

Bay Area Technology

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

Internet Access

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



Hayri Hatipoglu, Principal

Principal, Bay Area Technology

About Our School

Contact

Bay Area Technology
8251 Fontaine St.
Oakland, CA 94605

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Oakland Unified
Phone Number	(510) 434-7772
Superintendent	Antwan Wilson
E-mail Address	antwan.wilson@ousd.k12.ca.us
Web Site	http://www.ousd.k12.ca.us

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

Last updated: 1/14/2015

School Description and Mission Statement - Most Recent Year

Mission

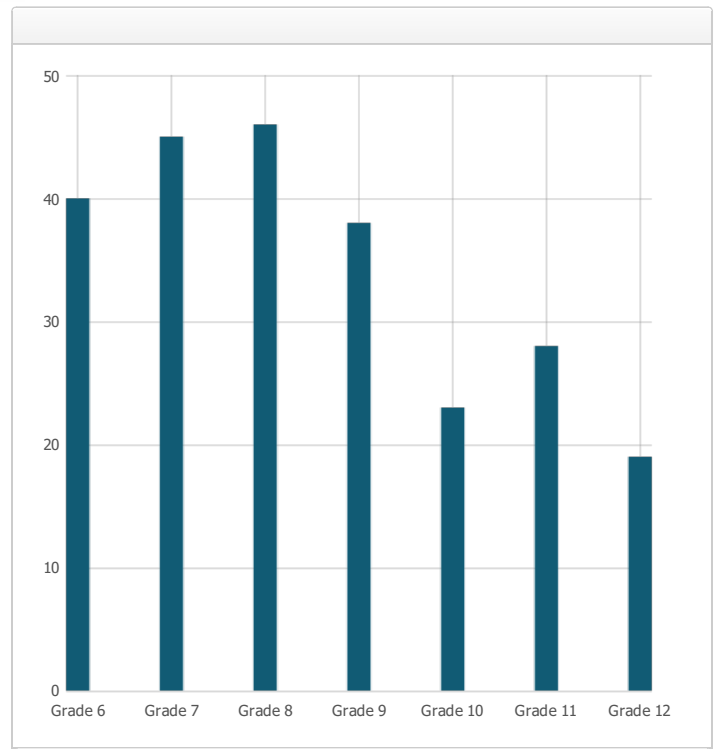
The mission of BayTech is to serve students in grades 6 through 12 in the OUSD by:
Enabling our students to become literate in STEM areas.

- Encouraging our students to be self-motivated, life-long 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 including academically high and low achieving students.
- Providing opportunities for parental involvement in our students' education.

Last updated: 1/14/2015

Student Enrollment by Grade Level (School Year 2013-14)

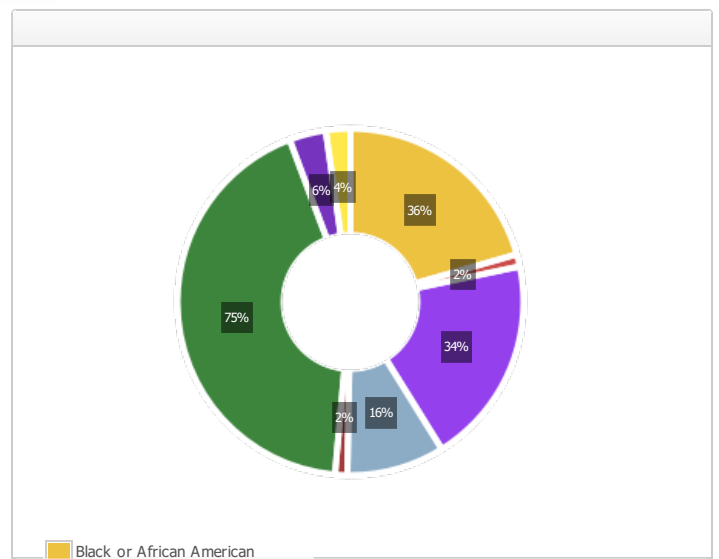
Grade Level	Number of Students
Grade 6	40
Grade 7	45
Grade 8	46
Grade 9	38
Grade 10	23
Grade 11	28
Grade 12	19
Total Enrollment	239



Last updated: 1/14/2015

Student Enrollment by Student Group (School Year 2013-14)

Student Group	Percent of Total Enrollment
Black or African American	36.8 %
American Indian or Alaska Native	0.8 %
Asian	2.9 %
Filipino	0.8 %
Hispanic or Latino	34.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	16.7 %
Two or More Races	2.5 %
Socioeconomically Disadvantaged	75.7 %
English Learners	6.7 %
Students with Disabilities	4.2 %
Foster Youth	%



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/14/2015

A. Conditions of Learning

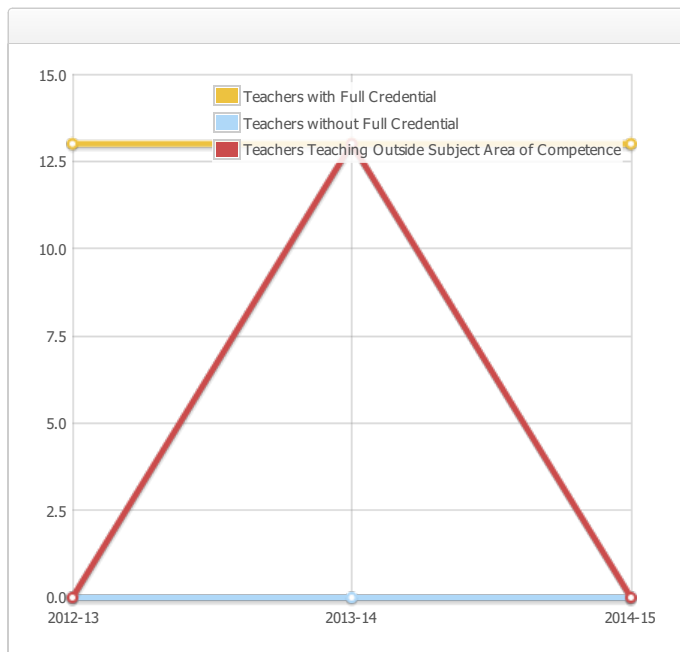
State Priority: Basic

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

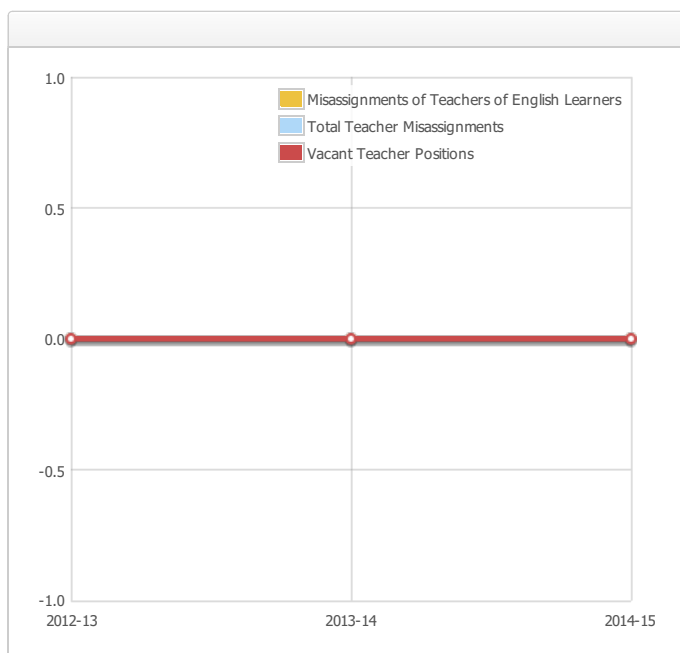
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	13	13	13	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	13	0	



Last updated: 1/14/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 1/14/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	89.0%	11.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	8.0%
Low-Poverty Schools in District	97.0%	3.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

School Facility Conditions and Planned Improvements - Most Recent Year

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

Last updated: 1/14/2015

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected:

Overall Rating	Good
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Last updated: 1/14/2015

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2013-14)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	45.0%	55.0%
Mathematics (grades 3-8 and 11)	34.0%	44.0%	50.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2015

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	44.0%	32.0%	46.0%	49.0%	48.0%	49.0%	60.0%	59.0%	60.0%

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

Last updated: 1/14/2015

California Standards Tests Results by Student Group in Science (School Year 2013-14)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49.0%
All Students at the School	46.0%
Male	56.0%
Female	32.0%
Black or African American	52.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	23.0%
Native Hawaiian or Pacific Islander	--
White	73.0%
Two or More Races	--
Socioeconomically Disadvantaged	43.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 1/14/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Pupils Enrolled in Courses Required for UC/CSU Admission	61.6%
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

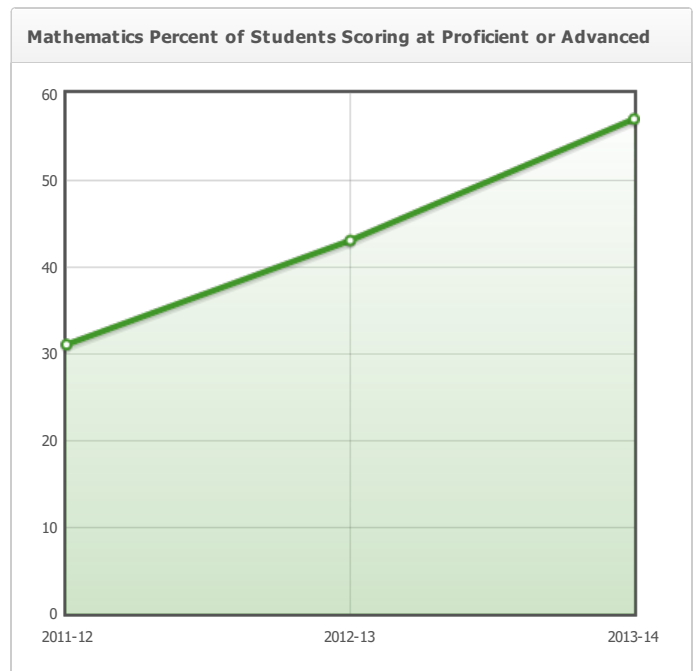
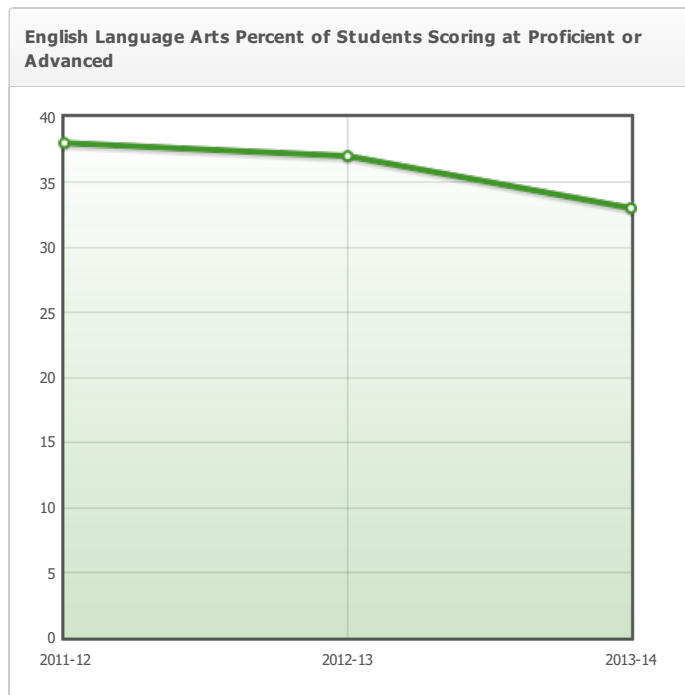
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English Language Arts	38.0%	37.0%	33.0%	43.0%	41.0%	36.0%	56.0%	57.0%	56.0%
Mathematics	31.0%	43.0%	57.0%	48.0%	45.0%	40.0%	58.0%	60.0%	62.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/14/2015

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	58.0%	19.0%	22.0%	53.0%	28.0%	19.0%
All Students at the School	67.0%	14.0%	19.0%	43.0%	52.0%	5.0%
Male	--	--	--	--	--	--
Female	54.0%	15.0%	31.0%	38.0%	54.0%	8.0%
Black or African American	--	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--	--
Asian	--	--	--	--	--	--
Filipino	--	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--	--
White	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--
Socioeconomically Disadvantaged	68.0%	11.0%	21.0%	42.0%	53.0%	5.0%
English Learners	--	--	--	--	--	--
Students with Disabilities	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/14/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parent Club

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

Parent-student-teacher collaboration: We believe that a cooperative parent-student-teacher triad narrows the achievement gap between the students at risk and the students who succeed as measured by the current assessment standards. BayTech has been working with parents to make them aware of the importance of their involvement in their children's education through the following activities in 2013-2014 school year :

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

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

- Produced their bylaws and revised as necessary,
- Conducted elections for the member positions,
- Planned and conducted fund raising activities, such as the annual yard sale, silent auction and E-recycle.
- Assisted school administration in reaching out the parents regarding school policies,
- Supported the school through the renewal process and School Improvement Plan.
- Recruited parent volunteers for classroom and school activities, such as:

Field Trip Chaperones

(LA Trip, UC Berkeley Trip, Exploratorium, Chabot Space Center Trip, etc.)

- Conducted parent surveys evaluating school's performance and outreached 90% of the parents,

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

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

Career day: BayTech invites professionals from various backgrounds in order to have its students exposed to the future career possibilities. The career day is held in April of each school year. Students and parents use this opportunity to meet with people from diverse backgrounds and get more information on the fields they are interested in.

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

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

State Priority: Pupil Engagement

Last updated: 1/14/2015

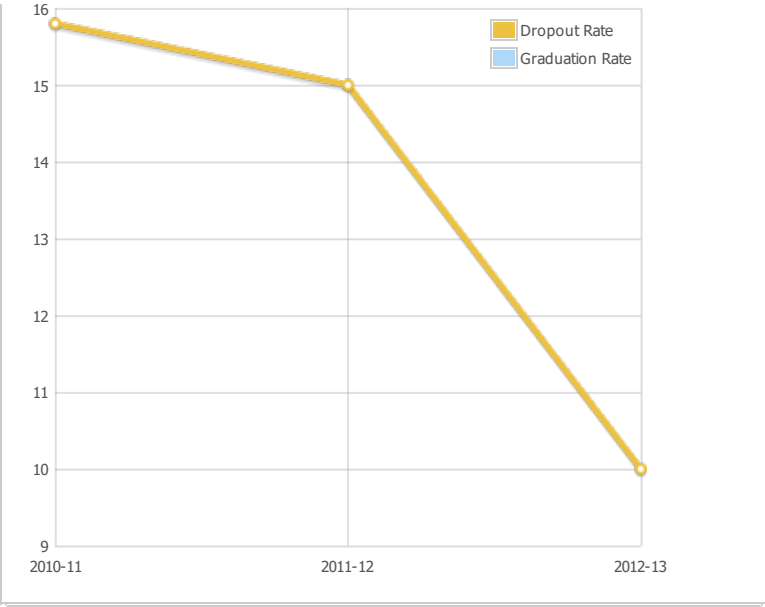
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	15.8%	15.0%	10.0%	28.1%	25.4%	21.7%	14.7%	13.1%	11.4%
Graduation Rate									

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/14/2015

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2013		
	School	District	State
All Students	88	79	84
Black or African American	100	73	75
American Indian or Alaska Native	0	50	77
Asian	0	81	92
Filipino	0	84	92
Hispanic or Latino	71	83	80
Native Hawaiian or Pacific Islander	0	80	84
White	100	88	90
Two or More Races	100	96	89
Socioeconomically Disadvantaged	280	76	82
English Learners	50	59	53
Students with Disabilities	100	69	60
Foster Youth	--	--	--

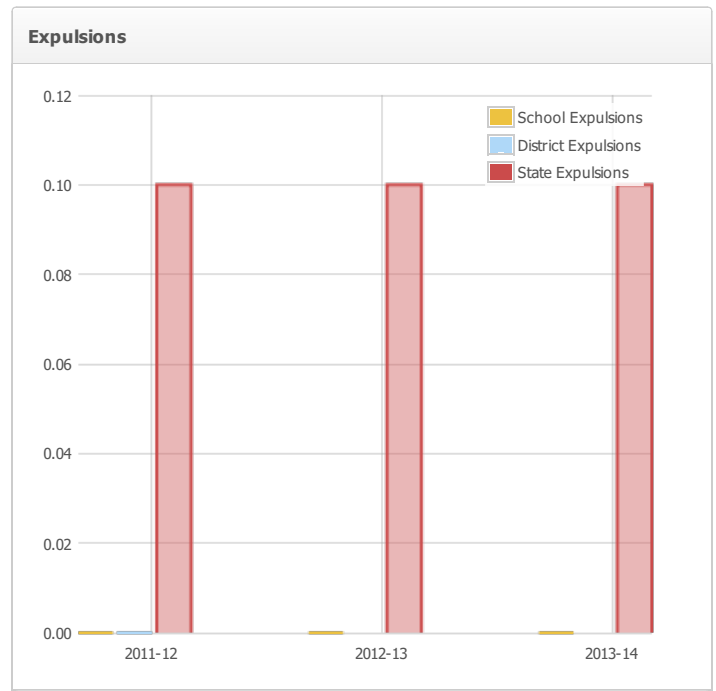
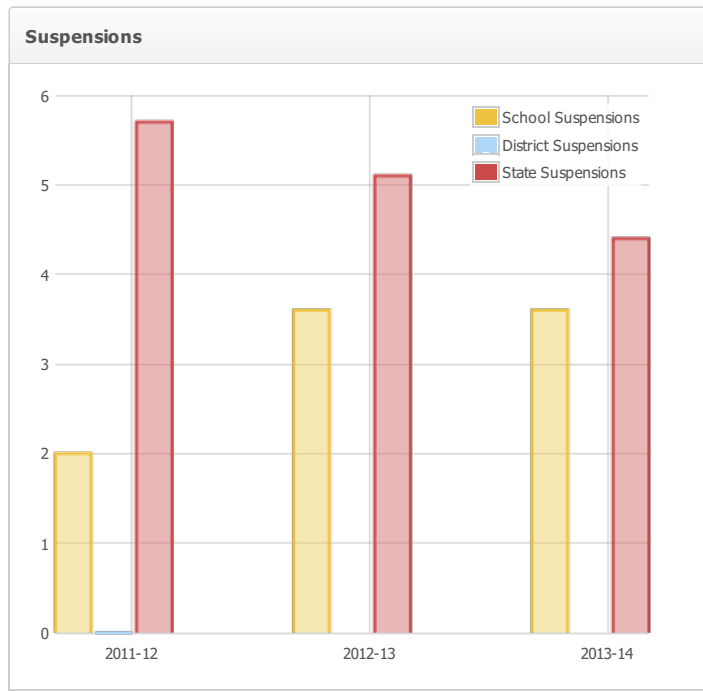
State Priority: School Climate

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.0	3.6	3.6				5.7	5.1	4.4
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1



Last updated: 1/14/2015

School Safety Plan - Most Recent Year

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

Last updated: 1/14/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District	State
Made AYP Overall	N/A	No	
Met Participation Rate - English Language Arts	N/A	No	
Met Participation Rate - Mathematics	N/A	Yes	
Met Percent Proficient - English Language Arts	N/A	Yes	
Met Percent Proficient - Mathematics	N/A	Yes	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/14/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	--

Note: Cells with NA values do not require data.

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6		2		22.0	3	8		18.0	2			1
Other									6	3		

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

Last updated: 1/14/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.3	15	1	1	16.0	11	8		17.0	14	4	
Mathematics	16.0	12	2	0	14.0	11	1		16.0	12	6	
Science	24.1	4	1	2	21.0	4	3		19.0	12	4	
Social Science	18.9	5	1	1	13.0	9	2		22.0	7	3	

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

Last updated: 1/14/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	100.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

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

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

Last updated: 1/20/2015

Types of Services Funded (Fiscal Year 2013-14)

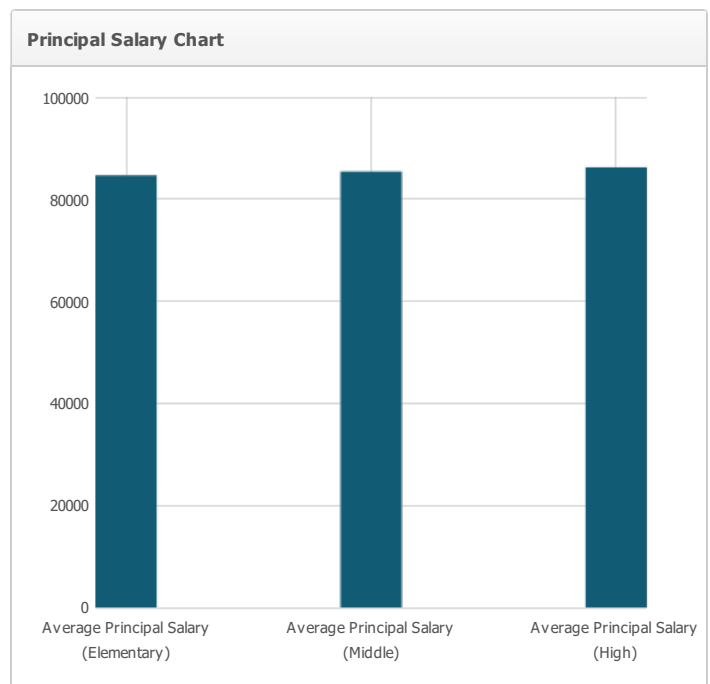
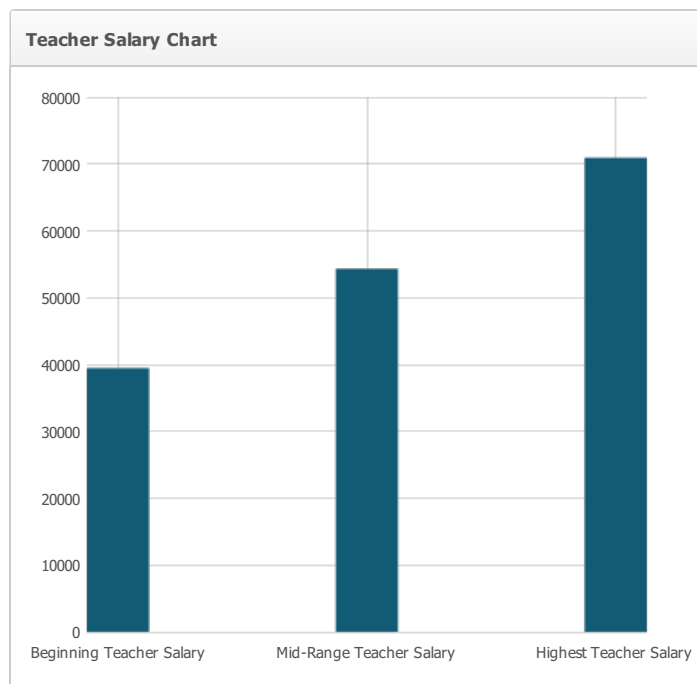
BayTech school is applying a School Improvement Plan required by OUSD. With this plan, BayTech provides RTI service to students who score below grade level. This program requires a full time RTI specialist and supportive materials.

Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,456	\$41,761
Mid-Range Teacher Salary	\$54,328	\$66,895
Highest Teacher Salary	\$70,934	\$86,565
Average Principal Salary (Elementary)	\$84,669	\$108,011
Average Principal Salary (Middle)	\$85,411	\$113,058
Average Principal Salary (High)	\$86,249	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of Budget for Teacher Salaries	30.0%	38.0%
Percent of Budget for Administrative Salaries	9.0%	5.0%

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



Last updated: 1/14/2015

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses	2	25.0%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/14/2015

Professional Development – Most Recent Three Years

If we were to include the in-services just before the educational year in August. The tally for annual teacher PD days is 17. 10 days are before the educational year and the rest is during the school year. Please note that this is the number of PD days for all teachers together. If we were to also add the individual teacher PD's as it believes that good education can only be achieved by well-informed food teachers.

Accord Institute organizes an annual conference and specialized workshops throughout the year. As an Accord member school, BayTech school participates to the annual Accord conference that takes three full days as well as sends teachers to the specialized workshops.

Last updated: 1/14/2015