Bay Area Techonology School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Bay Area Techonology School
Street	8251 Fontaine St.
City, State, Zip	Oakland, CA 94605
Phone Number	(510) 382-9932
Principal	Seth Feldman
E-mail Address	sfeldman@baytechschool.org
Web Site	contact@baytechschool.org
CDS Code	01 61259 0106906

District Contact Information	
District Name	Oakland Unified School District
Phone Number	(510) 4879-8200
Superintendent	Kyla Johnson-Trammel
E-mail Address	sonali.murarka@ousd.org
Web Site	www.ousd.org

School Description and Mission Statement (School Year 2018-19)

BayTech is a charter school for grades 6–12 with a curriculum that emphasizes STEM. Located on King Estates, it operates as a site-based school and is primarily designed to meet the needs of the students in the Oakland Unified School District (OUSD). BayTech opened its doors in August of 2004 with 78 students in Oakland. The School has changed two locations over the years and is now located at a district facility acquired through Prop 39. The School currently serves 300 students. In its thirteen years of operation, BayTech has achieved a trend of stability.

WE BELIEVE THAT All children are gifted

The goal is to create a school environment that focuses on the following premise: all children can learn, and all are gifted.
WE BELIEVE THAT All children can learn

Teaching the State Standards through the use of 21st Century strategies allows students to learn, comprehend, and retain information due to receiving instruction in a variety of methodologies. We optimize the learning styles and modalities of all the students in our classes. Empowering children to think, create, and explore ensures that they will successfully meet the state adopted standards.

Bay Tech boasts of increasing achievement and progressive 21st Century thinking. Parents and staff participate in all decisions regarding program development, textbook adoption and budget decisions through a variety of processes including Administrative Team Talks, parent meetings, parent education workshops, surveys, and written text/information home (both digital and print). Bay Tech believes that every child can succeed and lives its motto of "all children are unique and talented individuals" as it keeps its vision, mission and values at the forefront of all decisions.

" Vision: We strive to shape our future by: Preparing students for academic success.Enabling students to have a broad spectrum of options for their future endeavors. Preparing students to be responsible and productive citizens.

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

Core Value : We believe that all students are unique and gifted individuals. All of our actions are guided by the following belief's.

COMMITMENT: We value commitment in three different forms: commitment by the staff to enhance educational opportunities for all the students; commitment by the students to learn; and commitment by parents to be an integral part of their children's education.

COMMUNICATION: Our society continues to become more and more diverse and multicultural. WE values the dialog between people from different cultures and backgrounds.

TEAM SPIRIT: We value the collaboration between staff, students, and parents with a single goal in mind: to secure a positive future for our children.

EXCELLENCE: We believe every child has the potential to excel in life. Our duty is to provide the opportunities for them to fulfill their dreams. WE's staff is expected to excel in their jobs by utilizing continuing professional development opportunities.

We are committed to working collaboratively to develop life-long learners in a safe and caring educational environment where students are challenged, scholarship is expected, and differences are valued.

Through a combined effort of staff, students, parents, and community BayTech students will learn the necessary skills required for college and career readiness by engaging in a rigorous curriculum emphasizing STEM. Our students will demonstrate core BayTech E.A.G.L.E.S. values and be equipped with the skill sets required to take on challenges and opportunities in the 21st century.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	49
Grade 7	57
Grade 8	47
Grade 9	49
Grade 10	42
Grade 11	45
Grade 12	33
Total Enrollment	322

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	33.2
American Indian or Alaska Native	0.9
Asian	1.9
Filipino	0.3
Hispanic or Latino	50.9
Native Hawaiian or Pacific Islander	0.9
White	9.0
Socioeconomically Disadvantaged	74.5
English Learners	14.9
Students with Disabilities	7.8
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	16	11	1675
Without Full Credential	0	0	3	373
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	23

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	2	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 1/2019

The Personalized Learning system of education followed by Bay Tech is a unique, blended program with
classroom-based support through targeted intervention and enrichment classes, public educational model that is tailored to the needs and interests of each individual student. It incorporates student-driven participation in developing the learning process and includes technology access, varied learning environments, teacher and parent development programs, and choices in some curriculum programs.the materials
used for instruction are varied and numerous and not always from a particular textbook adoption. Often materials are online, video, experiential or teacher created.Our goal is to help students achieve measurable academic growth in addition to the social skills necessary for their future success. Our curriculum is a blend of digital and print and can be accessed from home or at the site.

Bay Tech has expanded its use of digital programs for the 2018-19 school year and added programs to allow for differentiation of instruction and more individualization. In addition, it adopted, CPM, a comprehensive math program aligned to the common core standards to better prepare students to move into the advanced math opportunities. The following programs were added: Acellus for all content areas and all grade levels, Rosetta Stone for all languages and all grade levels, Study Island for all grade levels for remediation, I Ready for reading and Math for all grade levels.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	PLATO Course English 6 - 12 Online Curriculum Acellus Reading/Language Arts 6-12 Online Study Island 6-12 ELA iReady 6-12 Reading	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	PLATO Course Mathematics 6 -8 Online Curriculum Acellus (All advanced math classes) 9-12 Study Island (Remedial math) 6-12 IReady 6-12 Math PLATO Course Algebra 1 - Online Curriculum PLATO Course Geometry - Online Curriculum PLATO Course Algebra 2 - Online Curriculum PLATO Course Pe-Calculus - Online Curriculum PLATO Course Probability & Statistics - Online Curriculum Algebra 1 - Pearson Common Core Edition Algebra 2 - Pearson Common Core Edition Geometry - Pearson Common Core Edition	Yes	0.0
Science	PLATO Course Biology - Online Curriculum PLATO Course Chemistry - Online Curriculum PLATO Course Physics - Online Curriculum PLATO Course Earth and Space Science - Online Curriculum PLATO Course Life Science - Online Curriculum PLATO Course Physical Science - Online Curriculum PLATO Course Science 6 - 8 Online Curriculum Acellus (All Sciences) 9-12	Yes	0.0
History-Social Science	PLATO Course World History - Online Curriculum PLATO Course US History - Online Curriculum PLATO Course US Government - Online Curriculum PLATO Course Economics - Online Curriculum PLATO Course Civis - Online Curriculum PLATO Course Middle School World History - Online Curriculum PLATO Course Middle School US History - Online Curriculum	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Rosetta Stone 6-12 all languages PLATO Course Spanish 1 - Online Curriculum PLATO Course Spanish 2 - Online Curriculum PLATO Course Spanish 3 - Online Curriculum Temas AP Spanish Language - Vista Higher Learning 2014 AP Spanish Language and Culture Exam Preparation Student Edition - Vista Higher Learning 2014 Realidades 1 & 2 - Princeton Hall	Yes	0.0
Health	PLATO Courseware Health - Online Curriculum	Yes	0.0
Visual and Performing Arts	John Thompson's Modern Course for the Piano - Level One John Thompson Willis Music Co 2017 John Thompson's Modern Course for the Piano - Level Two John Thompson Willis Music Co. 2017 John Thompson' Popular Piano Solos John Thompson Willis Music Co. 2017	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Bay Tech School is located on the Old King Estates Middle School Campus built in the 60's. Three schools share the campus. Along with Bay Area Technology School, there is a continuation high school and and Independent Study/Digital School. Bay Tech has the uppermost wing and portables on the campus. It shares the use of the gym and the cafeteria with the other two schools. Prop 39 Energy Efficiency improvements were made in 2017-18. There are many areas in need of repair including the heating system and drinking fountains. BayTech is working with OUSD to repair all systems. In addition, Bay Tech is working with OUSD to bring new modulars onto the site and vacate some of the older classrooms currently in use.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: unknown		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	The old heating system needs to be replaced.
Interior: Interior Surfaces	Good Fair	The classrooms need to be painted and missing tiles replaced.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: unknown		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Although Baytech pays for custodial services, additional personnel are needed to keep the campus clean.
Electrical: Electrical	Fair	A current fire inspection identifies the need to upgrade electrical in all classrooms
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Drinking fountains need to be replaced
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	There is a need for a new field and asphalt area to allow for picnic tables and PE activities

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: unknown	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	37.0	26.0	35.0	36.0	48.0	50.0
Mathematics (grades 3-8 and 11)	39.0	17.0	28.0	29.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	178	170	95.51	25.88
Male	98	93	94.90	19.35
Female	80	77	96.25	33.77
Black or African American	56	53	94.64	20.75
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	87	95.60	26.44
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	134	127	94.78	26.77
English Learners	63	60	95.24	8.33
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	181	173	95.58	16.76
Male	100	95	95	15.79
Female	81	78	96.3	17.95
Black or African American	59	53	89.83	11.32
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	91	89	97.8	17.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	13.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	136	129	94.85	19.38
English Learners	63	62	98.41	6.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	13	10	76.92	0
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

At this time, there is no formal CTE program for students, although students have access to CTE classes through the Acellus program. A goal of the school for 2019-2020 is to offer access to a formalized CTE program.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	83.9
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

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

Parent-student-teacher collaboration: We believe that a cooperative parent-student-teacher triad narrows the achievement gap between the students at risk and the students who succeed as measured by the current assessment standards. BayTech has been working with parents to make them aware of the importance of their involvement in their children's education through the following activities in 2018-19 school year :

Parent meetings: In order to support BayTech staff and teachers, parents are reestablishing the "BayTech Parent Club". They meet with members, and school staff to discuss on how they can support instruction, school activities, and how they can help to improve the quality of education the students receive from BayTech. Agenda items of these meetings will include parent volunteer needs and accomplishments, parenting classes, parent-teacher communication, classroom needs and/or improvements.

The Parent Club and Board of Directors' regular meetings ensure that all the parent concerns and recommendations are properly voiced at the school's main governing body.

Parents and community members are encouraged to participate and lead fund raising activities, attend sporting events and field trips,become chaperones, participate in surveys and self-evaluation tools, become school tutors or campus monitors, lead after school enrichment activities, and give input on all policy development.

Regular parent communication and school updates take place via: BayTech Newsletters, weekly phone and text message announcements, updates to the website, and use of the new parent phone app.

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

Back to school night, Open House, Meet and Greets, and the Annual Science Fair represent a few of the additional opportunities for parent participation, collaboration with the staff and site visits.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	4.5	5.6	24.1	20.3	13.5	10.7	9.7	9.1
Graduation Rate	95.5	90.9	94.4	63.4	64.8	73.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	85.1	88.7
Black or African American	100.0	82.2	82.2
American Indian or Alaska Native	0.0	50.0	82.8
Asian	0.0	90.0	94.9
Filipino	0.0	93.6	93.5
Hispanic or Latino	100.0	84.5	86.5
Native Hawaiian/Pacific Islander	0.0	72.2	88.6
White	100.0	93.3	92.1
Two or More Races	0.0	93.4	91.2
Socioeconomically Disadvantaged	94.1	85.1	88.6
English Learners	80.0	71.1	56.7
Students with Disabilities	100.0	69.2	67.1
Foster Youth	0.0	62.5	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.3	5.9	1	4.1	4.1	4.4	3.7	3.7	3.5
Expulsions	0.0	0.0	1	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

In order to provide safety for all students and staff, Bay Tech maintains and implements full health and safety procedures and risk management policies, in consultation with its insurance carriers and risk management experts.

BayTech has recently updated and adopted a comprehensive set of health, safety, and risk management policies to create a safe and secure learning environment. The newest revision to the Safe School's Plan and Emergency Plan is scheduled to be reviewed and approved by the Bay Tech Board of Directors at their regular meeting on 2/4/19. All adopted policies and components of the plan comply with all applicable state and local health and safety laws and regulations.

The safety plan includes facilities safety as well as student and staff social and emotional well being. During this past year we have worked with the landlord, OUSD, to update heating, upgrade networking along with updates to the lighting fixtures. We became more energy efficient through the state approved use of PROP 39 funds. We added picnic tables and benches for students to use during the lunch time. This year we plan to upgrade to our own fiber infrastructure and secure more space to solidify the campus and give classroom space for a library, office and general media center, as well as outdoor space for eating areas.

Safety:
Bay Tech has developed and implements :
- Emergency action and fire prevention plans.
- Proper housekeeping, such as keeping aisles clear, work areas neat and orderly, and promptly cleaning up spills.
- Rules conducive to student safety which prohibit horseplay, scuffling, or other acts that tends to adversely influence safety.
- Proper storage to prevent stacking goods in an unstable manner and storing goods against doors, exits, fire extinguishing equipment and electrical panels.
- Proper reporting of hazards and accidents to supervisors.
- Safe Ingress and Egress Policies for Pupils, Parents, and Employees Arrival & Dismissal-Main Campus
- Procedure Leading to a Safe and Orderly Environment
- Access Procedures for Visitors
- Suspension/Expulsion Policy, School Discipline Policies

The following is a summary of the health and safety policies:
Background Checks: Employees and contractors of Bay Tech will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Bay Tech shall monitor compliance with this policy and report to the Bay Tech Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Director. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters: As mandated reporters, all staff receive annual training and will follow all applicable reporting reporting requirements as outlined in California Penal Code 11165.7

Harassment/discrimination/bullying training for all staff and students.

TB Risk Assessment or Testing: Faculty, and staff will be required to take a TB RISK assessment or be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. Additionally, all staff and volunteers will complete the required Risk Assessment or TB testing follow up every two/four years.

Immunizations: All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Bay Tech will abide by all regulations regarding immunizations as outlined in SB277.

Medication in School
Bay Tech will adhere to Education Code Section 49423 regarding administration of medication in school. The School medication policy is included in the parent student handbook.

The school functions as a drug-free, alcohol-free, and tobacco-free workplace.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	25		12	1	30		11	1	27		9	1

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	12	12		21.0	15	17		22.0	8	12	
Mathematics	24.0	9	7		21.0	11	7		23.0	7	11	
Science	24.0	6	8		21.0	11	7		22.0	8	10	
Social Science	22.0	10	4		19.0	13	5		23.0	7	9	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	1755
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.05	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.05	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	11,703	1,343	10,360	51,489
District	N/A	N/A	11,708	$62,742
Percent Difference: School Site and District	N/A	N/A	-12.2	2.4
State	N/A	N/A	$7,125	$80,764
Percent Difference: School Site and State	N/A	N/A	37.0	-20.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

This school receives an instructional budget based on enrollment, programs, and formulas set by Education policy, state law, and guidelines of outside funding sources. The school's general fund includes monies for: General operations:salaries, benefits, services, materials, site safety and
social/emotional safety, school culture, staff development, and other activities and expenditures to support to the general education Special Education:programs offering appropriate, individualized instruction to students with special needs Special projects:monies from agencies (federal or state) earmarked for specific programs/projects or services.

In addition, funds were set aside to support Student Engagement and site safety. Students at Bay Tech school have the opportunity to attend academic support classes up to 4 days a week through the tutorial or after school programs.Students have access to field trips and may request additional tutoring for subjects they find difficult. Bay Tech is a part of the Oakland Unified SELPA and receives special education support as outlined in student's IEP. Services include one full time Resource Specialist, and a Speech Therapist and psychologist. As needs arise, Additional service providers such as a school nurse and Occupational Therapist are contracted through approved vendors. In addition Bay Tech provides counseling services, college and career counseling, 1-1 student assistance, and academic intervention and/or behavior intervention as needed through specially trained employees.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,411	$47,903
Mid-Range Teacher Salary	$63,904	$74,481
Highest Teacher Salary	$83,437	$98,269
Average Principal Salary (Elementary)	$115,474	$123,495
Average Principal Salary (Middle)	$116,841	$129,482
Average Principal Salary (High)	$127,847	$142,414
Superintendent Salary	$297,052	$271,429
Percent of Budget for Teacher Salaries	30.0	35.0
Percent of Budget for Administrative Salaries	10.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	4	9.3

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

The Bay Area Technology School Board has set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The school works with other schools and organizations to provide teachers and administrators with ongoing professional development including: improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, differentiation, project-based instruction, technology integration, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our students with disabilities, and other struggling learners.

In addition to professional development, this school identifies a schoolwide focus each year for professional development and also determine areas of individual need. Teachers attend workshops and conferences to support the school goals and grade level needs. Throughout the year, teachers participate in school-based professional learning communities (PLCs) on a weekly/monthly basis to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. The administration also provides the ongoing training needed for teacher leaders and teacher coaches. Bay Tech provides a rigorous instructional program for students through the collaborative efforts of the entire school community. We support an atmosphere of active engagement to ensure students grasp knowledge and skills across a standards-based curriculum. The importance, necessity, and joy of learning is consistently communicated to students by a caring, devoted, invested, and hard working staff through clearly articulated expectations, modeling, and acknowledgement of self-improvement.

Bay Tech is committed to purposeful and strategic instruction driven by frequent data analysis. Grade-level teams collaborate to meet the needs of our students using research-based "best instructional practices." Technology is integrated into the curriculum to facilitate lifelong learning, inquiry, research, critical thought, and collaboration. For the past three years the focus has been implementation of Data Driven Instruction. The primary area of focus for professional development have been common core instruction and resources. In additional staff has focused on strategies for increasing math and language arts and making better use of instructional resources. We have adopted the i-Ready and MAPS Assessment programs, which provides staff and parents with data supporting student achievement and needs in ELA and Math. We have also adopted several web-based programs, including Acellus and Study Island, to support learners in all content areas and all grade levels. Professional development is offered in the areas of program implementation, learning styles, differentiation and project-based instruction.

Teachers utilize the 8 days prior to the start of school to review student data, participate in publisher or designated workshops, review school policies and procedures, and work in PLC groups. They receive support from the school administration in regards to school academic, structure and discipline as well as support from professional presenters in the areas of Common Core, Differentiated Instruction, Student Engagement, Technology Integration, Special Education and ELD. Teachers also participate in 3 full-day professional development days within each school year. The primary area of staff development over the past years has been a focus on the implementation of the Common Core State Standards and Differentiated Instruction. This focus was selected given the dramatic overhaul of state standards and assessment methodologies.

This past year, Bay Tech staff has focused on data analysis and PBIS. Throughout the school year, teachers Teachers are provided, and are required to attend professional development via monthly staff meetings, workshops and conferences. There are several teacher/principal meetings a year to discuss implementation and brainstorm solutions to individual students' issues. Teachers meet biweekly for staff meetings where overall school structure and culture is being evaluated, assemblies and activities are discussed and data from SBAC, MAP and other assessments tools are being evaluated and action plans are being taken. Monthly department meetings and monthly PLC meetings are being held as well for teacher to be able to have a platform to collaborate about student issues and plan for student successes. Each teacher is in a PLC team and each team works progressively throughout the school year to analyze student data and develop instructional strategies to ensure student growth.

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