

Bay Area Technology

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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

Hayri Hatipoglu was born and raised in Australia in 1975. He is married and has two lovely children. He majors in English Teaching and Education and throughout his educational voyage, he has taken up many

important responsibilities and roles that include Department Chair, Grade Level Coordinator and Vice Principal during 1997-2002, henceforth, he advanced through the ranks and became the principal of Sule College

in Wollongong, NSW in Australia in 2003. Subsequently, moved to Europe and continued his journey inspiring youth from many backgrounds. During his time in Europe, he completed his master's degree in

the field of Linguistics in 2010. His long awaited dream finally came true when he was offered a position as the leader of a charter school in Oakland, California; Bay Area Technology School (BayTech), in 2011.

BayTech is located in King Estate Campus in east Oakland. Currently, he still remains to be the leader of BayTech. Mr. Hatipoglu's hobbies include: watching and playing soccer, travelling and exploring new

cultures and places.

Contact

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

Phone: 510-645-9932
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) 434-7790
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, 94605-4109
Phone Number	510-645-9932
Principal	Hayri Hatipoglu, Principal
E-mail Address	contact@baytechschool.org
Web Site	www.baytechschool.org
County-District-School (CDS) Code	01612590106906

Last updated: 12/17/2015

School Description and Mission Statement - Most Recent Year

Mission

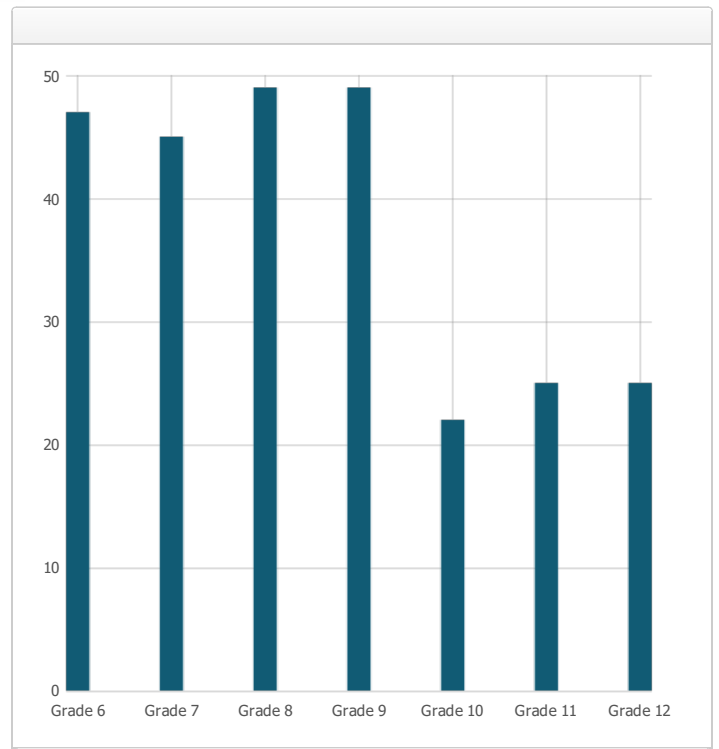
The mission of BayTech is to serve students in grades 6 through 12 in the OUSD by:
Enabling our students to become literate in STEM areas.

- 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: 12/17/2015

Student Enrollment by Grade Level (School Year 2014-15)

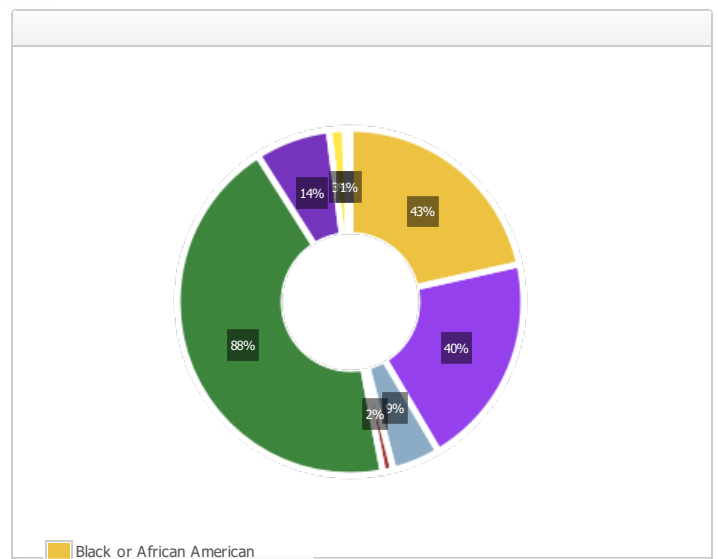
Grade Level	Number of Students
Grade 6	47
Grade 7	45
Grade 8	49
Grade 9	49
Grade 10	22
Grade 11	25
Grade 12	25
Total Enrollment	262



Last updated: 12/17/2015

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	43.5 %
American Indian or Alaska Native	0.4 %
Asian	0.8 %
Filipino	0.4 %
Hispanic or Latino	40.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	9.9 %
Two or More Races	2.7 %
Socioeconomically Disadvantaged	88.5 %
English Learners	14.5 %
Students with Disabilities	3.1 %
Foster Youth	1.1 %



- 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: 1/7/2016

A. Conditions of Learning

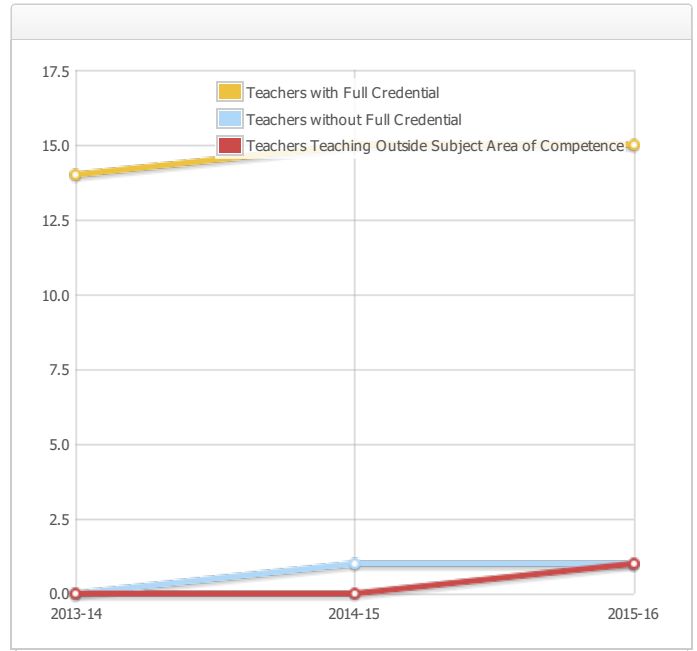
State Priority: Basic

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

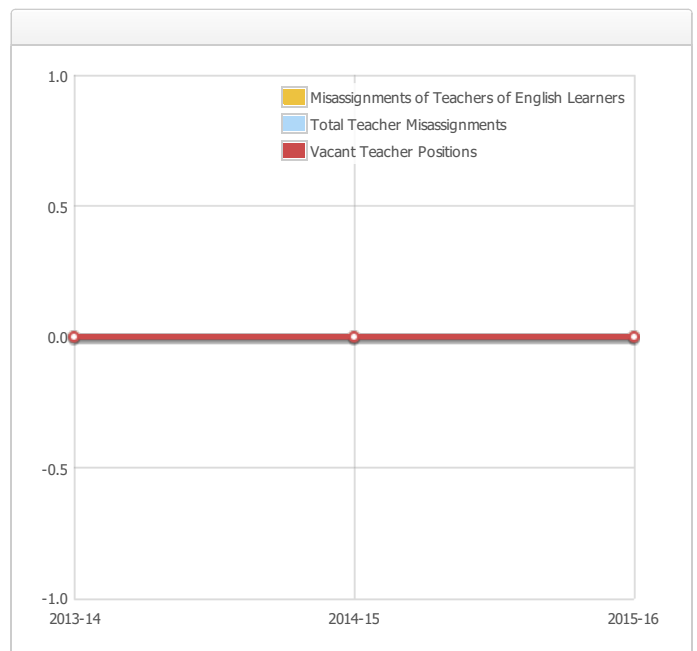
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	15	15	
Without Full Credential	0	1	1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	



Last updated: 1/7/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

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

Last updated: 12/17/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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	94.0%	7.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	94.0%	6.0%

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: 1/7/2016

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 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	22.0%	28.0%	44.0%
Mathematics (grades 3-8 and 11)	9.0%	23.0%	33.0%

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: 1/7/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	44	42	95.5%	45.0%	38.0%	17.0%	0.0%
Male	44	18	40.9%	56.0%	39.0%	6.0%	0.0%
Female	44	24	54.5%	38.0%	38.0%	25.0%	0.0%
Black or African American	44	16	36.4%	50.0%	31.0%	19.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	44	23	52.3%	48.0%	43.0%	9.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	44	1	2.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	44	39	88.6%	44.0%	41.0%	15.0%	0.0%
English Learners	44	4	9.1%	--	--	--	--
Students with Disabilities	44	3	6.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	50	98.0%	42.0%	34.0%	24.0%	0.0%
Male	51	26	51.0%	58.0%	23.0%	19.0%	0.0%
Female	51	24	47.1%	25.0%	46.0%	29.0%	0.0%
Black or African American	51	29	56.9%	34.0%	41.0%	24.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	51	1	2.0%	--	--	--	--
Filipino	51	0	0.0%	--	--	--	--
Hispanic or Latino	51	16	31.4%	63.0%	19.0%	19.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	51	3	5.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	51	44	86.3%	43.0%	32.0%	25.0%	0.0%
English Learners	51	8	15.7%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	25	100.0%	20.0%	44.0%	28.0%	8.0%
Male	25	11	44.0%	18.0%	64.0%	9.0%	9.0%
Female	25	14	56.0%	21.0%	29.0%	43.0%	7.0%
Black or African American	25	11	44.0%	27.0%	27.0%	36.0%	9.0%
American Indian or Alaska Native	25	1	4.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	9	36.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	4	16.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	25	22	88.0%	23.0%	36.0%	32.0%	9.0%
English Learners	25	2	8.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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Last updated: 1/7/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	45	45	100.0%	58.0%	36.0%	7.0%	0.0%
Male	45	27	60.0%	59.0%	33.0%	7.0%	0.0%
Female	45	18	40.0%	56.0%	39.0%	6.0%	0.0%
Black or African American	45	21	46.7%	57.0%	43.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	45	1	2.2%	--	--	--	--
Hispanic or Latino	45	20	44.4%	50.0%	35.0%	15.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	45	2	4.4%	--	--	--	--
Two or More Races	45	1	2.2%	--	--	--	--
Socioeconomically Disadvantaged	45	39	86.7%	54.0%	38.0%	8.0%	0.0%
English Learners	45	9	20.0%	--	--	--	--
Students with Disabilities	45	2	4.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	44	43	97.7%	63.0%	28.0%	9.0%	0.0%
Male	44	18	40.9%	78.0%	11.0%	11.0%	0.0%
Female	44	25	56.8%	52.0%	40.0%	8.0%	0.0%
Black or African American	44	16	36.4%	50.0%	44.0%	6.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	44	24	54.5%	75.0%	17.0%	8.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	44	1	2.3%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	44	40	90.9%	63.0%	28.0%	10.0%	0.0%
English Learners	44	5	11.4%	--	--	--	--
Students with Disabilities	44	3	6.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/7/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	51	51	100.0%	61.0%	33.0%	4.0%	2.0%
Male	51	27	52.9%	63.0%	26.0%	7.0%	4.0%
Female	51	24	47.1%	58.0%	42.0%	0.0%	0.0%
Black or African American	51	29	56.9%	52.0%	45.0%	3.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	51	1	2.0%	--	--	--	--
Filipino	51	1	2.0%	--	--	--	--
Hispanic or Latino	51	16	31.4%	75.0%	19.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	51	3	5.9%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	51	44	86.3%	59.0%	34.0%	5.0%	2.0%
English Learners	51	8	15.7%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/7/2016

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	25	25	100.0%	56.0%	28.0%	16.0%	0.0%
Male	25	11	44.0%	55.0%	36.0%	9.0%	0.0%
Female	25	14	56.0%	57.0%	21.0%	21.0%	0.0%
Black or African American	25	11	44.0%	64.0%	18.0%	18.0%	0.0%
American Indian or Alaska Native	25	1	4.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	25	9	36.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	25	4	16.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	25	22	88.0%	55.0%	27.0%	18.0%	0.0%
English Learners	25	2	8.0%	--	--	--	--
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/7/2016

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	31.0%	45.0%	28.0%	43.0%	44.0%	38.0%	59.0%	60.0%	56.0%

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: 1/7/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	38.0%
All Students at the School	28.0%
Male	34.0%
Female	25.0%
Black or African American	35.0%
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	31.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	28.0%
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: 1/7/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	64.5%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

State Priority: Other Pupil Outcomes

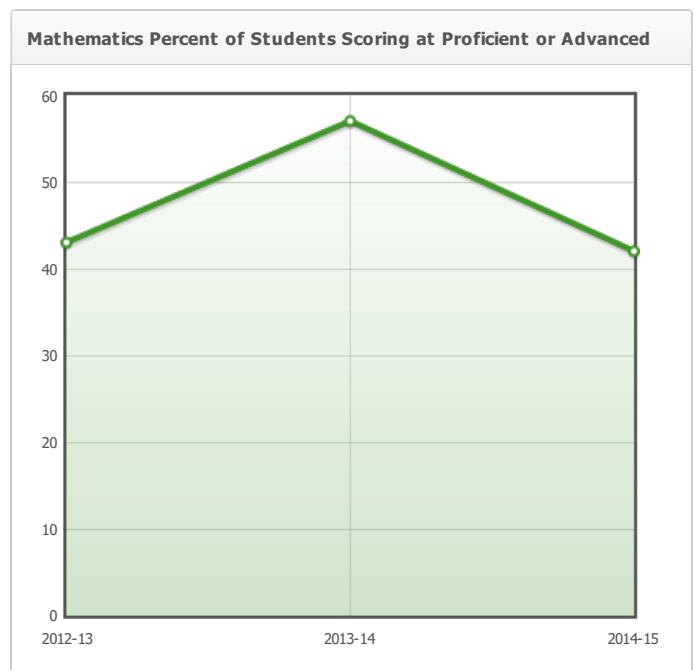
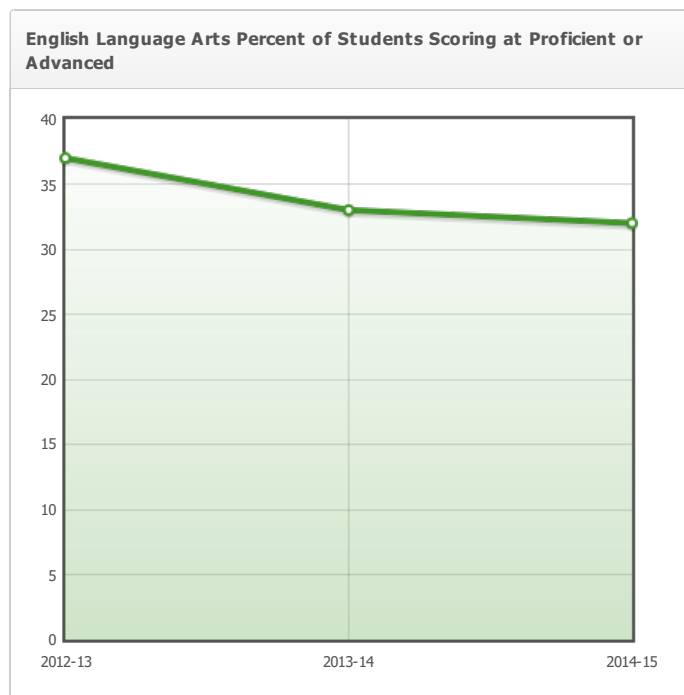
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	37.0%	33.0%	32.0%	41.0%	36.0%	39.0%	57.0%	56.0%	58.0%
Mathematics	43.0%	57.0%	42.0%	45.0%	40.0%	40.0%	60.0%	62.0%	59.0%

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: 1/7/2016

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (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	56.0%	21.0%	24.0%	53.0%	29.0%	18.0%
All Students at the School	68.0%	26.0%	5.0%	58.0%	32.0%	11.0%
Male	64.0%	36.0%	0.0%	55.0%	36.0%	9.0%
Female	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	68.0%	26.0%	5.0%	58.0%	32.0%	11.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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

Last updated: 1/7/2016

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	37.2%	--	--
9	27.7%	--	--

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

Last updated: 1/7/2016

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 2015-2016 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: 1/7/2016

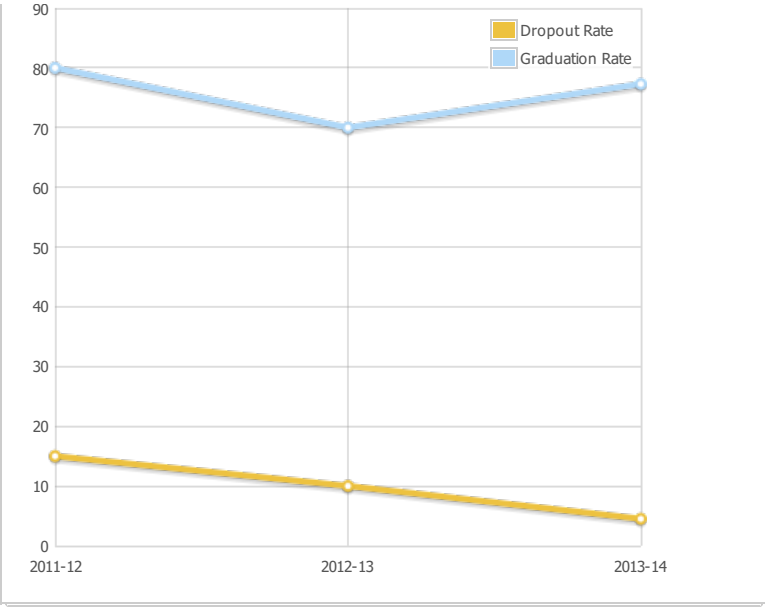
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	15.0%	10.0%	4.5%	25.4%	21.7%	23.9%	13.1%	11.4%	11.5%
Graduation Rate	80.00	70.00	77.30	59.00	62.80	60.50	78.87	80.44	80.95

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



Last updated: 1/7/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	95	73	84
Black or African American	86	69	76
American Indian or Alaska Native	100	69	78
Asian	0	79	92
Filipino	114	67	96
Hispanic or Latino	0	72	81
Native Hawaiian or Pacific Islander	0	68	83
White	73	82	89
Two or More Races	69	81	82
Socioeconomically Disadvantaged	69	73	81
English Learners	79	54	50
Students with Disabilities	67	59	61
Foster Youth	--	--	--

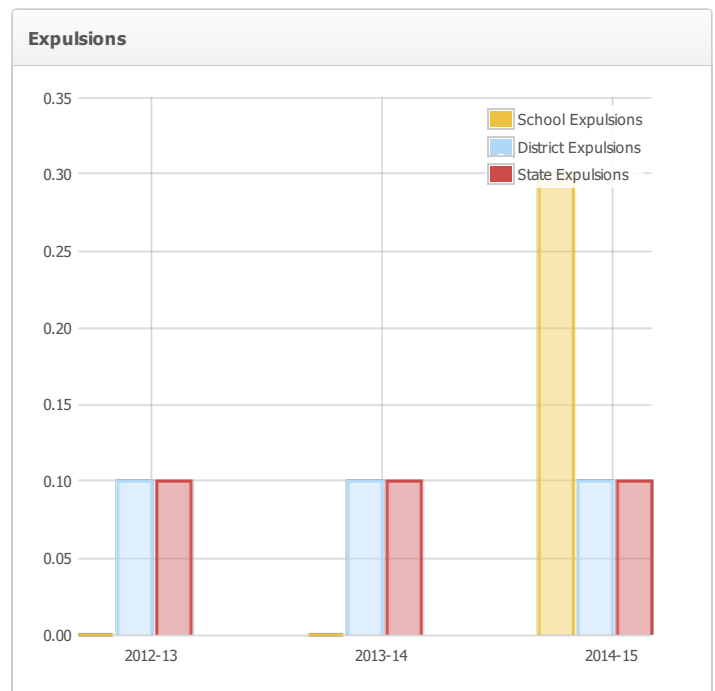
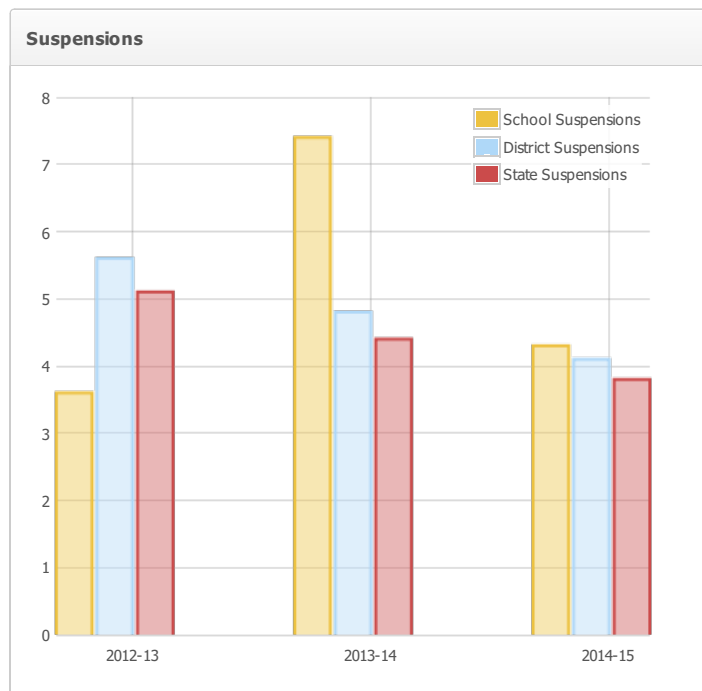
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.6	7.4	4.3	5.6	4.8	4.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.3	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/7/2016

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: 1/7/2016

D. Other SARC Information

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	88
Percent of Schools Currently in Program Improvement	N/A	82.2%

Note: Cells with NA values do not require data.

Last updated: 1/7/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	16.0	11	8		17.0	14	4		20.0	7	10	
Mathematics	14.0	11	1		16.0	12	6		20.0	8	8	
Science	21.0	4	3		19.0	12	4		23.0	5	9	
Social Science	13.0	9	2		22.0	7	3		24.0	3	7	

* 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: 1/7/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	50.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		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: 1/7/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7297.8	\$1100.8	\$6197.0	\$44500.0
District	N/A	N/A	\$0.0	\$55670.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/8/2016

Types of Services Funded (Fiscal Year 2014-15)

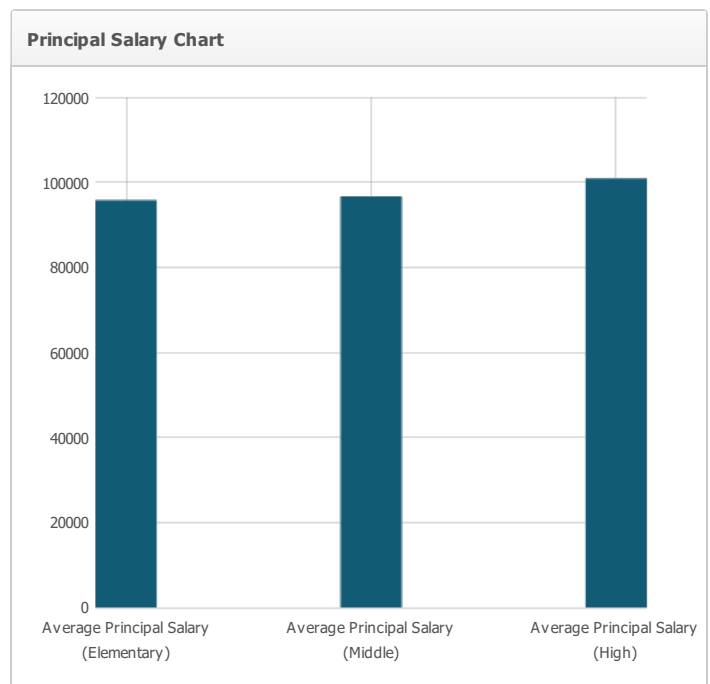
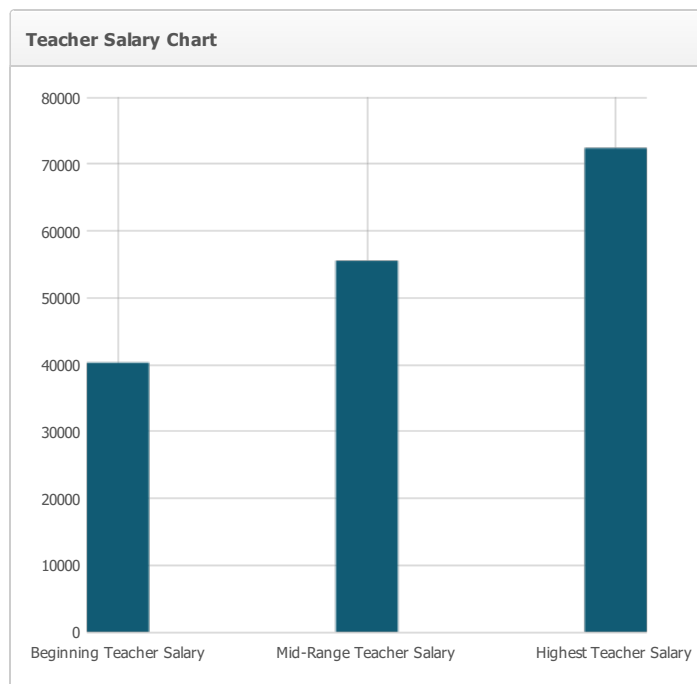
BayTech school is applying a School Improvement Plan required by OUSD. With this plan, BayTech provides RTI service to students who score below grade level. This program requires a full time RTI specialist and supportive materials.

Last updated: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,277	\$43,165
Mid-Range Teacher Salary	\$55,525	\$68,574
Highest Teacher Salary	\$72,386	\$89,146
Average Principal Salary (Elementary)	\$95,768	\$111,129
Average Principal Salary (Middle)	\$96,642	\$116,569
Average Principal Salary (High)	\$100,885	\$127,448
Superintendent Salary	\$255,001	\$234,382
Percent of Budget for Teacher Salaries	29.0%	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: 1/8/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	6	2.7%

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/7/2016

Professional Development – Most Recent Three Years

BayTech provides extensive professional development opportunities for its staff. Teachers participate in an extensive 10 day in-services before the school year starts. They receive support from the school admin in regards to school academic, structure and discipline as well as support from professional presenters in the areas of Common Core, Differentiated Instruction, Special Education and ELD. Teachers also participate in 3 full-day professional development days within each school year. The primary area of staff development over the past years has been a focus on the implementation of the Common Core State Standards and Differentiated Instruction. This focus was selected given the dramatic overhaul of state standards and assessment methodologies.

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

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

Accord Institute organizes an annual conferences 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. Accord Institute also provides training for guidance counselling, STEM Expo, College Mentoring and Leadership Program (CMLP) and also conducts annual school visits and classroom observations.

Last updated: 1/8/2016