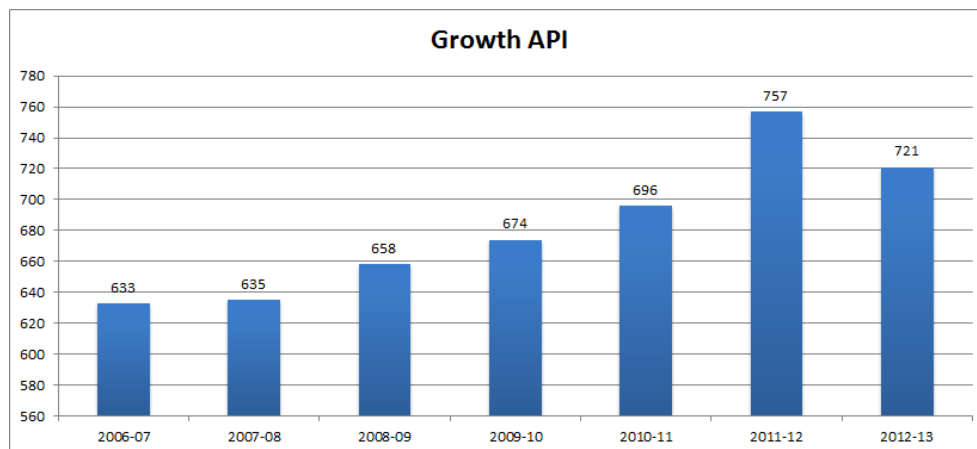
California High School Exit Exam (CAHSEE)

The California High School Exit Examination (CAHSEE), formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016. Although it will no longer be administered, BayTech demonstrated terrific growth in ELA, but math scores declined in 2014-15.
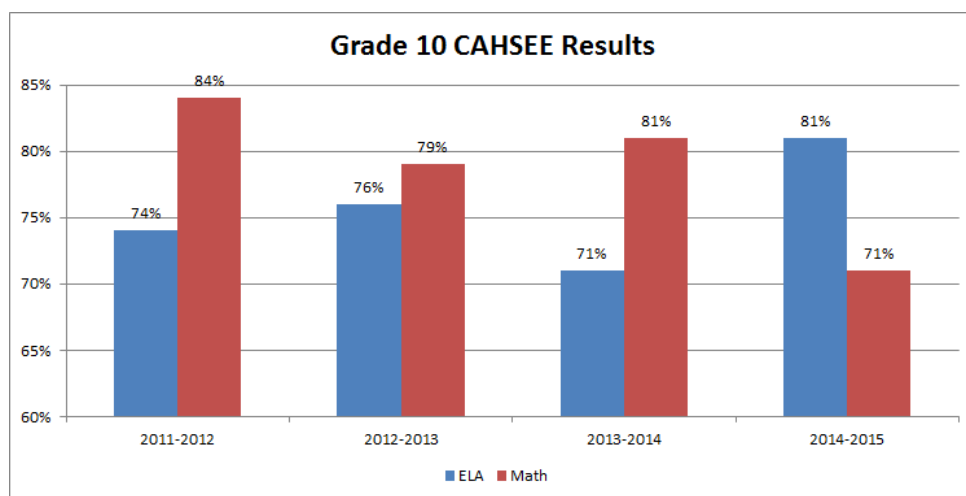
California English Development Test (CELDT)

A total of 39 students took the California English Language Development Test (CELDT) and 16 passed the exam. 23 students did not meet the minimum passing criteria in 2014-15.

A total of 61 students took the California English Language Development Test (CELDT) and 24 students passed the exam. 37 students did not meet the minimum passing criteria in 2015-16.
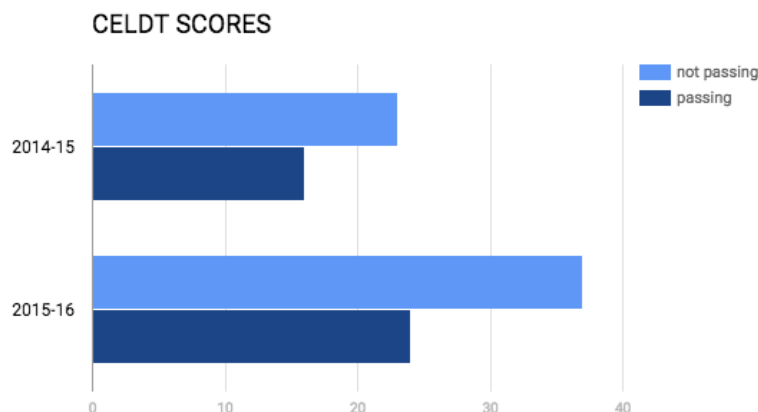
Post-Secondary Education
BayTech is a college preparatory school. We have established affiliations with Patten University. BayTech also has a dual-enrollment program supported by Laney College that allows students to receive college credit while attending BayTech. We are also proud to announce that admitted students to Boston University and University of Puget Sound have received full scholarships thanks to Posse Scholarship Foundation.

Over the last three years BayTech has maintained a 100% graduation rate. There were 53 graduates of whom 34 males and 19 females. BayTech graduates' college attendance rate is 85%. There are 28 students attending a four-year university and 17 students attending a two-year community college.

The class of 2016 had 22 students; 72% of students applied to a four-year university; 62% of these students are admitted to at least one of these schools, 36% of students applied to a two-year community college. Out of 22 students, 90% of them are attending a postsecondary institution, one student is participating to become a United States Marine and one student chose to take a gap year.

BayTech graduates attend a variety of colleges including:
Augsburg College
Berkeley City College
Bethune-Cookman University
California State University, Channel Islands
California State University, East Bay
California State University, Northridge
California State University, Sacramento
Carrington College
Chabot College
City College of San Francisco
College of Alameda
DeVry University
Ex'pression College
Fisk University
Harding University
Holy Name University
Laney College
Los Medanos College
San Francisco State University
San Joaquin Delta College
San José City College

San José State University

Southern Oregon University

University of California, Berkeley

University of California, Davis

University of California, Irvine

University of California, Santa Cruz

University of the Pacific

Woodland Community College

Adequate Yearly Progress (AYP)
BayTech has consistently met graduation and participation rate targets for AYP, but hasn't met proficiency targets. For example, in 2015 BayTech met the graduation and participation rate targets, but not the proficiency target of 100% in Math and ELA.

Facility and Finance
BayTech currently leases a facility with Rudsdale High School at King Estates, located at 8251 Fontaine Street Oakland, California 94605 under the terms of Proposition 39. A new multi-year lease agreement is in place for the term from July 1, 2015 to June 30, 2018, with an option to renew for an additional five-year term at an annual cost of $92,309 per year. If BayTech exercises the option to extend for an additional five years, the annual fee will be adjusted after the 2017-18 school year to then Proposition 39 or equivalent rate.

The facility provides ample teaching, meeting, and outside space for BayTech's needs. BayTech successfully co-exists with Rudsdale High School. Both schools avoid mixing students in common areas such as the cafeteria or outdoor space. The schools do, however collaborate for academic projects such as the STEM EXPO.

BayTech receives approximately $8,820 per student per year in LCFF State Funding. BayTech also additionally receives some federal and local government funding totaling approximately $489,000. The cost of BayTech's program is approximately $9,389 per student per year. Approximately $5,000 is raised per year from foundations, individuals, and corporations. BayTech has reserve funds of approximately $725,000.

Survey Data

Faculty

BayTech has surveyed its faculty in each of the last 7-8 years to determine their satisfaction with teaching at BayTech. The number of faculty who report that they are satisfied or highly satisfied with BayTech is at 99% in 2015-16. Faculty also indicated a 95% or higher satisfaction rate in the areas of professional development, and school leadership. One area of concern is faculty satisfaction with school evaluations. Many indicated the evaluation process was not clearly explained and 18% of the staff felt the evaluation process encourages professional growth. BayTech faculty also expressed disappointment with custodial efforts. Many teachers commented on this to be improved.

Students

BayTech students responded positively to nearly all questions when surveyed. A great cultural shift is taking place as BayTech continues to promote a positive atmosphere within an intimate environment. It is no surprise that 80% feel they have a positive rapport with their teachers. Over 80% of students indicated teachers also care about and notice their success and that teachers are approachable if they need help. A growing emphasis on college is also evident as 90% of the students recognize that the expectation is to go to college after high school. Over 70% of the students surveyed felt BayTech promotes a positive environment and handles discipline fairly. Approximately 80% of students indicated BayTech does not tolerate bullying and 82% feel safe at school.

A few concerning areas:

- 40% of students surveyed felt the quality of their ELA class was below average.
- 42% of students surveyed spend less than a hour doing homework or studying on a daily basis.
- 45% of students surveyed indicated they have had many personal responsibilities outside of school.

Parents

The number of parents who responded to our survey is very low compared to the number of students enrolled. This is an ongoing area of focus at BayTech. Approximately 30 parents responded to the online English/Spanish survey. Of the parents who responded, 74% felt satisfied with the school and 70% of parents would recommend BayTech to parents seeking a place for their child. The majority feels BayTech has high expectations for its students as 80% responded as agreeing strongly. Approximately 90% of parents surveyed reported that BayTech was a safe environment for their child. 80% of parents also indicated BayTech's teachers care about and recognize their child's success.

Areas of improvement for BayTech indicated by the parents are:

- 36% feel the school does not inform them of volunteer opportunities.
- 34% feel the school administration communicates with parents effectively.

School Board Members

Name	Position	Contact
Dr. Ayhan Mutlu	President	ayhan.amutlu@gmail.com
Dr. Mehmet Sen	Treasurer	sen@baytechschool.org
Mr. Sefa Isik	Secretary	sefa_isik@hotmail.com
Alretta Tolbert	Director	alrettadir@aol.com
Arceli Delos Reyes	Director	chris_cel8@yahoo.com

Chapter 2

Progress Report

Bay Area Technology School, 2017 WASC Report

Staffing

After a relatively high turnover rate during relocation (2011-12), BayTech has been a more sustainable place for teachers and staff to develop their practice. Since 2013-14, BayTech has been able to retain over 80% of their staff. Last year, retention was at 85% with only three full time teachers leaving. It's likely this decrease was not incidental; the school has taken numerous steps to support its greatest asset - its teachers.

- Creation of a new "New to BayTech Teacher In-Service Program" in the summer will set up new teachers for success in their first year at BayTech. The program is designed to acculturate new faculty and prepare them for the beginning of the school year.

- In 2014-15, BayTech incorporated a teacher collaboration model into their regularly scheduled staff meeting calendar. Currently, teachers meet once a month in regards to their respective departments and grade levels to gain valuable perspectives, discuss and interpret data, and share best practices, which improve instructional strategies and classroom management.

- Accord Education provides a range of support for teachers, administrators, and executives. They help schools build strong leaders, provide STEAM programs and rigorous academics, and use data wisely to inform decision-making. Nearly all BayTech teachers and staff attended an Accord Conference this fall in Las Vegas.

- Opportunities for professional development outside of BayTech. Previously, the majority of the professional development days were organized by the administration. Now, BayTech teachers can choose particular professional development programs geared to specifically fits their needs and professional ambitions. These days are built into the calendar, but requests can be made at anytime and are fully supported by the administration.

- Creation of a lead teacher position in 2015-16. Our lead teacher works closely with teachers to strategize around curriculum choices, instructional practices, and program development.

- BayTech provides reimbursement for teachers needing to obtain CLAD or BTSA.

- Revision of the salary scale and improved yearly raises. Previously, teachers received 1% to 2% earnings increases, last year BayTech teachers received 5% to assist with retention and balance the cost of living in the Bay Area.

Advancement opportunities for teachers and staff are available at BayTech. The school administration circle has grown over the past three years by offering positions such as Lead Teacher and Activities/Events Coordinator. These positions indicate our growth, but more importantly recognize the effort and commitment of teachers who demonstrate tremendous dedication and excellence in the classroom. Furthermore, one administration position has changed since the last mid-cycle visit in 2014. After 10 years of dedicated service, the Vice Principal, Irfan Ortak has moved on to pursue advanced degrees, which restructured the

administration table by promoting the Dean of Students, Matthew Wienclawski to the Vice Principal position. BayTech also employs alumni. One of our 2011 graduates currently assists the office manager with attendance, scheduling meetings, and performs daily tasks as directed by the administration. Additionally, another former student was hired on a part-time basis as the assistant basketball coach last year. In 2016, a former student was hired part-time to assist in physical education.

Technology

Edmentum

In 2015, BayTech purchased Edmentum, an educational company that provides various online educational programs, to provide curriculum, assessment, reading and intervention tools to teachers and students. BayTech has been implementing a rotational blended learning model since 2015. In this model, students still attend their daily classes, but receive 30% of their direct instruction and homework on Plato. Students have the chance to take control of their own learning and pacing. Thus creating an individualized learning style. Students are able to ask questions of their teachers, replay a lecture when needed, and retake a test or quiz to improve. The Edmentum programs that BayTech is utilizing are *Plato Courseware*, *Study Island*, *ReadingMate and ESL Reading Smart.* Currently, teachers are incorporating this model at their own discretion. As a school, we are in the Rotation Model.

Edmentum - Plato Courseware

Contains over 300 hundred middle school, high school and advanced level courses including ones for credit recovery. Teachers are able offer a wide range of programs from the course list and the students are able to choose electives and advanced level courses that would not be provided otherwise in a regular school schedule. Students are also able to take credit recovery courses at their own pace to complete their credit deficiencies and improve their low grades.

Edmentum - Study Island

Provides a vast test bank tool to teachers to reinforce and advance their student's learning. Study Island can be used as a pre-test, post-test, and benchmark test.

Edmentum - ReadingMate/ESL Reading Smart

A reading tool for both English Learners and other students, BayTech has been using the ReadingMate tool for SSR (Silent Sustained Reading) hours, and ESL Reading Smart for direct instruction ESL courses for our ELL students.

Chromebooks/Internet

BayTech provides a high-speed Internet connection throughout its campus and in addition to a computer lab; the school provides a set of 25 Chromebook devices in every class for student use. Students are assigned a Chromebook number to be used in every single room. When teachers use Edmentum for their classes, students take their assigned number and login with their own individual account. With the Chromebooks, students access all Edmentum programs, Khan Academy, COOLSIS (online information system), Google Drive and Google Docs and any other online tool that will be utilized by their teacher. A vast majority of student assignments are accessible online outside of school. This has improved communication between student, teacher, and parent.

COOLSIS
For seven years BayTech has been utilizing an online information system to communicate student academic progress and behavior tracking. COOLSIS helps BayTech improve the everyday workflow. It improves communication among the whole school community; helping faculty, teachers, parents, and students communicate easily and efficiently. Parents and students have 24/7 access to COOLSIS via a computer and the free COOLSIS Mobile Application. The Mobile Application is free to download for both iOS and Android smartphones and tablets.

Atlas Curriculum Design
BayTech will be implementing the Atlas Curriculum Design program for the 2016-17 school year. Many staff members are familiar with Atlas due to BayTech utilizing the program from 2012-14. Atlas provides course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more all thoughtfully aligned and in one place. The online program allows teachers to build effective units of instruction. Atlas aids the creation of aligned, ready-to-teach units and helps organize the resources needed to instruct them.

LED Classrooms
BayTech is raising the minimum standard of technology in every classroom by providing the option of an interactive display. Teachers have the option of receiving an installed an LED television in their room if desired. Currently, a few teachers opted out, as they prefer utilizing a projector for interactivity. LED televisions provide teachers with the freedom of walking around to present, displaying from their personal tablet, Chromebook, or school provided computer. BayTech educators bring new life to the classroom by integrating television with technology to create a more engaged classroom.

STEM EXPO

BayTech defines STEM education as the preparation of students in competencies and skills in the four disciplines (Science, Technology, Engineering, and Math). STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Most jobs now and in the future will require STEM proficiencies. The number of job opportunities in Science, Technology, Engineering and Mathematics (STEM) fields is increasing significantly over the next five years. Experts at the Partnership for a New American Economy project say that there will be a shortfall of 230,000 qualified advanced-degree STEM workers by 2018.

More than just a Science Fair, The STEM EXPO offers a place to students to exhibit their work in an entertaining environment, while presenting learning opportunities for students, parents, and community members. The STEM EXPO includes expert presentations (Google, TESLA, Chabot Science Center), STEM educators, real scientists and professors from local universities and interactive events. We allow BayTech students and local schools (Rudsdale, ISP, Key Academy) in partnership with BayTech, are invited to experience an innovative environment of hands-on science, technology, engineering, and math. The STEM EXPO enables students to explore their interests and talents by offering seven elective categories from which students can choose: Invention, Science Fiction, Environmental Innovation, Engineering [Reverse], Engineering [Robotics] & Scientific Inquiry.

Students in BayTech regularly engage in STEM EXPO projects involving an extended process of inquiry in response to a complex question, problem, or challenge. These rigorous projects help students learn key academic content and practice skills necessary for success such as communication, collaboration, and critical thinking. BayTech's STEM EXPO promotes the acquisition of these core skills, which prepare students for the future academic and social challenges.

Common Core Transition

Since the adoption of CCSS by the State of California in 2012, BayTech has afforded opportunities to the teachers in the effort to educate them on the CCSS and help them move to a smooth implementation of CCSS into their curriculum. Teachers and administration have attended off-site workshops hosted by Accord, Alameda County, and the State of California. All teachers attended an on-campus full-day PD taught by the Alameda County Department of Education to help teachers' fine-tune their implementation of the CCSS in their classroom with follow-up PDs led by our Lead Teacher.

BayTech has adopted an ongoing PD program to send the administration staff (which includes the Department Chairs and Lead Teach/ Curriculum Coach) to off-site seminars to keep abreast of developments in the CCSS best practices and practical uses of the SBAC and its interim tests. These administrators bring back the information to train the teachers. Teachers and administrators alike are encouraged to view webinars on CCSS classroom techniques and to join PLCs to share and learn new best practices.

The adoption of the Edmentum software updated the curriculum resources bringing all subjects into alignment with California's current educational standards including the CCSS.

College Mentorship and Leadership Program (CMLP)

BayTech prepares all students to be college and career ready with a rigorous and broad curriculum, grounded in the core academic discipline, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness, but it is clear that it is an essential part of readiness for college, careers, and life in the 21st century. Thus, BayTech's college programs are designed, beginning in ninth grade, to support the areas of academic planning, four-year high school plans, and post high school planning. Students will learn specific information about themselves through self-knowledge and occupation exploration in college and career ready classes, such as College Advisory Class and ACT/SAT Preparation Class. The broad goal of teaching these classes is to help students begin to figure out who they are while they decide what they want to pursue. BayTech's College Advisory Class provides students with the opportunity to explore careers, learn about colleges, the scholarship process, and the application process. The CMLP program is a multi-faceted program designed to prepare students to be admitted to top colleges. Students are able to improve their academic and personal skills.

REPORT ON SCHOOL WIDE ACTION PLAN PROGRESS

Action Plan # 1: Improve the positive culture and motivation of the students towards learning

- For over 10 years, BayTech has hosted regular award ceremonies to honor student academic/attendance/behavior successes.

- In 2014-15, BayTech began offering high interest co-curricular and extracurricular activities for the students with positive behavior points and a GPA of 2.0 or higher to participate in: School Events, STEM EXPO, I-SWEEEP Competition, Robotics Club, Future City, Student Council, Yearbook, Athletics, Student/Teacher Events, Warriors Games, Field Trips, etc.

- Since 2013-14, BayTech has increased its sports offerings and improved the quality of the athletic program at BayTech. This includes; hosting a Holiday Invitational Basketball Tournament, hosting games against international teams, hiring talented BayTech alumni to assist with varsity and coach the JV teams, sports banquet and dissemination of varsity letters & pins, special awards for student athletes on the Honor Roll--all of which increases sports participation (which requires a minimum 2.5 GPA with zero classes at a D or lower).

- In 2014-15, Student Council was created. The group held whole school activities to engage and motivate students throughout the school year. Activities and events include; Halloween Carnival, Dances, Dinners, Spirit Week and Talent Shows.

- BayTech started counseling and restorative justice meetings in 2013-14. They are offered to students to help promote a more positive and safe school environment when they are involved in a dispute, argument, or conflict.

- In 2015-16, community service opportunities were offered to students. BayTech students have participated in several projects: food drive, coat and blanket drive, sorting food at the Alameda County food bank and helping in the school cafeteria.

- A school dress code policy has been enforced more strictly in 2015-16, to promote a more serious school atmosphere, which emphasizes academics and promotes good behavior.

- In 2013-14, Parent Club events have become a positive part of the BayTech Culture. They include the Annual Harvest Festival and February's Cultural Food Fair. Both events celebrate BayTech's diversity.

- The Office Manager has assisted students in maintaining good attendance. An additional office assistant has been hired in 2014-15, to help follow up on attendance and to deter absenteeism.

- For 10 years, BayTech has been conducting home visits. Various staff members are encouraged to promote a unified approach to learning and build a strong community atmosphere by visiting their students' at home. Visits are conducted frequently.

- The 2015-16 school year marked the beginning of Mock Job Interviews with the Dean of Students to help students gain valuable experience when entering the job field. BayTech juniors must choose a real job/internship they would like to secure over the summer or in the near future and interview under the appropriate guidelines.

- Since 2013-14, teachers will invite a selected number of parents each semester to present detailed progress reports during parent/teacher conferences. 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 future conference dates 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.

- For the last five years, BayTech staff and the parents have organized 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 and expectations. Parents and teachers also exchange contact information to ensure close communication.

- BayTech purchased Chromebooks for all classrooms in 2015-16, to improve the rotational blended learning model and increase engagement.

- College going culture has improved student's motivation. In 2014-15, BayTech started posting college acceptances on the wall to increase the awareness toward post secondary education and highlight our student achievements.

- In 2014-15, BayTech began hosting a STEM EXPO to showcase student talent within the STEM field. Students are responsible for demonstrating their projects to teachers, parents, and community members.

Next Steps for Improving the positive culture and motivation of the students towards learning

- Improve and expand the AP course selection to motivate students to strive, and to challenge them through college rigor.

- Members of the administrative team interview interested students for Mentorship and Teacher Assistant positions to help teachers and students in the classrooms. Chosen students are given recognition by the staff and encouraged to add this position to their college application.

● BayTech is implementing a rally honoring students for their standardized test achievements. Incentives offered to students to encourage students to do well on state tests by showing ability and, especially, improvement over previous tests.

Action Plan # 2: Improve student performance in ELA

(*** Indicates monitoring and implementation for both action plan # 2 & # 3)

● In 2015-16 a new curriculum through Edmentum (PLATO, Study Island, ESL ReadingSmart) has been adopted to increase the rigor of the middle school English Language Arts program. Initial training has also been given to teachers to learn how to use the software.

● In 2014-15, BayTech ELA teachers have steadily moved away from "Sage on the Stage" techniques of teaching ELA, concentrating on hands-on, project-based learning and implementation of best practices for depth of knowledge.

● BayTech hired a part-time RTI specialist in 2014-15 to provide additional support for those students not meeting their targeted growth on benchmark assessments.***

● For the last nine years, BayTech has offered after school tutoring free of charge for all students in grades 6-9. High school students are not required to attend but may register for assistance. ***

● In 2015-16, BayTech ELA teachers have invested themselves more deeply into the progression of ELL students. Beginning-Level 1 students are given individualized English Language programming through ESL Reading Smart with a certified teacher there to guide them. Level 2 and above students are given ELD support in the general education classroom with supplemental ESL ReadingSmart online curriculum which allows them to progress at their own pace while still participating in the classroom education.

● In 2015-16, BayTech's Silent Sustained Reading Program (SSR) has evolved into a time for students who need extra support and a class period for homework help and structured re-teaching time for at-risk students and those who need additional support.

Next Steps to Improve student performance in ELA

● BayTech is in the process of streamlining the lesson and curriculum plans through Atlas to allow for easier collaboration between teachers and providing the teachers with more time to focus on the student needs to improve academic achievement.

● Monthly Grade level and Department level meetings are used to help align CCSS vertically and horizontally across all departments to make sure no standards are being missed.

- Ongoing Edmentum Professional Development, provided by Edmentum personnel, on software utilization and curriculum development in ELA. Study Island's high-impact, high-value learning programs provide quality academic support, practice, and real-time assessment data.

- Implementation of a Lead Teacher/ Curriculum Coach to observe and mentor the teachers and review lesson plans. The Lead Teacher works with teachers as needed to support and guide teachers to help identify individual student needs, improve their lessons, deliverables, and to add appropriate differentiation.

- Teachers were given two 1-hour sessions of PD, provided by Alameda County, focusing on adjusting lesson plans to improve Depth of Knowledge and differentiate lessons according to DoK abilities of different students.

- MAP Testing is conducted twice a year to determine individual areas of weakness for each student. In addition, BayTech will implement SBAC interim testing four times a year (before progress reports), which will provide disaggregated data. This will determine where resources are allocated and help close the achievement gap.

- Teachers will additionally focus after-school tutoring groups into re-teaching groups according to academic needs as determined through formal and informal assessments.

Action Plan # 3: Improve student performance in Mathematics

Creating a Collaborative Humanities & Mathematics Department

- In 2015-16, BayTech teachers have implemented Khan Academy to allow students of differing ability levels to continue their progress at their own pace.

- BayTech is in the process of streamlining a process to increase data analysis and data sharing to improve the teacher's ability to target individual student needs. Department meetings held once a month allow for opportunities to review best instructional methods and on focus on at-risk students. ***

- Teachers were given a full day of CCSS training by the Alameda County Department of Education to teach us how to align standards across grades and departments. ***

- MAP Testing and teacher feedback and collaboration is critical when identifying students at risk of performing below proficiency from the beginning of the year and throughout. ***

- Teacher collaboration between departments and grade levels has improved data monitoring and increased appropriate differentiation in instruction. ***

- Teachers will additionally focus after-school tutoring groups into re-teaching groups according to academic needs as determined through formal and informal assessments.

Action Plan # 4: Increase college awareness of high school students

- In 2011-12, BayTech designated a college counselor to assist students in the college search, application, and financial aid processes (FAFSA). The counselor works with each 9th grade student to create a four-year plan and organizes several trips (at least 5) each year to visit college campuses. A college information night is dedicated to junior and senior students but open to all high school students to help with preparing for college.

- In 2013-14, BayTech started to recognize college acceptances with a College Acceptance Board, where senior student's photos are posted along with the schools to which they have been accepted.

- The student grade groups at BayTech have been named after colleges and universities in 2015-16, to help encourage students to strive for college acceptance and normalize the goal of college attendance. For example, the 6th grade classes, previously referred to as 6A and 6B, are now 6 UC Davis and 6 UC Irvine.

- In 2013-14, BayTech began hosting admissions officers to give presentation about the admission process, majors, opportunities, college life, etc. for senior and junior students. BayTech annually hosts at least 5 college representatives. Speakers and scholarship representatives are also invited to visit BayTech and share "road to college tips" with our students and information on how to secure scholarships after high school.

- BayTech's high school courses are approved by University of California. BayTech also meets A-G credit requirements. All BayTech graduates are able to apply University of California (UC) and California State University (CSU).

- In 2014-15, the BayTech college counselor constantly updated the College Board located in the main hallway. Important announcements, updates, college fairs, scholarship opportunities are posted throughout the year to promote college awareness.

- BayTech implemented college entrance exam practice tests in 2012-13. They are conducted throughout the year to provide self-confidence in test taking.

Next Steps to Improve college awareness

- BayTech created a college section on the school's website to ease the access to the information provided. Newsletters plan to be posted and distributed quarterly with information about college readiness, timelines, important dates, and acceptances.

- Accord Education is providing a comprehensive college guidebook for BayTech students. Information is vast and includes college admissions, financial aid, policies and reqs, and worksheets to help students answer goal oriented questions.

Action Plan # 5 & 6: Improve student performance on the Math and ELA components of CAHSEE

- In 2012-13, BayTech began offering two hours of CAHSEE prep to 10th graders. BayTech maintained 75% of 10th graders passing CAHSEE and set a goal for 100% of students will pass by their senior year.

- BayTech identified solutions to improve CAHSEE scores in 2013-14. They include providing additional instruction, practice opportunities, after school tutoring, and Saturday tutoring.

Chapter 3

Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Bay Area Technology School, 2017 WASC Report

Data Implications

Strengths

- Bay Area Technology School has been graduating high school seniors since 2011. Throughout the years, 30% of the graduates are enrolled in a 4-year university, 40% of the graduates are enrolled in a community college, and 30% of the graduates have joined the workforce or entered a career-training program. The percentage of enrolled students and courses in AP classes has increased over the years.
- SAT and ACT composite scores reflects the achievements of BayTech graduates on the SAT over time and an indication of the extent to which they are prepared for college-level work. The SAT consists of curriculum-based tests of educational development in core courses designed to measure the skills needed for success in first year college coursework.
- BayTech works in partnership with Berkeley City College, Merritt College, and Laney College to provide dual/concurrent enrollment classes to high school students attending BayTech. Students who qualify have the opportunity to enroll in college courses at the college campus during their high school years. Unlike many other high schools in Oakland, we prefer to have our students take concurrent enrollment courses at college campuses. We believe that being exposed to real-world college life, while still able to access the supports available to typically high school students, and will better preparer our students for the rigorous expectations of a post-secondary education program. This great program has been helping to reduce high school dropout rate at BayTech.
- The MAP tests data shows that all subgroups of students have increased their proficiency rate in Mathematic and Reading. The reports of the MAP tests show that there is a significant achievement in actual growth as well as target growth for each grade level. But, there is work to be done in some grades.
- BayTech has been making strides to close the achievement gap for students in academic performance index (API) over the last seven years. As indicated on growth API results, above student proficiency rates, the percentage gradually increased compared to the previous year. Student proficiency will increase as students and teachers work together to implement the new standards for the Smarter Balanced Assessment. Thereby, higher expectations and accountability will drive educational improvement.
- BayTech is overall closing the achievement gap for socio-economically disadvantaged students, ELL students, and other low-achievers in all areas including CAHSEE, CELDT, SAT, and other State tests.
- The school's culture and climate have positively shifted in recent years. BayTech pride is growing rapidly. Students develop strong relationships with their teachers, adhere to higher expectations, and experience more positive outcomes.
- BayTech has been a more sustainable place for teachers and staff to develop their practice. Since 2013-14, BayTech has been able to retain over 80% of their staff. Last year, retention was at 85% with only three full time teachers leaving.

Growth Areas

- Class sizes of 26 or fewer ensure staff is able to easily manage and individually instruct students. The high number of SPED (12%) and EL (25%) students in the school triggers scheduling problems. Scheduling methods sometimes result in a mainstream class with up to 35% SPED and ELL students and no additional staff in the class. This makes differentiation of instruction difficult. There is work to be done in this area.
- BayTech regularly use MAP tests and SBAC assessments to see what concepts students are struggling with throughout core subject areas. In professional developments, our administration regularly shares that data including common trend data from the last several reporting periods. It would be really beneficial to our teachers and students if we turned in these goals to the administration and posted them in the teacher's lounge to remind teachers of these goals on a day-to-day basis. We should also report on the progress of these goals in department meetings as well until they are accomplished.
- While Math and English Smarter Balanced proficiency results maintained based on the proficiency rate on the 2015 and 2016 SBAC results, our administrators and teachers will analyze the results and consider how to best improve student learning, as the SBAC system continues to develop. As a school, we have been using MAP testing to assess students at the beginning and at the end of each school year. In addition, we use annual SBAC scores and SBAC interim tests so that we can track a student's progress in preparation for the CAASPP summative test at the end of the year. SBAC interim and ACCUSSESS is a new tool, it would be great resource for teachers to use it effectively in their classes. Growth in our overall SBAC proficiency is required.
- Although the number of AP courses increased over the years at BayTech, the percentage of students scoring 3 or higher on AP exams has diminished as the enrollment in these classes has expanded. More focus on AP achievement is needed.
- In 2014, 25% - in 2015, 35% of the school's English Learners demonstrated proficiency and annual growth on the CELDT. CELDT data from State will be utilized as a tool to monitor student progress in reaching English proficiency. More effort is required in this area and has been identified as a critical learner need and part of our action plan.

Critical Learner Needs

Critical Learner Need #1: Improve Academic Performance on the SBAC and Increase Rigorous Learning Experiences

Metrics and Evidence:

- Rigorous Curriculum

- Math and English Benchmark Assessments (MAP, SBAC Interim, ACCUSSESS)

- Annual SBAC scores

- Online Resources (Atlas Curriculum, Edmentum, Khan Academy, and other platforms)

Relevant Student Learning Objectives

- **Academic Achievers** - produce quality of work across the curriculum
- **Goal Oriented Students** - earn a high school diploma and complete A-G requirements for college
- **Lifelong Learners** - be goal-oriented and understand the importance of continual goal setting
- **Excellent Critical Thinkers** - locate, gather, interpret, evaluate, and analyze data

Rationale:

The policies, programs, and actions at BayTech demonstrate our strong commitment to instructional practices that develop student skills in alignment with the common core and the commitment to preparing students who are college and/or career ready at graduation. As our foundation to achieve this goal, the teachers and administrators work collaboratively to further develop instructional practices by using more online resources including blended learning tools, atlas curriculum, Edmentum-Plato, Khan Academy, and other virtual educational platforms. In addition to regular classroom assessments, BayTech incorporates the use of formative and summative testing through MAP as well as SBAC testing to further guide teaching and determine the need for individual tutoring. The administrative team regularly visits classrooms to evaluate instructional practices, set professional development goals, and provide additional training as needed. The teachers and administration remain focused throughout this process in the desired outcome, continually improving student learning.

Key Questions

- How can we use assessment results to improve our student's academic performance?
- How can we use summative data to guide teaching practices?
- How can we increase the best practices in professional learning communities and utilize resources?

Critical Learner Need #2: Develop a comprehensive English Language Arts system that has structures in place to help English Language Learners. Students will learn to read, write, and speak English and will achieve grade level academic standards.

Metrics and Evidence:

- State Assessments Data (CELDT Results)

- English Benchmark Assessments (MAP test, SBAC Interim, ACCUSESS)

- Annual CELDT scores

- Recommendations from all teachers

Relevant Student Learning Objectives

- **Effective Communicators** - demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- **Academic Achievers** - produce quality of work across the curriculum
- **Goal Oriented Students** - earn a high school diploma and complete A-G requirements for college
- **Lifelong Learners** - be goal-oriented and understand the importance of continual goal setting
- **Excellent Critical Thinkers** - locate, gather, interpret, evaluate, and analyze data

Rationale:

BayTech academic department and teachers evaluate CELDT data and student's' classroom performance to design standard-aligned instructional resources for EL students to meet the English Language Arts proficiency expectation. The teachers develop and transition to ELD standards-aligned assessment systems to inform instruction, establish priorities for department meetings, grade level meetings, and professional learning, and provide tools for accountability. BayTech provides professional learning opportunities for every English learner student to access to teachers and resources that are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the ELD standards. Moreover, collaborate with parents, guardians, and college guidance to ensure that all English learners are prepared for success in career and college beyond the school setting. By doing this, BayTech seeks, creates, and disseminates resources to support EL learners, parents/guardians, teachers, and other stakeholders as ELD standards implementation moves forward.

Key Questions

- How can we provide opportunities to try new practices, reflect on teacher implementations, and create lesson plans for implementing the ELD Standards?
- How can we integrate the CA ELD standards into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment, reinforcement, and safe constructive alternatives for English learners?
- How can we get adequate training to support staff, teachers, and administrators on how to

provide educational settings that promote the CA ELD Standards?

Critical Learner Need #3: Improve College and Career Readiness Program and Increase Parent Involvement

Metrics and Evidence:

- Rigorous College Career and Readiness Program

- 4 Year High School Plan, Career Pathway, GPA, Admission Tests,

- College Advisory and SAT Classes for High School

- Scholarships, Dual/Concurrent enrollment, Post-Secondary Options,

- College Nights for Parents, University Visits, College Representative Invitation and Talk,

- Home Visits, Parent-College Guidance conferences, Parent Teacher Conferences, Back to School Night

Relevant Student Learning Objectives

- **Effective Communicators** - demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- **Academic Achievers** - produce quality of work across the curriculum
- **Goal Oriented Students** - earn a high school diploma and complete A-G requirements for college
- **Lifelong Learners** - be goal-oriented and understand the importance of continual goal setting
- **Excellent Critical Thinkers** - locate, gather, interpret, evaluate, and analyze data
- **Socially Responsible Students** - be culturally aware, understanding, and appreciative of the histories and values of different cultures

Rationale

BayTech prepares all students to be college and career ready with a rigorous and broad curriculum, grounded in the core academic discipline, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21th century. Thus, BayTech college programs are designed to support in ninth grade, the areas of academic planning, four-year high school plans, and post high school planning. Students will learn specific information about themselves through self-knowledge, and education and occupation exploration in college and career ready classes, such as College Advisory Class and SAT/ACT Preparation Class.

BayTech has engaged in dialog with all stakeholders including staff, students, parents, and community regarding the school's academic programs, student academic performance, and overall school operations and activities. In addition, more effort could be focused on expanding parent involvement to annually get feedback regarding the college and career readiness program,

the school mission, values, and goals for the students. The school engages parents in meaningful ways in their children's education and keeps them informed of their children's learning and career progress. Programs that engage families in meaningful ways in their children's education are designed and implemented. Families have multiple ways of staying informed of their student's learning and career pathway progress.

Key Questions

- How can we improve and maintain a college-going culture at our school?
- How will we improve our communication to involve more parents in their student's academic progress?
- How can we increase the number of students to take college-level courses?
- How to create and maintain afterschool and summer learning college programs for students to apply their knowledge?

Chapter 4

Self-Study Findings

Bay Area Technology School, 2017 WASC Report

Chapter IV: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
BayTech's clearly defined mission statement is at the very heart of the school and drives our focus, actions, and goals. ● Enabling our students to become literate in STEM areas. ● Encouraging our students to be self-motivated, lifelong learners equipped with communication and presentation skills indispensable for the technologically oriented global environment of the 21st century. ● Preparing our students to become responsible, educated citizens who have the skills and understanding to participate and work productively in a diverse, multicultural community. ● Providing a standards-based curriculum emphasizing STEM, supported by science and computer labs. ● Providing academic and recreational after-school activities for all students. ● Providing opportunities for parental involvement in our students' education.	Mission Statement
BayTech's ESLR's reinforce the mission and the belief that all students can be college ready: ● Effective Communicators ● Academic Achievers ● Goal Oriented ● Life-Long Learners ● Excellent Critical Thinkers ● Socially Responsible Students	ESLRs
The mission statement will need to evolve slightly over the next few years, as current research and the move toward the Common Core require an emphasis on critical thinking. Our mission should also include our intent to prepare all students who walk through	

our doors to have the choice of college at the end of their four years-regardless of their level of academic motivation or skill when they begin here.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt*: Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
BayTech regularly updates the community on development and refinement of the school's vision, mission, and schoolwide learner outcomes. The parent club plays a major role in actively participating on monthly Saturday meetings. The community is invited to attend Open House sessions on a monthly basis. Meetings and opportunities to engage with the school leaders are posted on the BayTech website. Parent Surveys are distributed annually for feedback on our communication process.	Open House Parent Club Meetings Parent Surveys

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
All parents and students are comprehensively informed about the vision, mission, and schoolwide learner outcomes through the Orientation, Student/Parent Handbook, School Newsletter, BayTech Social Media, Back to School Night, and Parent/Teacher Conferences. If parents cannot attend these events or do not receive the informative materials BayTech also conducts home visits to share our vision, mission, and schoolwide learner outcomes.	Orientation Newsletter Back to School Night Social Media Parent/Teacher Conferences Home Visits
BayTech reinforces student comprehension by posting character trait banners, ESLRS, and 25 reasons teachers love BayTech throughout the hallway. A positive behavior raffle is held weekly for students demonstrating BayTech values and students attend semester based award ceremonies to be recognized for their	Positive Behavior Raffle Award Ceremony Character Trait Banners ESLRS

academics, positive behavior, and improvement. Positive points are given for various expected behaviors and going above and beyond. Points are accumulated and students can be awarded free dress tickets.	25 Reasons Free Dress Tickets COOLSIS Behavior Points

A2.   Governance Criterion

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
BayTech board members are actively engaged with district administration. Our board maintains the school's vision, along with BayTech's principal and executive administrative team to regularly review a number of different metrics related to school governance and student performance, including LCAP requirements and schoolwide learner outcomes. The team then reports findings to the board and to the staff. BayTech's employee handbook clearly outlines BayTech's complaint procedures. More importantly BayTech highlights it's "Open Door" policy, which directs employees to contact the appropriate personnel should a conflict arise.	Board Meeting Agenda BT Intranet BayTech Employee Handbook

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings	Supporting Evidence
The board is representative of the study body and community. All faculty members are welcome to attend board meetings, however, the BayTech Principal attends all board functions. The Principal is responsible for disseminating information to the staff. The staff is aware of the board's role and responsibility to the school as it is mentioned during in-service and throughout the school year.	Faculty Meeting Agendas

Governing Board and Stakeholder Involvement

A2.3. Indicator: *Parents, community members, staff and students are engaged in the governance of the school.*

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
BayTech is transparent about board operations so community members feel invited to participate. One avenue for participation is by inviting parents/community members to serve on the board itself. Board openings are posted on the school's news board (outside of the office) and on our website. Parents and community members are updated frequently via phone calls, emails, and newsletters. These mediums communicate engagement opportunities at BayTech in regards to WASC, LCAP, Parent Club, etc.	Board Position Posts -Website School Reach (phone communication system) Email Newsletters

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings	Supporting Evidence
The BayTech Governing Board and the Principal of BayTech regularly review a number of metrics related to school governance and student performance. These findings are then reported to the staff.	Board Meeting Agenda

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
Complaint policies and procedures are posted on the website	Conflict of Interest Policy

and complaint forms can be found in the office. In agreement with Oakland Unified School District, they agree to inform the Principal of BayTech if they are contacted regarding a conflict at BayTech. In the event that OUSD receives a written complaint regarding a dispute at BayTech, OUSD will pass the complaint to the Principal and the Board of Directors.	(Website)
Parents are given notice during orientation sessions prior to school beginning. Three orientation dates are set in August to inform parents/guardians of our procedures. Time is allotted for Q&A after orientation for parents to gain a deeper understanding.	Orientation (August)
The staff and governing board members of BayTech agree to attempt to resolve all disputes between the District and BayTech. This includes complaints made directly to BayTech's governing board.	Complaint Policy (website)

A3.   Leadership: Continuous Planning and Monitoring Criterion

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
A School Improvement Plan team has an effective planning process that is inclusive, collaborative, and data-driven. The SIP team and BayTech's administrative team meet prior to the beginning of each school year to reflect on progress made during the previous school year and to establish priorities and goals for the upcoming school year. This includes reviewing key metrics and analyzing data to determine progress; teacher, student, and parent surveys are shared and reviewed for reflection and improvement.	Administrative Meeting Agenda SIP Team
Department meetings are held once a month to monitor academic results, share best strategies, and assess data from MAP testing to determine student needs. All teachers and staff participate.	Staff Development Calendar
A new Dean of Academics is settling in at BayTech. Plans are in motion to begin a new strategy for evaluating data and	Tutoring Participation/SBAC

improving our current methods. More focus is required on student engagement and how to improve tutoring sessions.	Scores

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
BayTech's Single Plan for Student Achievement is informed by multiple data sources that include student achievement data, CST and CAASP results, and CELDT data.	Student Achievement Data
Through analysis of this data, BayTech seeks to achieve equitable outcomes for all subgroups based on ethnicity, socioeconomic status, and gender. Goals related to this data guide professional and program development work throughout the year.	Faculty Data Analysis (admin team)
BayTech uses resources strategically to bolster support for students identified in our LCAP. For example, BayTech purchased Edmentum Intervention Services to address the needs of those students not meeting their target growth on benchmark assessments. In addition, a Lead Teacher position was created to assist teachers with planning, implementation, and incorporating CCSS. The Lead Teacher also ensures lessons are differentiated and accessible to students with various learning differences, diagnosed and otherwise.	Lead Teacher Staffing
To support BayTech's mission to make college an option for all students, we have increased our College Counseling Department. A dedicated college counselor is now on staff to increase awareness and improve college readiness. BayTech has been able to add several family information nights on the college application and financial aid processes aimed at supporting all families. A College Bound Events Calendar was created to inform families of all test dates, college nights, school visits and information sessions.	College Bound Calendar & College Counselor

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
BayTech has myriad structures for involving staff in shared responsibility, actions, and accountability to support for student learning. Beginning with the summer in-service schedule. New BayTech teachers are given training on the mission, goals, and best practices. They are taught how to navigate the Atlas and COOLSIS programs and meet with the Vice Principal to discuss the school culture prior to the school year beginning. In addition, the Lead Teacher meets with new teachers to review plans and differentiate instruction for all learners.	In-Service Calendar

Lead Teacher |
| Teachers are required to observe other teachers within the BayTech staff to provide feedback and learn new strategies. These internal observations are done twice a semester. BayTech teachers are also required to observe externally. Due to our shared facility status, BayTech teachers observe teachers from the shared schools on the King Estates Campus. These are conducted once a year. Department and grade level meetings are held to discuss findings and share best practices. | Classroom Observation Forms |
| Professional development retreats are implemented to enhance teaching effectiveness. For example, the BayTech staff attended the Accord Summit in Las Vegas in the fall. This conference, titled "Teach for Tomorrow," was designed to help teachers prepare for changes surrounding education. During and after the conference, BayTech collaborated internally by sharing information learned in their individual workshops and training sessions. A reflection period during a regularly scheduled staff meeting was beneficial for those who could not attend. | Staff Professional Development Day Schedule

Accord Summit |
| BayTech's administrative team engages in regular reflections, walkthroughs, and formal observations throughout the school year. One formal observation is conducted by each of the executive admin staff each semester. Teachers conduct their own peer observations internally twice a semester. | Staff Meeting Agenda
Administrative Observations
Teacher Peer Observations |

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Internal staff communication takes place through email, weekly staff meetings, during common prep times and collaborative online documents. In order to improve communication and planning, the administration sends out a weekly/daily email detailing the events of the week/day. BayTech teachers have access to collaborative folders (BT Intranet) where important information, forms, rules and procedures are available for viewing at any time.	Weekly/Daily Email BT Intranet (Google Drive)
BayTech is beginning to design a system for resolving differences based on the restorative practices model. BayTech routinely uses this model resolving conflict between students, but will begin to offer this process to the staff. Currently, BayTech operates with an open door policy should an issue arise. Administrative personnel are willing to discuss problems and/or conflicts at any time.	Restorative Circle Process

A4. Staff: Qualified and Professional Development Criterion

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
BayTech has an extraordinarily qualified, educated, and experienced staff. All teachers hold appropriate credentials; nearly 40% of all staff members hold a clear credential, 40% have a preliminary credential, the other 20% are earning intern credentials or have emergency certification. 44% of the entire staff holds master's degrees. Programs for teaching interns are established and mentors within BayTech are assigned. The BTSA program is available to all teachers with a preliminary credential. BayTech reimburses teachers for the cost of courses.	Faculty and Staff Roster Education/Certification Information
New teachers are given extra support prior to the two weeks of	In-Service Calendar

in-service instruction. The week before, all teachers are expected to get their rooms together and receive updates. New teachers are given training in Atlas (curriculum building) and COOLSIS (academic/behavior tracking system/attendance). They have meetings with the Vice Principal about the school culture and are required to submit their classroom management plan, teaching philosophy and task analysis of one classroom procedure.	New Teacher Folder Teacher Management Folders
The Lead Teacher, Vice Principal and the Principal interview teacher candidates. The hiring team meets to discuss findings. Additionally, all candidates are required to teach a sample lesson, and the hiring team carefully reviews the lesson. Ultimately, the Principal makes the final decision after considering feedback from all constituents. Before new employees can begin working, we complete Livescan background checks, TB testing, etc. as required by law.	Interview Agenda for different stakeholders

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
All staff members participate in BayTech's two week in-service. Prior to the school year beginning, all teachers are responsible for updating their classrooms. Contractual agreements require teachers to arrive a week before the two week in-service schedule begins. BayTech provides training internally and externally for one week. The final week is designated for teachers to meet with admin, collaborate, plan lessons and finalize their curriculum map. Topics such as; employee handbook, academic planning and departments, testing accountability and MAP, school culture, classroom management, college counseling, activities calendar, COOLSIS, operations and the student/parent handbook are reviewed internally. Atlas curriculum and Plato Courseware development training are provided externally. In making final decisions on student needs, BayTech is currently looking into better strategies and alternative communication channels between department chairs and	In-Service Binder In-Service Calendar

administration. More information can be found in our professional development section.	

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
BayTech has a strong system for communicating employee policies and responsibilities. A shared Google drive folder contains valuable information about operational practices and school policies. Additionally, the staff handbook outlines expectations and responsibilities for staff.	BT Intranet Staff Handbook
The administration team reviews the findings of the annual staff survey, which indicate a high level of staff satisfaction with opportunities to get involved in the school-wide decision making process, clear communication of staff expectations, and overall communication of school related topics.	Accord 2016 Staff Survey

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning.*

Findings	Supporting Evidence
BayTech aims to provide all staff with multiple opportunities to grow professionally. BayTech administration assesses all staff professional development needs through formal and informal performance observations, surveys, and feedback. Based on these data, BayTech determines common staff development days and tailors professional development to individual needs.	School Calendar/In-Service PD Spreadsheet (STAFF)
Professional development days are held for a minimum of one full day each semester. Student achievement data, differentiated instruction, intervention, and departmental	Accord 2016 Staff Survey

collaboration among BayTech teachers are discussed. Teacher surveys indicate a strong satisfaction with professional development offerings, opportunities to participate and alignment with the school improvement plan.	
The Lead Teacher develops an overarching professional development plan for the school while guiding teachers towards PDs that fit their individual interests and professional goals. All teachers annually participate in CCSS training and workshops. BayTech provides full funding for the vast majority of these experiences.	Lead Teacher Calendar Accord Summit
Significant resources have been distributed to foster and develop teachers as leaders and coaches. BayTech funds BTSA and CLAD programs for all teachers.	BayTech Reimbursement Program

Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
The BayTech evaluation and support plan aims to differentiate our approach to instructors based on their needs and areas of growth. The Lead Teacher offers evaluation and support to new-to-BayTech teachers needing more intentional support and includes regular classroom observations and feedback.	Evaluation Plan Shared Observation Feedback
All teachers are required to observe and evaluate internally at least twice a semester and once a year externally.	Observation Forms

A5.   Resources Criterion

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
BayTech includes the Principal and executive administration team in both the creation and review of progress towards our school wide learner outcomes and beyond. The findings inform our resources allocation. The Principal and Executive Administration teamwork to align resource allocation with student needs throughout the budgeting process. BayTech's Principal is responsible for determining final budget allocation with board approval.	Board Meeting Agenda
Input from the Principal, Executive Administration team, and the Board are considered when making decisions around resource allocation. These decisions are aligned to the school's vision and mission.	Board Meeting Minutes
The BayTech LCAP is on the school website so all stakeholders can review and provide feedback on how resources are utilized. BayTech is trying its best to increase stakeholder consideration when making resource decisions.	BayTech Website

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
At BayTech, there are multiple levels of checks and balances in regards to internal control. This has proven to be an effective and transparent procedure for handling institutional funds. When it comes to all fiduciary matters BayTech works with an independent back office service - Charter School	CSMC Hill, Morgan, and Associates

Management Corporation (CSMC). The school's internal control is organized and structured via COOLSIS. All requests are submitted through the COOLSIS program. The Academic Coordinator reviews the requests. If approved, it will be sent to the Principal for review. He determines budget availability and importance. Upon Principal approval, the request is forwarded to the Purchasing Manager to ensure the purchase and delivery of the specific item. This allows for transparency and has proven to be a very effective way to conduct our financial practices. BayTech's procedure for budgeting annually involves CSMC, Oakland Unified School District (OUSD), and Hill, Morgan, and Associates. **Step 1**-CSMC - Back office financial coordinators assist with budget **Step 2**-OUSD - Reviews budget **Step 3**-Hill, Morgan, and Associates - Independent Auditing Firm (works closely with CSMC and BayTech)	OUSD COOLSIS

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
BayTech has excellent facilities for supporting the vision, mission, SLO's, and health and safety of its students. This is supported by the faculty survey data, which indicates 90% satisfaction with facilities.	Faculty Survey
BayTech receives custodial services from OUSD due to our multi-year lease agreement. The Director of Facilities, Arthur Pugh maintains all aspects of building and maintenance.	OUSD Multi-Year Lease Agreement
Great collaboration has led to a harmonious relationship with all leadership staff of all three schools on the King Estates campus. This enables BayTech to utilize all facility resources optimally. We have successful collaboration in the following areas: STEM EXPO, Athletics, Curriculum, Safety Drills, Leadership, Daily Operations, and Staff Observations.	Leadership Meetings and Cross Campus Communication

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
BayTech has an effective procedure for acquiring and maintaining instructional materials, including technology tools. Each subject area has an annual budget for instructional materials and subject areas can submit requests for more significant acquisitions as needed. This request can be made on COOLSIS. Teachers have responded positively to the technology offered at BayTech with an over 90% satisfaction rate.	Faculty Survey Supplies Request via COOLSIS
BayTech employs a part-time IT manager responsible for handling technology installation, upgrades, and troubleshooting. This person also receives and reviews all Chromebook Reports.	Chromebook Incident Report

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
BayTech provides ongoing professional development to increase the richness of instruction provided and to improve teacher efficacy. Particular development ideas are shared on a Google document and can be submitted via COOLSIS. Individual requests can be made throughout the school year.	BayTech Intranet
BayTech encourages faculty to attend webinars, trainings, and workshops to enhance their skills. When a faculty member attends training they are given an opportunity to present their findings at the next staff meeting. The materials gathered will be shared on the BayTech Intranet. Most recently BayTech has begun implementing a rotational blended learning model. The staff is receiving training on this new instructional strategy and	Blended Learning PD

is currently implementing it at their discretion. This is the beginning stage of implementation referred to as the rotation model.	
All new teachers go through an interview with each executive administration member. All candidates are required to teach a sample lesson. Ultimately, the Principal makes the final decision after considering feedback from all constituents. Before all employees can begin working, BayTech completes Livescan background checks, TB Testing, etc. as required by law.	BayTech Hiring Process Interview Agenda for different stakeholders

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
BayTech regularly reflects on the efficacy of our program as it relates to the mission, school wide learner outcomes, and the school's long-range plan. This impacts resource allocation. A leadership team coordinates with the executive administration to ensure that student needs are being met. The leadership team consists of six members whom coordinate WASC and LCAP updates. Once updates are made the Principal is included to review resource allocation. The board reviews all documents and reports.	End of Year Admin Agenda
The school has effectively aligned a sufficient amount of financial resources in LCAP so that all essential needs of critical learners, college and career readiness students, and school wide learner outcomes are being met. In addition, an academic coordinator and RTI coordinator were hired to support all students so that all school wide learner outcomes are met.	Academic Coordinator RTI Coordinator

A6.   Resources Criterion [Charter Schools only]

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
BayTech's Principal and Board work closely with the Charter School Management Corporation (CSMC) to review our long range plan in relation to BayTech's mission and schoolwide learner outcomes. BayTech has a dynamic approach to budgeting as the Board meets to discuss budgeting and planning once every two months. Representatives from CSMC, the Principal, and the Board carefully manage our financial resources to the necessary material assets of the organization.	Board Meeting Agenda & Minutes
BayTech's leadership team receives feedback from the faculty and teaching staff to ensure appropriate consideration is given to all departments and student needs.	Staff Minutes/Email Threads

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
There is significant evidence that BayTech manages its financial operations with strong internal controls and ethical accounting practices. For the last five years, BayTech has received recognition from Oakland Unified School District for financial transparency and compliance. Furthermore, BayTech received an award in 2015 for their accounting efforts.	Charter Petition OUSD Excellence Award
Internal audits are made through COOLSIS. Any faculty member can process purchase requests. Once processed the Academic Dean reviews it, sends it to the Principal for approval, and then the purchaser sends payment. This tiered system is recorded and tracked in COOLSIS.	COOLSIS

Hill, Morgan, and Associates and CSMC drive BayTech's compliance with all State and Federal requirements regarding financial management and reporting. As a result, BayTech has always had completely clean external audit reports.	CSMC Hill, Morgan and Associates

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
BayTech's processes and protections for the management of school's funds are effective. 1. The Principal has the authority to approve all purchase requests under $5,000. Any purchase request over $5,000 requires an additional approval from the Board. 2. The Principal and the board approve each payroll. It is sent to CSMC for review and approval. 3. The Principal and CSMC representative also review all bank reconciliations. 4. There is one credit card for the Principal. The Principal approves the use of the credit card and submits receipts for transparency. Supporting staff may use the card once approved by the Principal. Submitting a receipt is required for all transactions. 5. Requests are made via COOLSIS. The Academic Coordinator reviews the request, and then submits it to the Principal for approval. The item, material or service is purchased by BayTech's designated purchasing personnel, Mr. Serif.	Audit Review CSMC COOLSIS

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
BayTech's Board and Staff have provided very responsible leadership in executing resource planning for the future. The School Board and Principal discuss the budget once every two	End of Year Admin Agenda

months with the assistance of a CSMC representative. End of the year reviews with the administrative team allow for transparency in this process and ensure resources are applied towards the education program and the organization's mission, while making sure the budget is balanced every year. In addition to the annual budget, BayTech also maintains a multi-year financial projection, which is shared with the board on an annual basis. This projection is for 3-5 years.	Board Meeting Agenda Board Meeting Minutes

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
Supporting faculty and staff with the best compensation and benefits plan we can has always been a priority at BayTech. Faculty compensation keeps pace with or exceeds that of OUSD. The pay scale is reviewed annually to discuss changes. The base school salary for BayTech is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location. The Board may adjust these parameters annually. The Principal is given a maximum 10% discretion to raise a salary of an employee. Additionally, compensation is available for home visits, extra-curricular events, and Saturday tutoring.	OUSD Pay Scale Annual Board Review Compensation Forms

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
BayTech receives marketing strategies from Accord for our external promotion. They develop strategies to promote the STEM Expo, assist with our enrollment process brochures, and develop college readiness guides for high school students.	College Readiness Guide STEM Expo Flyer BayTech Brochures Accord Deliverables

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
BayTech submits all required fiduciary information to the California Department of Education as is compulsory. BayTech also submits all necessary information to the Oakland Unified School District Board of Education for the extensive Charter renewal process every five years.	BayTech LCAP BayTech Charter
In addition, BayTech provides all fiscal statements including: audit reports, budget summaries, and financial conditions on their web site.	School Web Site

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary

BayTech is building an environment in which teachers and staff embrace the values identified by our mission and expected schoolwide learning results (ESLR's). The staff is highly qualified and our professional development programs provide a high level of support for all teachers. The hiring environment in Oakland is becoming more and more difficult, and we are looking to improve recruitment strategies. Due to time constraints and personal obligations, BayTech is exploring ways to build a stronger Board presence at school. BayTech is financially sound and has been recognized for their financial transparency. Working with three additional schools is very difficult, but the leadership of each school works cooperatively to serve all students.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- There is significant evidence that BayTech manages its financial operations with strong internal controls and ethical accounting practices. For the last five years, BayTech has received recognition from Oakland Unified School District for financial transparency and compliance. Furthermore, BayTech received an award in 2015 for their accounting efforts.
- There are multiple levels of checks and balances in regards to internal control. This has proven to be an effective and transparent procedure for handling institutional funds. When it comes to all fiduciary matters BayTech works with an independent back office service - Charter School Management Corporation (CSMC).

● Great collaboration has led to a harmonious relationship with all leadership staff of all three schools on the King Estates campus. This enables BayTech to utilize all facility resources optimally. We have successful collaboration in the following areas: STEM EXPO, Athletics, Curriculum, Safety Drills, Leadership, Daily Operations, and Staff Observations.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

● In making final decisions on student needs, BayTech is currently looking into better strategies and alternative communication channels between department chairs and administration. Current communication between parents and staff can be improved. Parents would like more notice of events. This could increase parental involvement.
● BayTech is trying its best to increase stakeholder consideration when making resource decisions.
● BayTech is seeking new methods to improve its school board presence on campus. Many staff members, although aware and invited, have never been to a board meeting nor have they met the board members. Improving the school board's presence at school functions could be an option.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
BayTech teachers generally feel the PDs offered are helpful and pertinent to their teaching and express their gratefulness to administration for the additional training and support they are given.	PD Presentations Teacher Surveys
BayTech offers a wide variety of professional development opportunities for faculty and staff (both onsite and offsite) to optimize the implementation of BayTech's curricular vision of a Blended STEM Education that complies with California's CCSS and caters to the individual teacher's needs and interests.	PD Schedule Staff Meeting Agendas
The Lead Teacher teaches a short 30-minute PD every	

Wednesday specifically designed for teaching Universal Design Learning, classroom accommodations, training in curriculum content and standards, and to fill other teacher needs and requests as needed.	PD Handouts
Teachers are given opportunities to attend group and individual PDs and are given bonus incentives to continue their professional learning.	PD Announcement & Notes

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
BayTech administration works with the Department Chairs to ensure each subject teacher has knowledge of the standards they need to teach while the Lead Teacher helps the teachers understand how the curriculum can be best utilized to teach the standards to the students.	Communication and PDs with Edmentum UC Course Research Forms (PDF from website)
Teachers create and upload lesson plans to Atlas Curriculum Design and designate which standards are being covered with each lesson--Atlas covers CCSS, California Social Sciences Standards, Visual and Performing Arts Standards, and Next Generation Science Standards.	Atlas Rubicon Reports
Nearly all offered high school courses meet UC A-G requirements.	AP Audit Website
College Board annually approves AP course syllabi.	College Board
Lead Teacher and Academic Dean regularly review all lesson plans through Atlas Course Preparation Software.	
All curriculums are CCSS compliant and are aligned to the expectations of college, workforce training centers, and employers.	PLATO Online Curriculum is NGSS approved

Science courses are transitioning to Next Generation Science Standards compliance. Curriculum goes through an annual review with our Administrative Team (including the Principal, Vice Principal, Academic Dean, College and Career Guidance Counselor, and Lead Teacher) and curriculum providers.	Meeting Notes

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Over the past two years, BayTech transitioned to and implemented a regular schedule of PLCs and Department & Grade-Level meetings specifically to align curriculum and to share best practices.	Meeting Agendas
This year BayTech has started transitioning to using Atlas Curriculum Mapping/ Lesson Planning software to help the teachers, Lead Teacher, and Administration to verify the consistency and completeness of California's educational standards taught in the classroom.	Atlas Reports
Lead Teacher and Administration complete in-class observations of each faculty member to give support and instruction to teachers to improve SLOs.	Classroom Observations

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Teachers are given weekly opportunities to collaborate on lessons. It is not unusual for the Humanities Department to	Atlas Reports

collaborate during specific units aligning literature with historical perspective.	Lesson Reports from teachers
BayTech hosts an annual STEM EXPO in which teachers from all disciplines work together to teach students how to give demonstrations in the STEM areas and write up their findings.	STEM program

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
BayTech has established a strong rapport with local elementary schools within the immediate community. The Vice Principal, College Counselor, and Office Manager visit a wide range of feeder schools to ensure that prospective families understand BayTech's philosophy, goals and application process. Our enrollment process includes multiple opportunities for students and families to learn about our curricular program through Open House meetings. Open House meetings are held on a monthly basis.	Open House Schedule Options Fair
To improve our alumni tracking data, BayTech began implementing the Naviance program. This allows BayTech to track student post-secondary school completion rate. Graduates complete surveys once a year to update BayTech on their post-secondary education progress and their success. Naviance allows BayTech to track what colleges students attend, their program of choice, how long they attend school, and their anticipated graduation date.	Naviance
Social media has been used to track graduates, but BayTech has had limited success in this field. More options are currently being explored.	

B2.   Access to Curriculum Criterion

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
BayTech students and their parents meet with the Academic Dean and College Advisor to create a 4-Year Plan. This plan is reviewed and updated annually with the students and parents to be sure the student's needs for goal attainment are being met.	4-Year Planning Sheet Transcript Reports
Students and parents are invited to attend a wide variety of campus and career experiences including college visits, college fairs, tours of local businesses and corporations.	College trip permission forms College Advisory Calendar
Students are well informed by their junior year where they need to be. Freshman and sophomores, although they have an integral part in the their 4-Year Plan, do not fully realize the impact the plan will have on their college aspirations until later in their student career. BayTech is developing more strategies to improve college awareness in earlier grades.	Accord College Handbook
Parents are invited to sit with the college counselor and their student to work on the 4-Year Plan, however, some parents have expressed some confusion about this process. BayTech is working on ways to make this easier.	College Advisory Calendar

Accessibility of All Students to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
BayTech currently adopts a rotational blended curriculum model. The school is in the process of implementing full	Chromebook Program

classroom sets of Chromebooks in every classroom. Nearly every classroom has Chromebooks available to every student.	
BayTech juniors conduct mock interviews in the spring to prepare for real internships or summer employment. Current events class provides a platform for practicality. Résumé building, interview skills and college expectations are taught.	Current Events Curriculum
All teachers have the flexibility to plan their lessons per their individual student's needs. Edmentum program, Plato, is built to tailor a student's online curriculum through flex assignments allowing a teacher to assign lessons to a student to cover areas they may need additional support in. Teachers are also able to print out the lesson, activities, and tests for students who do not have internet access at home. Additionally, Plato is accessible via mobile device (Android and Apple iOS).	Plato Promotional Material Plato Lesson Plan
The annual STEM EXPO allows the community to see and experience the culmination of our student's education through real-world discussions of how Science, Technology, Engineering, and Mathematics are used in our daily lives and are experienced all around us. Demonstrations consist of real world applications and functions.	STEM Program and Brochure

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Students and parents meet with the College Counselor and Academic Dean at the end of 8th grade to review the student's readiness for high school and to preview the steps for putting together the 4-Year Plan. At the beginning of 9th grade, the parent, student and counselor meet again to put together the academic plan. The plan is reviewed periodically to be sure the student is on track for graduation with parents being notified of student progress toward meeting academic goals. BayTech informs parents of their child's academic standing with Progress Reports (4) and Semester Report Cards (2).	Academic 4-Year Plan

Administration, teachers, parents, and students have access to COOLSIS, which also keeps track of student progress, report cards, and transcripts. Student behavior is tracked as well. Students can earn positive points for college bound behavior. This is an effective collaboration platform.	COOLSIS
Every student attends a College Advisory class their junior and senior years to guide them through college choice, the application process, financial aid (FAFSA) process, applying for college scholarships, internships, etc. Parents are given the opportunity to review their child's grade in this class.	Master Schedule College Advisory Lesson Plans
Teachers collaborate via grade-level and department level meetings bi-weekly to discuss lessons, share best practices, and discuss student learning-styles. The Department Chairs and Grade Level heads leads all meetings, respectively.	Department/Grade Level Agendas
Teachers post lesson plans via the Atlas lesson planning system allowing them to collaborate and view other teachers' lesson plans. Reports of Common Core Standards covered by individual teachers are available for each class taught allowing administration to verify academic coverage of standards taught.	Atlas Reports
Back to School Night is an opportunity for parents, students and teachers to collaborate. College readiness and student learning plans are discussed.	Back to School Night

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
The College Counselor and administration regularly review the effectiveness of College Advisory through regular meetings and annual review. In College Advisory Class, students learn about the various types of colleges, including UCs and CSUs, private institutions, junior colleges, alternative schools, and non-college options, including technical schools.	College Advisory Class Curriculum

This program is highly successful in supporting students to choose college; approximately 90% of graduating seniors enroll in a two or four year college, however, because BayTech has had less success in tracking alumni, it is unclear what percentage of graduates completes their college education.	Graduation Rate College Acceptance
All parents are offered opportunities to attend College Advisory Nights where the College Counselor reviews the college planning process, admissions policies, scholarship opportunities and applications, and teaches them how to fill out FAFSA. The College Advisory Nights are offered with Spanish translation as needed.	College Calendar

ACS WASC Category B. Standards-based Student Learning: Curriculum
Summary, Strengths, and Growth Needs

Summary

BayTech provides all students access to a challenging, relevant curriculum that prepares students for career and college. BayTech teachers engage in ongoing on- and off-site professional development or researched-based approaches to developing differentiated, rigorous, and relevant curriculum. The staff works continuously and collaboratively to improve the effectiveness of their curriculum. BayTech has many structures that help all students to determine an appropriate, post-secondary plan. New strategies for parent, student and staff collaboration will be explored when discussing the college readiness process.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Atlas Curriculum mapping is a wonderful tool for lesson plan collaboration. Teachers can review specific vocabulary, concepts or questions that cross multiple subjects.
- Protocols for assessment are in place, and data is shared (available in a centralized Google Drive Folder online – BT Intranet) for all teachers and administrators to use.
- College Advisory Class is beneficial to junior and seniors. Students learn a great deal about the process and gain valuable insight from college representatives visiting campus.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- The teachers are not thoroughly aware of everything the College Advisor has in place for students, the process for 4-year planning, or for college-readiness. Although parents are aware that there is a college/post-secondary program in place, parents do

not fully understand what the process entails after the 4-Year Plan is implemented.

- Increase summative test results by improving the formative assessment program. More emphasis on Do Now's, classwork, practice on exam concepts, exit slips, etc. are needed. Teachers can benefit from training on how to make changes to their lessons/curriculum based on the assessment data for each class.
- Although students have full access to the online curriculum and COOLSIS on their cellphones, teachers lack the same accessibility somewhat limiting their ability to multitasking.
- Post-secondary graduation tracking. Naviance should improve BayTech's ability to monitor alumni, but at the moment new strategies are needed.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
BayTech has indicated an increase in student involvement in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes due to the following factors:	
BayTech has added more opportunities for high performing students and ELL students to challenge themselves. We are working on providing more chances for mid-level and mid/low performing students to continue to challenge themselves. Edmentum has the ability to switch to other languages and serves as an extra support for ELL students.	Course catalog
AP classes are offered for advanced students and online resources allow for advanced students to move ahead and find more challenging material.	Class schedules
The STEM EXPO challenges all participating students, regardless of ability level. BayTech is promoting diversity in tech-centered careers by promoting STEM for all	STEM EXPO

backgrounds.	
Khan Academy Learnstorm Competitions, Tutoring, Scripp's National Spelling Bee and field trips encourage students to think critically and become more involved in the content.	Learnstorm results Academic Competitions
The Atlas curriculum helps all teachers align lessons to the standards. Administration provides oversight for teacher lesson planning to ensure this alignment is maintained and that students are challenged academically.	Atlas Curriculum
For Spanish speaking students, BayTech is using online resources (ESL Reading Smart) where teachers are creating customized lessons to differentiate for this group.	ESL Reading Smart

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
BayTech's evaluation indicates that students understand the standards/expected performance levels that they must achieve to demonstrate proficiency due to the following:	
All teachers have expectations specified on Atlas. The program demonstrates grade level standards and expectations across multiple curriculums. COOLSIS is also a tool for parents and students to review expectations.	Atlas/COOLSIS
After MAP tests, teachers meet with students specifically to tell them what is expected for the next MAP test and what they need to do to achieve that. Growth targets are discussed and confusing data is broken down for students to understand what is expected and what is needed to become college ready. These meetings have been conducted during school hours or at parent/teacher conferences.	MAP Meetings
Back to School Night helped parents and students understand schoolwide expectations and what performance levels must be met.	Back to School Night

Teachers create clear rubrics in all subjects to show students what is expected and how they will be graded. Objectives are clearly stated and standards inserted in all lesson plans.	Teacher Rubric Examples
College Advisory and SAT prep help students learn what is expected to be ready for college and what to prepare for when accepted.	SAT Prep/College Advisory
Saturday studying groups and clubs that are focusing on achieving special goals with specific expectations.	Teacher Time Sheets
The Humanities Department uses a variety of methods to evaluate performance levels. Class lecture notes serve as an exit slip at the end of class. This formative assessment helps students understand their proficiency level.	Exit Slips

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*.

Findings	Supporting Evidence
BayTech has made a collaborative effort in recent years to develop teacher capacity to effectively differentiate instruction. An important component in this process is to ensure that teachers know as much as possible about their students' needs. For example, in the beginning of the year teachers are encouraged to create student biography sheets or interest profiles to discover learning preferences. Teachers offer pretests to determine the appropriate levels: beginning, developing, proficient, advanced. In addition, teachers are given a list of IEP, 504, and ELL students. Information can also be found on COOLSIS. The Lead Teacher reviews all accommodations and discusses how to address instruction for those identified.	In-Service COOLSIS Resource List
BayTech teachers differentiate instruction for at-risk, advanced and ESL students daily. They tailor instruction to meet individual needs and collaborate weekly to discuss strategies, such as integrating multimedia and technology to address student needs. BayTech's evaluation indicates that this	Atlas Leader Teacher Review Lead Teacher's PDs Teacher Feedback

has made an impact on student learning.	
AP classes are offered for advanced students and online resources allow for advanced students to move ahead and find more challenging material. At-risk students are assigned to tutoring. Students are identified by assessment and differentiation is proactive and qualitative.	AP Course List Tutoring Rosters
Spanish speaking students with high levels of English speaking skills are assisting students with lower levels of English comprehension and speaking skills. These small group mentors are able to deliver the teacher's differentiated instructions or plans. ESL Reading Smart is an effective tool for differentiating. Teachers are able to create customized lessons, collaborate, and measure proficiency all within the same platform.	Student Mentors ESL Reading Smart Data
BayTech has shown success when differentiating through technology, however, the primary method to improve is through teacher collaboration. Furthermore, BayTech needs to use data to guide their differentiating decisions. Assessments are used as a road map for planning and thinking, however, because time is always a factor BayTech needs to find new ways to offer more opportunities to review data and collaborate during school hours.	

C2.   Student Engagement Criterion

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers have effectively used a variety of strategies including multimedia and other technology in the delivery of the curriculum. In 2015-16, BayTech began implementing Chromebook usage in nearly every classroom. Now each class has 25-30 Chromebooks. This gives students access to online tools and allows teachers to use readings, lectures, videos, music, art, and online resources to deliver content. Chromebooks are utilized during the school day and are	Chromebooks

available after school during Homework Club.	
Teachers assign homework and assessments to be completed online. The platform allows teachers to create classes, distribute assignments, communicate, and stay organized. Videos, PDF files, photos, and audio files, and Internet links can be uploaded and disseminated to all students. This open-ended blended learning platform aims to simplify modern teaching.	Google Classroom Accounts
Teachers utilize online courses, which are approved by California's A-G curriculum. Coursework is available on Plato and Edmentum. BayTech incorporates a rotational model provided by OUSD. This means teachers have discretion over usage and implementation. Most teachers prefer incorporating a rotational blended learning model, but some use traditional methods to adapt their lessons to see what is ideal for each class and each individual student.	Plato and Edmentum Blended Learning OUSD PD
BayTech classrooms are equipped with projectors and/or LED televisions to display materials. Document cameras are available for use as well. Chromebooks provide terrific access to online material, but cannot support programming courses, typing programs, or coding exercises. BayTech's computer lab is utilized for denser computer based programs. Although BayTech offers a variety of multimedia and technology, more PD's or workshops could be provided to maximize these tools more effectively.	LED televisions Multimedia Computer Lab

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
BayTech teachers are encouraged to go beyond direct, teacher-centered instruction. Many teachers use a wide range of projects and other alternative methods of instruction. Teachers coach students when they engage in individual and group learning tasks. The goal is to create active learners in the classroom who acquire a lifelong love of learning.	Teacher Lesson Plans

A key part of making students active learners is cooperative learning. For example, the science curriculum provides students with the opportunity to discover and demonstrate concepts together and independently. Students need to be able to ask questions, analyze data, and come up with explanations based on evidence. The teachers coach students to navigate YouTube or other websites to seek other sources of information (in addition to the textbook or lectures) to further their understanding of a topic. The STEM EXPO provides a hands-on opportunity for students to practice science skills, as well as public speaking and presentation skills, which are helpful for content understanding as well as career readiness. Instructors facilitate learning by providing individualized project guidance and support.	Science Lesson Plans Science Videos STEM EXPO
In Spanish, the teachers introduce vocabulary as a listening activity called comprehensible input. This comes from a PDF file story or an audio CD. Teachers have the students write down the vocabulary in their notebook or on the board. They build off the words and form sentences that they can use in real life situations. They are typically introduction questions with answers. The students then read what they wrote down to partners in a speaking activity and they practice their script for a few days with other partners.	Spanish Lesson Plans
In Humanities, the teachers play the role of coach when conducting class discussions and group work. Teachers differentiate support to ensure all students are successful. Book clubs have been established for analysis on historical speech and rhetoric, based on novels in English classes, to identify parallels and comparisons and/or contrasts to modern styles.	Humanities Lesson Plans
In Math, oral reports and quizzes are used to guide instruction. Particular concepts are explained on the board or LED screen while students are given problems related to the concept. Students work individually on their classwork, while the teacher stops at each desk to question students. Questions about the topic and possible answer are given review. This provides instant feedback about student learning levels and allows for immediate differentiation.	Math Lesson Plans

Election projects for Social Studies students in 8, 11, and 12 grade class provides real-world knowledge and a chance for students to practice important skills and understand content standards for their grade.	Election Project Plans

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
BayTech students have many opportunities in class and through several avenues outside of class to gather knowledge and apply what they have learned. BayTech will continue to add to these opportunities with new programs focusing on inquiry, discovery, and critical thinking skills.	
Spanish class students are able to organize, access and apply knowledge they have required by taking and using the notes from lecture and practice using the content to answer questions on their "Do Now's," worksheets, quizzes, and assessments. Students have the academic tools to gather and create knowledge by having access to classroom materials, tutoring, counseling, and technological equipment. Students have the opportunity to use their academic skills through formative and summative assessments, and projects.	Spanish Lesson Plans Student Work Teacher Assessments
In Math, teachers demonstrate how to learn new math skills through Internet searches and websites that allow students time to practice these skills. Students are learning mathematics through an integrated approach in Pre-Calculus. For example, students are given formulas of functions. They are then asked to convert these functions into graphs. Students are expected to build a link between the fundamentals of graphing and the facts of function formulas by organizing and utilizing their prior knowledge. Each student has a Chromebook to use for research. Students are able to dig for facts about their assignment and projects. Continually, Chromebooks are used as graphing calculators for applications of functions in Pre-Calculus. Internet access allows students to search for different sources that are explaining a particular concept. Students can	Math Lesson Plans Internet Graphs Chromebooks Khan Academy

grasp the insight required to solve critical thinking problems on the Internet. Mathematics software programs are also helping students reflect on their understanding of various real life examples and applications.	
The Current Events class allows 11th graders opportunities to practice research skills and create a deeper understanding of the media and the Internet, as well as connecting their new knowledge with what they know from other classes. Social Studies teachers have students use Cornell Notes to organize their knowledge and apply important themes and concepts. ELA and Social Studies teachers teach research skills and students practice researching and compiling information in class using Chromebooks. Social Studies teachers have students use Cornell notes to encourage students to ask critical thinking skills and deeper inquiries. ELA and Social Studies teachers teach research skills and students practice researching and compiling information in class using Chromebooks.	Current Events Class Assignments and Lesson Plans

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
One of BayTech's Expected Schoolwide Learner Results is that our students will be excellent critical thinkers who are able to apply problem-solving skills to achieve personal and/or academic goals. BayTech has previously identified a need to develop students' critical thinking and problem-solving skills and has taken measures to improve.	ESLR's
ThinkLaw is a program BayTech started utilizing in the fall of 2016 to promote critical thinking skills. Lessons are based on real-life legal cases that tap into students' inherent sense of justice and fairness. Although BayTech just started implementing ThinkLaw, students have demonstrated interest in debating, problem solving and discussing real-life cases. The Common-Core aligned program is currently provided for our middle school Social Studies classes.	ThinkLaw Workbooks
In Humanities, critical thinking skills are developed through	ELA Student Work

analysis and compare/contrast skills. For example, in English Language Arts students review *Of Mice and Men*. In groups or as individuals, students are engaged in classroom discussions or debates regarding social aspects from the book and asked to analyze and/or compare to contemporary examples. Student work demonstrates higher-level thinking and problem-solving skills.	*Of Mice and Men* Lesson & Student Work Samples
In Mathematics, student assignments focus on self-learning, where students can write their own questions for discussion. This exercise has demonstrated a deep understanding of the concept. Consequently, increasing student motivation. These self-constructed questions, which are popular in BayTech Math classes, reveal how well students learn and how they are thinking about the concepts.	Math Student Work Samples
In Social Studies, a Mock Congress group project in the 12th grade Government class, demonstrates students' abilities to think and problem solve independently. As part of the activity in class, students work in groups and use debate and reasoning skills to determine the validity of each proposed bill. They examine the pros and cons of each, using a variety of perspectives, and work together to compromise.	Mock Congress Assignment Sheet and Student Work Samples

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes..*

Findings	Supporting Evidence
BayTech students are expected to become academic achievers who acquire and apply knowledge about technology. Student work has demonstrated technology assists them in achieving academic standards. For example, in Humanities students use video presentations to present ELA projects. Digital charts are completed with analytical information about the books students are reading in ELA classes. In Economics, students used the Internet to research stocks and check stock progress. They use Google Sheets to compile and graph data showing their stock performances.	ELA Presentations Google Sheets - Student Research
BayTech successfully utilizes most programs Google offers through their education division. The ecology of digital tools	

are designed to host and distribute digital documents, communication, and collaboration through cloud-based technology. Students are given instructions on how to use these user-friendly programs or applications by their teacher. These programs support student learning. Some examples include students using Google Documents to write essays and interact with their teachers in Social Studies, ELA and Current Events classes. Google Classrooms are developed to issue Do Now's, assignments, questions, or Google Drive files are used to store writing samples, notes and slideshows.	Google Classrooms Google Documents - Student Work Google Drive - Student Work
In Science, the Internet is utilized to gain a better understanding of the components of a cell. Students use online surveys to research data for STEM EXPO projects. Students use Google Slides to present projects in class. Google Classroom is used to complete virtual labs on the cycle of rocks.	Google Slides - Student Presentations

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
BayTech students have a variety of opportunities to use real-world skills, including interaction with professionals to get a better understanding of professional life. BayTech wants to increase these opportunities, especially with the middle school students. Field trips are encouraged at BayTech to give students real-world opportunities and outside materials to help them gain a better understanding of the content. For the last few years, BayTech teachers have been moving away from textbooks and incorporating various resources. For example, the Humanities Department rarely relies on textbooks. Instead, a focus is put on historical documents to promote historical thinking skills. Research papers allow students to find outside sources and compile them into essays in their Social Studies and Current Events classes. Economics students use real stock market data to select stocks and track their progress. Students use real sources to analyze historical events when writing Document Based Questions in Social Studies classes. Mathematics classes use Khan Academy for students to	Field trips for several classes, including Social Studies, Spanish, Turkish, and Science. Social Studies & Current Events Research Papers Social Studies - Stock Market Spreadsheet Humanities Document Based Question Essay on the Chicago Race Riots

develop skills using an individualized path in addition to a range of other tech tools for math learning. Students practice and demonstrate mastery of math concepts on Khan Academy.	Khan Academy Report of Student Progress
In Science classes, textbooks are used as a supplemental resource, relying instead on the use of demonstrations and labs so that students can gather original data and use it to learn and understand key scientific concepts. For example, students use the same strategies used by gemologists to identify a type of rock. Students create models of plant and animal cells.	Science Department - Rock Projects from Google Classroom Science Department - 3D/2D Models of Plant/Animal Cells
In Spanish and Turkish, textbook excerpts are used as supplemental resources as the teachers develop their own resources to best target specific skills and provide materials that are most accessible to students. "Dia de los Muertos Projects," demonstrate students' abilities to use other resources outside of the textbook.	Spanish Projects - Dia de los Muertos
Students in Current Events class conduct mock interviews to simulate a real-life employment opportunity. Students must dress for success, have a résumé and be prepared to answer difficult questions.	Current Events Mock Interviews

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
BayTech provides students with access to a variety of real world experiences. For example, students in Current Events class are given updates on local internships and job opportunities frequently. One student in the 11th grade was recently selected for a KQED internship. During the 2016 election, BayTech juniors and seniors worked the polling stations to experience the democratic process. Students in Current Events class are also required to build résumés and apply for real summer internships or jobs.	KQED Internship Poll Workers Roster Current Events - Résumé Building & Summer Job Applications
Seniors complete community service, often working with nonprofit organizations in the community. Senior students	Alameda County Food Bank

explore real-world careers in business and government and the skills needed for these in their Economics class. Guest speakers from a range of careers have spoken to classes, including professionals in law, psychologists, and nutritionists.	Community Service Paperwork Student work samples from Economics
Students interact with science professionals at the annual STEM EXPO. Representatives from Google and Tesla participated while district officials were also in attendance, including Oakland Superintendent.	STEM EXPO Attendees
Eligible 10th, 11th and 12th grade students are given the opportunity to work in the cafeteria for minimum wage. For the last two years, BayTech has offered this work-study program in collaboration with the district. Students have opportunities to improve their career awareness, but more outlets are needed. Strategies are being development to improve.	Student Cafeteria Employment (OUSD)

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary

Especially with the new use of online tools, many teachers do a great job implementing a variety of strategies. BayTech plans to continue this process to ensure that all teachers are using a range of content delivery strategies. As teachers learn more about online resources, students become more comfortable with new tools. BayTech will continue working to find an ideal balance between online and teacher led instruction for our rotational blended learning environment.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- IEP team assists and supports teachers with adjusting lessons for students with unique learning needs.
- Continue to provide students with plenty of opportunities to utilize technology to support their learning. (Chromebooks & Google Applications)
- BayTech has provided more opportunities for high performing and ELL students to challenge themselves.
- Continue to review test scores, identify struggling students and providing them with intervention opportunities.
- All students are given opportunities to explore real world careers and are required to complete community service giving them real world experience.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Have all teachers communicate expectations, standards and learning objectives to students on a daily basis. This gives students a better understanding of what they need to do in order to reach their goal for the lesson. BayTech recognizes the need for data sharing across all stakeholders and across the departments.
- Although BayTech has begun implementing a process of data sharing on a macro-level with Accord setting up a centralized site for us to access all of the data, training still needs to happen with the teachers to help them understand what the data says. Teachers are currently attending PD's teaching them to gather data within their classrooms. The intention is that their data will be shared at the Grade Level meetings and are correlated to ACCUSSESS, MAP, SBAC, and other standardized test scores.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
BayTech gathers student achievement data through a variety means including formative assessments administered by the teachers. This includes a series of benchmark tests including interim SBAC and MAP tests for Math and ELA. Interim SBAC block tests are performed once each semester giving BayTech information on current student progress on the various sections of the SBAC in order to provide teachers with better targets for student support. These initiatives are to prepare students for the California SBAC assessment in the spring.	ACCUSSESS Test Results SBAC Interim Results SBAC Summative Results
MAP tests are performed in mid-September and early May each year for all students from 6-11th grade. This allows BayTech to monitor student progress all the way through graduation.	MAP Results & Progress (NWEA)

BayTech has hired Accord to aid us in disaggregation, charting, and analysis of student data, including breakdown by grade, ethnicity, English Learner status, and socioeconomic status. Data is accessible online by BayTech faculty and administration.	Accord Data Porthole
BayTech administration and faculty adjust curriculum and responses to intervention plans. This is done according to the quarterly assigned student intervention classes during study hall period and during seventh period four days a week. The successive school year's curriculum is planned based on SBAC results and areas of need. With administration guidance, faculty discusses testing data and exchange best practices in the bi-weekly grade-level and department meetings.	Period 7 Tutoring Study Hall (SSR) Grade Level Meetings Department Meeting

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
BayTech is effective at monitoring and reporting student progress. There are many examples of our efforts to communicate to the district, the board, students, parents, and the community.	
For example, parent communication includes two progress reports per semester. Report cards are issued at the end of the semester. COOLSIS remains the primary method for monitoring and reporting academic achievement on a weekly basis. Students and parents can monitor progress at their leisure by logging in with their own username and password. Parents, board and district also receive communication regarding students' scores on standardized tests such as CAASP.	Progress Reports Historical Grade Report COOLSIS Score Reports CAASP
BayTech's Academic Dean and College Counselor review senior progress frequently. Updates are provided on senior students' progress towards graduation, credit completion, and attainment of community service hours. Information sessions	College Night College Counseling Letters to

assist parents and students.	Parents
Executive Administrative Team and the Principal present student achievement data to the school board at least twice a year. Updates the Board on standards and achievement.	Board Meeting Agenda
The BayTech website informs the community on student achievement. The Student Accountability Report Card (SARC) reports assessment data to the public. Proficiency scores are compared to local and state averages. All stakeholders have access to this report.	SARC

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
BayTech administers NWEA's adaptive MAP tests for English and Math. NWEA provides BayTech with aggregate data as well as disaggregated data that breaks down the scores for individual students allowing teachers to pinpoint areas of additional support and plan lessons accordingly, targeting their learning needs.	MAP Results (NWEA)
BayTech reassesses all students' grades 6-11 in November/December to gauge student improvement. Administration and teachers meet in grade and departmental meetings to discuss the results and make a plan for each student who has not yet met their goal and to discuss the next steps for progressing the students who are making sufficient progress. BayTech repeats this process again in late January and April. After each assessment, students are reassigned tutoring during and after school to give support in the areas of greatest need. BayTech makes additional tutoring available to any student at the request of the student, their parent, or the teacher.	SBAC Interim Results Tutoring Assignments
The statewide assessment data becomes available in early summer; BayTech administration analyzes what worked and what didn't work and brings the data to the August workshops	CAASP Data August In-Service

for teacher input. BayTech offers concurrent/dual enrollment courses at college campuses to exposed students to the rigors of college academics while still being able to access the supports available to typical high school students. This program is only available for students who make sufficient academic progress. BayTech's philosophy asserts that dual enrollment programs allow our students to better adapt to and prepare for college life and motivates our students to continue their post-secondary education after they graduate from BayTech. The primary measure for academic progress are students' grades, and BayTech is currently working to develop a clearer, more consistent approach to grading and assessment so that teachers, students, and families understand what grades mean.	Dual Enrollment Program

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
BayTech uses a range of effective and appropriate assessment strategies based on programmatic goals and standards to determine student achievement. BayTech has chosen as a focus for the current year's professional development arc, the effective use of formative and summative assessments in and out of the classroom. Teachers learn new assessment strategies to incorporate into their lessons, how to gather and analyze the data, and how apply that knowledge to their lesson plans. Additionally, BayTech administration trains teachers individually and in grade-level and department level groups on the administration of summative assessment results specific to their area. The administrative team regularly visits classrooms to evaluate instructional practices, set professional development goals, and provide additional training in application of assessment and checking for understanding as needed. The teachers and administration remain focused throughout this	Khan Academy Do Now's Exit Slips Think-Pair-Share Four Corners Lead Teacher Meetings Classroom Observations Classroom Walkthroughs

process on the desired outcome, continually improving student learning. BayTech teachers are given a wide latitude in instructional process as long as it clearly informs students of learning expectations and standards of performance and conforms to the following standards: ● Learning objectives are clearly stated for the students. ● Exemplars are provided to guide and inform students. ● The teacher utilizes the use of multiple measures, including formal and informal formative assessments. ● The teaching process provides students with specific and immediate feedback about their learning. ● The teacher uses the assessment data to inform the ongoing modification of instruction and provide data for possible curriculum revision.	Atlas Lesson Plans Academic Quizzes & Tests

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
Previous to the implementation of CCSS, the processes put in place for curricular adjustment provided adequate opportunity for modification and implementation of individualized tutoring. Since the transition to Common Core and during BayTech's current adjustment to a rotational blended learning model, adjustment and modification of curriculum, and continuous professional development have been in a continual state of readjustment to fit all of the new testing criteria.	Atlas Curriculum Development
Assessment styles and data measurements have been modified to reflect today's educational priorities and instructional needs. BayTech's PLCs have also realigned their use of data to be more in-depth in their analysis and proactive in the intervention of at-risk students.	Professional Development Agendas
Changes in instructional strategies include an increase in types of formative assessments, an increase in online research and resources, online textbook options, utilization of interactive websites that provide formative assessment and instant data	ACCUSSESS Reports

analysis such as, Kahoot! Google Forms, Quizlet, Khan Academy, Plato, and Google Classroom.	Student Work Samples

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback*.

Findings	Supporting Evidence
BayTech uses data from Accord student surveys. Results indicate that BayTech prioritizes being on the progressive edge in all aspects of the student based education process. Students understand the expected level of performance based on the standards in relation to preparation for college and career readiness.	Accord Student Survey Results
Student Council, which is made up of students across grade levels, meets four times a week, all school year. They serve as the liaisons for the students. They update the Activities Coordinator on student-driven goals and suggestions. The Activities Coordinator also talks to the Student Council group to gage the students' understanding of what is expected of them. The Activities Coordinator then communicates with the rest of the administration staff.	Student Council
The WASC Student Group was created to learn more about the students' understanding of their expectations and what we can do as a school to improve. The group was made up of a wide range of students who were suggested by the staff. They eagerly provided a large amount of helpful feedback, and enjoyed being part of the school improvement process. We hope to continue this group in the future.	WASC Student Group
Many BayTech teachers have their students fill out End of Year Feedback Forms. These allow the students to show their perspective on what was successful in the class and what could be improved. It also helps the teachers learn about how much the students understand about what is expected of them.	End of the Year Feedback Form

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
BayTech makes numerous efforts to include all stakeholders. In particular, the staff, students and parents are involved in assessing and monitoring student progress. As mentioned in previous sections, staff analyzes student progress during staff meetings and grade and department level meetings.	Survey Results Meeting Agendas
Parents utilize COOLSIS to monitor their child's progress, along with regular progress reports, report cards, and standardized performance results. Although BayTech does a moderate job communicating with all stakeholders, more strategies are being discussed to help parents understand the new standards on which students are being assessed and are expected to progress.	COOLSIS
Students are involved in the progress-monitoring process in a variety of ways. Juniors and seniors meet regularly with the college counselor to discuss the implications of their progress and to align future goals with their current academic goals. Students also meet with their teachers to regularly review their grades and progress towards promotion and/or graduation.	Student/Teacher Meetings College Counselor Meetings
BayTech administration implements a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. BayTech office personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The District, Board and community are able to review this performance data on the BayTech website.	Measurable Pupil Outcomes (MPO's) School Improvement Plan (SIP) Local Control Accountability Plan (LCAP)

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
BayTech students take MAP tests twice a year. The NWEA provides data for reading, language usage and math. These subjects are assessed in the fall and then again in the spring. English language and Math teachers analyze assessment results to determine individual student reading level and growth throughout the year. These results are made available to all stakeholders and used to impact instruction. Instructional approaches are designed for all learners and differentiated plans are built. Department meetings are held to plan for changes in the curricular and adjust tutoring schedules.	MAP Test Results (NWEA) Department Meeting Agenda Tutoring Rosters
BayTech's English language program collects CELDT data along with state standards assessment results to evaluate student language levels, placement, and reclassification criteria. This information is reviewed by all stakeholders and reported to the district. ESL classes are offered for students whose primary language is not English, however, teachers are responsible for differentiation within their classroom for English language learners.	CELDT Results
Plato Mastery Tests are aligned to CCSS and provide valuable feedback for all subjects. The Mastery Test is a test to make sure students understand the material learned for a particular module. Each module contains a tutorial, application, and Mastery Test. In order to pass a Mastery Test, students must receive a score of 80% or higher. Students are allowed to take a Mastery Test as many times allowed by the teacher. In most classes students take the Mastery Test three times. After the third time, the test will lock. To unlock the Mastery Test, students need to complete the tutorial again.	Plato Assignments & Mastery Tests
Efforts are underway to improve how BayTech examines and analyzes assessments.	

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
BayTech is moving towards a more data driven school program. Changes in scheduling, instruction, overall structure, and our after school program are proving to be effective. Based on results from CELDT, MAP and SBAC Interims BayTech have modified programs for improved achievement.	Schedule Changes
Once a Silent Sustained Reading period after lunch, SSR is now a tutoring session for English language and Math subjects. Low achievers were identified and grouped according to their ability and needs. Students also attend tutoring during period 7. BayTech offered clubs during this time in years past, but due to low CAASPP scores and a strong desire for students to meet the Expected Schoolwide Learner Results and to become more prepared for college, clubs are no longer offered. Much like SSR, students are targeted and placed in tutoring based on their needs.	SSR Tutoring Period 7 Tutoring
Another modification was made to the BayTech athletics program. To increase expectations and prepare students for college readiness, BayTech imposed an academic eligibility GPA raise to a 2.5. The previous GPA was a California Interscholastic Federation (CIF) standard of a 2.0. This increase has improved overall student athlete GPA's, and in the fall, the average GPA for 27 athletes was a 3.0.	BayTech Athletic Eligibility

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Before classes begin, BayTech administration reviews each teacher's syllabus (with the grading policies, processes, and procedures that guardians and students sign and return) in order to be sure basic grading and classroom procedures are	Teacher Syllabi

followed.	
Every summer, a committee of teachers and administrators reviews the Parent/Student and Employee Handbooks to be sure they reflect the most current legal requirements, the school's current cultural norms, and to update procedural changes. Changes are brought before the Board for approval, and teachers review the final product in workshops before school begins in the fall.	Parent/Student Handbook Employee Handbook
The College Counselor continually reviews and communicates changing graduation requirements and college entrance requirements with administration, parents, and students. Administration brings these changes to the Board for their notification and input about changes in procedure.	4-Year Planning Sheet Graduation Requirements
The Academic Dean continually reviews and assesses overall student academic success through transcript review. Students and parents are notified by administration of credit recovery needs and additional work needed for completing graduation requirements. The Board is kept up-to-date on all student achievement data.	Orientation Agendas & Handouts
All student homework completion records are kept on BayTech's centralized COOLSIS grading system. Teachers are able to run reports showing class completion rates, grade comparisons across assignments and across assignment categories.	COOLSIS
BayTech's Plato and Study Island curricula also allow for running reports about class and individual student achievement across classes categorically.	Plato Study Island
Atlas Curriculum Design provides course goals, units of instruction, learning outcomes/standards, assessments, lessons, teaching resources and more all thoughtfully aligned and in one place. The online program allows teachers to build effective units of instruction. Atlas aids the creation of aligned, ready-to-teach units and helps organize the resources needed to instruct them. The Lead Teacher reviews all plans and curriculum guides.	Atlas Curriculum Design

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
BayTech trains all proctors including the guidelines of the expected professional conduct of educators who administer, proctor, and oversee state assessments and how to ensure proper test administration and academic integrity.	Testing Security Meetings
BayTech follows up the assessment integrity system through monitoring of expected students' ranges.	Testing Security Manuals (District & State)
BayTech strives to avoid unexpected situations in order to protect the integrity of the assessments. For example, stress testing the Wi-Fi for weaknesses before the SBAC, assuring no emergency drills are scheduled for the testing period, not allowing assemblies, field trips, or off-campus activities on a testing day.	Email Communications Staff Meeting Agenda

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

Summary

BayTech is in the process of developing a more effective system for assessing and monitoring students' progress and for including all stakeholders in this process. Since the last WASC visit, resources have increased and student needs have been highlighted. BayTech uses assessment as an aid to drive instruction. Changes in scheduling, instruction, overall structure, and our after school program are proving to be effective. Based on results from CELDT, MAP and SBAC Interims BayTech have modified programs for improved achievement. Although results are positive more can be done to improve assessment and accountability.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Data from this and the SBAC tests are then used to adjust curriculum. After testing results come in, we have department meetings that help us adapt our courses of study. Students are also assigned to specific tutoring classes in areas where their scores are lower and are highly encouraged to go to after school tutoring. Parents are notified of their child's challenge areas and asked for their support in encouraging the student to attend the extra tutoring sessions.

- Teachers creatively plan their lessons for students and follow accommodations for SPED and ELs, incorporating different plans for those who need it. Curriculum maps also demonstrate high expectations.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- We could improve on giving students more immediate feedback on formative and summative assessments. Across subjects, teachers are inconsistent in their promptness for students to get their results of assignments or tests. More immediate feedback on their work would allow for better self-reflection therefore giving the students buy-in for their own learning.

- Most members of BayTech staff participate actively in department, grade level meetings, and informal collaborative chats but not all. Documentation and sharing of informal collaboration will help administration know the extent to which true collaboration is happening.

- BayTech needs to increase our documentation of how our curriculum is adjusted to reflect the analysis of test score data. Consistency between teachers and being more collaborative in our work will bring BayTech to the next level.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
BayTech offers students and parents a communication tool via Google Classroom in various teachers' classrooms. This tool is optional and used by a few teachers at the school. COOLSIS also helps track behavior/academics/attendance with immediate updates for parents/guardians. Parents are also contacted via School Reach, our telephone communication system. Messages are sent in English and Spanish to parent voicemails. Social media (Facebook/Twitter) platforms are also utilized to connect with a broader audience.	Google Classroom COOLSIS School Reach

Back to School Night is one of our most well attended events. Teachers give info to parents on the curriculum covered for the school year and classroom rules/policies and brief updates on student progress.	Back to School Night
BayTech offered Adult School 2015-16 for non-English speaking parents to enhance the communication process between teacher and parent when experiencing language barriers.	Adult School
Home Visits help establish a better understanding of the learning environment at home, which allows teachers to accommodate the learning atmosphere in the classroom.	Home Visits
Parent/Teacher Conferences are another opportunity for parents and family members to participate in their children's learning progress. These conferences are an after school event for parents to communicate individually with teachers for updates and/or concerns about their student in a specific class. In addition, parent volunteers assist teachers during period 7 tutoring to reinforce classroom materials.	Parent/Teacher Conferences

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
BayTech has a healthy relationship with many resources outside the classroom. By linking with business, industry, and community partners, many of our students are able to participate in internships, community service, work, and volunteer opportunities throughout Oakland and the Bay Area. Many of these resources and opportunities are shared with the students during class time or during school events. The following is a list of some of our past and active partnerships: ● Cal Teach Berkeley ● Pandora ● Youth Radio ● KQED	Career Day Participants STEM EXPO Participants Guest Speaker List

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- Beats, Rhymes and Life
- Eastbay College Fund
- The Posse Foundation
- UC Berkeley Fiat Lux Scholarship Program
- NextGen Movement
- American Association of Yemeni Students and Professionals
- Alameda County Food Bank
- Guest Speakers - Nutritionist, Psychologist, Lawyer, Veterans, Oakland Police & Fire
- Google
- Tesla
- Congresswoman Barbara Lee

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E2. School Environment Criterion

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
BayTech is a safe, clean, and orderly environment that nurtures learning because of various existing policies that are communicated to students: - The Vice Principal and Campus Security keep BayTech safe by patrolling in and around campus. They keep an eye out for anything that appears out of ordinary, suspicious or dangerous. Other members of the administration also support with supervision in order to ensure student safety. - District janitors could do a better job keeping the campus clean by emptying the trash daily and cleaning the rooms, but for the most part the campus is clean. - BayTech has access to the Oakland School Police video feed to monitor campus safety, inappropriate behavior and student ingress/egress. - During school hours, the side gates are locked which only allows visitors to enter from the front of the building. - Students are required to carry a pass at all times. When	Student/Parent Handbook Tardy Sign In Log Supervision Schedule Visitor Log School Cameras Orientation Slides

they leave the classroom for the bathroom or office they must have a pass. This makes it easy for faculty and staff to see when a student has permission to be in the hallway.	Bathroom/Hall Passes
● The bell system at BayTech rings at the beginning of each class so teachers can efficiently and effectively mark who is late. The expectation that students be on time and the accountability that the bell system provides keeps the school running in an orderly fashion.	Bell Schedule
● There is a clear sign in/sign out process for visitors at BayTech. They must check in and out of the main office. This ensures the safety of the students and staff because administration can monitor who is on campus. All visitors receive a nametag so adults can identify who is an approved visitor.	Visitor Signs
● Attendance Protocol - all teachers take attendance in the beginning of class; an office staff member contacts the families of students who are consistently tardy or absent.	BT Intranet
● Emergency Drills are conducted in accordance with the district's schedule. A lockdown, fire and earthquake drill is conducted once a semester. Each classroom is equipped with an emergency folder. Teachers and staff communicate on their cell phones via the app "Remind" in the event of an emergency.	Emergency Folders Remind Application
● A district server provides the Internet. The server blocks inappropriate content and non-educational websites.	
● Restorative Justice Sessions provide students with a platform to resolve conflicts. This is usually held in the form of a meeting where everyone's voice is heard.	Restorative Justice Log

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
BayTech's counselor organizes meetings with at-risks students	

to help build a community and a sense of belonging for our students that have behavior issues. The counselor accepts referrals from teachers, students and parents. The goal is to ensure an overall safe school environment for all students.	Office Staff- Basic Procedures
Restorative Justice practices ensure conflicts/disputes are dealt with civilly. The resolution process supports students by guiding them through their difficulties. Staff is encouraged to sit in during the meetings to help build upon our culture of caring. Many would be physical altercations have been prevented by Restorative Justice sessions and questioning.	Restorative Justice Questions Employee Handbook
BayTech celebrates its diversity by acknowledging the various cultures enrolled. Assemblies are held to honor Black History, Hispanic Heritage and Middle Eastern Heritage. This helps to foster a more inclusive environment for all students.	Cultural Assemblies
The Positive Behavior Referral program reinforces positive character traits BayTech students can demonstrate to receive a referral. The referral raffle takes place on Fridays. The selected student is recognized for demonstrating positive values over the PA system and awarded a gift card.	Positive Behavior Referral Program
BayTech strives to support and expects all graduates of BayTech to be qualified to attend a 4-year university. The student grade groups at BayTech have been named after colleges and universities to help encourage students to strive for college acceptance and normalize the goal of college attendance.	COOLSIS Grade Groups
40 Hours of Community Service - It is a graduation requirement for all students to perform at least 40 hours of community service at BayTech. BayTech wants to help mold thoughtful citizens who care about the people and community around them.	Volunteer Hours

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
BayTech staff members are expected to be professional. This includes how they dress, what they say and how they act. The three pillars (punctual, prepared and professional) of success are introduced during in-service to the staff and presented to the students and parents during orientation. All stakeholders at BayTech are held accountable to these traits.	Orientation Slides Employee Handbook
BayTech thrives on establishing positive relationships between students and staff. After school hours, students versus staff events are held regularly to help build a positive school culture and stronger rapport. Soccer matches, kickball games and basketball competitions allow for interactions outside of the classroom.	BayTech Activities Calendar
Home visits are an important component of BayTech's success. Teachers visit students and parents at their home to build a strong relationship and gain a better understanding of what their home life is like and where they came from.	Home Visits
Award ceremonies are held at the end of each semester. Students are recognized for their hard work in each subject. BayTech believes recognizing effort and improvement create a culture of motivated students. Certificates are also awarded to those who also demonstrate respect, trust, and other BayTech character traits.	Award Ceremonies
BayTech's professional website is a comprehensive information hub for the community. School leadership provides detailed information and updates on all aspects of school operations. Establishing a positive line of communication, and notifying all stakeholders about all possible opportunities of involvement in state and district reports.	BayTech Website
Newsletters are sent out on semester basis to inform parents about BayTech life. BayTech wants to create an environment of trust between all stakeholders. The newsletter displays what BayTech has achieved per semester and what it plans to	Newsletters

achieve in the future. This evidence builds trust between parents, community and school.	

E3.   Personal and Academic Support Criterion

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
BayTech provides academic and personal counseling for all students' success. BayTech supports students with Individualized Education Plans (IEP) and students with diagnosed learning disabilities. Students with diagnosed learning issues are eligible to receive access to paraprofessional support in the classroom when designated through the IEP. BayTech provides extra resources for students with IEP's as students are offered Organization Skills classes. For students who need support with social, emotional, peer, health, and other personalized concerns, our full-time counselor is available to assist with prevention and intervention efforts that includes crisis intervention, short-term individual counseling, substance use counseling, safety plans, conflict mediation, goal-setting, and other individualized needs. The counselor also regularly communicates with teachers and parents around specific students concerns and needs. BayTech has a full-time College Counselor who most closely works with students around college-readiness and matriculation. He teaches College Counseling courses for juniors and seniors. He also supports students for SAT tutoring.	School Counseling Appointment Calendar BayTech Charter Organizational Skills Class Tutoring schedule BayTech Counselor Counselor Sign-In Sheet Counselor Meeting Log College Counselor

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
BayTech identifies interventions for students who are struggling. By utilizing the Response To Intervention (RTI) model BayTech is able to identify the level of support that each student needs. The students, parents and staff collaborate to identify interventions.	RTI Chart
Academically, students are divided into groups based on their interim exams. Targeted tutoring focuses primarily on the needs of individual students. ELA and Mathematics are the two major subjects students are offered support in. After school, however, many teachers make themselves available for one-on-one instruction outside of ELA and Mathematics. A Homework Club is offered for those students needing to stay after regular school hours. Supervision and assistance is offered until 6 pm daily.	Tutoring Rosters After School Assistance Homework Club
In addition to academic support, BayTech also offers emotional and behavioral support. When a staff member recognizes that students are struggling with their emotions a referral is made to our counselor. Intervention takes place immediately. Safety strategies are devised and minutes are kept in the counselor's log. Depending on the severity of the intervention, local resources and support groups are contacted for extra support. Parents are always contacted.	Counseling Log Child Protective Services Suicide Prevention

Support Services and Learning – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student-learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student-learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
BayTech encourages teachers and parents to work together with administrative staff to identify individual learning needs. Administration works with teachers to keep data and reflections on students.	Accommodations Menus
BayTech holds SST meetings for at-risk students, comprising of the students, teachers, and parents in order to formulate a Student Success Plan of action. If, at the SST meeting, the team determines the need for further evaluation, the parent and/or teachers begin either the IEP assessment or 504-Plan process.	SST Meetings
BayTech teachers begin implementing appropriate behavioral and/or academic accommodations for the student immediately. If an IEP is put in place, the Education Specialist helps implement the accommodations as put forth in the IEP. The Lead Teacher implements PDs on accommodations, circulates menus of common accommodations, and works individually with teachers to tailor accommodations for individual student needs.	Behavior Plans Education Specialist Accommodations Menus
The Education Specialist meets with teachers before the school year begins and periodically to inform teachers of changes in IEPs and accommodations for exceptional students. Students receive additional tutoring and academic programming through the ACCUSSESS placement test available through Edmentum.	In-Service PD's Edmentum ACCUSSESS

Equitable Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Before classes begin, BayTech administration reviews each teacher's syllabus (with the grading policies, processes, and procedures that guardians and students sign and return) in order to be sure basic grading and classroom procedures are followed.	Teacher Syllabi
Every summer, a committee of teachers and administrators reviews the Parent/Student and Employee Handbooks to be sure they reflect the most current legal requirements, the school's current cultural norms, and to update procedural changes. Changes are brought before the Board of Directors for approval, and teachers review the final product in workshops before school begins in the fall.	Parent/Student Handbook Teacher Handbook
The College Counselor continually reviews and communicates changing graduation requirements and college entrance requirements with administration, parents, and students. Administration brings these changes to the Board for their notification and input about changes in procedure.	4-Year Planning Sheet College Night
The Academic Dean continually reviews and assesses overall student academic success through transcript review. Students and parents are notified by administration of credit recovery needs and additional work needed for completing graduation requirements. The Board is kept up-to-date on all student achievement data.	Student Transcripts
All student homework completion records are kept on BayTech centralized COOLSIS grading system. Teachers are able to run reports showing class completion rates, grade comparisons across assignments and across assignment categories.	COOLSIS
BayTech's Plato and Study Island curricula also allow for running reports about class and individual student achievement across classes categorically.	Plato & Study Island

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
All BayTech high school students have the opportunity to participate in varsity athletic programs within the Bay Area Charter School Athletic Conference. The BayTech athletic department has grown significantly over the last three years. Consequently, we have seen an improvement in overall GPA, grades, and behavior. Student athletes are able to participate in Soccer, Basketball, Volleyball, and Baseball on a varsity level. All student athletes must maintain a 2.5 GPA to participate. A Sports Banquet is held at the end of the school year to recognize all academic team members (over a 3.5 GPA) throughout their respective season. In addition, various character trait awards aligned to BayTech's mission, philosophy and expected school wide learner results are delivered as well.	BayTech Athletics Sports Banquet
Free tutoring is at BayTech for students under the school-established standard of a 2.0 GPA. For students above the 2.0 GPA standard, free tutoring is also available. This program helps create responsible students who recognize they cannot participate in fun activities or events until their grades improve. Therefore, stressing the importance of meeting the academic standards.	Tutoring
Student Council operates to represent the student body. They host functions such as dances, holiday events, pizza sales, and pep rallies. All student council members must meet requirements set forth by the Student Council Supervisor. They are also required to obtain approval from their teachers to participate. All members must demonstrate BayTech values that are connected to our Expected Schoolwide Learner Results.	Student Council Minutes
BayTech hosts College Advisory Nights available for all high school students and their parents. The admissions process, graduation requirements, testing (PSAT, SAT, ACT), financial aid, and scholarships are discussed. In addition, teacher recommendations, personal essays, and community service are	College Calendar

introduced with timelines and requirements.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Summary

Whether academically or socially/emotionally, BayTech students are offered various domains of support. For academic growth, students interact with various community resources such as, The NextGen Movement, East Bay College Fund, Google, and Youth Radio. Students are offered free tutoring, college advice, and varsity athletics. For social/emotional growth and development students have access to mental health counseling and positive relationships with adults on campus. Home visits play a large part in creating a positive school culture as students and parents build strong rapports with teachers. The supports in place help BayTech achieve equitable student outcomes by recognizing every student's needs are individual and require supports beyond the classroom. Parent and community partnership is an integral part of growth and development.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Extra curricular activities and non-teaching events have created a positive school culture. Students are willing to approach staff members with personal matters when issues arise.

- BayTech has improved its personal and academic support strategies. The counselor is readily available when student's need support. Students with diagnosed learning disabilities (IEP/504) are given additional resources; paraprofessionals support in the classroom and teachers volunteer their time for organizational skills class.

- Overall school operations and structure have improved. BayTech added a full-time security guard, developed a comprehensive safety plan and established clear day-to-day procedures for students and staff.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Teachers frequently comment on the efforts of the district mandated custodial staff. District employees do not clean the classrooms on a daily basis. This needs to be improved.

- BayTech accepts many students who are considered behind academically and behaviorally. These students need extra support and time to adapt to BayTech culture. This increase in enrollment means teachers are tasked with more work inside and outside of the classroom.

Prioritized Areas of Growth Needs from
Categories A through E

- BayTech recognizes the need for data sharing across all stakeholders and across the departments. Although BayTech has begun implementing a process of data sharing on a macro-level with Accord setting up a centralized site for us to access all of the data, training still needs to happen with the teachers to help them understand what the data says. Teachers are currently attending PDs teaching them to gather data within their classrooms. The intention is that their data will be shared at the Grade Level meetings and are correlated to ACCUSSESS, MAP, SBAC, and other standardized test scores.

- Improve 4-year college plan communication with parents.

- BayTech is seeking new methods to improve its school board presence on campus. Many staff members, although aware and invited, have never been to a board meeting nor have they met the board members. Improving the board's presence at school functions could be an option.

- Increase summative test results by improving the formative assessment program. More emphasis on Do Now's, classwork, practice on exam concepts, exit slips, etc. are needed. Teachers can benefit from training on how to make changes to their lessons/curriculum based on the assessment data for each class.

- Have more time for teacher collaboration professionally and on cross-curricular projects.

- Data from various tests and teacher feedback can be streamlined to improve teacher understanding of individual student needs.

Chapter 5

Schoolwide Action Plan

Bay Area Technology School, 2017 WASC Report

Chapter V: Schoolwide Action Plan

Goal 1: Improve Academic Performance on the SBAC and Increase Rigorous Learning Experiences

Rationale:

Math and English Smarter Balanced proficiency results seem to have maintained consistency based on the proficiency rate of the 2015 and 2016 SBAC results. Overall scores are nearly meeting district or state standards. We are currently exploring new methods to improve. Student proficiency will increase as students, teachers, administration and parents work together to implement the new standards for the Smarter Balanced Assessment. Thereby, higher expectations and accountability will drive educational improvement.

Relevant SLOs:

- **Academic Achievers** - produce quality of work across the curriculum
- **Goal Oriented Students** - earn a high school diploma and complete A-G requirements for college
- **Lifelong Learners** - be goal-oriented and understand the importance of continual goal setting
- **Excellent Critical Thinkers** - locate, gather, interpret, evaluate, and analyze data

Growth Targets:

Year:	Metric 1: *SBAC Interim Exams*	Metric 2: *GPA*	Metric 3: *MAP Tests*	Metric 4: *CAASPP*
2016-17	30% proficiency for ELA 30% proficiency for Math	MS - 2.0 HS - 2.5	30% proficiency for Reading 30% proficiency for Math	30% proficiency for ELA 30% proficiency for Math
2017-18	35% proficiency for ELA 35% proficiency for Math	MS - 2.0 HS - 2.5	35% proficiency for Reading 35% proficiency for Math	35% proficiency for ELA 35% proficiency for Math
2018-19	40% proficiency for ELA 40% proficiency for Math	MS - 2.0 HS - 2.5	40% proficiency for Reading 40% proficiency for Math	40% proficiency for ELA 40% proficiency for Math

Strategy A: Increase Math and ELA scores

Actions	Responsible Persons/Group	Resources Needed	Means to Assess and Report Involvement	Timeline
Tutoring for students during SSR & Period 7, providing additional instruction in Math & ELA	Department Chairs, Academic Dean, Vice Principal	ELA & Math Teachers, Lead Teacher, Available Classrooms	Parent Survey, Tutoring Assessment	Fall/Winter 2016
Increase students and parents awareness on the importance and impact of State Standardized Testing	Dean of Academics, Teachers, Office Manager, College Counselor, Vice Principal	Newsletters, Parent Teacher Conferences, COOLSIS reminders, Website Info. Flyers, Home Visits	Parent Survey, Student Survey, MAP Results, SBAC Results, Schoolwide GPA	Fall & Spring 2016-17 develop a data analysis team to evaluate effectiveness
Create a student mentoring program	Academic Dean, College Counselor, Student Mentors	High achieving students, available classrooms, Incentives for mentors, Curriculum	Teacher Evaluation, First Semester MAP & SBAC results, Student Surveys, Pre & Post testing	October 2016
Create an "SBAC Teams" incentive program to motivate students to perform their best on the SBAC	Activities Coordinator, Academic Dean, Teachers	Previous SBAC scores, incentives for students based on teacher and student feedback	SBAC Interim scores, final SBAC scores, feedback from students via Student Council	Announce and implement January 2017

Strategy B: BayTech will offer rotational blended learning programs to provide differentiated education that is delivered through one-on-one technology devices.

Actions	Responsible Persons/Group	Resources Needed	Means to Assess and Report Involvement	Timeline
Maintain use of Atlas and Edmentum	All teaching and administrative staff will utilize the online learning management tool to develop and document and individualized professional learning plan	Computer labs, Chromebooks, virtual platforms, online professional development trainings and workshops.	Student Survey, Assessment Results, Formative and Summative Assessments	Fall 2017-2018
Improve professional learning opportunities	BayTech will provide targeted trainings to its professional staff on the use of technology through experts in the field with a minimum one full day training each year	Chromebooks, online learning programs	Teacher observations, walkthrough, teacher lesson plans	2017-2018
Maintain use of contemporary technologies	All teachers, staff, and students.	Computer labs, Chromebooks, virtual platforms such as Khan academy, Google classroom, PLATO, ESL Reading Smart, Duolingo, Study Island, and other numerous educational apps.	SBAC results, MAP results, and other assessments result. Classroom teaching	2017-2018

Goal 2: Develop a comprehensive English Language Arts system that has structures in place to help English Language Learners. Students will achieve grade level academic standards while meeting CELDT proficiency levels.

Rationale:

BayTech has taken measures to improve CELDT scores, but is continually exploring new options and strategies to improve our program as ELL enrollment is on the rise. The English Language Learner population at BayTech has increased by 20% each year since 2013-14. They currently make up 25% of the entire school population. Increasing ELL proficiency rates remains a high priority.

Relevant SLOs:

- **Effective Communicators** - demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- **Academic Achievers** - produce quality of work across the curriculum
- **Goal Oriented Students** - earn a high school diploma and complete A-G requirements for college
- **Lifelong Learners** - be goal-oriented and understand the importance of continual goal setting
- **Excellent Critical Thinkers** - locate, gather, interpret, evaluate, and analyze data

Growth Targets:

Year:	Metric 1: *CELDT Scores*	Metric 2: *GPA*	Metric 3: *Reclassification Data*
2016-17	Maintain 50% overall proficiency	5% increase in overall GPA for ELL	60% of students maintain their CELDT scores
2017-18	Maintain 50% overall proficiency	5% increase in overall GPA for ELL	60% of students maintain their CELDT scores
2018-19	Maintain 50% overall proficiency	5% increase in overall GPA for ELL	60% of students maintain their CELDT scores

Strategy A: Administer exams by professional/qualified teachers.

Actions	Responsible Persons/Group	Resources Needed	Means to Assess and Report Involvement	Timeline
Preparing teachers to administer the CELDT exam	Test Coordinator, Academic Counselor, ESL instructor	State/District Test Manuals	Verified training sessions provided by the State	Fall 2016
Providing Convenient Testing Location	ELL, Test Coordinators,	Classroom	Scheduling Availability of resource classroom	Fall 2016

Strategy B: ESL intervention classes

Actions	Responsible Persons/Group	Resources Needed	Means to Assess and Report Involvement	Timeline
Identify students based on their CELDT results	Academic Dean	CELDT Results, ELL Schedule, ESL Reading Smart Program (Edmentum)	ESL Reading Smart Assessments, Classroom Assessments (formative)	Spring 2017
Incorporate ESL Reading Smart Program & Reading Mate into 100% of BayTech ESL classes	Academic Dean, ELL Teachers	Edmentum, Internet (online platform)	Classroom Assessments (formative), Class grade	Spring 2017

Goal 3: Improve College Career and Readiness Program and Increase Parent Involvement

Rationale:

BayTech prepares all students to be college and career ready with a rigorous and broad curriculum, grounded in the core academic discipline, but also consisting of other subjects that are part of a well-rounded education. Academic preparation alone is not enough to ensure postsecondary readiness but it is clear that it is an essential part of readiness for college, careers, and life in the 21th century. Thus, BayTech college programs are designed to support in ninth grade, the areas of academic planning, four-year high school plans, and post high school planning. Students will learn specific information about themselves through self-knowledge, and education and occupation exploration in college and career ready classes, such as College Advisory Class and SAT/ACT Preparation Class.

BayTech has engaged in dialog with all stakeholders including staff, students, parents, and community regarding the school's academic programs, student academic performance, and overall school operations and activities. In addition, more effort could be focused on expanding parent involvement to annually get feedback regarding the college and career readiness program, the school mission, values, and goals for the students. The school engages parents in meaningful ways in their children's education and keeps them informed of their children's learning and career progress. Programs that engage families in meaningful ways in their children's education are designed and implemented. Families have multiple ways of staying informed of their students' learning and career pathway progress.

Relevant SLOs:

- **Effective Communicators** - demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
- **Academic Achievers** - produce quality of work across the curriculum
- **Goal Oriented Students** - earn a high school diploma and complete A-G requirements for college
- **Lifelong Learners** - be goal-oriented and understand the importance of continual goal setting
- **Excellent Critical Thinkers** - locate, gather, interpret, evaluate, and analyze data
- **Socially Responsible Students** - be culturally aware, understanding, and appreciative of the histories and values of different cultures

Growth Targets:

Year:	Metric 1: *College Acceptance Rate*	Metric 2: *SAT Participants & Average Score*	Metric 3: *College Application Rate*
2016-17	BayTech will maintain 75% college acceptance rate of graduating senior class each year.	BayTech will maintain 85% senior students to take at least one college entry exam (SAT, ACT) in their senior year. The average score of SAT should be at least 850.	BayTech will maintain 100% college application rate of graduating senior class each year.
2017-18	BayTech will maintain 75% college acceptance rate of senior class each year.	BayTech will maintain 85% senior students to take at least one college entry exam (SAT, ACT) in their senior year. The average score of SAT should be at least 850.	BayTech will maintain 100% college application rate of senior class each year.
2018-19	BayTech will maintain 75% college acceptance rate of senior class each year.	BayTech will maintain 85% senior students to take at least one college entry exam (SAT, ACT) in their senior year. The average score of SAT should be at least 850.	BayTech will maintain 100% college application rate of senior class each year.

Strategy A: BayTech involves its parents and community members in school improvement efforts.

Actions	Responsible Persons/Group	Resources Needed	Means to Assess and Report Involvement	Timeline
BayTech will reach out to its parents and community members to use their resources to improve parent involvement.	School staff, Administration, parent club coordinator, parents, school board	Parent Club meeting schedule, Parents feedback, parents committee	BayTech will increase the parent involvement by meeting periodically two times per semester	Spring 2017

Strategy B: BayTech will improve its college and career readiness program by involving and collaborating with more colleges, college representatives and other educational industry partners.

Actions	Responsible Persons/Group	Resources Needed	Means to Assess and Report Involvement	Timeline
BayTech will invite college recruiters and representatives from other careers; military branches and STEM & Tech related industries	Administration, college counselor, students, and parent	Career day schedule, reaching out to recruiters and college representatives,	Improve students' academic and personal skills; provide opportunities of college admission, career pathway, and other career options.	Spring 2017
BayTech will work closely with universities and industry partners to	Administration, college counselor, parents, school	Internship availability at college and	Improve student's skills to meet the professionals to get information about	Spring 2017

provide internship and field learning opportunities for the students.	board members and students,	industry, internship schedule,	internship and participate in the field learning opportunities. Students will be helped and encouraged to do internships at college and industry.	
More exposure to activities, such as college tours, and improves career-readiness experiences, including internships and mentoring.	School administration, college counselor, students and parents	Field trip schedule, college lists and representative, college-readiness curriculum and schedule,	College and partners help students and teachers understand what is expected of a student planning to enter a career in the college	Spring 2017